Medina Valley Independent School District
Board of Trustees
Regular Meeting on Monday, September 28, 2026 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, September 28, 2026, 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**

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
  - Construction Committee
  - Curriculum Committee
  - Safety & Security Committee
  - Finance Committee
- B Construction Briefing
  - Creek View High School
  - Medina Valley High School Ag/JROTC Building
  - Medina Valley ISD Middle School #3
  - Medina Valley ISD Elementary #7
- C Financial Briefing
  - Bond 2023 Capital Projects Report
  - Bond 2024 Capital Projects Report
  - Annual Investment Report
- D Superintendent Briefing - Achievements
- E Priority 2 Update

V. **Discussion and Possible Action Items**

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)

VII. **Continued Discussion and Possible Action Items**
- A Consider Approval of the Superintendent's Personnel Recommendation for 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.)

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
Official Board Minutes

Regular Board Meeting
Monday, August 24, 2026, 6:00 PM
Medina Valley ISD Central Office Board Room

A **Regular Board Meeting** of the Board of Trustees was held Monday, August 24, 2026, 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 August 24, 2026.

B Establish a Quorum

A quorum of the Board Members were present Matt Castiglione, Joe Biediger, Ben Juarez, and Suzanne Lee. Nathan Fillinger, Blane Nash and Kelly Van Sickle was absent. Superintendent Emily Lorenz was present.

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 Hearing for the 2026-2027 Budget and the 2026 Tax Rate** presented by Mrs. Hermesch

A Budget Presentation and Tax Rate Presentation

B Receive Public Comments on the Proposed 2026-2027 Budget and the 2026 Tax Rate: There were no Public Comments on the Proposed 26-27 Budget and 2026 Tax Rate.

III. **Public Comment** – none

IV. **Announcements/Communications/Presentations**

A Construction Briefing presented by Mr. Barajas

- Creek View High School
- Medina Valley High School Ag/JROTC Building
- Medina Valley ISD Middle School #3
- Elementary #7

B Financial Briefing presented by Mrs. Hermesch

- General Fund Financial Statement
- Child Nutrition Financial Statement
- Debt Service Fund Financial Statement
- Bond 2023 Capital Projects Report
- Bond 2024 Capital Projects Report

C Superintendent Briefing presented by Mrs. Lorenz
- Staff/Student Achievements
- District Enrollment Numbers

D Priority #1 Update presented by Mrs. Lorenz

V. **Discussion and Possible Action Items**

A Consider Approval of Consent Agenda Items presented by Mrs. Lorenz
- Minutes for Regular Board Meeting on July 27, 2026, Special Board Meeting on July 27, 2026, and Special Board Meeting on August 12, 2026
- Memorandum of Understanding(s):
    - Our Lady of the Lake University
    - Believe it Foundation
- Northside ISD Special Education Shared Services Invoice
- Procurement for Medina Valley High School HVAC project
- Bexar County Fire Marshal's permit fees for Elementary #7
- Resolution — Annual Review of the MVISD Investment Policy and Investment Strategies CDA (Local)
- Annual Review of Investment Training
- Adoption of the District's list of Qualified Investment Brokers
- Purchasing Cooperatives for 2026-2027

Suzanne Lee made a Motion, seconded by Ben Juarez, to approve the consent agenda as presented. All of the Board Members voted for and the Motion passed.

B Consider Approval of the Certified Appraisal Rolls for Medina Valley Independent School District presented by Mrs. Hermesch

Matt Castiglione made a Motion, seconded by Ben Juarez, to accept the Certified Appraisal Rolls for the 2026 Tax year from Medina County and Bexar County for Medina Valley Independent School District as presented. All of the Board Members voted for and the Motion passed.

C Consider Approval of the No-New-Revenue Tax Rate and Voter-Approval Tax Rate for Tax Year 2026 for Medina Valley Independent School District presented by Mrs. Hermesch

Ben Juarez made a Motion, seconded by Suzanne Lee, to approve the No-New-Revenue Tax Rate and Voter-Approval Tax Rate for the Tax Year 2026 for Medina Valley Independent School District as presented. All of the Board Members voted for and the Motion passed.

D Consider Approval of 2026-2027 Budget Line-Items over $50,000 presented by Mrs. Hermesch

Matt Castiglione made a Motion, seconded by Ben Juarez, to approve the 2026-2027 Budget Line-Items over $50,000 as presented. All of the Board Members voted for and the Motion passed.

E Consider 2025-2026 Final Amended Budget presented by Mrs. Hermesch

Ben Juarez made a Motion, seconded by Suzanne Lee, to approve the 2025-2026 Final Amended Budget as presented. All of the Board Members voted for and the Motion passed.

F Consider Adoption of 2026-2027 Budget presented by Mrs. Hermesch

Matt Castiglione made a Motion, seconded by Ben Juarez, approve the Adoption of the 2026-2027 Budget as presented. All of the Board Members voted for and the Motion passed.

G Consider Approval of Resolution to Set the Medina Valley Independent School District Tax Rate for 2026 presented by Mrs. Hermesch

Matt Castiglione made a Motion, seconded by Ben Juarez, to adopt the Resolution to Set the Medina Valley Independent School District Tax Rate of $1.12660 for 2026 as presented. Joe Biediger called for a roll call vote.

Ben Juarez voted for.
Kelly Van Sickle was absent.
Nathan Fillinger was absent.
Matt Castiglione voted for.
Blane Nash was absent
Suzanne Lee voted for.
And I, Joe Biediger voted for.

All of the Board Members present voted for and the Motion passed.

H Consider Approval of Certification of Compliance with Certain Laws under Texas Education Code 39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session), presented by Mrs. Lorenz.

Ben Juarez made a Motion, seconded by Suzanne Lee, to approve Medina Valley ISD's Certification of Compliance with Certain Laws under Texas Education Code 39.008 as enacted by Senate Bill 12 in the 89th Texas Legislative Session as presented. All of the Board Members voted for and the Motion passed.

VI. **Closed Session**

Nathan Fillinger, Board President announced at 7:11 pm that the Board of Trustees would convene in closed session as authorized by Section 551.074, 551.076, and 551.089 of the Texas Open Meetings Act to discuss agenda items VI, A-B.

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

B 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 serve as a school marshal, including matters related to their appointment, duties, and responsibilities, and other matters related thereto

Board President Nathan Fillinger announced that the Board would reconvene into Open Session on August 24, 2026 at 7:39 pm. No action took place in closed session.

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

A Consider Approval to Authorize the Appointment of Personnel as a School Marshal

Ben Juarez made a Motion, seconded by Suzanne Lee, to authorize the Appointment of certain Personnel as a School Marshal as presented.

B Consider Approval of the Superintendent's Personnel Recommendations for August 24, 2026 - none

C Consideration of future meeting dates

The next Regular Meeting is scheduled for September 28, 2026.

VIII. **Adjournment**

Matt Castiglione made a Motion, seconded by Ben Juarez, to adjourn the Regular Board Meeting at 7:41 pm on August 24, 2026. All of the Board Members voted for and the Motion passed.

__________________________	__________________________
Nathan Fillinger Board President	Joe Biediger Board Secretary

Board Approved__________________________

MEDINA VALLEY
EST. ISD 1959

In keeping with Board Policy CDA please find attached the 4th Quarterly Investment report and the Annual Investment report for fiscal year 2025-2026. This report describes the investment position of the school district for the referenced period. Investments are structured to be consistent with the school district's policy and in accordance with the investment strategies defined within the policy framework pursuant to Section 2256.023 of the Public Funds Investment Act.

Submitted by:

Crystal Hermesch
Chief Financial Officer
Investment Officer

Jennifer A. Garcia
Director of Finance & Budget
Investment Officer

Medina Valley Independent School District
Investment Report for the Quarter Ending August 31, 2026

Depository Type	Account Name	Type of Account	% Earned	5/31/26 Book Value	5/31/26 Market Value	Changes Deposits	Changes Withdrawals	Changes Interest	8/31/26 Book Value	8/31/26 Market Value
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	3.84%	$ 21,108,459	$ 20,382,268	$ 269,757	$ (14,703,264)	$ 165,777	$ 6,840,729	$ 6,839,760
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	3.84%	$ 1,736,155	$ 1,735,689		$ (1,540,126.00)	$ 6,946	202,976	$ 202,947
Lone Star Investment Pool	Capital Projects (Series 2022)	Corporate Overnight Plus	3.84%	$ 254,753	$ 254,685		$ (159,311)	$ 1,703	$ 97,145	$ 97,132
Lone Star Investment Pool	Capital Projects (Series 2023)	Corporate Overnight Plus	3.84%	$ 101,889,730	$ 101,862,370		$ (19,051,565)	$ 930,746	$ 83,768,911	$ 83,757,041
Lone Star Investment Pool	Capital Projects (Series 2024)	Corporate Overnight Plus	3.84%	$ 6,804,750	$ 6,802,923		$ (3,346,061)	$ 54,619	$ 3,513,308.65	$ 3,512,811
Lone Star Investment Pool	Capital Projects (Series 2025)	Corporate Overnight Plus	3.84%	$ 125,691,209	$ 125,657,458		$ (15,349,075)	$ 1,175,247	$ 111,517,381	$ 111,501,580
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	3.84%	$ 38,018,273	$ 38,008,065	$ 23,758,789	$ (26,206,891)	$ 337,330	$ 35,907,500	$ 35,902,412
Lone Star Investment Pool	Child Nutrition	Corporate Overnight Plus	3.84%	$ 2,787,180	$ 2,786,432	$ 1,183,452	$ (1,194,800)	$ 27,108	$ 2,802,939	$ 2,802,542
Broadway Bank	General Operating	Public Funds Now	0.01%	$ 3,674,587	$ 3,674,587	$ 30,526,057	$ (30,513,673)		$ 3,686,971	$ 3,686,971
Broadway Bank	Payroll	Public Funds Now	0.01%	$ 792,441	$ 792,441	$ 24,296,563	$ (24,289,693)		$ 799,312	$ 799,312
Broadway Bank	Workers Compensation	Public Funds Now	0.01%	$ 300,067	$ 300,067		$ (1,161)		$ 298,906	$ 298,906
Broadway Bank	Bond 622 (Series 2021)	Public Funds Now	0.01%	$ 100	$ 100	$ 1,540,126	$ (1,540,126)		$ 101	$ 101
Broadway Bank	Bond 623 (Series 2022)	Public Funds Now	0.01%	$ 101	$ 101	$ 159,311	$ (159,312)		$ 100	$ 100
Broadway Bank	Bond 624 (Series 2023)	Public Funds Now	0.01%	$ 101	$ 101	$ 19,462,455	$ (19,462,455)		$ 101	$ 101

Depository Type	Account Name	Type of Account	% Earned	5/31/26 Book Value	5/31/26 Market Value	Changes Deposits	Withdrawals	Interest	8/31/26 Book Value	8/31/26 Market Value
Broadway Bank	Bond 620 (Series 2024)	Public Funds Now	0.01%	$ 100	$ 100	$ 3,346,061	$ (3,346,061)		$ 101	$ 101
Broadway Bank	Bond 625 (Series 2025)	Public Funds Now	0.01%	$ 100	$ 100	$ 15,349,075	$ (15,349,075)		$ 100	$ 100
Broadway Bank	Child Nutrition	Public Funds Now	0.01%	$ 7,304	$ 7,304	$ 1,422,943	$ (1,373,976)		$ 56,271	$ 56,271
Broadway Bank	District Activity	Public Funds Now	0.01%	$ 955,456	$ 955,456	$ 272,165	$ (303,461)		$ 924,161	$ 924,161
Broadway Bank	Interest & Sinking	Public Funds Now	0.01%	$ 101	$ 101	$ 14,642,994	$ (14,642,994)		$ 101	$ 101
Broadway Bank	AP Clearing	Public Funds Now	0.01%	$ 3,332,220	$ 3,332,220	$ 61,812,272	$ (64,442,659)		$ 701,833	$ 701,833
	Total			**$ 307,353,189**	**$ 306,552,569**	**$ 198,042,019**	**$ (256,975,738)**	**$ 2,699,476**	**$ 251,118,946**	**$ 251,084,281**

Medina Valley Independent School District
Annual Investment Report for Fiscal Year 2025-2026

Depository Type	Account Name	Type of Account	% Earned	8/31/25 Book Value	8/31/25 Market Value	Changes Deposits	Changes Withdrawals	Changes Interest	8/31/26 Book Value	8/31/26 Market Value
Lone Star Investment Pool	Interest & Sinking	Corporate Overnight Plus	3.96%	$ 6,466,347	$ 6,465,511	$ 36,822,754	$ (37,084,838)	$ 636,466	$ 6,840,729	$ 6,839,760
Lone Star Investment Pool	Capital Projects (Series 2021)	Corporate Overnight Plus	3.96%	$ 2,374,332	$ 2,374,025	$ -	$ (2,242,355)	$ 70,999	202,976	$ 202,947
Lone Star Investment Pool	Capital Projects (Series 2022)	Corporate Overnight Plus	3.96%	$ 841,440	$ 841,331	$ -	$ (766,064)	$ 21,769	$ 97,145	$ 97,132
Lone Star Investment Pool	Capital Projects (Series 2023)	Corporate Overnight Plus	3.96%	$ 163,599,157	$ 163,578,008	$ -	$ (84,777,274)	$ 4,947,027	$ 83,768,911	$ 83,757,041
Lone Star Investment Pool	Capital Projects (Series 2024)	Corporate Overnight Plus	3.96%	$ 10,662,813	$ 10,661,434	$ -	$ (7,473,179)	$ 323,675	$ 3,513,308.65	$ 3,512,811
Lone Star Investment Pool	Capital Projects (Series 2025)	Corporate Overnight Plus	3.96%	$ 132,176,251	$ 132,159,164	$ -	$ (25,791,031)	$ 5,132,161	$ 111,517,381	$ 111,501,580
Lone Star Investment Pool	General Operating	Corporate Overnight Plus	3.96%	$ 28,150,001	$ 28,146,362	$ 118,254,824	$ (112,148,556)	$ 1,651,231	$ 35,907,500	$ 35,902,412
Lone Star Investment Pool	Child Nutrition	Corporate Overnight Plus	3.96%	$ 2,669,889	$ 2,669,544	$ 4,851,908	$ (4,826,588)	$ 107,731	$ 2,802,939	$ 2,802,542
Broadway Bank	General Operating	Public Funds Now	0.01%	$ 1,571,118	$ 1,571,118	$ 119,157,267	$ (117,041,415)	$ -	$ 3,686,971	$ 3,686,971
Broadway Bank	Payroll	Public Funds Now	0.01%	$ 777,690	$ 777,690	$ 96,389,597	$ (96,367,976)	$ -	$ 799,312	$ 799,312
Broadway Bank	Workers Compensation	Public Funds Now	0.01%	$ 605,482	$ 605,482	$ 118,656	$ (425,232)	$ -	$ 298,906	$ 298,906
Broadway Bank	Bond 622 (Series 2021)	Public Funds Now	0.01%	$ 101	$ 101	$ 2,242,355	$ (2,242,355)	$ -	$ 101	$ 101
Broadway Bank	Bond 623 (Series 2022)	Public Funds Now	0.01%	$ 100	$ 100	$ 766,064	$ (766,064)	$ -	$ 100	$ 100
Broadway Bank	Bond 624 (Series 2023)	Public Funds Now	0.01%	$ 100	$ 100	$ 85,175,530	$ (85,175,529)	$ -	$ 101	$ 101

Depository Type	Account Name	Type of Account	% Earned	8/31/25 Book Value	8/31/25 Market Value	Changes Deposits	Changes Withdrawals	Changes Interest	8/31/26 Book Value	8/31/26 Market Value
Broadway Bank	Bond 620 (Series 2024)	Public Funds Now	0.01%	$ 101	$ 101	$ 11,965,822	$ (11,965,822)	$ -	$ 101	$ 101
Broadway Bank	Bond 625 (Series 2025)	Public Funds Now	0.01%	$ 100	$ 100	$ 25,791,069	$ (25,791,069)	$ -	$ 100	$ 100
Broadway Bank	Child Nutrition	Public Funds Now	0.01%	$ 17,876	$ 17,876	$ 7,228,221	$ (7,189,827)	$ -	$ 56,271	$ 56,271
Broadway Bank	District Activity	Public Funds Now	0.01%	$ 689,515	$ 689,515	$ 1,526,996	$ (1,292,350)	$ -	$ 924,161	$ 924,161
Broadway Bank	Interest & Sinking	Public Funds Now	0.01%	$ 101	$ 101	$ 36,689,916	$ (36,689,917)	$ -	$ 101	$ 101
Broadway Bank	AP Clearing	Public Funds Now	0.01%	$ 195,411	$ 195,411	$ 186,103,560	$ (185,597,138)	$ -	$ 701,833	$ 701,833
	Total			$ 350,797,926	$ 350,753,075	$ 733,084,539	$ (845,654,578)	$ 12,891,059	$ 251,118,946	$ 251,084,281

Agenda Item Memorandum

To: MVISD Board of Trustees
Date: 10/27/25
Agenda Item: Consider approving the 2026-2027 District Improvement Plan

Background Information:
In accordance with Board Policy BQ (Legal), a District Improvement Plan (DIP) has been developed for the 2026-2027 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 2026-2027 District and Campus Improvement Plans.

Recommendation:
It is recommended that the Board of Trustees approve the District Improvement Plan and Campus Improvement Plans as presented.

8449 FM 471 S., Castroville, TX 78009 • www.mvisd.com

Medina Valley Independent School District

Accountability Rating: B

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 04:18 PM

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

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

Summary

Medina Valley ISD serves a large, growing, and increasingly diverse student population across elementary, middle, and high school campuses. Hispanic students represent the largest racial/ethnic group across the district, comprising approximately 56%–68% of enrollment at individual campuses. White students represent the second-largest group at most campuses, followed by Black/African American students, students identifying as two or more races, Asian students, and other racial/ethnic groups. Campus demographic profiles vary, reflecting the diverse communities served throughout the district.

The district continues to experience enrollment growth and shifts in student population across campuses. For example, Medina Valley Middle School increased from 919 students in 2023–2024 to 1,204 in 2025–2026, while Loma Alta Middle School increased from 919 to 1,273 during the same period. Medina Valley High School enrollment increased from 2,632 students in 2024–2025 to 2,842 in 2025–2026. Elementary enrollment also reflects continued growth and changing enrollment patterns across attendance zones.

MVISD serves students with a wide range of academic, linguistic, economic, and specialized needs. Campus data indicate significant populations of students receiving special education services, emergent bilingual services, gifted and talented services, Section 504 accommodations, and dyslexia services. Economically disadvantaged and at-risk populations also represent substantial portions of enrollment at many campuses. Additionally, the district serves military-connected students, students experiencing homelessness or foster care, and migrant students. Mobility rates vary by campus and are an important consideration when planning academic and student support systems.

The district has experienced growth in programs designed to respond to its changing student population. Bilingual hub campuses provide language support, resource alignment, and instructional consistency for emergent bilingual students, with bilingual program enrollment increasing and program denials decreasing. The district's GT program has also expanded, including services for advanced mathematics learners and opportunities such as the GT Expo. Continued needs include strengthening professional development and resources for staff serving special populations and ensuring equitable identification, enrichment, and support for advanced learners.

Attendance remains an important demographic consideration. District attendance improved from 93.8% in 2024–2025 to 94.17% during 2025–2026, with the CNA identifying continued refinement, monitoring, and standardization of attendance practices as a district need. Campus mobility rates and differences in attendance reinforce the need for consistent systems that promote student engagement and regular attendance.

At the secondary level, students have access to a growing range of college, career, and advanced academic opportunities, including PreAP, Advanced Placement, dual credit, vocational programming, and TSI preparation. AP participation has grown substantially, from 225 tests in 2025 to 624 tests ordered for 2026, while the CNA identifies continued expansion of college-readiness supports and increased understanding and participation in advanced coursework as areas for continued growth.

Stakeholder feedback reflects a district community that values its students, staff, educational opportunities, and sense of community. Staff describe students as respectful and eager to learn and identify coworkers as positive and supportive. Parents value the district's academic opportunities, including dual credit, vocational training, and electives. At the same time, both district feedback and CNA data identify a need for clearer, more targeted, consistent, and personal communication with families, particularly regarding student progress, as well as continued opportunities for family and community engagement.

Overall, Medina Valley ISD's demographic profile reflects a growing and diverse community with changing enrollment patterns and increasing needs for differentiated academic, linguistic, behavioral, and specialized supports. Continued growth requires the district to intentionally monitor enrollment, attendance, mobility, special program participation, advanced academic opportunities, and family engagement to ensure systems and resources remain responsive to the needs of all students.

Strengths

Medina Valley ISD serves a growing and diverse student population supported by a strong sense of community and expanding programs designed to meet a variety of student needs. The district's bilingual hub campuses strengthen language support, resource alignment, and instructional consistency for emergent bilingual students, while increased bilingual program participation and decreased program denials demonstrate progress in expanding access to services. The Gifted and Talented program has also grown, providing additional opportunities for advanced learners through initiatives such as MATH STAARS and the GT Expo.
District attendance has improved from 93.8% in 2024–2025 to 94.17% in 2025–2026, reflecting positive systems and supports for student attendance. Additionally, stakeholder feedback highlights a supportive school culture, dedicated staff, engaged families, and strong educational opportunities, including dual credit, vocational programs, and a variety of electives.

Student Learning

Summary

Medina Valley ISD demonstrates areas of strength in student achievement while continuing to identify opportunities for growth across content areas and student groups. District and campus data indicate that students are performing at or above the state in several STAAR measures, with particularly strong performance evident in reading and secondary courses such as Biology and U.S. History. At the elementary level, MAP STAAR projections indicate strength in reading, with only 16.4% of students projected at Did Not Meet; however, a notable difference exists between projected Masters performance in Reading (22.5%) and Math (7.5%), highlighting an opportunity to increase rigor and advanced achievement in mathematics. At the secondary level, 2025 STAAR EOC results show passing rates of 74% in Algebra I, 94% in Biology, 76% in English I, 82% in English II, and 98% in U.S. History, with Masters performance ranging from 8% to 48%.

MVISD continues to strengthen systems for monitoring student progress through the implementation of NWEA MAP, common assessments, PLC structures, and student goal setting, supporting collaborative, data-driven instructional decision-making. The district also provides multiple pathways to college and career readiness through PreAP, Advanced Placement, dual credit, TSI preparation, vocational programs, and electives. Advanced academic participation is expanding, with AP testing increasing from 225 tests in 2025 to 624 tests ordered for 2026. TSI data presented in the CNA show continued opportunities to strengthen college readiness, particularly in mathematics. Families also identify dual credit, vocational training, and the variety of elective offerings as valued educational opportunities that prepare students for college and career pathways.

Overall, district student-learning data demonstrate strengths in reading, several secondary STAAR/EOC areas, expanding advanced academic opportunities, and the use of data-driven instructional systems. Continued areas of focus include increasing mathematics achievement, particularly at the Masters level; strengthening support for advanced learners; increasing college-readiness outcomes and participation; and ensuring teachers have the professional learning, resources, and collaborative structures necessary to provide rigorous, differentiated, student-centered instruction.

Strengths

Medina Valley ISD demonstrates strong student learning outcomes supported by a districtwide commitment to data-driven decision-making, collaboration, and expanding academic opportunities. Campuses have established PLC structures that utilize NWEA MAP and common assessment data to monitor student progress, guide instruction, and promote shared responsibility for student learning. Students demonstrate areas of strong academic performance, particularly in reading and secondary courses such as Biology and U.S. History. The district also continues to expand opportunities for students to challenge themselves through PreAP, Advanced Placement, dual credit, TSI preparation, vocational programs, and electives, with AP participation increasing substantially from 225 tests in 2025 to 624 tests ordered in 2026. These academic pathways, combined with strong collaborative instructional systems, provide students with opportunities to demonstrate growth and prepare for college and career success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers have inconsistencies in understanding and implementing specially designed instruction (SDI), resulting in variability in how SDI is intentionally planned, delivered, and evident within daily instruction for students receiving special education services.	The district lacks a consistent, districtwide framework for defining, planning, implementing, documenting, and monitoring SDI. Teachers have not received sufficient ongoing training, modeling, and coaching to clearly distinguish SDI from accommodations, modifications, and general differentiation or to consistently embed SDI into daily instruction based on individual student needs.
2 ★	High percentage of ISS, OSS, and DAEP placements.	Teachers lack classroom management strategies and do not implement PBIS strategies.
3 ★	There are inconsistencies in staff capacity to effectively support students with significant or disruptive behaviors across educational settings which lead to more recommendations 01of more restrictive settings before district processes, interventions, data collection have been consistently implemented and reviewed to support informed decisions.	Implementation of processes for supporting students with behavioral needs, including interventions, behavior plans, progress monitoring, and data collection. Staff need additional training, coaching, and accountability in behavior management, de-escalation, documentation, and inclusive practices to ensure decisions about supports, services, and placement are based on student needs and data.
4 ★	Teachers and instructional leaders lack knowledge on effectively implementing current resources with students.	Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.
5 ★	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.	Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).

6 ★	Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas.	Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.
7 ★	Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level.	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.
8 ★	Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS	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.
9 ★	Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs.	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.
10 ★	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.	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.
11 ★	District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth.	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.

12 ★	Student performance data (STAAR, MAP Growth, district curriculum'based assessments) indicates that not all students are meeting expected levels of academic growth each year.	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, progress monitoring during intervention blocks.

★ = Priority

District Processes & Programs

Summary

Medina Valley ISD continues to strengthen districtwide processes and programs designed to provide consistent, high-quality instruction and support for all students. The district has established PLC structures that promote collaboration, data-driven decision-making, and shared responsibility for student learning, with teachers utilizing NWEA MAP and common assessment data to monitor progress and inform instructional decisions. Instructional systems have been strengthened through streamlined access to resources through Curriculum Central and the implementation of research-based programs and resources, including Beast Academy, 95 Phonics, ESGI, and CIRCLE. The CNA identifies continued work to strengthen coherence in mathematics through the transition from Envision to STEMscopes and targeted onboarding and professional learning for staff.

The district utilizes instructional coaching, PLCs, professional learning, and collaborative structures to build teacher capacity and increase instructional alignment. Campuses have also incorporated intervention and enrichment blocks into master schedules to provide time for differentiated instruction based on student data, while PASS and RESET systems provide behavioral supports that help students regulate and return to instruction. Continued priorities include strengthening data analysis and progress monitoring within intervention and enrichment, clarifying coaching practices and feedback cycles, and providing targeted professional development that responds to student and staff needs.

Communication and stakeholder engagement are also important components of district processes. Stakeholder feedback identifies communication as both a strength and an area for continued refinement, with a need for streamlined, consistent, targeted, and personal communication, particularly regarding student progress. Families value regular communication and opportunities for involvement, while feedback indicates a continued need to strengthen communication regarding student progress, classroom expectations, school events, and safety procedures. Overall, MVISD has established systems for curriculum and instruction, professional learning, intervention and enrichment, instructional coaching, student support, data analysis, and stakeholder communication, with continued emphasis on greater consistency, alignment, collaboration, and responsiveness across campuses.

Strengths

Medina Valley ISD has established strong districtwide processes that support collaboration, data-driven decision-making, instructional alignment, and student support. PLC structures provide protected opportunities for educators to analyze NWEA MAP and curriculum-based assessment data, collaboratively plan, and share responsibility for student learning. The district continues to strengthen curriculum and instruction through streamlined access to resources in Curriculum Central, implementation of research-based instructional programs, and ongoing professional learning and instructional coaching designed to build teacher capacity. Campuses also utilize dedicated intervention and enrichment blocks to differentiate instruction based on student needs, along with district support systems such as PASS and RESET to address behavioral needs while maintaining instructional momentum. Additionally, strong communication, family engagement, and a supportive school culture remain valued components of district processes as MVISD continues to grow and strengthen consistency across campuses.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	MVISD educators need continued support in implementing effective English language acquisition and instructional strategies to meet the linguistic and academic needs of emergent bilingual students.	Teachers need continued professional learning, resources, and instructional support to effectively integrate English language development and appropriate linguistic scaffolds into content-area instruction.
2 ★	MVISD educators need additional resources to support effective communication with emergent bilingual students whose primary language is neither English nor Spanish.	Current bilingual and ESL resources primarily support English and Spanish, resulting in limited resources for communicating with and supporting students who speak other languages.
3	MVISD continues to rely on the ESL waiver and bilingual exception due to the hiring of teachers who do not hold the required ESL or bilingual certification for their assigned instructional roles.	District hiring and placement practices have not consistently ensured that teachers assigned to bilingual and ESL program models hold the appropriate certification prior to assignment.
4 ★	Emergent bilingual students may experience barriers in accessing and successfully transitioning to postsecondary education opportunities.	Emergent bilingual students and their families may have limited access to linguistically and culturally responsive information, guidance, and resources related to postsecondary pathways.
5 ★	Inability to retain paraprofessional staff.	Onboarding paraprofessional staff to meet the demands of the position and continuing professional development

6 ★	As the district continues to grow, the internal pipeline of staff prepared to assume campus and district leadership roles is insufficient to meet anticipated leadership needs.	Staff members have limited opportunities to develop, practice, and demonstrate the leadership competencies necessary to successfully transition into formal leadership roles.
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.	There is a misalignment between instructional practices and the rigor of the TEKS.
8 ★	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.	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.
9 ★	Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration.	Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.
10 ★	Teachers across the district report inconsistent communication, limited opportunities to provide feedback, and a lack of clarity regarding district initiatives, policies, and instructional expectations.	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.

★ = Priority

Perceptions

Summary

Stakeholder feedback from the district's comprehensive needs assessment reflects an overall positive perception of Medina Valley ISD's culture, community, staff, and educational opportunities. Staff describe students as respectful, eager to learn, and a positive aspect of working in the district. Employees also identify supportive and positive relationships among coworkers, strong benefits and compensation, and engaged families as strengths. Opportunities for continued growth include increasing staff recognition and providing teachers with additional time for collaboration.

Parent Engagement & Community: Parent feedback demonstrates a strong sense of community and appreciation for the district's dedicated and caring teachers. Families value opportunities to participate in school activities, volunteer, attend events, and engage with their children's schools. Parents also recognize the district's educational opportunities—including dual credit, vocational training, and a variety of electives—as strengths that support college and career preparation.

Communication & Transparency: Communication emerged as both a strength and an area for continued improvement. Families appreciate frequent updates through ParentSquare and school notifications; however, stakeholders expressed a need for communication that is clearer, more consistent, targeted, and specific to individual student progress, with multiple communication methods available to families. District stakeholder feedback similarly identified a need for streamlined and consistent communication and clearer, more personal communication regarding student progress.

Culture, Climate & Safety: Feedback reflects a supportive school culture characterized by caring educators, positive relationships, engaged families, and students who are viewed positively by staff. Stakeholders also identified opportunities to strengthen cultural inclusivity and community-based events. Families expressed a need for greater clarity and awareness regarding safety protocols, bullying prevention, reporting systems, and intervention procedures so that stakeholders better understand how concerns are addressed.

Overall, district perceptions indicate that Medina Valley ISD benefits from a strong sense of community, caring and supportive staff, engaged families, positive educational opportunities, and collaborative relationships. Continued areas of focus include strengthening consistent and personalized communication, increasing staff recognition and collaborative time, expanding culturally inclusive opportunities, and improving stakeholder understanding of safety and student-support processes.

Strengths

Medina Valley ISD benefits from a strong sense of community, supportive relationships, engaged families, and a positive school culture. Parents value the district's dedicated and caring teachers and appreciate opportunities to participate in school activities, volunteer, attend events, and remain connected through regular communication. Families also recognize the district's wide range of educational opportunities, including dual credit, vocational programs, and electives that support college and career preparation. Staff identify students as a significant strength, describing them as respectful, eager to learn, and enjoyable to work with, while also highlighting positive and supportive relationships among coworkers, strong benefits and compensation, and engaged parents. Overall, stakeholder perceptions reflect community pride, caring educators, positive relationships, family engagement, and a shared commitment to supporting students as key strengths of Medina Valley ISD.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Update/upgrade technology infrastructure	Ageing facilities will need updated equipment and cabling.
2 ★	Parents and community members want to feel better connected and more involved within our school district.	Lack of events and opportunities for parents and community members to spend time on campuses.
3 ★	Our stakeholders want to feel better informed on all of the things happening throughout our district.	As communication tools, channels and techniques evolve we must stay on the forefront of communications and find innovative ways to reach various audiences.
4 ★	Stakeholders do not always receive the best customer service.	Training for staff on how to maintain a customer-service focused culture and mentality is not provided frequently and effectively.
5	Require instructional technology professional development	As MVISD continues to grow and newer technology programs/software are introduced current and periodic training is paramount

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	MVISD educators need continued support in implementing effective English language acquisition and instructional strategies to meet the linguistic and academic needs of emergent bilingual students.	Teachers need continued professional learning, resources, and instructional support to effectively integrate English language development and appropriate linguistic scaffolds into content-area instruction.
2 ★	MVISD educators need additional resources to support effective communication with emergent bilingual students whose primary language is neither English nor Spanish.	Current bilingual and ESL resources primarily support English and Spanish, resulting in limited resources for communicating with and supporting students who speak other languages.
3 ★	Emergent bilingual students may experience barriers in accessing and successfully transitioning to postsecondary education opportunities.	Emergent bilingual students and their families may have limited access to linguistically and culturally responsive information, guidance, and resources related to postsecondary pathways.
4 ★	Inability to retain paraprofessional staff.	Onboarding paraprofessional staff to meet the demands of the position and continuing professional development
5 ★	Update/upgrade technology infrastructure	Ageing facilities will need updated equipment and cabling.
6 ★	Teachers have inconsistencies in understanding and implementing specially designed instruction (SDI), resulting in variability in how SDI is intentionally planned, delivered, and evident within daily instruction for students receiving special education services.	The district lacks a consistent, districtwide framework for defining, planning, implementing, documenting, and monitoring SDI. Teachers have not received sufficient ongoing training, modeling, and coaching to clearly distinguish SDI from accommodations, modifications, and general differentiation or to consistently embed SDI into daily instruction based on individual student needs.

7 ★	High percentage of ISS, OSS, and DAEP placements.	Teachers lack classroom management strategies and do not implement PBIS strategies.
8 ★	There are inconsistencies in staff capacity to effectively support students with significant or disruptive behaviors across educational settings which lead to more recommendations 01of more restrictive settings before district processes, interventions, data collection have been consistently implemented and reviewed to support informed decisions.	Implementation of processes for supporting students with behavioral needs, including interventions, behavior plans, progress monitoring, and data collection. Staff need additional training, coaching, and accountability in behavior management, de-escalation, documentation, and inclusive practices to ensure decisions about supports, services, and placement are based on student needs and data.
9 ★	Teachers and instructional leaders lack knowledge on effectively implementing current resources with students.	Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.
10 ★	Parents and community members want to feel better connected and more involved within our school district.	Lack of events and opportunities for parents and community members to spend time on campuses.
11 ★	Our stakeholders want to feel better informed on all of the things happening throughout our district.	As communication tools, channels and techniques evolve we must stay on the forefront of communications and find innovative ways to reach various audiences.
12 ★	Stakeholders do not always receive the best customer service.	Training for staff on how to maintain a customer-service focused culture and mentality is not provided frequently and effectively.

13 ★	As the district continues to grow, the internal pipeline of staff prepared to assume campus and district leadership roles is insufficient to meet anticipated leadership needs.	Staff members have limited opportunities to develop, practice, and demonstrate the leadership competencies necessary to successfully transition into formal leadership roles.
14 ★	Student performance data and classroom observations reveal that secondary students are not consistently meeting grade-level expectations or demonstrating growth across all content areas.	Secondary teachers have not received sufficient training and support in implementing high expectations, differentiation strategies, and advanced-level instructional practices.
15 ★	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.	Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).
16 ★	Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level.	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.
17 ★	Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS	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.
18 ★	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.	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.

19 ★	Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs.	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.
20 ★	District data indicates that high-achieving and Gifted/Talented (G/T) students are not consistently demonstrating annual academic growth.	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.
21 ★	Student performance data (STAAR, MAP Growth, district curriculum'based assessments) indicates that not all students are meeting expected levels of academic growth each year.	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, progress monitoring during intervention blocks.
22 ★	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.	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.
23 ★	Classroom observations and discipline data indicate that students struggle to maintain positive relationships, resolve conflicts constructively, and engage in productive collaboration.	Students have not received consistent, districtwide instruction in social-emotional learning (SEL) and conflict-resolution strategies.
24 ★	Teachers across the district report inconsistent communication, limited opportunities to provide feedback, and a lack of clarity regarding district initiatives, policies, and instructional expectations.	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.

★ = **Priority**

Data Documentation for CNA

Data Documentation for CNA

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**

- [x] Local benchmark or common assessments data

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Dual-credit and/or college prep course completion data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] Staff surveys and/or other feedback

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 Every student Grows every year.

Performance Objective 1 ☑ HB3 Goal

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 Source: NWEA Map Growth
STAAR Growth Measure
TELPAS
mClass
Circle

Strategy 1

Frequent job-embedded and occasional whole group professional learning between C&I division directors/coordinators and Instructional Coaches/Academic Deans to build leadership capacity and consistency throughout the district

Strategy's Expected Result/Impact: Consistency in the delivery and support of instruction throughout the district.

Staff Responsible for Monitoring: Academic Division

Problem Statements: Student Learning 1, 4, 5

Funding Sources: PLC books and supplies Title II-Fund 255, $20,467

Formative Reviews

October	January	March	May

Strategy 2

Bi-monthly Principal Collab meetings to build leadership capacity and consistency across all campuses.

Strategy's Expected Result/Impact: Consistency in leadership expectations and support on all campuses

Staff Responsible for Monitoring: Executive Directors of Schools

Problem Statements: Student Learning 9

Funding Sources: Books and Training Supplies Title II-Fund 255,

Formative Reviews

October	January	March	May

Strategy 3

Continue to 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.

Strategy's Expected Result/Impact: Improvement in student mastery and engagement

Staff Responsible for Monitoring: Academic Division

Problem Statements: Student Learning 5, 8

Funding Sources: Instructional Coaches State Comp Ed-Fund 199 PIC 24/30/28, $883,875, Instructional Coaches Title I, Part A -Fund 211, $526,880

Formative Reviews

October	January	March	May

Strategy 4

Offer ongoing, job embedded professional development for teachers and instructional leaders focused on data analysis and differentiated instruction. This should include workshops on interpreting assessment data, identifying student learning gaps, and designing targeted interventions. Participants should implement at least one new data-driven instructional strategy in their classrooms and share outcomes in PLC meetings.

Strategy's Expected Result/Impact: Improvement in student growth and achievement

Staff Responsible for Monitoring: Academic Division

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers have inconsistencies in understanding and implementing specially designed instruction (SDI), resulting in variability in how SDI is intentionally planned, delivered, and evident within daily instruction for students receiving special education services.	The district lacks a consistent, districtwide framework for defining, planning, implementing, documenting, and monitoring SDI. Teachers have not received sufficient ongoing training, modeling, and coaching to clearly distinguish SDI from accommodations, modifications, and general differentiation or to consistently embed SDI into daily instruction based on individual student needs.
4	Teachers and instructional leaders lack knowledge on effectively implementing current resources with students.	Lack of consistent training with current resources. Large numbers of new staff to train appropriately in current resources.
5	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.	Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).
8	Student achievement data indicates that too many students are not meeting mastery of grade-level Math and Reading TEKS	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.
9	Teachers and administrators are not consistently leveraging assessment data to inform instruction, monitor growth, or address individual student learning needs.	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.

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 Source: NWEA MAP Growth
District Common Assessments (grades 2-12)
mClass
Circle

Strategy 1

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.

Strategy's Expected Result/Impact: Increase in the number of students performing at Meets Grade Level on STAAR.

Staff Responsible for Monitoring: Academic Division

Problem Statements: Student Learning 1

Funding Sources: NWEA MAP Growth Software IMA-Fund 410, $130,000

Formative Reviews

October	January	March	May

Strategy 2

Results Driven Accountability

Implement districtwide phonics instruction (95% Phonics/Benchmark Phonics) in all K-3 classes to increase foundational reading skills to increase the number of students reading on grade level.

Strategy's Expected Result/Impact: increase in the number of students reading on grade level

Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction
Director of Bilingual & ESL

Funding Sources: Benchmark Phonics IMA-Fund 410, , 95% Phonics IMA-Fund 410, $40,000, Flyleaf Decodables IMA-Fund 410, $30,000

Formative Reviews

October	January	March	May

Strategy 3

Utilize ESGI software/resources in PK and Kindergarten classrooms to progress monitor and increase literacy and numeracy skills.

Strategy's Expected Result/Impact: Improve foundational skills in reading and math in grades PK-2

Staff Responsible for Monitoring: Director of Elementary Curriculum & Instruction
Elementary Academic Coordinators

Problem Statements: Student Learning 5, 7

Funding Sources: ESGI Software Early Education-Fund 199 PIC 36, $8,388

Formative Reviews

October	January	March	May

Strategy 4

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.

Strategy's Expected Result/Impact: Direct positive impact on alignment and mastery of TEKS. Standards taught and tested to increase student performance and outcomes.

Staff Responsible for Monitoring: Academic Division
Instructional Coaches
Classroom Teachers,
CDT Team Members
Administration

Funding Sources: Substitutes for during school trainings Title II-Fund 255, $4,000, Curriculum Design Team Extra Duty Pay Title II-Fund 255, $45,950

Formative Reviews

October	January	March	May

Strategy 5

All K-3 grade teachers will attend and successfully complete Reading Academy Training.

Strategy's Expected Result/Impact: Enhance reading in the early grades of K-3 and to comply with HB3

Staff Responsible for Monitoring: Director of Curriculum; Curriculum Coordinators/ Specialists, Campus Administrators and teachers

Funding Sources: Substitutes and travel costs for training Early Education-Fund 199 PIC 36, $15,000, 2024-2025 Texas Reading Academy Fees Early Education-Fund 199 PIC 36, $24,000

Formative Reviews

October	January	March	May

Strategy 6

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.

Strategy's Expected Result/Impact: Increased number of students mastering grade level TEKS

Staff Responsible for Monitoring: Innovation and Accountability Department

Funding Sources: Age of Learning Software Title I, Part A -Fund 211, $85,000

Formative Reviews

October	January	March	May

Strategy 7

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.

Strategy's Expected Result/Impact: Increase number of students mastering grade level TEKS

Staff Responsible for Monitoring: Innovation and Accountability Department

Funding Sources: Progress Learning software and training State Comp Ed-Fund 199 PIC 24/30/28, $75,000

Formative Reviews

October	January	March	May

Strategy 8

Develop Summer Learning Plan based on identified teacher needs/interests and required trainings that is differentiated and relevant for all teacher groups.

Strategy's Expected Result/Impact: Increased teacher effectiveness

Staff Responsible for Monitoring: Academic Division

Funding Sources: Supplies and Materials for Trainings Title II-Fund 255, $14,000

Formative Reviews

October	January	March	May

Strategy 9

Provide training for secondary teachers on implementing high expectations and differentiation strategies such as Pre-AP and AP in the secondary classroom.

Strategy's Expected Result/Impact: Increased differentiation in secondary classrooms

Staff Responsible for Monitoring: C&I Department

Funding Sources: PD cost Gifted & Talented-Fund 199 PIC 21, $4,000

Formative Reviews

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Strategy 10

Implement NEWSELA and Formative in grades 6-12 to increase student engagement and agency on secondary campuses by providing relevant content and monitoring student mastery of essential TEKS.

Strategy's Expected Result/Impact: increased student engagement and mastery of essential TEKS

Staff Responsible for Monitoring: C&I and I&A Departments

Funding Sources: Online Learning Grant , , NEWSELA and Formative Online Software and Training General-Fund 199 PIC 11, 429,

Formative Reviews

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Strategy 11

Join the PK and Early Childhood Coop through Region 20 to provide training, support and Resources for teachers of PK-2 teachers.

Strategy's Expected Result/Impact: increase in teacher effectiveness Dimension 3.1

Staff Responsible for Monitoring: C&I Department, Principals

Funding Sources: PK & Early Childhood Coop Title II-Fund 255, $10,340

Formative Reviews

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Strategy 12

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.

Strategy's Expected Result/Impact: increase number of students mastering grade level TEKS
increase in student agency and engagement
increase in student mastery of essential TEKS

Staff Responsible for Monitoring: Academic Division

Formative Reviews

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Strategy 13

Implement No Red Ink software in grades 6-8 to practice writing and grammar skills through interactive activities.

Strategy's Expected Result/Impact: improved grammar skills

Staff Responsible for Monitoring: Principals, Academic Deans and Instructional Coaches

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $40,000

Formative Reviews

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Strategy 14

Utilize Eduphoria Platform for assessments, to desegregate data, and to individualize learning based on student needs.

Strategy's Expected Result/Impact: data desegregation

Staff Responsible for Monitoring: Academic Division

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $29,250

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers have inconsistencies in understanding and implementing specially designed instruction (SDI), resulting in variability in how SDI is intentionally planned, delivered, and evident within daily instruction for students receiving special education services.	The district lacks a consistent, districtwide framework for defining, planning, implementing, documenting, and monitoring SDI. Teachers have not received sufficient ongoing training, modeling, and coaching to clearly distinguish SDI from accommodations, modifications, and general differentiation or to consistently embed SDI into daily instruction based on individual student needs.
5	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.	Misalignment between instructional practices and the rigor of the Texas Essential Knowledge and Skills (TEKS).
7	Student achievement data in early literacy indicates that a significant number of K-3 students are not reading on grade level.	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.

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 Source: Results Driven Accountability
TELPAS
STAAR Results
NWEA MAP Growth
mClass
Circle

Strategy 1 ☑ Results Driven Accountability

Consultation with The New Teacher Project (TNTP) to continue strategic planning for implementation of dual language immersion model at grades 1-5 and professional learning delivery supporting the DLI environment and biliteracy instructional strategies

Strategy's Expected Result/Impact: Year 4 of partnership continues with decisions regarding 50/50 transition for DLI in 2030-2031 at grade 4 as determined by Bilingual Redesign Committee in Years 2-3; professional learning continuing resulting in equipping all DLI educators with instructional practices supporting biliteracy

Staff Responsible for Monitoring: District Bilingual/ESL Director, District Bilingual/ ESL Clerk, Chief Academic Officer, C&I Director

Funding Sources: TNTP Title III-Fund 263,

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Purchase instructional materials that complement curriculum and trainings offered to bilingual and ESL teachers throughout the year.

Strategy's Expected Result/Impact: Classroom teachers will have access to research-based strategies for meeting the needs of emergent bilinguals participating in both the bilingual & ESL programs, as well as denials, whose first language is other than English that go beyond the use of a translation device.

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department

Funding Sources: Instructional supplies, materials to support curriculum and enhance application of training Bilingual Education Allotment Fund 199 PIC 25, , Instructional supplies, materials to support curriculum and enhance application of training Title III-Fund 263,

Formative Reviews

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Strategy 3 ☑ Results Driven Accountability

Continue to provide 7 Steps to Language-Rich Interactive Classroom training to teachers of emergent bilinguals, both participating in the bilingual or ESL programs and parental denials

Strategy's Expected Result/Impact: Classroom teachers will have access to research-based strategies for meeting the needs of emergent bilinguals participating in both the bilingual and ESL programs as well as parental denials

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Consultant, accompanying training materials Title III-Fund 263,

Formative Reviews

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Strategy 4 ☑ Results Driven Accountability

Provide professional learning opportunities for content-based language instruction (CBLI) strategies embedded with the new English Language Proficiency Standards (ELPS) supporting emergent bilinguals' access to core content instruction at any English language proficiency level

Strategy's Expected Result/Impact: Emergent bilinguals progressing through English language proficiency levels as rated on the Texas English Language Proficiency Assessment System (TELPAS) will have comprehensible access to the language demands of core content instruction

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Consultant, supporting instructional materials, substitutes Bilingual Education Allotment Fund 199 PIC 25,

Formative Reviews

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Strategy 5 ☑ Results Driven Accountability

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 2026 Conference).

Strategy's Expected Result/Impact: Pre-K - 5 educators teaching in the bilingual classroom 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.

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Travel/lodging accommodations, conference fees, meals, substitutes Bilingual Education Allotment Fund 199 PIC 25, , Conference fees Title III-Fund 263,

Formative Reviews

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Strategy 6 ☑ Results Driven Accountability

Monitoring/observing/coaching of implementation of Spanish foundational skills/phonics scope and sequence in prekinder, kinder, and first grade DLI/bilingual classrooms supporting biliteracy

Strategy's Expected Result/Impact: Prekinder-1st grade DLI/bilingual teachers will have the resources and professional learning for teaching Spanish foundational skills via research-based scope and sequence & IMRA-approved Benchmark Fonetica

Staff Responsible for Monitoring: District Bilingual/ESL Director, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Aligned instructional materials Bilingual Education Allotment Fund 199 PIC 25,

Formative Reviews

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Strategy 7 ☑ Results Driven Accountability

Monitoring/observing/coaching of bilingual teachers by consultant, Dr. Guadalupe Arreguin, implementing the Interdisciplinary Biliteracy Sequence Phases in prekinder DLI classrooms in Year 1 of DLI implementation

Strategy's Expected Result/Impact: Prekinder DLI educators will have the ongoing support and growth for teaching both Spanish and English Language Arts simultaneously via the research-based biliteracy framework of the IBS Phases

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Consultant, substitutes, accompanying materials Bilingual Education Allotment Fund 199 PIC 25,

Formative Reviews

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Strategy 8 ☑ Results Driven Accountability

Provide training and student access to activities through the SummitK12 platform to engage students in supplemental listening, speaking, reading, and writing practice for improving academic English proficiency

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer, classroom teachers, instructional coaches/academic deans

Funding Sources: Summit K12 platform, headphones Title III-Fund 263, $15,665

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Strategy 9

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Title IV-Fund 289, $2,000

Formative Reviews

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Strategy 10 ☑ Results Driven Accountability

Join the Bilingual/ESL Cooperative with Education Service Center, Region 20 to access technical assistance for both the bilingual and ESL programs as well as professional learning engagement with instructional strategies supporting all emergent bilinguals

Strategy's Expected Result/Impact: Increase capacity to support emergent bilinguals

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Bilingual Education Allotment Fund 199 PIC 25, $10,500

Formative Reviews

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Strategy 11 ☑ Results Driven Accountability

Continue to provide support materials and services to our At-Risk and Highly Mobile students.

Strategy's Expected Result/Impact: Help this population stay on course to graduate on time.

Staff Responsible for Monitoring: Academic Division Campus Administrators, Highly Mobile and At-Risk Liaison

Funding Sources: Staff, instructional materials, Summer School State Comp Ed-Fund 199 PIC 24/30/28, , Instructional supplies, Emergency Clothes TEHCY-Homeless-Fund 206, , Emergency Food, Cap and Gowns, Training Materials Title I, Part A -Fund 211, , Title III-Fund 263,

Formative Reviews

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Strategy 12 ☑ Results Driven Accountability

Provide management programs for Title I Campuses

Strategy's Expected Result/Impact: Assist with documentation, tracking, and keeping with compliance

Staff Responsible for Monitoring: Special Funding Coordinator, Campus Administrators, and Campus Points-of-Contact

Funding Sources: Program Management System Title I, Part A -Fund 211,

Formative Reviews

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Strategy 13

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.

Strategy's Expected Result/Impact: Increase in NWEA MAP growth for students in the achievement 80th percentile and above.

Staff Responsible for Monitoring: Academic Division

Funding Sources: Gifted & Talented-Fund 199 PIC 21,

Formative Reviews

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Strategy 14 ☑ Results Driven Accountability

Provide 95% Phonics training and intervention resources for all SPED teachers and Instructional Coaches.

Strategy's Expected Result/Impact: Give targeted intervention to special education students who are struggling with reading skills.

Staff Responsible for Monitoring: Special education director, coordinators, and specialists.

Funding Sources: Special Education-Fund 199 PIC 23, , SpecEd IDEA Formula-Fund 224,

Formative Reviews

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Strategy 15 ☑ Results Driven Accountability

Train special, general education teachers and paraprofessionals in specially designed instruction and collaborative teaching models. Provide resources, expectations and exemplars of effective implementation.

Strategy's Expected Result/Impact: Increase the use of research-based collaborative teaching models and SDI.

Staff Responsible for Monitoring: Special education director, coordinators, campus coordinators and specialists.

Funding Sources: Special Education-Fund 199 PIC 23, , SpecEd IDEA Formula-Fund 224,

Formative Reviews

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Strategy 16 ☑ Results Driven Accountability

Provide training to special education teachers and campus administrators on data-based decision-making practices for determining appropriate instructional settings, supports, and services for students with disabilities.

Strategy's Expected Result/Impact: ARD committees will make appropriate placement and intervention decisions resulting in improve instructional outcomes.

Staff Responsible for Monitoring: Special education director, coordinators, campus coordinators and specialists.

Funding Sources: Special Education-Fund 199 PIC 23,

Formative Reviews

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Strategy 17

Results Driven Accountability

Provide training to special education staff and campus administrators on the updated district's continuum of services, available program options, and the use of standardized data collection and analysis processes to support data-based decision-making.

Strategy's Expected Result/Impact: Decrease in recommendations for more restrictive placements due to behavior or intensive academic needs.

Staff Responsible for Monitoring: Special education director, coordinators, and specialists.

Funding Sources: SpecEd IDEA Formula-Fund 224, , Special Education-Fund 199 PIC 23, , SpecEd IDEA PreSchool-Fund 225,

Formative Reviews

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Strategy 18

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.

Strategy's Expected Result/Impact: Prenatal and postpartum students receiving CEHI services will maintain academic progress, earn course credits towards graduation, and experience a decreased likelihood of dropping out.

Staff Responsible for Monitoring: CEHI Instructor, School Nurse, PRS Liaison, Campus Counselor, ARD Committee, Campus Admin, Student Support Services Director, Social Worker

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28,

Formative Reviews

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Strategy 19

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.

Strategy's Expected Result/Impact: Increase student success and achievement while building teacher capacity to deliver SDI and differentiated learning.

Staff Responsible for Monitoring: Special education director, coordinators, campus coordinators and specialists.

Funding Sources: SpecEd IDEA PreSchool-Fund 225, , Special Education-Fund 199 PIC 23, , SpecEd IDEA Formula-Fund 224,

Formative Reviews

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Strategy 20

Purchase instructional materials, tools, services and equipment required to implement Individual Education Plans for students in special education.

Strategy's Expected Result/Impact: Increase student achievement and progress on IEP goals.

Staff Responsible for Monitoring: Special education director, coordinators, campus coordinators and specialists.

Funding Sources: SpecEd IDEA PreSchool-Fund 225, , SpecEd IDEA Formula-Fund 224, , Special Education-Fund 199 PIC 23,

Formative Reviews

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Performance Objective 4

CURRICULUM & INSTRUCTION: Strengthen MTSS Process with district-wide procedures and interventions.

Evaluation Data Source: NWEA Map
STAAR Growth Measure

Strategy 1

Create a process for grade-level teams to provide interventions during focus time.

Strategy's Expected Result/Impact: Increased number of student receiving Tier 2 interventions during master scheduled embedded intervention time. Lower number of students progressing to Tier 3.

Staff Responsible for Monitoring: District MTSS

Formative Reviews

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Strategy 2

Implement systematic fluency progress monitoring for Math and Reading at elementary and utilize data to improve literacy and numeracy skills at all elementary campuses.

Strategy's Expected Result/Impact: Reduction in the number of students requiring TIER 3 Interventions

Staff Responsible for Monitoring: District MTSS Team

Formative Reviews

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Strategy 3 ☑ **Results Driven Accountability**

Universal Screeners and monitoring tools are utilized to identify students' academic needs.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Curriculum, Instruction, & Assessment; Teachers; Campus Administration

Funding Sources: MAP Fluency General-Fund 199 PIC 11, , MAP Growth General-Fund 199 PIC 11,

Formative Reviews

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Performance Objective 5

CCMR: Implement a K-12 College, Career & Military Readiness Program.

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

Strategy 1

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.

Strategy's Expected Result/Impact: Higher rate of graduates engaging in a post-secondary education opportunity

Staff Responsible for Monitoring: Bilingual/ ESL Coordinator, District Bilingual/ESL Clerk, Campus Designee

Funding Sources: Coordination to sites, background/expectations, language, and understanding of available resources., Permissions Slips, Transportation & Snacks; Parent Permission Forms, post secondary invitations, post graduation surveys; to places such as Northwest Vista, ST. Phillips, Palo Alto, UTSA, Lakeview, etc. Title III-Fund 263,

Formative Reviews

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Strategy 2 ☑ Results Driven Accountability

Implement a K-12 College, Career, & Military Readiness Program including age-appropriate counseling lessons, technology resources, 4 year plans, college & career presentations/field trips, college fairs, and advanced academics.

Strategy's Expected Result/Impact: Improve participation and performance on College Board, TSIA, ACT; Maintain an A in CCMR Accountability; Increase CTE completer status and IBC attainment

Staff Responsible for Monitoring: Director of Curriculum & Instruction; Director of CTE; Director of Innovation & Accountability; Student Support Services Director; Campus Administration

Funding Sources: Career & Technical Education-Fund 199 PIC 22, , Software Inventory Program Perkins-Fund 244, , CCMR-Fund 199 PIC 38,

Formative Reviews

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Strategy 3

Purchasing, implementation, and training for teachers of STEAM Lab Teachers in Elementary Campuses to support Middle Schools.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: STEAM Lab Teachers; Campus Administration; Instructional Technology Coordinator; Director of Curriculum, Instruction & Assessment

Formative Reviews

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Strategy 4

☑ **Results Driven Accountability**

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.

Strategy's Expected Result/Impact: Students will gain valuable insights into their academic strengths, career interests, and potential career pathways.

Increased number of students meeting CCMR accountability indicators, positively impacting district performance in Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps).

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.

Staff Responsible for Monitoring: CTE Director
CCMR Advisors
Academic Deans
HS Principals

Formative Reviews

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Strategy 5

Military Recruitment Liaisons will have access to meet with students on a regular basis during the school year.

Strategy's Expected Result/Impact: students will have access to opportunities and information related to enlistment.

Staff Responsible for Monitoring: Counselors/ CTE Advisor

Formative Reviews

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Performance Objective 6

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

Evaluation Data Source: Testing percentages form 2023 to 2025

Strategy 1

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.

Strategy's Expected Result/Impact: increase in college readiness testing in all grade levels

Staff Responsible for Monitoring: Academic Deans, I&A Department

Funding Sources: Testing materials CCMR-Fund 199 PIC 38,

Formative Reviews

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Strategy 2

Develop and implement a plan for all AP teachers to attend an Advanced Placement Institute by 2027.

Strategy's Expected Result/Impact: increased capacity of AP teachers to prepare students to score 3, 4, or 5 on AP exams

Staff Responsible for Monitoring: Principals, Academic Deans, C&I Department, Chief Academic Officer

Funding Sources: AP Institutes CCMR-Fund 199 PIC 38, $20,000

Formative Reviews

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Strategy 3

Utilize Edgenuity Prep Classes to increase student performance on college ready assessment tests.

Strategy's Expected Result/Impact: Increase in the number of students scoring at or above criterion on TSIA, PSAT, SAT, and ACT tests.

Staff Responsible for Monitoring: Academic Deans, C&I Department, I&A Department, Chief Academic Officer

Funding Sources: Career & Technical Education-Fund 199 PIC 22, $4,500, State Comp Ed-Fund 199 PIC 24/30/28, $47,000

Formative Reviews

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Strategy 4

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.

Strategy's Expected Result/Impact: Increased student participation in TSI, PSAT, SAT, ACT, AP, IB.

Staff Responsible for Monitoring: Academic Deans
CCMR Advisors
Innovation & Accountability Department

Formative Reviews

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Performance Objective 7

CCMR: Ensure alignment of CTE Programs of Study to increase CTE Completer status, IBC attainment, and District Practicums.

Evaluation Data Source: Master Schedules
CTE Completer Status
IBC attainment data

Strategy 1

Ensure academic records are accurately coded and transcribed to help guide the student in choosing their high school course selections.

Strategy's Expected Result/Impact: Individualized course selections that are consistent with a student's previously enrolled programs of study and interests.

Staff Responsible for Monitoring: Campus Counselors, CTE Department

Formative Reviews

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Strategy 2

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.

Strategy's Expected Result/Impact: Students in all programs of study will earn industry based certifications or post-secondary credits prior to graduation.

Staff Responsible for Monitoring: Director of CTE, CCMR Advisor, HS Academic Dean, and CTE Staff

Funding Sources: Curriculum, citification, and licenses Career & Technical Education-Fund 199 PIC 22,

Formative Reviews

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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 Source: Grading Period Discipline Reports
Teacher and student surveys

Strategy 1

MVISD 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.

Strategy's Expected Result/Impact: An increased sense of belonging and a safe/secure environment.

Staff Responsible for Monitoring: Student Support Services Director, Executive Director of Schools, Campus Administration

Formative Reviews

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Strategy 2

De-escalation training for MVISD by the Licensed Specialists in School Psychology (LSSPs)

Strategy's Expected Result/Impact: Classroom teachers will understand how to manage behaviors in the classrooms.

Staff Responsible for Monitoring: SPED Director

Formative Reviews

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Strategy 3

ABLE (Adaptive Behavior Learning Environment) training for our Behavior teachers, training previously known as the BASE.

Strategy's Expected Result/Impact: Behavior teachers will demonstrate increased confidence and consistency in managing challenging behaviors.

Classrooms will experience reduced disruptions and increased instructional time.

Students receiving behavior interventions will show measurable progress in both behavioral and academic goals.

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.

Staff Responsible for Monitoring: Special Education Department

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Strategy 4

☑ **Results Driven Accountability**

Students will be able to apply strategic techniques to foster healthy relationships with their peers and resolve conflicts.

Strategy's Expected Result/Impact: Campus data will show a decrease in student referrals related to student conflict.

Staff Responsible for Monitoring: Student Support Services Director, Elementary, Middle and High School Counselors.

Funding Sources: Online tracking and instructional platform Title IV-Fund 289,

Formative Reviews

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Strategy 5

Implement Pillars of Excellence to provide consistency for behavior expectations across campuses.

Strategy's Expected Result/Impact: consistent behavior across campuses

Staff Responsible for Monitoring: Director of Student Support Services

Funding Sources: software and training State Comp Ed-Fund 199 PIC 24/30/28, $57,440

Formative Reviews

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Performance Objective 9

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

Evaluation Data Source: Student Survey Data

Strategy 1

Students will receive an enrichment program tailored to the development of their social and emotional growth.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Student Support Services Director, Elementary and Middle School Counselors

Funding Sources: Online tracking and instructional platform Title IV-Fund 289,

Formative Reviews

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Strategy 2

The district will continue to provide disciplinary alternative setting for students that require a mandatory placement.

Strategy's Expected Result/Impact: Meet state compliance for mandatory placements

Staff Responsible for Monitoring: DAEP Coordinator and Campus DAEP Liaison

Formative Reviews

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Strategy 3

Provide instructional support materials for students placed in the disciplinary alternative setting

Strategy's Expected Result/Impact: Provide the necessary instructional supplies and materials

Staff Responsible for Monitoring: DAEP Coordinator

Formative Reviews

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Strategy 4

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

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Student Support Services Director, Secondary Social Workers

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28,

Formative Reviews

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Performance Objective 10

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

Evaluation Data Source: Student Survey Data

Strategy 1

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.

Strategy's Expected Result/Impact: Increased student participation in identified courses/groups.

Staff Responsible for Monitoring: Director of CTE; CTE teachers/sponsors; Campus Counselors

Funding Sources: Career & Technical Education-Fund 199 PIC 22, , Perkins-Fund 244, $500

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Performance Objective 11

☑ **High Priority**

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

Evaluation Data Source: 2022, 2023 & 2024TAPR

Strategy 1

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

Strategy's Expected Result/Impact: Increase CTE Completer status, and well as number of earned Industry Based Certifications

Staff Responsible for Monitoring: CTE Director, CCMR Advisor, HS Academic Dean, and CTE Staff

Funding Sources: Perkins-Fund 244, , Career & Technical Education-Fund 199 PIC 22,

Formative Reviews

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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 Source: Course Selection Guides
Master Schedules
CTE Completer Status
IBC attainment data

Strategy 1

Establish a CCMR Steering Committee consisting of PEIMS staff, high school counselors/ administrators, the CTE Director, I&A Director, ALE Coordinator and Accountability Coordinator to monitor student coding accuracy, track student progress, and ensure alignment with TEA accountability requirements.

Strategy's Expected Result/Impact: Increase CTE Completer status, and well as number of earned Industry Based Certifications

Staff Responsible for Monitoring: PEIMS Director
HS Academic Dean
HS Head Counselor
CTE Director
I & A Director
Special Education Director

Formative Reviews

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Strategy 2

SchooLinks will be implemented to build consistency across secondary campuses with annual course selections, CCMR tracker and four year graduation plans.

Strategy's Expected Result/Impact: Creating accurate data for campus staffing and tracking of student CCMR completer status.

Staff Responsible for Monitoring: Director of Student Support Services, Campus Counselors

Formative Reviews

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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 Source: MVISD Instructional Tool Request responses
District Approved Instructional Materials list

Strategy 1

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:
1 - Alignment of TEKS & learning objectives
2 - Graduate Profile alignment
3 - Collection of student data assessment
4 - Meets all District security & privacy requirements

Strategy's Expected Result/Impact: All adopted digital tools will be instructionally aligned, secure, and privacy-compliant.

Staff Responsible for Monitoring: Director of Innovation & Accountability
Innovation Coordinator
Campus Administration

Formative Reviews

October	January	March	May

Strategy 2

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:

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Director of Innovation & Accountability
Innovation Coordinator
Campus Administration

Formative Reviews

October	January	March	May

Performance Objective 14 ☑ High Priority

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).

Evaluation Data Source: NWEA MAP
STAAR

Strategy 1

Identify and teach Essential Standards to mastery through PLC collaboration and common assessments.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Academic Division
Campus Administration
Instructional Coaches
Academic Deans

Formative Reviews

October	January	March	May

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 Source: Vacancy rates
quality of potential employees

Strategy 1

Continue hosting multiple job fairs hosted at MVISD for professional and auxiliary staff that occur at strategic times of the year.

Strategy's Expected Result/Impact: positions will be filled with quality staff

Staff Responsible for Monitoring: Director of HR

Formative Reviews

October	January	March	May

Strategy 2

Continue recognizing substitutes and offering multiple onboarding sessions that prepare substitutes to be successful in classrooms.

Strategy's Expected Result/Impact: Quality substitutes that are well equipped to work in classrooms

Staff Responsible for Monitoring: HR Director

Formative Reviews

October	January	March	May

Strategy 3

Continue marketing information for all positions.

Strategy's Expected Result/Impact: highly qualified applicants

Staff Responsible for Monitoring: HR Director

Formative Reviews

October	January	March	May

Strategy 4

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).

Strategy's Expected Result/Impact: All emergent bilinguals will have access to a highly qualified teacher supporting their both their language and academic needs.

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Bilingual Education Allotment Fund 199 PIC 25,

Formative Reviews

October	January	March	May

Strategy 5

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

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: School Nurse, PRS Liaison, Special Education Assistant Director, Campus Admin, Student Support Services Director

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28,

Formative Reviews

October	January	March	May

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 Source: Staff survey results
Exit surveys

Strategy 1

Hold monthly Teacher Advisory Council meetings to provide teachers a platform for understanding and providing input on district initiatives and policies and procedures

Strategy's Expected Result/Impact: employee satisfaction

Staff Responsible for Monitoring: Superintendent
Chief Academic Officer

Formative Reviews

October	January	March	May

Strategy 2

Strengthen employee recognition programs on all campuses and at school board meetings.

Strategy's Expected Result/Impact: employees feel valued and want to stay in the district

Staff Responsible for Monitoring: HR Director

Formative Reviews

October	January	March	May

Strategy 3

Continue to remain competitive with employee salaries when compared to surrounding school districts.

Strategy's Expected Result/Impact: high quality staff

Staff Responsible for Monitoring: HR Director

Formative Reviews

October	January	March	May

Strategy 4

Implement a salary study conducted by a third party every 2-3 years to ensure adequate salaries for all positions.

Formative Reviews

October	January	March	May

Strategy 5

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.

Strategy's Expected Result/Impact: employee satisfaction

Staff Responsible for Monitoring: CFO, Superintendent, Executive Director of Operations

Formative Reviews

October	January	March	May

Strategy 6

Provide opportunities for continuous learning for campus leadership.

Formative Reviews

October	January	March	May

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 Source: MVISD will be able to hire from within the district for leadership positions.

Strategy 1

Initiate a program to encourage and offset costs for teachers to earn advanced degrees and certifications.

Strategy's Expected Result/Impact: more teachers and will earn advanced degrees and additional certifications

Staff Responsible for Monitoring: Chief Academic Officer and HR Director

Funding Sources: 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 & Talented-Fund 199 PIC 21, $1,200

Formative Reviews

October	January	March	May

Strategy 2

Continue Aspiring Leaders Academy to develop future leaders in our district.

Strategy's Expected Result/Impact: Increase in the number of leadership positions filled by current MVISD employees

Staff Responsible for Monitoring: Chief Academic Officer

Funding Sources: Supplies and materials for academy Title II-Fund 255, $5,000

Formative Reviews

October	January	March	May

Strategy 3

Book studies and on-going training for all Instructional Coaches and Academic Deans.

Strategy's Expected Result/Impact: better coaching sessions with teachers

Staff Responsible for Monitoring: C&I Director

Funding Sources: books Title II-Fund 255, $300

Formative Reviews

October	January	March	May

Strategy 4

Grow highly effective Principals that create a positive working environment/culture.

Strategy's Expected Result/Impact: Positive campus culture on all campuses

Staff Responsible for Monitoring: HR Director, Chief Academic Officer, Executive Director of Elementary Schools, Executive Director of Secondary Schools

Funding Sources: Title II-Fund 255,

Formative Reviews

October	January	March	May

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 Source: Professional Learning Surveys

Strategy 1

Academic Division Coordinators will attend trainings throughout the year to stay current in educational trends, practices, and policies.

Strategy's Expected Result/Impact: Coordinators will be able to provide relevant professional learning sessions for teachers and staff.

Staff Responsible for Monitoring: Chief Academic Officer, C&I Director, I&A Director, Bilingual Director, Special Education Director

Funding Sources: Trainings and conferences Title II-Fund 255, $10,000

Formative Reviews

October	January	March	May

Strategy 2

Utilize Professional Learning Surveys to provide meaningful, relevant, and needed Professional Learning offerings.

Staff Responsible for Monitoring: C&I Director, I&A Director, Chief Academic Officer

Formative Reviews

October	January	March	May

Strategy 3

Provide general supplies and consumables including reading materials for professional development initiatives at the district level.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Chief Academic Officer, C&I Director

Funding Sources: Title II-Fund 255, $10,000

Formative Reviews

October	January	March	May

Strategy 4

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

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Highly Mobile and At-Risk Liaisons, Student Support Services Director

Funding Sources: Title I, Part A -Fund 211, , TEHCY-Homeless-Fund 206,

Formative Reviews

October	January	March	May

Performance Objective 5

PROFESSIONAL DEVELOPMENT AND LEADERSHIP OPPORTUNITIES: Implement the new teacher induction and mentor program.

Evaluation Data Source: Teacher Retention Rate
T-TESS Evaluations

Strategy 1

Purchase Lead4ward New Teacher Induction and Mentor books to support new teachers and mentors during the New Teacher Induction and Mentor Training Academies.

Strategy's Expected Result/Impact: Retention of new teachers

Staff Responsible for Monitoring: C&I Director

Funding Sources: Training materials and books Title II-Fund 255, $1,030

Formative Reviews

October	January	March	May

Strategy 2

Using Lead4Ward strategies and resources, train and pay a stipend to experienced teachers that serve as mentors for new teachers and student teachers.

Strategy's Expected Result/Impact: Build a mentor teacher pool to utilize in coming years for new teachers and student teachers to increase retention/hiring of these populations.

Staff Responsible for Monitoring: C&I Director

Funding Sources: Title II-Fund 255, $20,000

Formative Reviews

October	January	March	May

Goal 3 Foster an environment of parental and community support.

Performance Objective 1

IMPROVE COMMUNITY-WIDE RELATIONSHIPS

Strategy 1

Expand and Restructure the Community Ambassador Program.

Strategy's Expected Result/Impact: well informed and supportive school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 2

Strengthen and enhance best practices guide for district and campus parent engagement events.

Strategy's Expected Result/Impact: engaged school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 3

Grow alumni outreach program.

Strategy's Expected Result/Impact: strong school community relations

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 4

Create an athletic stadium advertising program.

Strategy's Expected Result/Impact: strong school community relations

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 5

Continue military-connected family engagement plan.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Communications Director, Director of Student Support Services Campus Administrators, Highly Mobile and At-Risk Liaison

Formative Reviews

October	January	March	May

Performance Objective 2

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

Evaluation Data Source: Parent Surveys

Strategy 1

Increase parent and staff usage of mass communication system (one-way and two-way).

Strategy's Expected Result/Impact: better informed school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 2

Implement StudentSquare to ensure communication aligns with best practices and enhances student engagement across secondary campuses.

Strategy's Expected Result/Impact: better informed school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 3

Continue community mail-outs.

Strategy's Expected Result/Impact: better informed school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 4

Increase video production to provide updates on district programs and initiatives.

Strategy's Expected Result/Impact: better informed school community

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Performance Objective 3

IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Increase customer satisfaction.

Evaluation Data Source: Parent Surveys

Strategy 1

Maintain annual surveys of all stakeholders.

Strategy's Expected Result/Impact: identify strengths and weakness of service

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Strategy 2

Continue implementation of District Service Standards.

Strategy's Expected Result/Impact: improved services throughout the district

Staff Responsible for Monitoring: Communications Director, Assistant Superintendent, Executive Director of Schools

Formative Reviews

October	January	March	May

Strategy 3

Develop and implement a comprehensive, district-wide master calendar that consolidates all campus and district public events to improve coordination, communication and community engagement.

Strategy's Expected Result/Impact: better customer service

Staff Responsible for Monitoring: Communications Director

Formative Reviews

October	January	March	May

Performance Objective 4

IMPROVE COMMUNITY-WIDE RELATIONSHIPS: Increase partnerships with families of emergent bilinguals

Evaluation Data Source: Parent Feedback/Surveys

Strategy 1

Provide parent and family engagement opportunities for qualifying emergent bilinguals and their families to learn about language, culture, and making progress with English acquisition.

Strategy's Expected Result/Impact: parent/family engagement with strategies for increasing TELPAS scores by one composite rating

Staff Responsible for Monitoring: District Bilingual/ESL Director, District ESL Coordinator, District Bilingual/ ESL Clerk, C&I Department, Chief Academic Officer

Funding Sources: Title I, Part A -Fund 211, , Bilingual Education Allotment Fund 199 PIC 25, , Title III-Fund 263,

Formative Reviews

October	January	March	May

Goal 4 Finance and operations.

Performance Objective 1

Take a proactive role in planning for a rapidly growing population.

Strategy 1

Create High School #1 and MV Middle School Master site plan.

Staff Responsible for Monitoring: CFO, Construction Director

Formative Reviews

October	January	March	May

Strategy 2

Develop the standard for furniture, fixture and expenditures (FF&E) in a model ES, MS and HS classroom.

Strategy's Expected Result/Impact: All additional classrooms are outfitted using the district standard for FF&E by the start of school

Staff Responsible for Monitoring: CFO, Director of Construction, Director of Technology

Formative Reviews

October	January	March	May

Strategy 3

Create and Implement a 10-year long range facility plan within the scope of the district's budget

Strategy's Expected Result/Impact: new school and renovations are completed on time and on budget

Staff Responsible for Monitoring: CFO, Director of Construction

Formative Reviews

October	January	March	May

Strategy 4

Develop a long-term, systemic approach to District equity.

Strategy's Expected Result/Impact: All areas of the district will have equitable access to resources, technology, construction, medical supplies, and safety measures, promoting fairness, well-being, and safe learning environments.

Staff Responsible for Monitoring: CFO, Director of Construction, Director of Technology, Director of Safety and Health

Funding Sources: Title IV-Fund 289,

Formative Reviews

October	January	March	May

Strategy 5

Develop and implement the MVISD Police Department.

Strategy's Expected Result/Impact: Obtain ORI, hire chief of police, hire officers. Improve safety and securtity on all Districf properties.

Staff Responsible for Monitoring: Director of Safety

Formative Reviews

October	January	March	May

Performance Objective 2

Ensure strong financial stewardship and clear communication with all stakeholders.

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

Strategy 1

Utilize demographic reports to create a 4 year budget plan.

Formative Reviews

October	January	March	May

Strategy 2

Provide Budget Calendar to all stakeholders.

Formative Reviews

October	January	March	May

Strategy 3

Improve Public School Finance understanding with Campus and Department Administrators.

Formative Reviews

October	January	March	May

Strategy 4

Improve financial transparency for all stakeholders.

Formative Reviews

October	January	March	May

Performance Objective 3

Create and implement existing facility long term expenditure projection plan.

Strategy 1

Ensure technology staffing and budget is appropriate and available.

Formative Reviews

October	January	March	May

Strategy 2

Ensure maintenance staffing and budget is appropriate and available.

Formative Reviews

October	January	March	May

Performance Objective 4

Ensure operational effectiveness and efficiency

Strategy 1

Provide training and a program aimed at youth substance abuse reduction.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Director of Safety and Health, Police Chief, Principals

Formative Reviews

October	January	March	May

Strategy 2

Create, begin, and fully implement the MVISD Police Department in accordance of state, local, and Board rules, laws, procedures, processes, and obligations.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Superintendent, Executive Director of Operations and Safety, Director of Safety and Health.

Formative Reviews

October	January	March	May

Strategy 3

Establish methods to monitor progress of new law enforcement model district wide

Strategy's Expected Result/Impact: 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.
* Progress updates for the marshal's training will be presented periodically in committee and board meetings.

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.
* Coordinate training, community outreach, administration collaborations and officer development throughout the 25-26 academic year

Staff Responsible for Monitoring: Executive Director of Operations and Safety.

Formative Reviews

October	January	March	May

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The LEA monitors student progress toward meeting challenging state academic standards through a comprehensive system of ongoing assessment and data review. Multiple data sources, including STAAR results, curriculum-based assessments, universal screeners, formative and summative assessments, and progress monitoring, are analyzed regularly by district and campus leadership teams and Professional Learning Communities (PLCs) to identify needs and adjust instruction.

Instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) and delivered through a well rounded curriculum that includes core academic subjects, fine arts, physical education, technology integration, and other enrichment opportunities. The LEA implements a Multi-Tiered System of Supports (MTSS) to provide timely, evidence based interventions and enrichment, with ongoing progress monitoring to ensure effectiveness.

Through continuous data review and targeted instructional adjustments, the LEA ensures equitable access to high-quality instruction and supports for all students ton meet or exceed state standards.

1.2 Identifying students who may be at risk for academic failure;

The LEA identifies students at risk for academic failure through a systematic review of multiple sources of data, including STAAR performance, curriculum-based assessments, universal screeners, classroom performance, and attendance data. The data is reviewed regularly by campus leadership teams, counselors, and PLCs to monitor student progress and identify gaps in learning.

Students who do not meet grade-level expectorations or demonstrate risk indicators are flagged for additional review and support through the district's MTSS framework. Ongoing data analysis ensures timely identification and response to student needs.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The LEA provides additional educational assistance to students identified as needing support through targeted, evidence-based interventions aligned to TEKS. Supports may include small group instruction during blended learning, interventionprograms, tutorial services, accelerated learning opportunities, and progress monitoring during CUB Time, our designated intervention period.

Intervention effectiveness is reviewed regularly through data meetings to ensure instructional adjustments are made as needed. The LEA allocates staff, instructional resources, and professional development to ensure that students receive timely and appropriate support to meet challenging state academic standards.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The LEA identifies and implements instructional and systemic strategies to strengthen academic programs and improve school conditions through ongoing data analysis, campus needs assessments, and stakeholder input. District and campus leadership teams use performance data, climate surveys, discipline data, and program evaluations to identify areas of improvement.

Strategies include targeted professional development aligned to identified needs, implementation of research-based instructional strategies, curriculum alignment to TEKS, social-emotional learning supports, and a MTSS framework. The LEA also promotes safe, supportive learning environments through behavior supports, counseling services, and family engagement initiatives.

Progress is monitored through continuous improvement cycles to ensure strategies are effectively improving academic outcomes and overall school conditions.

Descriptor 2: Teacher Quality

The LEA annually reviews staffing data to identify and address disparities that may result in low-income and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Data reviewed include teacher certification status, years of experience, evaluation outcomes, and assignment records across campuses and student subgroups.

When disparities are identified, the LEA implements targeted recruitment, hiring, and retention strategies to ensure equitable access to effective educators. These strategies may include strategic staffing decisions, mentorship and induction programs for new teachers, professional development aligned to campus needs, and ongoing instructional coaching.

The LEA monitors staffing patterns and effectiveness data annually to ensure all students, regardless of income level or demographic background, have equitable access to qualified and effective teachers.

Descriptor 3: School Improvement and Support Activities

Not appicable.

Descriptor 4: Measure of Poverty

The LEA collects Free or Reduced Lunch applications each year and students that qualify are coded as economically disadvantaged in our Student Information System (SIS. Campus allocations are based on the per pupil amount and is multiplied times the number of low-income students based on the eco-dis percentage, not the number of enrolled students on that campus. On October 30th (Snapshot), the number of students who are coded economically disadvantaged are pulled to determine if adjustments to campus allocations are needed.

Descriptor 5: Nature of Programs

The LEA does not provide services through neglected or delinquent facilities; however we do reserve funds in the event that students require services.

Descriptor 6: Services to Homeless Children and Youth

The district website list McKinney-Vento services that are available to students experiencing homelessness and . As a district we partner with the community and local organizations to help meet the needs of our students experiencing homelessness. We provide basic clothing, shoes, and uniforms in order to allow them to participate in school and follow the dress code established by the district. MVISD also provides school supplies, backpacks, cap and gowns, as well as covers testing fees and college fieldtrips in order to support their academic career. This helps to foster a positive educational experience and allows students the opportunity to explore and prepare for educational opportunities post graduation. MVISD also assist our homeless population with providing emergency food and documentation deemed necessary to participate in the general education program. Annually MVISD completes the "Worksheet for Determining Title I, Part A Homeless Reservation" in order to consider what is not provided through donations and grants; therefore allowing a per student calculation to be determined based on historical needs. At the beginning of the school year staff is required to take a McKinney-Vento Training in order to train how to identify and report students who may be experiencing homelessness. Quarterly throughout the school year each campus is required to meet and go over the attendance, grades, and needs of these students and discuss how to overcome any obstacles that have come up for that student.

Descriptor 7: Parent and Family Engagement Strategy

Parent and Family Engagement Policies are available on the district website, with translations furnished upon request. Policies at the district and campus level are also posted via ParentSquare in the parents preferred language. The Parent and Family Engagement District Policy is reviewed, revised and updated annually during our Spring Annual District Wide meeting. During this time the invitation is sent district wide, via the campus and district newsletters, and the campus point of contact for family engagement and at least each campus' PTO members are part of the meeting in order to attain the necessary stakeholder participation.

Descriptor 8: Early Childhood Education Programs and Transition Plans

All MVISD elementary campuses are served with Title 1, Part A schoolwide: Castroville Elementary (54%), Lacoste Elementary (66%), Potranco Elementary (49%), Luckey Ranch (68%), Ladera (52%), and Silos (62%).

The district coordinates and integrates Title I, Part A services with early childhood education programs to promote school readiness and support a successful transition into elementary school. Early childhood curriculum, instructional practices, and developmentally appropriate assessments are used to identify student strengths and needs, guide instruction, and monitor progress. Assessment information and instructional practices help support continuity as students transition from early childhood programs into kindergarten and the elementary instructional program.

The district promotes alignment between early childhood curriculum and kindergarten expectations through collaboration among early childhood and elementary staff, aligned curriculum and instructional resources, professional learning, and the use of student data to inform instructional planning.

Transition opportunities include incoming Kindergarten events that provide families with information about curriculum and kindergarten expectations, assistance with registration, campus tours, introductions to school programs and resources, and opportunities to ask questions and become familiar with the elementary school environment. Meet the Teacher events provide an additional opportunity for students and families to meet classroom teachers, visit classrooms, learn about school routines and expectations, and build connections prior to the start of school.

Family communication and engagement are emphasized throughout the transition process to ensure families have the information and resources needed to support their child's successful entry into elementary school. Title I, Part A funds may be used, as appropriate, to provide supplemental instructional resources, professional learning, family engagement activities, and other supports that strengthen early learning and facilitate a smooth transition into elementary school.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Not Applicable in Medina Valley ISD, only schoolwide programs are operated.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

N/A - Medina Valley ISD only operates Title I programs at the elementary level; no secondary campuses receive Title I funding.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

N/A - Medina Valley ISD only operates Title I programs at the elementary level; no secondary campuses receive Title I funding.

Descriptor 11: Discipline Disproportionality

Administrators and teachers work collaboratively to develop a discipline matrix that provides clear and consistent guidance regarding appropriate disciplinary responses for various student behaviors. In addition, all administrators have participated in de-escalation training to strengthen their ability to respond effectively to student behavior and help prevent situations from escalating.

A number of our student removals involve mandatory disciplinary placements, including offenses related to drugs, vaping, and assaults. In addition to disciplinary interventions, counselors provide guidance lessons and other student supports designed to promote positive decision-making, conflict resolution, and appropriate behavior.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

MVISD works with local employers, industry partners, public service agencies, postsecondary partners, advisory committee members, and district departments to expand job shadowing, internships, simulated workplace activities, and career preparation opportunities.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Practicum courses are built into each program of study at MVISD to ensure that students are afforded the opportunity to gain industry experience while also earning course credit. Work-based learning is expanded through partnerships with area employers and is monitored by classroom teachers. In addition, Career Preparation courses are offered to students to earn classroom credit while participating in a work-based learning environment that incorporates continuous collaborative feedback between the employer, teacher, and student.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Medina Valley ISD supports campuses in the identification and service of gifted and talented students through consistent district procedures, multiple measures of student ability and achievement, and differentiated instructional opportunities. The district utilizes a universal screener for all second-grade students to identify students who demonstrate indicators of giftedness and may benefit from further assessment. In addition, students may be referred for G/T identification, with multiple sources of data used to determine appropriate placement.

G/T programming is supported through district and campus processes designed to ensure identified students receive appropriately challenging learning experiences. Teachers serving gifted students receive required G/T training and provide differentiated instruction through strategies such as curriculum compacting, tiered assignments, flexible grouping, independent research, advanced-level products, and enrichment opportunities. The district G/T Specialist provides additional guidance, professional learning, and support to strengthen teachers' capacity to recognize and meet the needs of gifted learners.

Once identified, students have access to appropriate advanced learning opportunities across grade levels, including differentiated core instruction, enrichment opportunities, cluster grouping, advanced coursework, UIL opportunities, CTE and electives, Pre-AP/AP, and dual credit opportunities, as appropriate by grade level.

Title I, Part A funds may be used, as allowable and appropriate, to supplement efforts to identify and serve gifted and talented students, particularly students who may be traditionally underrepresented in gifted education programs. Funds may support supplemental screening or assessment resources, professional learning to strengthen educators' ability to recognize and respond to gifted potential, supplemental instructional materials and enrichment opportunities, and other activities designed to reduce barriers to identification and increase access to advanced learning opportunities. These efforts support the district's commitment to ensuring that all students, including students served through Title I programs, have opportunities to demonstrate their potential and access appropriately challenging learning experiences.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Medina Valley ISD supports effective school library programs that contribute to student achievement, literacy development, research skills, and lifelong learning. District library services support the educational goals of the district while fostering a love of reading and developing responsible users of information. Students have access to a variety of print and digital resources, including books, eBooks, audiobooks, interactive books, online encyclopedias, and research databases.

Library programs support classroom instruction and provide opportunities for students to strengthen reading, research, critical-thinking, and information-literacy skills. The district also promotes reading across grade levels through age-appropriate reading programs, recommended reading lists, and the MV Read Aloud Library.

Title I, Part A funds may be used, as allowable and appropriate, to supplement school library programs and increase access to high-quality literacy and instructional resources for students served by Title I programs. Funds may support supplemental print and digital materials, research resources, technology that expands access to library services, literacy-focused activities, professional learning, and other resources designed to strengthen reading achievement and support classroom instruction.

Through these efforts, the district seeks to ensure students have equitable access to high-quality resources and learning opportunities that promote literacy, academic achievement, independent learning, and college and career readiness.

Title I Personnel

Name	Position	Program	FTE
Cassandra Neumann	Castroville Instructional Coach		1
Charisse Frank	LaCoste Instructional Coach		1
John Palacios	Luckey Ranch Instructional Coach		1
Katie Boatright	Luckey Ranch Math Specialist		0.5
Katie Boatright	Silos Math Specialist		0.5
Marylou Tijerina	Silos Instructional Coach		1
Robyn Rios Hill	Federal Program Coordinator		0.35
Stephanie Torres	Ladera Instructional Coach		1
Yvonne Ramos Zaragoza	Potranco Instructional Coach		1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
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Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Castroville Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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September 22, 2026 at 01:55 PM

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Comprehensive Needs Assessment

Demographics

Summary

The campus has identified a need to strengthen support systems for at-risk students through targeted tutoring and mentoring opportunities designed to improve academic achievement, engagement, and overall student success. Additionally, the campus will continue to provide comprehensive support for all students through evidence-based interventions, differentiated instruction, and a well-rounded curriculum that addresses diverse learning needs. Ongoing efforts will focus on ensuring equitable access to academic, social-emotional, and enrichment opportunities that promote growth and achievement for every student.

Strengths

The campus benefits from a stable and highly committed workforce, as evidenced by its low staff turnover rate. This stability promotes continuity in instructional practices, strengthens relationships among staff, students, and families, and supports the consistent implementation of campus and district initiatives.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Castroville Elementary did not receive the Academic Achievement designation in Reading/RLA based on the 2025-2026 STAAR results.	There is a need to strengthen reading instruction and provide targeted, data-driven support to increase student achievement, particularly in the areas of phonics, fluency, comprehension, and overall reading performance.
2	Campus needs to provide tutoring for at-risk students.	At-risk students are not consistently receiving timely, targeted support because intervention opportunities, progress monitoring, and tutoring structures are not yet fully aligned to student data and identified skill gaps.
3	Beginning-of-year MAP scores indicate a need for interventions.	Teachers have limited instructional time to reteach prerequisite skills from previous grade levels while also addressing current grade-level standards. The lack of dedicated intervention support limits opportunities for targeted reteaching and individualized instruction. Providing day tutors would increase available instructional support and provide additional interventions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**

- [x] Local diagnostic reading assessment data
- [x] Local benchmark or common assessments data
- [x] Running Records results
- [x] Observation Survey results
- [x] Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data
- [x] Other PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data

- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1 Every Student Grows Every Year.

Performance Objective 1 ☑ High Priority

Ensure campus systemic processes are in place to serve our special population, focusing on special education and gifted/talented students.

Evaluation Data Source: NWEA MAP Data
District CBA's
STAAR Data

Strategy 1

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.

Strategy's Expected Result/Impact: Student Growth

Staff Responsible for Monitoring: Classroom Teachers
SPED and GT Teachers
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide teachers with professional learning, coaching, and resources to implement effective accommodations, modifications, differentiation, and specialized instructional strategies.

Strategy's Expected Result/Impact: Intentional planning for intervention groups

Staff Responsible for Monitoring: Administration
Instructional Coaches
SPED ARD Facilitator and Team Lead
Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2

Strengthen the MTSS Process with campus-wide procedures and interventions.

Evaluation Data Source: NWEA MAP Data
District CBA's
STAAR Data

Strategy 1

Establish regular data-review cycles using MAP, STAAR, classroom assessments, progress-monitoring data, attendance, and behavioral data to identify students needing additional support.

Strategy's Expected Result/Impact: Staff collaboration
Intervention plans for students

Staff Responsible for Monitoring: Instructional Coaches
Administration
Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: 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

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Strategy 2

Communicate regularly with families regarding identified needs, interventions, student progress, and strategies families can use to support learning at home.

Strategy's Expected Result/Impact: Scholl-Home communication increases

Staff Responsible for Monitoring: Classroom Teachers
Administration

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3 ☑ High Priority

Increasing student growth and performance through targeted interventions.

Evaluation Data Source: NWEA MAP Data
MTSS Data
STAAR Data

Strategy 1

Conduct regular analysis of MAP, STAAR, district, and classroom assessment data to identify specific skill gaps and students requiring targeted support.

Strategy's Expected Result/Impact: Student growth and mastery of TEKS

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4 ☑ High Priority

Maintain or increase the percentage of students achieving at the Meets and Masters performance levels on state assessments across all tested grade levels and content areas.

Evaluation Data Source: STAAR Data

Strategy 1

Provide targeted reteaching through small-group instruction, intervention blocks, and differentiated instruction.

Strategy's Expected Result/Impact: Student Growth
Increase in Meets and Masters

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Goal 2 Implement High-Quality Instruction.

Performance Objective 1 ☑ High Priority

Implement consistent, research-based, standards-aligned instructional practices across all classrooms.

Evaluation Data Source: Learning Walks
Calibration amongst campus and district leadership
TTESS

Strategy 1

Use PLC planning to align instruction, assessments, and learning targets to priority standards.

Strategy's Expected Result/Impact: Strategic Planning

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Conduct regular walkthroughs and feedback cycles to monitor implementation and identify instructional needs.

Strategy's Expected Result/Impact: Increased quality instruction

Staff Responsible for Monitoring: Administration
Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 2 ☑ High Priority

Provide targeted interventions and additional instructional support for students who are at risk of not meeting grade-level standards.

Evaluation Data Source: MTSS
IEP Goals and Specially Designed Instruction

Strategy 1

Use MAP, STAAR, district assessments, classroom assessments, attendance, and teacher data to identify students who are not meeting or are at risk of not meeting grade-level standards.

Strategy's Expected Result/Impact: Increased in student performance

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Use PLCs to analyze student data, identify learning gaps, plan interventions, and evaluate the effectiveness of instructional supports.

Strategy's Expected Result/Impact: Increased collaboration
Increased student performance

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 3

Use formative and summative assessment data to drive instructional planning, reteaching, differentiation, and intervention.

Evaluation Data Source: Classroom Data
NWEA MAP Data
CBA's

Strategy 1

Provide structured PLC time for teachers to analyze assessment results, identify priority standards, examine student work, and plan responsive instruction.

Strategy's Expected Result/Impact: Increase Collaboration
Increase in student performance

Staff Responsible for Monitoring: Classroom Teachers
Instructional Coaches
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 4

Strengthen teacher capacity through targeted professional development, coaching, PLC collaboration, and ongoing monitoring of instructional implementation.

Evaluation Data Source: PLC Meeting Notes
PD Feedback Forms

Strategy 1

Use campus data, walkthroughs, TTESS evidence, and teacher feedback to identify specific professional learning needs.

Strategy's Expected Result/Impact: Increase quality instruction

Staff Responsible for Monitoring: Instructional Coaches
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

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Goal 3 Increase Parental and Community Involvement.

Performance Objective 1

Increase meaningful, two-way communication between the campus and families through multiple communication platforms and personal outreach.

Evaluation Data Source: Parent Surveys

Strategy 1

Utilize ParentSquare, phone calls, email, newsletters, social media, and in-person communication to reach families through varied platforms.

Strategy's Expected Result/Impact: Increase school/home communication

Staff Responsible for Monitoring: Classroom Teachers
Adminsitration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 ✓ High Priority

Increase parent and family participation in campus activities, academic events, and opportunities that support student learning.

Evaluation Data Source: Parent and student surveys
Staff surveys

Strategy 1

Provide a variety of academic events, family nights, workshops, celebrations, and student showcases throughout the year.

Strategy's Expected Result/Impact: Increase in family connections

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Promote events through multiple communication platforms and provide timely reminders and personal invitations when appropriate.

Strategy's Expected Result/Impact: Increase in family involvement

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

Strengthen communication with families regarding student academic progress, attendance, behavior, and interventions.

Evaluation Data Source: Parent Surveys
Attendance Interventions
MTSS

Strategy 1

Develop clear expectations for when and how teachers communicate with families regarding academic, attendance, behavioral, and intervention concerns.

Strategy's Expected Result/Impact: Increase in communication

Staff Responsible for Monitoring: Classroom Teachers
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Goal 4 Maintain Student and Staff Safety.

Performance Objective 1 ☑ High Priority

Ensure consistent implementation of campus safety procedures, emergency protocols, and required drills.

Evaluation Data Source: Door Sweep Documentation
Drills
Raptor
Staff Meetings

Strategy 1

Review and communicate campus procedures for emergencies, lockdowns, evacuations, severe weather, medical incidents, and other safety concerns.

Strategy's Expected Result/Impact: Increase in awareness

Staff Responsible for Monitoring: School Marshall
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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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 Source: BTA Agendas
Staff Meeting Agendas and Documentation

Strategy 1

Evaluate the plan annually and update campus information, emergency contacts, procedures, and response protocols.

Strategy's Expected Result/Impact: Increase in awareness

Staff Responsible for Monitoring: School Marshall
Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
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Medina Valley Independent School District

LaCoste Elementary

Accountability Rating: C

2026-2027 Campus Improvement Plan

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September 22, 2026 at 02:48 PM

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

Summary

Campus Needs Assessment Overview – LaCoste Elementary

LaCoste Elementary serves 734 students in a diverse Title I, Part A Schoolwide Program setting. The campus demonstrates a strong foundation in student learning, safety, communication, family engagement, and school culture. Current data also identify persistent achievement gaps among specific student populations and opportunities to strengthen instructional systems, PLC practices, interventions, attendance, and consistent two-way academic communication with families.

Demographics & Community

LaCoste Elementary serves 734 students, with a nearly even gender distribution of 51.36% female (377 students) and 48.64% male (357 students). The student population is 67.17% Hispanic/Latino, 22.34% White, 5.04% Black/African American, 4.09% Two-or-More Races, 0.95% Asian, 0.27% American Indian/Alaskan Native, and 0.14% Native Hawaiian/Pacific Islander.

The campus serves a high percentage of students with diverse academic and specialized needs. 62.94% are Economically Disadvantaged, 61.99% are At-Risk, and 20.03% receive Special Education services. Additionally, 4.77% receive Section 504 services, 4.50% receive Dyslexia services, and 7.08% are identified as Gifted and Talented. Emergent Bilingual students represent a significant and growing population, with 20.84% enrolled in Bilingual programs and an additional 1.5% receiving ESL services. The campus also serves 10.64% Military Connected students, 0.82% in Foster Care, and 4.50% Transfer-In students.

As a Title I, Part A Schoolwide Program campus, 100% of students benefit from Title I services. The campus demographics reinforce the importance of equitable access to high-quality Tier 1 instruction, differentiated supports, language-rich instruction, interventions, and specialized services.

Student Learning

LaCoste students demonstrate steady achievement and academic growth; however, significant performance gaps remain among economically disadvantaged, Special Education, and Emergent Bilingual students, particularly at the Meets and Masters Grade Level standards.

On the 2026 STAAR Reading assessment, across all tested grade levels, 76% of students achieved Approaches Grade Level or higher, 53% achieved Meets Grade Level or higher, and 26% achieved Masters Grade Level. In Mathematics, 71% achieved Approaches Grade Level or higher, 45% achieved Meets Grade Level or higher, and 19% achieved Masters Grade Level.

The campus earned an Academic Growth score of 78, indicating students made expected progress overall, with strong evidence of growth in reading. Mathematics growth was more variable, with continued gaps among Emergent Bilingual and Special Education students.

Emergent Bilingual students did not demonstrate sufficient academic and English language proficiency growth, resulting in the campus not earning the anticipated Domain 3 Closing the Gaps points associated with EB student performance and TELPAS progress/reclassification. This indicates a continued need for explicit vocabulary development, language-rich instruction, academic discourse, differentiated supports, and consistent monitoring of both language development and academic achievement.

Special Education performance also demonstrates persistent gaps. In Reading, 54% of Special Education students achieved Approaches, 28% Meets, and 13% Masters, compared with 76%, 53%, and 26% for all students. In Mathematics, 44% achieved Approaches, 25% Meets, and 10% Masters, compared with 71%, 45%, and 19% for all students. These results reinforce the need for consistent implementation of specially designed instruction (SDI), targeted small-group instruction, interventions, and progress monitoring.

Overall, the student learning data indicate that the campus must continue moving students beyond Approaches toward Meets and Masters while accelerating growth for SPED, EB, and economically disadvantaged students.

School Processes & Programs

LaCoste has established instructional systems that include aligned pacing guides, checkpoints, common assessments, weekly PLCs, MTSS processes, instructional coaching, and ongoing professional development. Evidence-based instructional practices and programs, including 95% Phonics and dyslexia interventions, provide additional support for students with identified needs.

A continued area of growth is ensuring that PLCs consistently operate around the four guiding PLC questions and move beyond assessment completion toward deeper analysis of student learning. PLC conversations need tighter alignment among standards, pacing, formative assessment data, instructional responses, small-group instruction, and MTSS Tier 2/Tier 3 interventions. Strengthening these systems will help ensure that student data result in timely instructional adjustments.

Given the achievement gaps among SPED and EB students, continued professional learning and coaching should emphasize SDI, small-group instruction, language development, differentiation, progress monitoring, dyslexia, autism, and behavior supports.

Campus behavior and discipline systems are generally viewed positively, but stakeholder feedback indicates a need for greater consistency in behavioral expectations, student supervision, interventions, and discipline practices across classrooms and grade levels.

Attendance

Student and staff attendance remain important factors in maintaining instructional continuity and accelerating student growth. Chronic absenteeism and inconsistent attendance reduce students' access to Tier 1 instruction, intervention, small-group instruction, and specialized services, with the greatest potential impact on students already experiencing academic gaps.

The campus must continue strengthening attendance monitoring, early intervention, incentives, family communication, and parent education regarding the relationship between regular attendance and academic achievement. Particular attention should be given to attendance patterns among At-Risk, Economically Disadvantaged, and Emergent Bilingual students.

Perceptions

Parent perception data demonstrate significant strengths in safety, student learning, communication, leadership, respect, and community pride. Of the 352 parents responding to the survey, approximately 97% agreed or strongly agreed that student learning and safety are high priorities. Parents also reported highly positive perceptions of leadership, staff approachability, respect, and opportunities for student success.

Open-ended parent feedback consistently identifies caring teachers, communication, safety, visible leadership, family activities, and a strong sense of community as campus strengths. Parents describe staff as welcoming and supportive and value opportunities to participate in their children's school experiences.

An identified perception area for growth is the consistency and timeliness of academic communication across classrooms and grade levels. Although overall campus communication is perceived positively, approximately 13.6% of parents disagreed or strongly disagreed that staff regularly provide feedback on their child's progress, making this one of the lower-rated survey measures. Parent comments specifically request more consistent information regarding progress reports, grades, academic progress, classroom changes, and ways families can support learning at home.

The perception data suggest that family engagement should continue evolving from primarily event-based participation toward consistent, ongoing, two-way academic partnerships between teachers and families.

Priority Needs

Based on the comprehensive needs assessment, LaCoste Elementary's primary needs center on student achievement, instructional systems, attendance, and family engagement. The campus should prioritize closing achievement gaps for SPED, EB, Economically Disadvantaged, and At-Risk students; increasing the percentage of students reaching Meets and Masters in reading and mathematics; and strengthening SDI, small-group instruction, language-rich instruction, and Tier 2/Tier 3 interventions.

Additionally, PLC and MTSS processes should consistently translate formative and summative data into specific instructional actions and progress monitoring. Attendance systems should continue addressing barriers that reduce access to instruction. Finally, communication and engagement systems should provide families with consistent, timely, two-way information about student progress and academic needs, rather than relying primarily on event-based family engagement.

Overall Campus Assessment

LaCoste Elementary has a strong foundation of positive culture, family trust, safety, communication, and commitment to student learning. The campus's primary challenge is not the absence of programs or structures, but ensuring that established systems are implemented consistently, intentionally, and with measurable impact on student outcomes.

The 2026 data point toward a clear instructional direction: strengthen Tier 1 instruction and PLC-driven instructional responses, accelerate achievement for SPED and EB students, increase students reaching Meets and Masters, improve attendance and instructional access, and deepen two-way academic partnerships with families. This focus aligns campus processes and resources around the central goal of ensuring that all students demonstrate meaningful academic growth and increased grade-level proficiency.

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

Summary

Demographics Summary – LaCoste Elementary

LaCoste Elementary serves a total student population of 734 students. The gender distribution is 51.36% female (377 students) and 48.64% male (357 students).

In terms of ethnicity and race, the majority of students are Hispanic/Latino (67.17%), followed by White (22.34%), Black/African American (5.04%), Two-or-More Races (4.09%), Asian (0.95%), American Indian/Alaskan Native (0.27%), and Native Hawaiian/ Pacific Islander (0.14%).

Student program participation highlights the diversity of learning needs on campus. 20.03% of students receive Special Education services, and 4.77% receive Section 504 services, 20.84% of students are identified as Emergent Bilingual (EB) enrolled in Bilingual programs and 1.5% in ESL. Dyslexia services are provided to 4.50% of students, and 7.08% are identified as Gifted and Talented.

Additional indicators include 61.99% of students identified as At-Risk, 62.94% classified as Economically Disadvantaged, 10.64% identified as Military Connected, 0.82% in Foster Care, and 4.50% Transfer-In students.

LaCoste Elementary operates as a Title I, Part A Schoolwide Program campus, with 100% of students benefiting from Title I services.

Strengths

Demographics Strengths Summary – LaCoste Elementary

LaCoste Elementary serves a diverse student body of 734 students, with a near-even distribution of 51% female and 49% male students. The majority of students are Hispanic/Latino (67%), 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 .24% compared to last year, supporting consistent learning opportunities across grade levels. Special populations, including 20.3% SPED and 20.4% 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 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	Root Cause
1 ★	Less than half of LaCoste students achieve Meets GL across STAAR subjects, with EB's, SPED, and eco-dis. students demonstrating lower levels of achievement & academic growth than the overall student population. These results demonstrate a continued need to accelerate learning, increase grade-level proficiency, and close achievement and growth gaps among identified student groups.	Differentiated Tier 1 instruction is not yet implemented consistently across classrooms, particularly in data-driven SG instruction, BL, adapt. tech., TEKS-aligned tasks, (SDI), linguistic supports, & progress monitoring. Teachers need continued PD, coaching, & collaborative planning to effectively differentiate instruction and accelerate growth for all students and identified student groups.

★ = Priority

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 2026 Reading across all tested grade levels, 76% of students performed at Approaches Grade Level or higher, with 53% achieving Meets Grade Level or higher and 26% achieving Masters Grade Level. In Math, 71% of students performed at Approaches Grade Level or higher, with 45% achieving Meets Grade Level or higher and 19% achieving Masters Grade Level. Despite overall student performance, significant achievement gaps persist among economically disadvantaged, special education, and emergent bilingual students. These student groups consistently performed below the all-student average, particularly at the Meets and Masters Grade Level standards, indicating a continued need for targeted, differentiated instruction and intervention to increase grade-level proficiency and close achievement gaps.

Academic Growth:
LaCoste earned an Academic Growth score of 78, reflecting that students made expected progress, with strong evidence of growth in reading. Math growth was more variable, with gaps persisting for EB/EL and SPED students.

English Learners (EL Progress):
Emergent bilingual students did not demonstrate sufficient academic and English language proficiency growth, resulting in the campus not earning the anticipated Domain 3 Closing the Gaps points associated with EB student performance and TELPAS progress/reclassification.

Special Programs:
Special Education students continue to demonstrate achievement gaps in both reading and mathematics. In Reading, 54% achieved Approaches, 28% Meets, and 13% Masters, while in Mathematics, 44% achieved Approaches, 25% Meets, and 10% Masters. These results indicate a need to strengthen the consistent implementation of specially designed instruction (SDI), targeted interventions, and progress monitoring to improve academic achievement and growth.

Strengths

LaCoste Elementary – Student Learning Strengths

LaCoste Elementary demonstrates several areas of strength in student learning and academic achievement. Seventy-one percent of students performed at the Approaches Grade Level standard or higher, indicating that a majority of students demonstrated essential grade-level knowledge and skills. Reading/Language Arts continues to be a relative academic strength, with 54% of students achieving Meets Grade Level or higher. Additionally, 47% of students achieved Meets Grade Level or higher across assessed areas, demonstrating that nearly half of students are performing at or above the state's grade-level standard.

The campus also demonstrated evidence of high-level academic achievement, with 20% of students reaching the Masters Grade Level standard. These results provide a foundation for increasing the number of students progressing from Approaches to Meets and from Meets to Masters. The campus earned an overall accountability score of 76, establishing a measurable baseline from which LaCoste can continue its improvement toward higher levels of academic performance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Across grade levels, LaCoste students demonstrate persistent weaknesses in extended constructed responses (ECRs), including difficulty organizing and developing ideas, citing relevant text evidence, applying academic vocabulary, and clearly communicating their thinking in writing.	Writing instruction is not consistently embedded across content areas, limiting opportunities for students to develop ideas, cite evidence, apply academic vocabulary, and communicate their thinking. Teachers need continued support implementing rigorous, TEKS-aligned writing tasks and consistently integrating Talk-Read-Talk-Write (TRTW) and the writing process across content areas.
2 ★	LaCoste Elementary students demonstrate inconsistent achievement and growth in reading and mathematics. Although PLC structures are established, teams do not consistently use student learning data to identify learning gaps, determine actionable instructional responses, provide intervention or enrichment, and monitor the effectiveness of those responses.	PLC teams do not consistently use the four guiding PLC questions to identify essential learning, analyze formative data, identify students needing intervention or enrichment, plan differentiated instruction, and evaluate instructional impact. Inconsistent alignment among pacing, Tier 1 instruction, small groups, and MTSS interventions limits PLC effectiveness in accelerating student growth.

★ = Priority

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

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	Root Cause
1 ★	Inconsistent student attendance disrupts instructional continuity and limits students' consistent access to high-quality Tier 1 instruction, intervention, and enrichment, contributing to unfinished learning and persistent achievement gaps.	Chronic absenteeism, particularly among mobile, economically disadvantaged, and emergent bilingual students, disrupts access to consistent instruction and intervention. Inconsistent attendance monitoring, early intervention, family communication, and individualized support limit the campus's ability to improve regular attendance and academic progress.
2 ★	LaCoste Elementary needs greater consistency in schoolwide behavioral expectations, positive behavior reinforcement, and social-emotional supports to reduce instructional disruptions, strengthen student self-management and relationships, and increase students' readiness to learn.	Schoolwide PBIS, character education, and social-emotional learning practices are not yet implemented with consistent fidelity across all settings. Students need explicit teaching, modeling, reinforcement, recognition, and timely coordinated behavioral and social-emotional supports to promote positive behavior and maintain a safe, supportive learning environment.
3 ★	Staff support, professional growth, collaboration, recognition, engagement, and shared leadership opportunities are not yet implemented through a fully consistent campus-wide system, which may impact staff satisfaction, sense of belonging, and long-term retention.	Campus systems for onboarding and mentoring new staff, providing sustained professional learning and coaching, engaging staff in shared leadership and decision-making, and recognizing staff contributions have not been consistently integrated into a comprehensive staff-support and retention system.

★ = Priority

Perceptions

Summary

Perception data from the 2025–2026 Parent Survey (352 respondents) and Spring 2026 Staff Survey (85 respondents) indicate that LaCoste Elementary is viewed positively overall, particularly in the areas of safety, communication, leadership visibility, relationships, and school/community pride, while also identifying opportunities to strengthen consistency, fairness, staff support, and behavior systems.

Parent perceptions are highly positive. Approximately 97% of parents agree or strongly agree that student learning is a high priority, and 97% agree that safety is a high priority. About 96% view the principal as an effective leader, 96% report being treated respectfully by staff, and 95% believe their child has opportunities to be successful. Communication is also viewed favorably, with approximately 90% agreeing or strongly agreeing that communication is a high priority. Open-ended responses repeatedly identify communication, safety, approachable staff, engaged leadership, family activities, and a strong sense of community as campus strengths.

Parent feedback also identifies areas for continued improvement. The lowest-rated parent measure was knowledge of how to report bullying and cyberbullying, with approximately 83% agreement, while feedback on student progress was about 86% positive and consistent enforcement of rules and discipline about 93% positive. These results suggest a need to continue strengthening communication regarding bullying-reporting procedures, academic progress, and consistent behavioral expectations.

Staff perceptions reflect strong pride and commitment to the campus, but greater variability around organizational culture. Approximately 94% of staff report enjoying their work, 95% are proud to work at LaCoste, 89% believe their leaders respect them, 85% believe they have the tools, resources, and training needed for success, and 82% believe in the strategic direction of the campus. Additionally, approximately 84% would recommend LaCoste as a place to work.

The staff survey also identifies important areas for growth. Only 68% agreed or strongly agreed that employees are treated fairly, 75% viewed campus culture positively, 75% felt adequately recognized for good work, and 76% felt comfortable providing feedback to supervisors. Open-ended responses reinforce both sides of the perception data: many staff describe strong teamwork, supportive colleagues, responsive administration, collaboration, and a family-like environment, while others raise concerns regarding fairness, favoritism, workload distribution, communication, behavior support, SPED resources, staff burnout, and retention.

Overall, perception data suggest that LaCoste Elementary has a strong foundation of trust with families and substantial staff pride, supported by visible leadership, communication, safety, and community engagement. The next level of improvement should focus on ensuring that the positive culture experienced by many stakeholders is experienced consistently by all. Priority areas include strengthening staff recognition and perceptions of fairness, improving behavior and SPED support systems, communicating bullying-reporting procedures more clearly, and continuing transparent, timely two-way communication with staff and families.

Strengths

Perceptions Strengths Summary – LaCoste Elementary

Safe and Supportive School Environment – Parents and students generally perceive LaCoste as a safe environment where student well-being is prioritized. Safety is one of the strongest parent perceptions: 97.44% of parents agree/strongly agree that safety is a high priority. Parents repeatedly identified safety, security, and feeling comfortable sending their children to LaCoste as strengths. Students are also generally positive, with 83.15% reporting that they feel safe at school.

Caring Relationships and Student Support – Students and families report that teachers and staff are caring, approachable, encouraging, and responsive to student needs. Parents consistently describe teachers and staff as friendly, caring, approachable, patient, and supportive, including individualized attention for students. Students reinforce this perception: 97.75% agree/strongly agree that their teacher wants them to do their best, 89.52% say they receive extra help when needed, and 94.38% say teachers do not allow them to give up when work becomes difficult.

Strong Communication and Responsive Leadership – Families value frequent communication, accessibility, transparency, and visible campus leadership. Communication is repeatedly identified by parents as one of LaCoste's strongest qualities. 90.05%

agree/strongly agree that communication is a high priority, and open-ended comments frequently reference ParentSquare, campus updates, emergency communication, newsletters, and staff responsiveness. Staff responses also identify administrative communication, listening, and responsiveness to feedback as strengths.

Positive Culture, Pride, and Sense of Community – Parents, students, and staff describe LaCoste as welcoming, family-oriented, and characterized by strong school pride. Parents report a strong community identity, with 94.89% agreeing/strongly agreeing that there is a strong sense of pride and community. Open-ended responses repeatedly describe LaCoste as welcoming, family-oriented, and connected to its small-community identity. Staff show similarly strong attachment: 95.29% are proud to work at LaCoste and 94.12% report enjoying their work.

Commitment to Learning and Student Success – Stakeholders perceive strong academic expectations, teacher encouragement, intervention/support, and a campus-wide focus on student growth. 97.16% of parents agree/strongly agree that student learning is a high priority, while 95.17% believe their child has every opportunity to be successful. Students also perceive strong academic expectations: 90.26% say classwork challenges them to think and 97.75% say teachers want them to do their best.

Family Engagement and Collaborative Partnerships – Family events, extracurricular opportunities, parent participation, staff collaboration, and community involvement contribute to a strong sense of partnership. Parent comments repeatedly identify family events, parent participation, clubs, activities, and opportunities to be involved with their children at school as strengths. Families specifically mention community/family engagement nights, school events, lunch opportunities, and extracurricular activities. Parents also describe increasing opportunities for involvement as a positive change.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	LaCoste Elementary needs more consistent, timely, and meaningful family and community engagement, including two-way communication regarding student progress and accessible opportunities for families to participate in student learning and campus activities, as some families report feeling less informed and less equipped to support their child's success.	Campus-wide expectations for family communication and engagement are not consistently implemented across classrooms and grade levels. The frequency, timeliness, and format of academic updates and parent communication vary by teacher, while family engagement is often event-focused rather than sustained two-way communication, participation, volunteering, and partnership in student learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Across grade levels, LaCoste students demonstrate persistent weaknesses in extended constructed responses (ECRs), including difficulty organizing and developing ideas, citing relevant text evidence, applying academic vocabulary, and clearly communicating their thinking in writing.	Writing instruction is not consistently embedded across content areas, limiting opportunities for students to develop ideas, cite evidence, apply academic vocabulary, and communicate their thinking. Teachers need continued support implementing rigorous, TEKS-aligned writing tasks and consistently integrating Talk-Read-Talk-Write (TRTW) and the writing process across content areas.
2 ★	LaCoste Elementary students demonstrate inconsistent achievement and growth in reading and mathematics. Although PLC structures are established, teams do not consistently use student learning data to identify learning gaps, determine actionable instructional responses, provide intervention or enrichment, and monitor the effectiveness of those responses.	PLC teams do not consistently use the four guiding PLC questions to identify essential learning, analyze formative data, identify students needing intervention or enrichment, plan differentiated instruction, and evaluate instructional impact. Inconsistent alignment among pacing, Tier 1 instruction, small groups, and MTSS interventions limits PLC effectiveness in accelerating student growth.
3 ★	Inconsistent student attendance disrupts instructional continuity and limits students' consistent access to high-quality Tier 1 instruction, intervention, and enrichment, contributing to unfinished learning and persistent achievement gaps.	Chronic absenteeism, particularly among mobile, economically disadvantaged, and emergent bilingual students, disrupts access to consistent instruction and intervention. Inconsistent attendance monitoring, early intervention, family communication, and individualized support limit the campus's ability to improve regular attendance and academic progress.
4 ★	LaCoste Elementary needs more consistent, timely, and meaningful family and community engagement, including two-way communication regarding student progress and accessible opportunities for families to participate in student learning and campus activities, as some families report feeling less informed and less equipped to support their child's success.	Campus-wide expectations for family communication and engagement are not consistently implemented across classrooms and grade levels. The frequency, timeliness, and format of academic updates and parent communication vary by teacher, while family engagement is often event-focused rather than sustained two-way communication, participation, volunteering, and partnership in student learning.

5 ★	Less than half of LaCoste students achieve Meets GL across STAAR subjects, with EB's, SPED, and eco-dis. students demonstrating lower levels of achievement & academic growth than the overall student population. These results demonstrate a continued need to accelerate learning, increase grade-level proficiency, and close achievement and growth gaps among identified student groups.	Differentiated Tier 1 instruction is not yet implemented consistently across classrooms, particularly in data-driven SG instruction, BL, adapt. tech., TEKS-aligned tasks, (SDI), linguistic supports, & progress monitoring. Teachers need continued PD, coaching, & collaborative planning to effectively differentiate instruction and accelerate growth for all students and identified student groups.
6 ★	LaCoste Elementary needs greater consistency in schoolwide behavioral expectations, positive behavior reinforcement, and social-emotional supports to reduce instructional disruptions, strengthen student self-management and relationships, and increase students' readiness to learn.	Schoolwide PBIS, character education, and social-emotional learning practices are not yet implemented with consistent fidelity across all settings. Students need explicit teaching, modeling, reinforcement, recognition, and timely coordinated behavioral and social-emotional supports to promote positive behavior and maintain a safe, supportive learning environment.
7 ★	Staff support, professional growth, collaboration, recognition, engagement, and shared leadership opportunities are not yet implemented through a fully consistent campus-wide system, which may impact staff satisfaction, sense of belonging, and long-term retention.	Campus systems for onboarding and mentoring new staff, providing sustained professional learning and coaching, engaging staff in shared leadership and decision-making, and recognizing staff contributions have not been consistently integrated into a comprehensive staff-support and retention system.

★ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

- [x] **Other**

    NWEA MAP Data

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] T-PESS data
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Communications data
- [x] Scope and Sequence; Pacing Guides; and Other Focus Documents

Goals

Goal 1 Every Student Grows Every year.

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, all students and student groups will demonstrate at least one year of academic growth in reading and mathematics, as measured by NWEA EOY MAP growth targets and/or STAAR academic growth measures, with an emphasis on closing growth gaps among identified student groups.

Evaluation Data Source: NWEA MAP BOY/MOY/EOY growth data; STAAR achievement and academic growth data; common formative assessments; PLC data trackers; MTSS progress-monitoring data; TELPAS; and SPED/IEP progress data, disaggregated by student group.

Strategy 1

Implement a schoolwide K-5 system of high-quality Tier 1 instruction and targeted intervention, including 95% Phonics in K-2 foundational literacy, differentiated small-group instruction, specially designed instruction, linguistic supports, blended learning, certified campus tutors, and district-approved high-quality instructional materials, math manipulatives, to ensure every student grows every year.

Strategy's Expected Result/Impact: Increased academic growth and achievement in reading and mathematics, with all students and student groups demonstrating measurable progress toward at least one year of academic growth. Consistent Tier 1 instruction, targeted interventions, and progress monitoring will reduce learning gaps and increase the percentage of students meeting or exceeding grade-level expectations.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, and Instructional Coaches

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

All instructional staff will engage in extended PLCs, weekly grade-level planning, and MTSS collaboration to systematically analyze common assessments, student data trackers, progress-monitoring data, district assessments, NWEA MAP, and STAAR results. Using the four guiding

PLC questions, teams will identify learning gaps, plan differentiated Tier 1 instruction, reteach/ enrichment, and targeted interventions; monitor student progress and MTSS movement; and adjust instruction based on evidence from PLC agendas, data trackers, CFA analysis, reteach/ enrichment plans, MTSS documentation, and classroom walkthroughs.

Strategy's Expected Result/Impact: PLC and MTSS teams will consistently use student data to identify learning gaps, adjust Tier 1 instruction, and provide targeted interventions. This will strengthen instructional responsiveness, accelerate student growth, reduce achievement gaps, and increase the percentage of students and student groups demonstrating at least one year of academic growth.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, and Instructional Coaches

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 3

All teachers will consistently implement blended learning within reading and mathematics instructional blocks, using student data to provide differentiated small-group instruction, targeted skill practice, adaptive technology (to include Read Live Licenses), and enrichment. Instruction will address individual learning needs, close identified gaps, extend learning for students demonstrating mastery, and accelerate academic progress to ensure every student grows every year.

Strategy's Expected Result/Impact: Students will receive differentiated, data-driven instruction aligned to their individual learning needs, resulting in increased engagement, mastery of grade-level standards, and accelerated growth in reading and mathematics. Achievement gaps will decrease as all students receive targeted support or enrichment to ensure every student grows every year.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, and Instructional Coaches

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 4

Teachers will implement the district's Multi-Tiered System of Supports (MTSS) with fidelity by systematically identifying student needs, providing targeted Tier 2 and Tier 3 interventions, and collecting, monitoring, and documenting progress according to district protocols. Teams will use progress-monitoring data to adjust interventions and accelerate learning to ensure every student demonstrates academic growth every year.

Strategy's Expected Result/Impact: Students will receive timely, targeted interventions based on identified academic needs, resulting in accelerated learning and reduced achievement gaps. Consistent progress monitoring and instructional adjustments will increase the percentage of students demonstrating at least one year of academic growth and support the district goal that every student grows every year.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, and Instructional Coaches

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 5

Teachers will consistently implement the Talk-Read-Talk-Write (TRTW) framework and the writing process across all content areas to strengthen reading comprehension, academic discourse, vocabulary development, and evidence-based writing. Students will routinely engage in planning, drafting, revising, editing, and publishing while teachers use performance data and writing samples to monitor progress, adjust instruction, and ensure every student grows every year.

Strategy's Expected Result/Impact: Students will demonstrate increased performance on campus and district writing measures, including an increase in the percentage of students earning points on ECR responses from BOY to MOY and EOY, while walkthrough data demonstrate consistent implementation of TRTW and the writing process across content areas.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, and Instructional Coaches

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 6

Provide students with IEPs specialized instruction, disability-related instructional, behavioral, communication, sensory, and functional resources aligned with their individualized needs, including, but not limited to, disability-related resources and supports. Resources and supports will be used to strengthen IEP implementation, reduce barriers to learning and participation, support self-regulation and positive behavior, increase independence, and provide equitable access to instruction and campus activities within inclusive learning environments.

Strategy's Expected Result/Impact: Students with IEPs will demonstrate increased access to instruction, engagement, self-regulation, independence, and successful participation in classroom and campus activities. Consistent implementation of individualized supports and specialized resources will strengthen IEP fidelity, reduce disability-related barriers to learning, promote inclusive practices, and contribute to improved academic, behavioral, and functional student outcomes.

Staff Responsible for Monitoring: Principal, Vice Principal, Campus SPED Coordinator, Special Education Teachers, General Education Teachers, Related Service Providers, Instructional Coaches, and other staff responsible for IEP implementation.

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 7

Allocate campus and eligible program funds, as appropriate, to provide specialized instructional, behavioral, communication, sensory, and functional resources that support students with disabilities, strengthen IEP implementation, increase access to instruction, and reduce barriers to participation in inclusive classroom and campus environments.

Strategy's Expected Result/Impact: Students with disabilities will have increased access to appropriate specialized resources that support their individualized academic, behavioral, communication, sensory, and functional needs. These resources will strengthen IEP implementation, increase student engagement and independence, reduce barriers to learning and participation, and promote successful inclusion in classroom and campus activities, resulting in improved academic, behavioral, and functional outcomes.

Staff Responsible for Monitoring: Principal, Vice Principal, Campus Special Education Coordinator, Special Education Teachers, Instructional Coaches, and Principal's Secretary for budget/expenditure monitoring.

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Less than half of LaCoste students achieve Meets GL across STAAR subjects, with EB's, SPED, and eco-dis. students demonstrating lower levels of achievement & academic growth than the overall student population. These results demonstrate a continued need to accelerate learning, increase grade-level proficiency, and close achievement and growth gaps among identified student groups.	Differentiated Tier 1 instruction is not yet implemented consistently across classrooms, particularly in data-driven SG instruction, BL, adapt. tech., TEKS-aligned tasks, (SDI), linguistic supports, & progress monitoring. Teachers need continued PD, coaching, & collaborative planning to effectively differentiate instruction and accelerate growth for all students and identified student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across grade levels, LaCoste students demonstrate persistent weaknesses in extended constructed responses (ECRs), including difficulty organizing and developing ideas, citing relevant text evidence, applying academic vocabulary, and clearly communicating their thinking in writing.	Writing instruction is not consistently embedded across content areas, limiting opportunities for students to develop ideas, cite evidence, apply academic vocabulary, and communicate their thinking. Teachers need continued support implementing rigorous, TEKS-aligned writing tasks and consistently integrating Talk-Read-Talk-Write (TRTW) and the writing process across content areas.

2	LaCoste Elementary students demonstrate inconsistent achievement and growth in reading and mathematics. Although PLC structures are established, teams do not consistently use student learning data to identify learning gaps, determine actionable instructional responses, provide intervention or enrichment, and monitor the effectiveness of those responses.	PLC teams do not consistently use the four guiding PLC questions to identify essential learning, analyze formative data, identify students needing intervention or enrichment, plan differentiated instruction, and evaluate instructional impact. Inconsistent alignment among pacing, Tier 1 instruction, small groups, and MTSS interventions limits PLC effectiveness in accelerating student growth.

Performance Objective 2

By the end of the 2026-2027 school year, LaCoste Elementary will consistently implement the Pillars of Excellence, CharacterStrong, and PBIS frameworks campus-wide, with 100% of students receiving systematic character and social-emotional instruction and schoolwide behavioral expectations explicitly taught and reinforced across campus settings. Student behavior and climate data will demonstrate improvement from the campus baseline, including reduced instructional disruptions and office discipline referrals.

Evaluation Data Source: Office discipline referral data; PBIS/Pillars of Excellence recognition data; Character Strong and counselor lesson implementation logs; student attendance data; student, staff, and parent climate surveys; counselor check-in data; and student behavior/SEL surveys or reflections.

Strategy 1

Implement the Pillars of Excellence, PBIS, and Character Strong frameworks with fidelity campus-wide by explicitly teaching, modeling, and reinforcing consistent behavioral and character expectations across all school settings. Counselors will provide systematic SEL instruction, while teachers and staff will embed character development into daily routines and consistently recognize positive behavior through schoolwide incentives, celebrations, and family engagement. Student behavior and climate data will be monitored to adjust supports, strengthen students' social-emotional skills, increase readiness to learn, and support the district goal that every student grows every year.

Strategy's Expected Result/Impact: Students will demonstrate improved behavior, character, self-management, and social-emotional skills, resulting in fewer discipline referrals, increased positive behavior, and a stronger school climate. Consistent PBIS, Character Strong, and SEL implementation will increase students' readiness to learn and support the district goal that every student grows every year academically, socially, and emotionally.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselors, & Campus Staff

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Implement a campus-wide Rapid Response Team to provide timely, coordinated support for student safety, behavioral, and social-emotional needs. Two-way communication radios will enable teachers, counselors, administrators, and trained support staff to quickly respond to student needs with appropriate de-escalation, counseling, and behavioral interventions. This coordinated response will minimize instructional disruptions, reduce lost learning time, strengthen PBIS and SEL supports, and maintain a safe, supportive learning environment where every student can remain engaged and grow every year academically, socially, and emotionally.

Strategy's Expected Result/Impact: Students experiencing behavioral, safety, or social-emotional needs will receive timely and appropriate support, resulting in faster de-escalation, fewer instructional disruptions, reduced loss of learning time, and improved student engagement. A coordinated Rapid Response Team will strengthen campus safety, support positive behavior, and maintain a learning environment where every student can grow every year academically, socially, and emotionally.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselors, & Campus Grade Level Chairs, All Paraprofessionals, Special Teams, Rapid Response Team (Safety Care Team)

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	LaCoste Elementary needs greater consistency in schoolwide behavioral expectations, positive behavior reinforcement, and social-emotional supports to reduce instructional disruptions, strengthen student self-management and relationships, and increase students' readiness to learn.	Schoolwide PBIS, character education, and social-emotional learning practices are not yet implemented with consistent fidelity across all settings. Students need explicit teaching, modeling, reinforcement, recognition, and timely coordinated behavioral and social-emotional supports to promote positive behavior and maintain a safe, supportive learning environment.

Performance Objective 3

By the end of the 2026-2027 school year, 100% of students will participate in developmentally appropriate military, college, and career readiness experiences that expand awareness of postsecondary pathways and future opportunities. Through field trips, Career Day, college and career spirit activities, classroom lessons, announcements, and engagement with staff and community partners, students will demonstrate increased awareness of military, college, and career pathways, supporting the district goal that every student grows every year.

Evaluation Data Source: Student participation records; counselor and classroom lesson logs; student pre/post surveys and reflections; Career Day and field trip documentation; student work samples; community partner participation records; and campus college, military, and career readiness activity logs.

Strategy 1

Counselors and staff will provide all students with developmentally appropriate military, college, and career readiness experiences through Career Day, classroom and counseling lessons, announcements/newsletters, class discussions, field trips, spirit days, and community partnerships. These experiences will expand students' awareness of future pathways, connect academic learning to future opportunities, and support the district goal that every student grows every year.

Strategy's Expected Result/Impact: Students will demonstrate increased awareness and understanding of military, college, and career pathways, make connections between academic learning and future opportunities, and begin developing goals and aspirations that support continued growth and future readiness.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselors, & Campus Staff

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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	Problem Statement	Root Cause
2	LaCoste Elementary needs greater consistency in schoolwide behavioral expectations, positive behavior reinforcement, and social-emotional supports to reduce instructional disruptions, strengthen student self-management and relationships, and increase students' readiness to learn.	Schoolwide PBIS, character education, and social-emotional learning practices are not yet implemented with consistent fidelity across all settings. Students need explicit teaching, modeling, reinforcement, recognition, and timely coordinated behavioral and social-emotional supports to promote positive behavior and maintain a safe, supportive learning environment.

Performance Objective 4

By the end of the 2026-2027 school year, LaCoste Elementary will maintain an average daily attendance rate of at least 95% and reduce chronic absenteeism through systematic monitoring, early intervention, family communication, and targeted student supports.

Evaluation Data Source: Skyward/PEIMS attendance reports, chronic absenteeism data, attendance monitoring logs, intervention documentation, family communication records, MTSS records, and attendance incentive data.

Strategy 1

Implement a campus-wide attendance system that includes weekly attendance monitoring, early identification of students at risk for chronic absenteeism, timely family communication, targeted interventions through MTSS, and attendance incentives and recognition to improve student attendance and maintain an average daily attendance rate of at least 95%.

Strategy's Expected Result/Impact: Increased student attendance by maintaining an average daily attendance rate of at least 95% and reducing chronic absenteeism from 17% to 5%; earlier identification and support of students with attendance concerns; and increased family engagement in addressing attendance barriers, resulting in improved instructional access, student achievement, and academic growth.

Staff Responsible for Monitoring: Principal, Vice Principal, Attendance/PEIMS Clerk, Counselors, Teachers, and MTSS Team

Problem Statements: School Processes & Programs 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent student attendance disrupts instructional continuity and limits students' consistent access to high-quality Tier 1 instruction, intervention, and enrichment, contributing to unfinished learning and persistent achievement gaps.	Chronic absenteeism, particularly among mobile, economically disadvantaged, and emergent bilingual students, disrupts access to consistent instruction and intervention. Inconsistent attendance monitoring, early intervention, family communication, and individualized support limit the campus's ability to improve regular attendance and academic progress.

Goal 2 Recruit and Retain Staff.

Performance Objective 1

By the end of the 2026-2027 school year, LaCoste Elementary will maintain a teacher turnover rate below 3% by strengthening staff support, professional growth, collaboration, recognition, engagement, shared leadership, and a positive campus culture that promotes staff satisfaction and retention.

Evaluation Data Source: Teacher retention and turnover data; staffing and vacancy reports; resignation and transfer data; staff climate/engagement surveys; exit and stay interview feedback; professional development and PLC participation records; leadership development opportunities; and staff recognition and engagement data.

Strategy 1

Provide staff with equitable access to professional learning by funding opportunities for teachers and leaders to attend district-approved or campus-selected conferences, Professional Learning Conference (PLC), Esperanza Dyslexia Training, workshops (TALK, READ, TALK, WRITE), and training sessions, as well as bringing in external experts to deliver on-site professional development aligned with campus goals.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principal, and Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

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Strategy 2

Strengthen a collaborative campus culture through consistent communication, shared leadership, and meaningful staff involvement in campus decision-making. Faculty meetings, PLCs, instructional leadership meetings, grade-level lead meetings, committees, weekly communication, and staff feedback opportunities will be used to promote transparency, collaboration, recognition, and shared ownership of campus priorities.

Strategy's Expected Result/Impact: Staff will demonstrate increased engagement, collaboration, and ownership of campus goals, resulting in stronger staff morale, improved campus culture, and increased retention.

Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches

Problem Statements: School Processes & Programs 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Provide sustained professional learning and instructional support through extended PLCs, quarterly data digs, coaching, and targeted professional development aligned to state standards, curriculum, student data, and identified staff needs. Staff feedback and student performance data will guide professional learning and provide teachers with the knowledge, resources, collaboration time, and support necessary for continued professional growth and instructional effectiveness.

Strategy's Expected Result/Impact: Teachers will demonstrate increased instructional capacity, collaboration, and confidence in meeting student needs. Meaningful professional growth and ongoing instructional support will strengthen teacher effectiveness, job satisfaction, and retention, supporting the district goal to recruit and retain high-quality staff.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches

Problem Statements: School Processes & Programs 3

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 4

Assign a trained mentor to all new staff and implement a monthly New Cub Cohort, facilitated by the instructional leadership team, to provide structured onboarding, coaching, collaboration, and professional support. Regular check-ins and feedback will be used to identify needs, strengthen staff confidence and effectiveness, and promote successful integration into the LaCoste culture to increase retention.

Strategy's Expected Result/Impact: New staff will report increased levels of support, confidence, and connection to the campus, contributing to increased job satisfaction and retention of high-quality staff.

Staff Responsible for Monitoring: All certified staff, including the Principal, Vice Principal, Instructional Leadership Team, and Instructional Coaches

Problem Statements: School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 5

Implement ongoing staff recognition, appreciation, and engagement opportunities, including staff and teacher recognition, celebrations, team-building activities, incentives, shout-outs, and other acknowledgments that promote positive relationships, morale, belonging, and staff retention.

Strategy's Expected Result/Impact: Increased staff morale, engagement, and sense of belonging; stronger positive relationships and campus culture; improved staff satisfaction and retention; and reduced teacher turnover to support the campus goal of maintaining a turnover rate below 3%.

Staff Responsible for Monitoring: Principal, Vice Principal, Campus Leadership Team, and Social Committee.

Problem Statements: School Processes & Programs 3

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Less than half of LaCoste students achieve Meets GL across STAAR subjects, with EB's, SPED, and eco-dis. students demonstrating lower levels of achievement & academic growth than the overall student population. These results demonstrate a continued need to accelerate learning, increase grade-level proficiency, and close achievement and growth gaps among identified student groups.	Differentiated Tier 1 instruction is not yet implemented consistently across classrooms, particularly in data-driven SG instruction, BL, adapt. tech., TEKS-aligned tasks, (SDI), linguistic supports, & progress monitoring. Teachers need continued PD, coaching, & collaborative planning to effectively differentiate instruction and accelerate growth for all students and identified student groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across grade levels, LaCoste students demonstrate persistent weaknesses in extended constructed responses (ECRs), including difficulty organizing and developing ideas, citing relevant text evidence, applying academic vocabulary, and clearly communicating their thinking in writing.	Writing instruction is not consistently embedded across content areas, limiting opportunities for students to develop ideas, cite evidence, apply academic vocabulary, and communicate their thinking. Teachers need continued support implementing rigorous, TEKS-aligned writing tasks and consistently integrating Talk-Read-Talk-Write (TRTW) and the writing process across content areas.
2	LaCoste Elementary students demonstrate inconsistent achievement and growth in reading and mathematics. Although PLC structures are established, teams do not consistently use student learning data to identify learning gaps, determine actionable instructional responses, provide intervention or enrichment, and monitor the effectiveness of those responses.	PLC teams do not consistently use the four guiding PLC questions to identify essential learning, analyze formative data, identify students needing intervention or enrichment, plan differentiated instruction, and evaluate instructional impact. Inconsistent alignment among pacing, Tier 1 instruction, small groups, and MTSS interventions limits PLC effectiveness in accelerating student growth.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Staff support, professional growth, collaboration, recognition, engagement, and shared leadership opportunities are not yet implemented through a fully consistent campus-wide system, which may impact staff satisfaction, sense of belonging, and long-term retention.	Campus systems for onboarding and mentoring new staff, providing sustained professional learning and coaching, engaging staff in shared leadership and decision-making, and recognizing staff contributions have not been consistently integrated into a comprehensive staff-support and retention system.

Goal 3 Foster an Environment of Parental and Community Involvement.

Performance Objective 1

By the end of the 2026-2027 school year, LaCoste Elementary will increase meaningful parent and community engagement by providing ongoing, accessible opportunities for families and community partners to participate in parent trainings, family engagement events, volunteer activities, and campus initiatives that strengthen school-family partnerships and support student success, aligned with the district goal to foster an environment of parental and community involvement.

Evaluation Data Source: Parent/community participation records; volunteer logs; family engagement event attendance; parent training participation; ParentSquare engagement data; parent/community surveys; PTO participation; and community partnership documentation.

Strategy 1

Increase parent involvement by expanding family engagement events and volunteer opportunities, including STEAM nights, cultural celebrations, literacy events, attendance incentive activities, purchase of event materials, refreshments, 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.

Strategy's Expected Result/Impact: Increased parent and community participation in campus events, volunteer opportunities, and student learning activities will strengthen school-family partnerships, build a greater sense of belonging and shared ownership, and increase family engagement in student success. These partnerships will contribute to a positive campus culture and improved student engagement, attendance, and academic growth.

Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Leadership Team, Instructional Coaches, and Front Office

Problem Statements: Perceptions 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Establish campus-wide expectations for consistent, timely, and meaningful two-way family communication. Teachers and staff will provide regular grade-level newsletters, maintain timely academic and grading updates, communicate student progress and identified learning needs through Parent Square and other district-approved systems, and provide opportunities for families to engage in two-way conversations regarding their child's academic progress, attendance, and support needs.

Strategy's Expected Result/Impact: Increased consistency and timeliness of family communication, stronger two-way partnerships between families and staff, and greater family awareness of student progress, attendance, and learning needs, resulting in earlier interventions, improved student support, and increased academic growth.

Staff Responsible for Monitoring: Principal, Vice Principal, Counselors, Teachers, Instructional Coaches, and Grade-Level/PLC Teams.

Problem Statements: Perceptions 1

Title I: 2.5.1

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	LaCoste Elementary needs more consistent, timely, and meaningful family and community engagement, including two-way communication regarding student progress and accessible opportunities for families to participate in student learning and campus activities, as some families report feeling less informed and less equipped to support their child's success.	Campus-wide expectations for family communication and engagement are not consistently implemented across classrooms and grade levels. The frequency, timeliness, and format of academic updates and parent communication vary by teacher, while family engagement is often event-focused rather than sustained two-way communication, participation, volunteering, and partnership in student learning.

Goal 4 Finance and Operations

Performance Objective 1

By the end of the 2026-2027 school year, LaCoste Elementary will align campus and eligible program expenditures with identified campus improvement priorities and conduct quarterly reviews of significant resource allocations to evaluate utilization, effectiveness, sustainability, and impact on student achievement and staff success.

Evaluation Data Source: 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

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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principal, Instructional Leadership Team, Instructional Coaches, and Principal's Secretary

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Less than half of LaCoste students achieve Meets GL across STAAR subjects, with EB's, SPED, and eco-dis. students demonstrating lower levels of achievement & academic growth than the overall student population. These results demonstrate a continued need to accelerate learning, increase grade-level proficiency, and close achievement and growth gaps among identified student groups.	Differentiated Tier 1 instruction is not yet implemented consistently across classrooms, particularly in data-driven SG instruction, BL, adapt. tech., TEKS-aligned tasks, (SDI), linguistic supports, & progress monitoring. Teachers need continued PD, coaching, & collaborative planning to effectively differentiate instruction and accelerate growth for all students and identified student groups.

Committees

Committees

Campus Level Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Corinne	Gutierrez	PK Lead Teacher	Teacher
Kelly	Hightower Brown	Kinder Lead Teacher	Teacher
Kari	Cordova	1st Grade Lead Teacher	Teacher
Bonnie	Garza	2nd Grade Lead Teacher	Teacher
Mandy	Diaz	3rd Grade Lead Teacher	Teacher
Brandi	Sherwood	4th Grade Lead Teacher	Teacher
Marisol	Stevenson	5th Grade Lead Teacher	Teacher
Tiffany	Chiles	Specials Lead Teacher	Teacher
Audelio	Anaya	Special Ed Lead Teacher	Teacher
Laura	Valdez	Receptionist	Paraprofessional
Jessica	Hernandez	Campus Clerk	Paraprofessional
Gabriela	Guajardo	LSSP	Program Lead
Sandra	Macais	Special Education Campus Coordinator	Program Lead
Angela	Ortiz	Counselor	Other School Leader
Cara	Rakowitz	Counselor	Other School Leader
Anabel	Trujillo	Instructional Coach	Other School Leader
Charisse	Frank	Instructional Coach	Other School Leader
Kayla	Patton	Secretary	Support Staff
Ruth	Bernard	Vice Principal	Administrator
Melanie	Strawbridge	Vice Principal	Administrator
Oscar	Vega	Principal	Administrator
Denise	Boehme	LaCoste Meat Market	Community Business Owner
Carmelo	Valdez	C&L Backyard BBQ	Community Business Owner

Mary	Lopez	Time to Shine Creations	Community Business Owner
Adrienne	Wells	Parent	Parent
Elisa	Perez	Parent	Parent
Trish	Garcia	Parent	Parent

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Ladera Elementary

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

dera 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. OVer half of students are economically disadvantaged , 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

Summary

Ladera Elementary opened in 2021 and currently serves about 1062 students across Early Education through 5th grade. The largest student populations are in 3rd and 4th grade (17.%) and kinder (15%), followed closely by 5th grade (14%) and 2nd and 1st grade grade (14%). with 1st grade comprising 14% of enrollment, Kindergarten 12.24%, Pre-Kindergarten 7.95%, and Early Education .007%.

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 50.1% 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.

Elementary opened in 2021 and we are steadily growing; we opened with less than 600 students and we now serve 1062 students across Early Education through 5th grade. The largest student population is 3rd and 4th grades each with 17%, with kinder at 15%, 5th at 14%, 2nd at 14%, 1st at 13% and PreK at 8%.

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 along with our Bilingual Hub.
- 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 50.1 % 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	Root Cause
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.)	Core instructional practices are not consistently differentiated or aligned to meet the varied academic and language development needs of students from diverse backgrounds.
2	The campus requires continued allocation of resources to meet student learning needs and strengthen staff capacity.	Ongoing changes in curriculum, student needs, and instructional expectations require continual investment in resources and staff development.

★ = Priority

Perceptions

Summary

Summary:
Parent/Community Engagement
Ladera Elementary provides multiple opportunities for family involvement throughout the year, including Meeting the Teacher, PTO performances, Parents on Patrol Volunteer Program, Night of Family Learning, Read Across America, Career Fair, and STEAM night.

Staff Engagement
Staff at Ladera are offered multiple avenues for input and leadership throughout the school year, including DWAC, campus committees tailored to school needs, grade-level and staff meetings, and collaborative team meetings.

Strengths

Strengths
-Respectful Staff & 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 save 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 Communicate: 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	Root Cause
1	There is a high turnover rate of teachers from year to year at Ladera Elementary.	Teachers may not feel they are receiving the support they need.
2	There is a need for continued training for all staff in order to continue to support professional growth and supporting our students' needs.	Our diverse student population, which includes SE and at-risk students, continues to grow.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.
2 ★	There is a growing gap in vertical alignment among grade levels that limits the ability to fully meet the needs of ALL student population.	Gaps in differentiated instruction and enrichment opportunities limits the ability to fully meet the needs of diverse student populations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**
- ☑ **Federal Report Card and accountability data**
- ☑ **Results Driven Accountability (RDA)**
- ☑ **Community Based Accountability System (CBAS)**

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**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**
- [x] **Other**

NWEA Map

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**

- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **STEM and/or STEAM data**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] Evaluation(s) of professional development implementation and impact
- [x] Equity data
- [x] T-TESS data
- [x] T-PESS data
- [x] Staff mobility/stability
- [x] Support structures: mentors
- [x] Teacher recruitment/retention rates and other data
- [x] Classroom and school walkthrough data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback
- [x] Parent and community partnership data
- [x] Parent activity evaluations and feedback data
- [x] Community service agencies and support services

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] Capacity and resources data
- [x] Budgets/entitlements and expenditures data
- [x] Study of best practices and high yield strategies
- [x] Action research results
- [x] Horizontal and vertical team alignments processes
- [x] Technology and resource allocation data

- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1 Every student grows every year

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By end of the 26-27 school year, 100% of core content teachers will provide two writing opportunities per week. The writing samples will be verified during the weekly Professional Learning Communities (PLCs) collaboration.

Evaluation Data Source: Student writing samples, agenda, unit assessments, and district assessments.

Strategy 1 ☑ Targeted Support Strategy

To provide exemplars for every grade level in each content.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy

Talk, Read, Talk, Write

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Strengthen our MTSS using evidence-based interventions specific needs for all students in order to support specific needs to include all special pops.

Evaluation Data Source: Intervention data, Master Schedule, Same Goal Data

Strategy 1 ☑ Targeted Support Strategy

Provide teachers with additional time to strategically plan to meet the academic needs of all students including at-risk students.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy

Provide and implement research-based instruction resources and strategies in Reading and Math.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy

Analyze data across all grade levels/subjects to develop and implement action plans to address student instructional needs.

Strategy's Expected Result/Impact: Effective Tier I Instruction

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.

2	There is a growing gap in vertical alignment among grade levels that limits the ability to fully meet the needs of ALL student population.	Gaps in differentiated instruction and enrichment opportunities limits the ability to fully meet the needs of diverse student populations.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Mathematics: Raise overall math achievement percentile as measured by NWEA Map Math Growth will increase 10% annually.

Evaluation Data Source: NWEA Map Data, Digital Data Wall, T-TESS Growth Trackers

Strategy 1 ☑ Targeted Support Strategy

Students in K-5 will track their individual growth on campus designated assessments to reflect on their strengths and areas for improvement.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy

Provide and implement research-based and district instructional resources for Reading and Math grades PK-5.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Teachers will facilitate blended learning groups to increase student engagement, personalized learning, flexibility, and collaboration.

Evaluation Data Source: Campus Walkthroughs, Blended Learning cohort participation, teachers feedback, student data.

Strategy 1 ☑ Targeted Support Strategy

Provide campus resources to allow teachers to facilitate blended learning in their classroom.

Strategy's Expected Result/Impact: Higher student achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy

Provide teachers with PD focusing on blended learning implementation to increase achievement.

Strategy's Expected Result/Impact: Higher Student Achievement, Stronger Tier I Instruction, Differentiated Instruction, Student Growth

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

To support and strengthen the academic, social, and emotional growth of our special populations.

Evaluation Data Source: MAP, STAAR

Strategy 1 ☑ Targeted Support Strategy

Increase effectiveness of inclusion through consistent scheduling, in class, and PD opportunities for general education teachers.

Strategy's Expected Result/Impact: Increase Student Achievement

Staff Responsible for Monitoring: Campus administrators, teachers and instructional coaches.

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy

Provide and implement research-based instructional resources and strategies to meet the needs of our special populations to include Special Education and Emergent Bilingual students.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Campus administrators, teachers, Special Education department

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 3 ☑ Targeted Support Strategy

Target English language acquisition by increasing the usage of Summit K12 by 20%

Strategy's Expected Result/Impact: Increase one level annually on TELPAS composite score

Staff Responsible for Monitoring: Campus administrators, bilingual teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for teachers to provide Tier I Instruction that meets the rigor of grade-level standards.	Inconsistent student progress and growth at the campus, district, and state levels, indicates a need for strengthen core instruction and increased academic rigor within the general education setting.
2	There is a growing gap in vertical alignment among grade levels that limits the ability to fully meet the needs of ALL student population.	Gaps in differentiated instruction and enrichment opportunities limits the ability to fully meet the needs of diverse student populations.

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 Source: Professional development, staff meetings, sign-in sheets, staff surveys/feedback

Strategy 1

To provide mentors to our new staff, to include 0 year teachers and new to the district employees, using periodic check-ins and district professional development/meetings involving new teachers.

Strategy's Expected Result/Impact: staff retention and growth

Staff Responsible for Monitoring: mentors, mentees, and admin

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Strategy 2

Schedule and implement instructional learning walks for teachers to observe effective teaching practices while building a collaborative campus culture.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 3

Instructional Coaches will support teachers to refine teaching strategies, analyze student data to inform instruction, and serve as partners to help address academic challenges.

Strategy's Expected Result/Impact: Increased student achievement, highly effective lessons, collaborative campus culture, effective Tier 1 instruction

Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administrators

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 4

Provide focused professional development and training for all staff in classroom management techniques.

Strategy's Expected Result/Impact: Increased student acheivement

Staff Responsible for Monitoring: Instructional Coaches, Administrators

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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Goal 3

Cultivate inclusive classroom communities while expanding strong, collaborative partnerships with parents and the broader community

Performance Objective 1

To invite staff and community leaders to introduce potential careers, college and/or military opportunities.

Evaluation Data Source: Parent communication, staff meetings, PLC's &ILT meetings

Performance Objective 2

Partner with parents and local community stakeholders to drive a 2 percentage point increase in student attendance through monthly incentives for students and improved understanding of the importance of strong attendance for families.

Evaluation Data Source: Daily Attendance & Chronic Absenteeism Rates: Student Information System (SIS) records tracked monthly to monitor the incremental progress toward the 2 percentage point increase.

Performance Objective 3

Plan, communicate and execute family nights, events and involvement opportunities to enhance and extend knowledge of all content areas and social emotional learning.

Evaluation Data Source: Sign in sheets, LES calendar, Social Media and event turn out.

Performance Objective 4

Develop systems to increase Targeted Parental Support on campus.

Evaluation Data Source: Tiered Referral & Intake Logs: Data tracking how many families are identified and referred for targeted support (e.g., academic intervention nights, ELL family workshops, special education navigation, or behavioral resources).

Participant Demographics & Attendance: Sign-in logs categorized by student subgroup (e.g., grade level, English Learner status, economic disadvantage) to confirm that support reaches the intended targeted groups.

Resource Utilization Rates: Tracking usage of on-campus family centers, translation tools, or specialized learning kits distributed to target families.

Performance Objective 5

Develop and foster relationships with local businesses to improve community support and business patronage.

Evaluation Data Source: Partnership Pipeline & Capacity Data (Establishing Relationships), Business Patronage & Community Support Data, Instructional & Student Impact Data (Educational Outcomes).

Performance Objective 6

Ladera teachers will implement Characters Strong, Champs, Pillars of Excellence to build social emotional and behavior systems that support all students.

Evaluation Data Source: Implementation & Fidelity Data, Behavioral & Discipline Data, Perception & Social-Emotional Assessment Data.

Goal 4 Finance and Operations

Performance Objective 1

Promote, train and implement the Parents on Patrol program

Evaluation Data Source: Increased parent involvement

Strategy 1

Increased parent involvement

Strategy's Expected Result/Impact: Positive School Culture

Staff Responsible for Monitoring: Counselors
Teachers
Administration

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

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 Source: Increased safety awareness
Knowledge of safety procedures

Strategy 1

All staff and visitors will wear badges at all times

Strategy's Expected Result/Impact: Support of safety protocol/procedures

Staff Responsible for Monitoring: Administration
Secretary
Receptionist
Staff

Formative Reviews

October	January	March	May

Strategy 2

Display and utilize district-provided campus maps and drill procedures to include Raptor Drills, Alerts, etc.

Strategy's Expected Result/Impact: Increased Safety awareness

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

October	January	March	May

Performance Objective 3

To monitor and provide appropriate security measures to ensure the safety of all students, staff and stakeholders

Evaluation Data Source: Door Sweep Documentation, Drills, Raptor, Staff Meetings, Parent Square

Strategy 1

Promote, train and implement the Parents on Patrol program

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Counselors
Teachers
Administration

Formative Reviews

October	January	March	May

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Ladera Elementary will invest in academic resources, attendance incentives, and staffing needs to improve student achievement.

Evaluation Data Source: Attendance data
Student Achievement Data
Student Growth

Strategy 1

To provide student incentives and materials to help in motivating SEL, attendance, and academic

Strategy's Expected Result/Impact: Increase SEL awareness, awareness, and self reflection
Decrease in discipline referrals

Staff Responsible for Monitoring: All Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide and implement research-based instructional resources and strategies in Reading and Math for grades PK-5.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: All Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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State Compensatory Education

State Compensatory

Budget for Ladera Elementary

Total SCE Funds: $1.00

Total FTEs Funded by SCE: 6

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

Name	Position	FTE
Dulce Cazares	PreK Aide	1
Maitee Ramon	PreK Aide	1
Maria Elizondo	Instructional Coach	1
Rasorio Zvorac	PreK Aide	1
Stephanie Torres	Instructional Coach	1
Valisa Willis	PreK AIde	1

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Luckey Ranch Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:50 PM

Mission Statement

In partnership with our community, Luckey Ranch Elementary School will empower our students to be accountable for learning through a nuturing 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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Luckey Ranch Elementary, currently serves approximately 944 students and is the third 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 68% Hispanic, 15% White, 10% African American, and 3% Asian. The campus is 64% economically disadvantaged. The campus is 16% military connected families. GT 5%, SPED 18%, 504 3.2%, EB 11.0%, At Risk 66%, Eco Dis 64%, Foster Care .5%, Homeless .5%, Migrant .1%, Dyslexia 3.39%, Mobility rate 12.17%, Military Connected 42%.

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	Root Cause
1 ★	Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.)	Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.
2	The start of the 25/26 school year, the campus had experienced turnover in administration, special education, and teaching positions. High turnover and new administration have affected campus culture.	New administrative staff and a high amount of new teachers on campus have created a need to build a positive campus culture.
3 ★	Need to provide differentiated instruction to all student populations.	We see our high-achieving students are lacking additional instructional support.

★ = Priority

Student Learning

Summary

Achievement levels at Luckey Ranch 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. In the 25/26 school year, overall student achievement increased and the campus saw an increase in state accountability rating, moving from a 75 to 78 and earning a distinction for top 25% in comparative student growth.

- Achievement on State Assessments (STAAR) 2026: Reading: Approaches 77%, Meets 53%, Masters 22%, Math: Approaches 69%, Meets 40%, Masters 13% Science: Approaches 62%, Meets 36%, Masters 14%
- Academic Growth: Luckey Ranch earned an Academic Growth score of 79%, reflecting that most students made expected progress.

Strengths

Academic Achievement

- Luckey Ranch earned earned a distinction for top 25% in comparative student growth..
- Luckey Ranch 4th grade students demonstrated an 14% point improvement in math meets % 36% to 50%
- Luckey Ranch 3rd grade students demonstrated an 5% point improvement in meets performance from 46% to 51%, which is the highest percentage of students who achieved meets in 3rd grade reading since 2023

Growth

- Academic Growth: Luckey Ranch earned an Academic Growth score of 79%, reflecting that most students made expected progress.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Less than half of students consistently reach the meets grade level standard for STAAR math (40%), and just over half (53%) for reading.	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.
2 ★	Across grade levels, Luckey Ranch student achievement on open text response (STAAR) measured that 43% of students received a score of 0.	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.
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.	While teams focus on, and respond to the four questions, the emphasis on compliance results in minimal impact on classroom instruction.

★ = Priority

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

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	Root Cause
1 ★	Luckey Ranch Elementary attendance remains below 95 % goal. 2025 2026 school year attendance rate 93%.	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.

★ = Priority

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.

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 and professional pride.
- Staff members highly value student relationships and a collaborative, inclusive campus environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Luckey Ranch parent survey results highlight concerns with inconsistent communication and better event organization.	Infrequent communication and posting campus events to a yearly calendar.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.)	Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.
2 ★	Need to provide differentiated instruction to all student populations.	We see our high-achieving students are lacking additional instructional support.
3 ★	Less than half of students consistently reach the meets grade level standard for STAAR math (40%), and just over half (53%) for reading.	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.
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★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**
- ☑ **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 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**

- [x] Other PreK - 2nd grade assessment data
- [x] Grades that measure student performance based on the TEKS

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Communications data**

Goals

Goal 1 Every student Grows every year.

Performance Objective 1 ☑ High Priority

Strengthen Professional Learning Communities (PLC) and the Instructional Leadership Teams (ILT)

Evaluation Data Source: District Common Assessments, STAAR, MAP

Strategy 1

All instructional staff will participate in extended PLCs, weekly grade-level planning, and MTSS collaboration to systematically analyze common assessments, student data trackers, progress-monitoring data, district assessments, NWEA MAP, and STAAR results. Using the four guiding PLC questions, teams will identify learning gaps; plan differentiated Tier 1 instruction, reteaching, enrichment, and targeted interventions; monitor student progress and movement through the MTSS tiers; and adjust instruction based on evidence documented in PLC agendas, data trackers, CFA analyses, reteach and enrichment plans, MTSS documentation, and classroom walkthroughs.

Strategy's Expected Result/Impact: Stakeholders will use student data to identify learning gaps strengthen Tier 1 instruction, and provide targeted interventions. As a result, students will receive more responsive and personalized support, achievement gaps will narrow, and a greater percentage of students and student groups will demonstrate at least one year of academic growth.

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide specific supports to serve students (MTSS, inclusion , intervention, tutoring, enrichment staff development, etc.)	Fast growth, high student mobility rate, high economically disadvantaged population, and gaps in learning.
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Goal 2 Recruit and retain staff.

Performance Objective 1 ☑ High Priority

By the end of the 2026 2027 school year Luckey Ranch will achieve a staff retention rate of 90% or greater. We will achieve this goal providing ongoing staff development and leadership opportunities,

Evaluation Data Source: Attendance/Participation in professional development

Teacher Surveys

Strategy 1

Develop a leadership pipeline.

Strategy's Expected Result/Impact: Luckey Ranch Elementary will grow leaders by providing ongoing professional development, creating meaningful opportunities for staff to assume leadership roles, and fostering a collaborative culture in which staff members share their expertise, contribute to campus decision-making, and build their capacity to positively influence student and campus success.

Staff Responsible for Monitoring: Administration, Instructional Coaches

Problem Statements: Demographics 1, 3 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Strategy 2

Luckey Ranch Elementary will foster a positive, supportive workplace culture by regularly recognizing staff contributions, gathering and responding to employee feedback, promoting staff wellness, and providing consistent opportunities for collaboration and relationship-building.

Strategy's Expected Result/Impact: Staff members will feel valued, heard, and connected to the campus community, resulting in increased job satisfaction, stronger staff morale, and a staff retention rate of 90% or greater by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: All staff, to include instructional staff, support staff, and administration.

Problem Statements: Demographics 1, 3 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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Goal 3 Foster an environment of parental and community support.

Performance Objective 1 ✅ High Priority

Improve Community Wide Relationships

Evaluation Data Source: Active participation in quarterly meetings and collaboration with the District-Wide Advisory Committee.

Increase the number of campus parent engagement events.

Hold annual meetings and provide campus information/updates.

Strategy 1

Luckey Ranch Elementary will provide meaningful family-engagement opportunities throughout the school year, including academic events, student showcases, celebrations, and opportunities for parents and guardians to participate in campus activities and decision-making.

Strategy's Expected Result/Impact: Families will develop a stronger connection to the school and a better understanding of how to support student learning. Parent participation and feedback will increase, strengthening trust and collaboration between families and campus staff.

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Strategy 2

Luckey Ranch Elementary will strengthen relationships with families and the community through consistent two-way communication, community outreach, volunteer opportunities, and partnerships that support campus programs, student needs, and family resources.

Strategy's Expected Result/Impact: Families and community partners will feel informed, welcomed, and valued as members of the Luckey Ranch community. The campus will experience increased family communication, volunteer participation, community partnerships, and resources that support student achievement and well-being.

Staff Responsible for Monitoring: All campus staff.

Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Goal 4 Finance and operations.

Performance Objective 1 ☑ High Priority

Luckey Ranch Elementary will maintain efficient and effective financial and operational systems that prioritize student achievement, campus safety, and the responsible use of resources throughout the 2026-2027 school year.

Evaluation Data Source: Campus budget and expenditure reports

Purchase orders

Campus needs assessment data

Campus Improvement Plan progress-monitoring documentation

Strategy 1

Campus leadership will regularly review budgets, expenditures, staffing, facilities, safety needs, and instructional resources to ensure funds and resources are aligned with identified campus priorities. Financial and operational decisions will be informed by student data, staff input, campus needs assessments, and district requirements.

Strategy's Expected Result/Impact: Campus funds, personnel, facilities, and instructional resources will be used efficiently and equitably to support high-quality instruction and a safe, well-maintained learning environment. Luckey Ranch Elementary will remain within its approved budget, meet all financial and operational deadlines, and ensure resources are directed toward the areas of greatest student and campus need.

Staff Responsible for Monitoring: Campus principal

Problem Statements: Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Potranco Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:53 PM

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Potranco Elementary has between 900-1000 students with a 94.02% attendance.

Strengths

- ESL teachers in each grade level
- Case Managers assigned to a grade level and also attend PLC for best instructional practices
- G/T students are clustered in every grade level
- The campus hosts several events throughout the school year that represent diverse populations of students such as Hispanic Heritage Week, Military Child Week, and Bubbles for Autism

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Potranco's campus rating 25-26 Rating B 81 Minimal growth in areas of Math and Reading STAAR in grades 3rd-5th	Dated resources in the areas of math and reading for interventions and enrichments.
2 ★	Potranco's campus rating 25-26 Rating B 81 Emergent Bilingual's had minimal growth in TELPAS.	No fixed schedule for students that are part of the K12 Summit intervention program.
3 ★	Potranco's campus rating 25-26 Rating B 81 The campus average for mastering grade level is at about 29%.	Use of dated rigorous curriculum in K-5 classrooms that ensure that students are mastering the TEKS.
4	Pre-K enrollment has decreased limiting the our ability to target at-risk populations in our area	Minimal outreach and enrollment strategy, including partnerships with community organizations and effective communication with families of at-risk populations
5 ★	Decrease on daily attendance	Families taking long term vacation, student illness, etc...

★ = Priority

Student Learning

Summary

Potranco's campus rating 25-26 Rating B 81

Strengths

CI: Educational programs/software: Lonestar Learning, ESGI, 95% Phonics K-3rd, Pre-K Frog Street, Google Classroom, Progress Learning, Curipod, Unique, STEM Scopes, Age of Learning (k-1) and Beast Academy(1st-5th)
CI: MTSS Resource Website(created by campus instructional coaches) to help with the MTSS process and support data collection in a timely manner.
CI: Essential TEK campus checkpoints in K-5th in reading and math on Eduphoria and 5th grade science.
CI: PLC Morning Meetings - Backwards Design Planning on an 8 day rotation for the school year.
CI: Lead4ward for TEK Clarification
CI: Data from NWEA MAP, MClass, ESGI and Circle to help teachers drive instruction.
SA: Data Driven Focus Groups: Enrichment & Intervention built into student academic schedule with support staff as required.
SA: Tutoring for 4th and 5th grade students in the area of math and reading before and after school by campus teachers.
SA: Implemented Character Strong and Pillars of Excellence to support behaviors in the general education classes.
SA: Once a month campus Math Fact quiz- dates are set in the beginning of the school year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	CI&SA: Potranco's campus rating 25-26 Rating B 81 About 75% our students are scoring meets in STAAR.	Minimal differentiated resources and tutoring to support Tier 1 instruction planning to meets the needs of all students.
2	SA: More than 80% of our students in 3rd-5th are scoring less than scoring 6 on Writing STAAR.	Minimal rubrics and exemplars to support the writing process.

★ = Priority

School Processes & Programs

Summary

At Potranco Elementary, we implement Backwards Design Planning cycle during scheduled PLC meetings with grade level teachers. Staff members receive a weekly "bulletin". The bulletin includes, scheduled ARDs, library, counseling and other meetings staff members need to be aware about.

Strengths

Tech: Google Education; Classlink Hub
Tech: Online assessment and Instructional programs: Eduphoria, Progress Learning, Age of Learning
Tech: Technology for parent communication: Parent Square, Facebook, S’mores and email.
Tech: Interactive whiteboards
Tech: Grade level specific and appropriate intervention online licenses and subscription: Progress Learning and Beast Academy
SCO: Grade level PLC meetings on set days to help support teacher instruction.
SCO: Grade level meetings every Monday for continuous planning.
SCO: Tutoring for 4th and 5th grade students in reading and math.
SCO: Campus Hub to access all needed documents
SQR: Frequent check-ins from administration during PLC and MTSS to gauge academics, behavior, staff morale levels and provide open communication time and support.
SQR: Bulletin, PLC, instructional schedules, master schedule, duty schedules, and committees.
SQR: Great atmosphere and culture
SQR: Collaboration between teachers and support staff during PLC’s throughout the year allows for strong instruction, proper information, clear roles in the classroom aids in teacher retention and staff quality.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	SQR: Double of discipline referrals compared to the previous year	Minimal positive reinforcement and systems implementation throughout the campus
2 ★	Tech: Inconsistent and unreliable wifi that limits effects of use of instructional technology and district safety application	Rural service area and infrastructure of building
3 ★	Tech: Unable to have consistent usage of programs in the classroom	Lack of 1:1 technology in Kinder and 1st And outdated software and hardware
4 ★	SCO: Decline of appearance on campus	Age of building and furniture

★ = Priority

Perceptions

Strengths

Family and Community Involvement

- Family Engagement Events: Meet the Teacher, Grandparent's Day, Military Parent Meet and Greet, Military Breakfast, Open House, Career Day, Veteran's Day presentation/ parade/letters, STEAM Night, Thanksgiving luncheon, "Deck the Hall's Christmas walkthrough, Literacy night, Family Picnics, Pre-K Rodeo, Grade level awards, G/T Parent Night and G/T showcase.
- Parent Involvement Meetings: Monthly PTO meetings, Grade level monthly performances, parent volunteer trainings, Title 1 meetings,
- Parent Communication: Skyward, ParentSquare, Campus Bi-weekly newsletters, grade level weekly newsletters, social media, data folders, MAP/MClass reports
- School Clubs: Drama, Art, STEAM, Student Council, PETV, UIL, Pep Squad, Lego and Potranco Post
- Campus Fundraisers, Big Kahuna, Kids Heart Challenge, SchoolStore, Bookfairs

School Culture and Climate

- More secured closed off office, visitor badge required at all times, and enforced drop off/ pick up times
- From parent survey: Parents feel welcomed at school during the times they are allowed to be on campus and have a good relationship with teachers.
- 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 for parent/student lunch
- Community/parent involvement outreach through school events
- Various means of communication
- Monthly Math Jam challenges to encourage student attendance and grade level appropropriate fact fluency quizzes.
- Morning greeters on Friday by the High school
- Assemblies: fire safety and Sea World

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	FCI: Decrease in parent attendance on after school events	Repetitive activities and structure of events
2 ★	FCI: Survey: Parents state that they do not know their child's current academic progress in the classroom.	Minimal communication with parents in between grading periods to inform parents of strengths and/ or weaknesses in the classroom.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Potranco's campus rating 25-26 Rating B 81 Minimal growth in areas of Math and Reading STAAR in grades 3rd-5th	Dated resources in the areas of math and reading for interventions and enrichments.
2 ★	Potranco's campus rating 25-26 Rating B 81 Emergent Bilingual's had minimal growth in TELPAS.	No fixed schedule for students that are part of the K12 Summit intervention program.
3 ★	Potranco's campus rating 25-26 Rating B 81 The campus average for mastering grade level is at about 29%.	Use of dated rigorous curriculum in K-5 classrooms that ensure that students are mastering the TEKS.
4 ★	CI&SA: Potranco's campus rating 25-26 Rating B 81 About 75% our students are scoring meets in STAAR.	Minimal differentiated resources and tutoring to support Tier 1 instruction planning to meets the needs of all students.
5 ★	SQR: Double of discipline referrals compared to the previous year	Minimal positive reinforcement and systems implementation throughout the campus
6 ★	FCI: Survey: Parents state that they do not know their child's current academic progress in the classroom.	Minimal communication with parents in between grading periods to inform parents of strengths and/or weaknesses in the classroom.

7 ★	Tech: Inconsistent and unreliable wifi that limits effects of use of instructional technology and district safety application	Rural service area and infrastructure of building
8 ★	Tech: Unable to have consistent usage of programs in the classroom	Lack of 1:1 technology in Kinder and 1st And outdated software and hardware
9 ★	SCO: Decline of appearance on campus	Age of building and furniture
10 ★	Decrease on daily attendance	Families taking long term vacation, student illness, etc...
11 ★	FCI: Decrease in parent attendance on after school events	Repetitive activities and structure of events

★ = Priority

Goals

Goal 1 Every student Grows every year.

Performance Objective 1 ☑ High Priority

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.

Evaluation Data Source: Progress monitoring data/checkpoints, progress reports, report cards, MTSS data meetings, EOY
assessments, STAAR assessments

Strategy 1

Implement data driven academic interventions with the use of tutoring and curriculum(resources) and a Multi-tier system (MTSS) of support by utilizing and reviewing recent data such as MAP, checkpoints, district assessments and classroom formal/informal assessments.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principal, Teachers and Instructional coaches

Problem Statements: Demographics 1, 2, 3, 5 - Student Learning 1

Funding Sources: Lone Star Learning or Other Instructional Materials State Comp Ed-Fund 199 PIC 24/30/28, $9,000, Tutors and tutoring materials Title I, Part A -Fund 211, $15,484

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Provide access to instructional and technological resources and accessories that empower teachers to effectively teach the TEKS and provide students with the tools and support needed to access the curriculum and master grade-level standards.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principal, Instructional coaches, and Special Education Staff

Problem Statements: Demographics 1, 2, 3 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement incentives for academics and attendance to increase student achievement.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrators, instructional coaches, teachers, counselors and attendance clerk.

Problem Statements: Demographics 1, 3, 5 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Potranco's campus rating 25-26 Rating B 81 Minimal growth in areas of Math and Reading STAAR in grades 3rd-5th	Dated resources in the areas of math and reading for interventions and enrichments.

2	Potranco's campus rating 25-26 Rating B 81 Emergent Bilingual's had minimal growth in TELPAS.	No fixed schedule for students that are part of the K12 Summit intervention program.
3	Potranco's campus rating 25-26 Rating B 81 The campus average for mastering grade level is at about 29%.	Use of dated rigorous curriculum in K-5 classrooms that ensure that students are mastering the TEKS.
5	Decrease on daily attendance	Families taking long term vacation, student illness, etc...

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	CI&SA: Potranco's campus rating 25-26 Rating B 81 About 75% our students are scoring meets in STAAR.	Minimal differentiated resources and tutoring to support Tier 1 instruction planning to meets the needs of all students.

Goal 2 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.

Evaluation Data Source: Turnover rate less than 7%.
Data source: EOY resignations in comparison to BOY campus roster, teacher surveys

Strategy 1

Communicate effectively to all staff members by having a bi-weekly staff meeting, weekly bulletin/campus updates, and a campus-wide google calendar.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Potranco's campus rating 25-26 Rating B 81 Minimal growth in areas of Math and Reading STAAR in grades 3rd-5th	Dated resources in the areas of math and reading for interventions and enrichments.

Performance Objective 2

Provide staff incentives and resources to enhance campus culture.

Evaluation Data Source: Resources, professional development, incentives, staff surverys

Strategy 1

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.

Strategy's Expected Result/Impact: Positive campus morale; increase of staff attendance and maintain turn over rate of less than 8%.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4

TEA Priorities: Recruit, support, retain teachers and principals

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Potranco's campus rating 25-26 Rating B 81 Minimal growth in areas of Math and Reading STAAR in grades 3rd-5th	Dated resources in the areas of math and reading for interventions and enrichments.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	CI&SA: Potranco's campus rating 25-26 Rating B 81 About 75% our students are scoring meets in STAAR.	Minimal differentiated resources and tutoring to support Tier 1 instruction planning to meets the needs of all students.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	SCO: Decline of appearance on campus	Age of building and furniture

Goal 3 Foster an environment of parental and community support.

Performance Objective 1 ✅ High Priority

Increase parent attendance and engagement at after-school campus events by providing a variety of activities that are relevant and appealing to families, increasing communication and advertising through multiple platforms, and creating meaningful opportunities for parents to actively participate in campus activities.

Evaluation Data Source: Parent sign-in/attendance sheets at after-school events
Event participation counts
Parent surveys/feedback forms

Strategy 1

Increase promotion and participation of after-school events through multiple communication platforms, including flyers, social media, school messaging systems, email, and teacher communication.

Strategy's Expected Result/Impact: Parents will receive timely and consistent information about upcoming events, increasing awareness and attendance.
New academic nights will be implemented by the campus to increase participation at family engagements nights.

Staff Responsible for Monitoring: Campus Administrators, counselors and teachers

Problem Statements: Demographics 5 - Perceptions 1, 2

Funding Sources: Materials for Academic Nights Title I, Part A -Fund 211, $1,300

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Decrease on daily attendance	Families taking long term vacation, student illness, etc...

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	FCI: Decrease in parent attendance on after school events	Repetitive activities and structure of events
2	FCI: Survey: Parents state that they do not know their child's current academic progress in the classroom.	Minimal communication with parents in between grading periods to inform parents of strengths and/or weaknesses in the classroom.

Performance Objective 2 ✅ High Priority

Increase parent awareness of their child's current academic progress by implementing consistent communication and progress-monitoring practices between grading periods. Teachers will provide parents with timely updates regarding student grades, academic progress, areas of concern, and opportunities for support throughout the six-week grading period.

Evaluation Data Source: Parent surveys regarding awareness of their child's academic progress
Parent communication/contact logs

Strategy 1

Establish a consistent campus-wide expectation for teachers to communicate student academic progress with parents throughout each six-week grading period.

Strategy's Expected Result/Impact: Parents will receive regular updates about their child's academic performance rather than relying solely on six-week report cards.

Staff Responsible for Monitoring: Campus Administrators

Problem Statements: Demographics 5 - Perceptions 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Decrease on daily attendance	Families taking long term vacation, student illness, etc...

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	FCI: Survey: Parents state that they do not know their child's current academic progress in the classroom.	Minimal communication with parents in between grading periods to inform parents of strengths and/or weaknesses in the classroom.

Goal 4 Finance and operations.

Performance Objective 1 ☑ High Priority

All campus staff will continue to place a high priority on school safety, health, and security for students and staff by consistently implementing campus safety procedures, positive behavior systems, and established campus expectations.

Evaluation Data Source: Discipline referral data, Incident reports, Safety drill documentation, Raptor visitor management reports, Campus safety walkthroughs, Staff safety training records, MTSS documentation, Student behavior data, and Staff feedback

Strategy 1

Implement and monitor consistent campus-wide behavior expectations, positive reinforcement systems, and safety procedures to reduce discipline referrals and promote a safe, supportive learning environment.

Strategy's Expected Result/Impact: Discipline referrals will decrease through consistent implementation of positive behavior expectations, reinforcement systems, and staff responses. Students and staff will demonstrate increased awareness of campus safety procedures and expectations.

Staff Responsible for Monitoring: Principal, Vice Principals, Counselors, MTSS Coordinator, Teachers

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Conduct regular safety walkthroughs, emergency drills, staff safety training, and administrative check-ins to ensure consistent implementation of campus safety, health, and security procedures.

Strategy's Expected Result/Impact: Staff and students will demonstrate increased awareness of safety procedures, resulting in a safer and more secure campus environment and timely identification and resolution of safety concerns.

Staff Responsible for Monitoring: Principal, Vice Principal's, Campus Safety Coordinator, and School Marshall

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	SQR: Double of discipline referrals compared to the previous year	Minimal positive reinforcement and systems implementation throughout the campus
2	Tech: Inconsistent and unreliable wifi that limits effects of use of instructional technology and district safety application	Rural service area and infrastructure of building

Performance Objective 2 ☑ High Priority

Potranco Elementary will collaborate with district departments to improve the reliability and functionality of technology infrastructure necessary to support instructional operations, communication, and campus safety systems.

Evaluation Data Source: Technology help-desk/work-order reports, Wi-Fi/connectivity reports, Technology inventory
Network outage documentation, Campus walkthroughs

Strategy 1

Document recurring connectivity concerns and collaborate with district technology personnel to address Wi-Fi, infrastructure, hardware, and software issues that interfere with instructional and safety applications.

Strategy's Expected Result/Impact: Improved technology reliability will reduce interruptions to instruction, improve access to digital resources, and support reliable use of district safety applications.

Staff Responsible for Monitoring: Principal, Vice Principal, Campus Technology Liaison, and District Technology Department

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October	January	March	May

Strategy 2

Conduct regular technology inventories and identify gaps in student and staff access to functional devices, software, and digital resources, with priority given to replacing outdated equipment.

Strategy's Expected Result/Impact: Students and staff will have improved access to reliable technology, with reduced interruptions caused by outdated or insufficient hardware and software.

Staff Responsible for Monitoring: Principal, Vice Principal, Technology Liaison, District Technology Department, and
Teachers

Problem Statements: School Processes & Programs 3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Tech: Inconsistent and unreliable wifi that limits effects of use of instructional technology and district safety application	Rural service area and infrastructure of building
3	Tech: Unable to have consistent usage of programs in the classroom	Lack of 1:1 technology in Kinder and 1st And outdated software and hardware

Performance Objective 3

Potranco Elementary will maintain a safe, clean, functional, and welcoming campus environment by identifying facility needs, monitoring campus conditions, and communicating maintenance priorities to appropriate district departments.

Evaluation Data Source: Campus walkthroughs, Maintenance/work-order reports, Custodial inspections Safety inspections, District facility assessments, Work-order completion reports

Strategy 1

Conduct regular campus walkthroughs to identify facility, safety, cleanliness, and appearance concerns and prioritize maintenance needs based on safety, functionality, and impact on the learning environment.

Strategy's Expected Result/Impact: Facility concerns will be identified and communicated in a timely manner, resulting in improved campus functionality, safety, cleanliness, and appearance.

Staff Responsible for Monitoring: Principal, Vice Principals, Custodial Lead, District Maintenance Department

Problem Statements: School Processes & Programs 4

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	SCO: Decline of appearance on campus	Age of building and furniture

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Silos Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:54 PM

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:

- Invested in learning
- Leader
- Inquisitive
- Resilient
- Collaborative
- Inclusive
- Empathetic
- Self-Aware

Table of Contents

Comprehensive Needs Assessment

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

Summary

Silos Elementary serves a diverse student population of 1,127 students. The campus demographic composition is 62.5% Hispanic, 18.7% White, 9.5% Black/African American, 7.2% Two or More Races, 1.6% Asian, 0.3% American Indian/Alaska Native, and 0.3% Native Hawaiian/Pacific Islander.

The campus also serves a significant number of special populations, including 21.0% Special Education students, 18.1% military-connected students, 8.6% Gifted and Talented students, 3.4% Emergent Bilingual students, and 63.3% economically disadvantaged students.

These demographics reflect a diverse learning community with varying academic, linguistic, and social-emotional needs that require intentional supports and equitable access to high-quality instruction.

Strengths

Silos Elementary serves a diverse student population that reflects the growing Medina Valley community. The campus enrollment includes students from a variety of racial, ethnic, and cultural backgrounds, creating opportunities for students to learn from and collaborate with peers who bring different perspectives and experiences. This diversity contributes to a welcoming school culture and helps prepare students to be successful in an increasingly interconnected world.

Another strength of the campus is its strong military-connected population, which represents approximately 18.1% of students. Military families contribute to a culture of resilience, adaptability, service, and community involvement. Additionally, the campus provides a wide range of support services through Special Education, Gifted and Talented, and Emergent Bilingual programs, ensuring that students receive targeted instruction and opportunities aligned to their individual needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.	Identifying and adapting to the population's needs while enhancing training to support our diverse students.

★ = Priority

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.

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	Root Cause
1 ★	Integrate blended learning to increase student engagement and personalize instruction for all learners	Teacher training to effectively implement blended learning.
2 ★	Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.	Identifying and adapting to the population's needs while enhancing training to support our diverse students.

★ = Priority

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.

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	Root Cause
1 ★	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.	Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

★ = Priority

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.

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	Root Cause
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.	Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.
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.	Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Ensuring that all students receive appropriate support is critical to closing achievement gaps and promoting an inclusive learning environment.	Identifying and adapting to the population's needs while enhancing training to support our diverse students.
2 ★	Integrate blended learning to increase student engagement and personalize instruction for all learners	Teacher training to effectively implement blended learning.
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.	Silos is a new campus formed from the merger of three different schools, with a diverse team of educators.
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.	Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**

- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data
- [x] Discipline records
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data

Goals

Goal 1 Every student grows every year.

Performance Objective 1

Silos Elementary will ensure every student demonstrates measurable academic growth across core subjects by implementing evidence-based strategies such as blended learning.

Evaluation Data Source: MAP data, progress monitoring, and report cards

Strategy 1

Provide teachers with the necessary resources to implement station rotations, ensuring students engage in multiple modes of instruction.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principal, Teachers, Instructional Coaches

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

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.

Strategy's Expected Result/Impact: Increase in writing achievement and growth

Staff Responsible for Monitoring: Principal, Vice Principal, Teachers, Instructional Coaches

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Strategy 3 ☑ **Additional Targeted Support Strategy**

Shuffle and Deploy- Implement data-driven instruction, intervention, and instructional monitoring to ensure 85% of students meet or exceed projected MAP Reading and Math growth.

Strategy's Expected Result/Impact: Students will increase reading and math proficiency

Staff Responsible for Monitoring: Instructional Coaches, Vice Principals and Principal

Problem Statements: Student Learning 1

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Integrate blended learning to increase student engagement and personalize instruction for all learners	Teacher training to effectively implement blended learning.

Performance Objective 2

We will provide targeted intervention programs for students who are below grade level.

Evaluation Data Source: MTSS data, MAP growth data

Strategy 1

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.

Strategy's Expected Result/Impact: Students receiving accelerated instruction will show measurable growth toward grade-level mastery, as evidenced by progress monitoring and assessment data.

Staff Responsible for Monitoring: Principals
Vice Principals
Instructional Coaches

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 3

Promote emotional and social well-being, ensuring students are equipped with the skills necessary for healthy social interactions and emotional regulation.

Evaluation Data Source: Counselor 80/20 data, Emergent Tree data.

Strategy 1

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.

Strategy's Expected Result/Impact: Discipline incidents and office referrals will decrease as staff consistently implement restorative practices and clear behavior expectations.

Staff Responsible for Monitoring: Principal
Vice Principals
Teachers
Counselors

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

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.

Strategy's Expected Result/Impact: Students will show improved overall well-being through increased participation in wellness activities and strengthened social-emotional skills.

Staff Responsible for Monitoring: Counselors
Nutrition Team
Safety Team

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Student Achievement: Raising expectations, improving rigor, and aligning assessment practices.

Evaluation Data Source: CFAs
STAAR
MAP Growth

Strategy 1

Questioning & Rigor - Increase exposure to STAAR-level question types by embedding higher-order IQ questions into CFAs and PLC-developed common assessments.

Strategy's Expected Result/Impact: Increase growth in STAAR and MAP Achievement

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

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Strategy 2

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.

Strategy's Expected Result/Impact: Increased student achievement and growth

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

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Performance Objective 5 ☑ High Priority

School Progress (Academic Growth & Relative Performance): Ensuring every student grows, regardless of starting point.

Evaluation Data Source: Pre-Assessments
SameGoal

Strategy 1

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.

Strategy's Expected Result/Impact: Closing the gaps in student achievement and growth

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

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.

Strategy's Expected Result/Impact: Increase student performance and achievement

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Performance Objective 6 ☑ High Priority

Closing the Gaps: Meeting the needs of student subpopulations (EB, SpEd, Eco Dis, African American)

Evaluation Data Source: CFAs
TELPAS

Strategy 1

TELPAS Readiness - Provide structured opportunities for EB students to practice academic speaking and listening (recordings, sentence stems, structured turn & talk).

Strategy's Expected Result/Impact: Increased growth and achievement for EB students

Staff Responsible for Monitoring: Principal
Assistant Principals
Instructional Coaches
Teachers

Funding Sources: Title I, Part A -Fund 211,

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Goal 2 Recruit and retain staff

Performance Objective 1 ☑ High Priority

Silos Elementary will create, foster and promote a culture of belonging

Evaluation Data Source: Turnover statistics, campus survey

Strategy 1

Establish regular check-ins and feedback opportunities for staff to voice concerns and feel heard.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principals and Leadership team

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Strategy 2

Host regular team-building and community-building activities to strengthen connections.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Vice Principals and Leadership team

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Strategy 3

Implement a staff support framework that provides clear expectations, mentorship, and professional learning.

Strategy's Expected Result/Impact: 90% staff retention by May 2027.

Staff Responsible for Monitoring: Principal and VPs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Goal 3 Foster an environment of parental and community involvement

Performance Objective 1

Implement customer service training for staff to ensure professionalism and empathy in interactions with the community.

Evaluation Data Source: Community feedback, informal conversations

Strategy 1

Implement a two-way communication framework through academic conferences and ongoing parent communication to increase family engagement and parent satisfaction.

Strategy's Expected Result/Impact: Increase family participation by 25% and parent satisfaction with communication by 15 percentage points by May 2027.

Staff Responsible for Monitoring: All staff

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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.	Lack of consistent communication and engagement strategies to keep the community informed and involved in campus activities and events.

Goal 4 Finance & Operations

Performance Objective 1 ☑ High Priority

Silos Elementary will develop clearly defined and robust programs that allow for the resources and programs staff and students
need to be successful.

Evaluation Data Source: Campus and community surveys, ILT feedback, grade chairs and PTO feedback

Strategy 1

Develop a standardized communication protocol for staff, parents, and students, using clear, consistent channels
(newsletters, emails, meetings).

Strategy's Expected Result/Impact: Improved transparency, reduced miscommunication, and a more cohesive
understanding of school policies and expectations

Staff Responsible for Monitoring: Principal, Vice Principals and ILT

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Strategy 2

Silos University: Implement a systems and procedures program that ensures 100% staff training and 95% staff clarity regarding campus expectations and operational processes

Strategy's Expected Result/Impact: Staff will be trained and will be efficient in using campus systems and procedures

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Medina Valley Middle School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:52 PM

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

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

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 1,301 students during the 2025-2026 school year. The student population majority is made up of 67.33% Hispanic-Latino, 5.69% African American, and 22.21% White. As of June 2026, special populations consisted of 18.83% Special Education, 10.76% Gifted and Talented, 11.38% 504, and 7.07% EB/ESL. 61.2% of the student population is at risk of failing and 38.28% participate in the CTE program. 64.26% of the campus is economically disadvantaged and 15.68% is connected to the military. The average attendance rate is 94%.

Medina Valley Middle school consist of 68.83 teachers, 3 counselors, 1 Nurse, 1 LSSP, 1 Social Worker, 1 Speech Therapist, 2 Instructional Coaches, 4 Campus Administrators, and 8.21 educational aides.

Strengths

- Character Building program for students that services a diverse student population

- variety of computer base programs for intervention (K-12 Summit), Progress Learning, No Red Ink, Edgenuity, Flocabulary, etc

-Student to Student military recognition

-Variety of clubs to reach social/emotional needs of all students while giving back to the community

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4 ★	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
5 ★	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

6 ★	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.
7 ★	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
8 ★	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.
9	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. (NEW - REFERENCE #2)	Not ALL students have the exposure to these proper skills during the school day for instructional purposes.
10	New teachers to MVISD need to be provided with a mentor program to assist in retention. (NEW - REFERENCE #5)	With student population increasing so does the need for more full time teachers; hence, many are new to the profession and district

★ = Priority

Student Learning

Summary

At the end of the 2025 - 2026 school year, Medina Valley Middle School's NWEA MAP assessments reports showed 8th grade Math, Reading, and Science in High Achievement/High Growth. Looking at the trend amongst 6th, 7th, and 8th 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 MVMS made improvements in the "masters" category in 6th and 7th grade Reading and 6th grade Math. The campus needs to continue implementing blended learning and continue to show growth in all students. Social Studies continues to struggle.

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 and academic opportunities were provided from the counseling center for all students

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4 ★	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
5 ★	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

6 ★	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
7 ★	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

★ = Priority

School Processes & Programs

Summary

Looking at discipline data for the year 2025-2026, the campus had a total of 1608 discipline referrals processed. 21 Out of School Suspension, 262 In School Suspension, 56 DAEP placements. Total number of referrals increased; however, number of out of placements decreased.

Throughout the year, the campus offered a variety of family involvement activities such as...orientation, meet the teacher, Big Art Day, Elective Night, Family Painting Night, etc.

Strengths

- 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	Root Cause
1 ★	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3 ★	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
4 ★	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.
5 ★	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

6 ★	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

★ = Priority

Perceptions

Summary

According to the staff survey taken at the end of the 2025-2026 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 2025-2026 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.

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	Root Cause
1 ★	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3 ★	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
4 ★	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.
5 ★	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

6 ★	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4 ★	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
5 ★	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
6 ★	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

7 ★	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
8 ★	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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**

- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Tobacco, alcohol, and other drug-use data
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus department and/or faculty meeting discussions and data
- [x] T-TESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] 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 ☑ High Priority ☑ HB3 Goal

MVMS will recruit and retain highly qualified staff while offering relevant professional development and leadership opportunities.

Evaluation Data Source: End of year turnover rate will be less than 10%.

Strategy 1

MVISD will provide support to all new teachers through a mentor program.

Strategy's Expected Result/Impact: Teacher retention will be at least 90%.

Staff Responsible for Monitoring: administration, CIA, mentors

Problem Statements: Demographics 3, 5 - Student Learning 3 - School Processes & Programs 1, 2 - Perceptions 2, 3

Funding Sources: Title II-Fund 255, $4,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 2

Provide research base professional and paraprofessional training as well as provide time for professional learning communities to meet, observe, and discuss best instructional practices.

Strategy's Expected Result/Impact: All staff members should be able to address instructional concerns and students academic needs within the classroom.

Staff Responsible for Monitoring: campus administration, CIA, math specialist, reading specialist

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $2,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
5	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

MVMS will provide opportunities for teachers to observe highly qualified teachers, attend professional developments, and demonstrate leadership qualities.

Evaluation Data Source: The teacher retention rate will be at least 90%.

Strategy 1

Teachers will participate and collaborate in different trainings during professional learning community to build academic capacity.

Strategy's Expected Result/Impact: Teachers will grow as a professional and instruction will show improvement based on student performance.

Staff Responsible for Monitoring: administration, CIA, instructional specialist, Academic Dean, department heads

Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 2 - Perceptions 2

Funding Sources: Title II-Fund 255, $500

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 2

Character Building professional development will be provided to all staff members to assist in classroom management.

Strategy's Expected Result/Impact: The number of discipline referrals will decrease and the academic performance will increase.

Staff Responsible for Monitoring: administration, Academic Dean, instructional specialist, counselors

Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 2, 3 - Perceptions 1, 2

Funding Sources: Title II-Fund 255, $3,000

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	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

☑ **HB3 Goal**

MVMS will provide opportunities for students to participate in academic activities, extracurricular activities, and field trips.

Evaluation Data Source: 85% or more of the students will be involved in some activity and the number of field trips taken throughout the year.

Strategy 1

MVMS will provide students and staff access to technology and instructional programs.

Strategy's Expected Result/Impact: Students will use technology to explore and prepare for college and careers.

Staff Responsible for Monitoring: administration, technology department, Academic Dean, CTE coordinator

Problem Statements: Demographics 2 - Student Learning 2

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $12,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

MVMS will provide opportunities for students to experience and explore educational pathways and future careers as well as vocational and military options.

Strategy's Expected Result/Impact: Students will be able to choose their high school pathway base on their interest.

Staff Responsible for Monitoring: counselors, administration

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 1

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $300

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

MVMS will increase technology access and provide opportunities for technological implementation in the classroom.

Evaluation Data Source: The campus will increase technology tools and get closer to a 1:1 status.

Strategy 1

Provide and replace technology used for student learning.

Strategy's Expected Result/Impact: Students will grow academically.

Staff Responsible for Monitoring: administration, Academic Dean, Technology Department

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 3 - Perceptions 1

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $10,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

Provide the needed trainings for all technology resources and software.

Strategy's Expected Result/Impact: Teachers will be able to use the technology resources effective throughout the instruction.

Staff Responsible for Monitoring: administration, Academic Dean, instructional specialists, technology department

Problem Statements: Demographics 4 - Student Learning 4

Funding Sources: General-Fund 199 PIC 11, , State Comp Ed-Fund 199 PIC 24/30/28, $5,000

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

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.	More than 50% of our population is at low socioeconomically disadvantaged status.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

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 ✅ High Priority

MVMS will implement programs that provide the needed social-emotional-behavioral learning tools for both staff and students.

Evaluation Data Source: The number of referrals for behavior will decrease from the previous year.

Strategy 1

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.

Strategy's Expected Result/Impact: Staff and student involvement with campus and district initiatives will increase.

Staff Responsible for Monitoring: administration, counselors, teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3 - Perceptions 1

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $10,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Strategy 2

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.

Strategy's Expected Result/Impact: The number of students who returning to DAEP for a second time will decrease.

Staff Responsible for Monitoring: administration, teachers, counselors, social workers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3 - Perceptions 1

Funding Sources: Title IV-Fund 289,

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

Performance Objective 2 ✅ High Priority

MVMS will promote and encourage parental involvement by providing opportunities for parents to participate in school activities and trainings.

Evaluation Data Source: Parent involvement will increase from the year before.

Strategy 1

Invite parents and community members to participate in different school activities with takeaway educational materials and trainings that offer refreshments and snacks.

Strategy's Expected Result/Impact: Parent and community involvement with campus initiatives will increase.

Staff Responsible for Monitoring: administration, counselors, social worker, teachers, staff members

Problem Statements: Demographics 6, 7 - Student Learning 5, 6 - School Processes & Programs 4, 6 - Perceptions 5, 6

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $2,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
6	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.
7	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.
6	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.
6	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
6	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

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 ☑ High Priority ☑ HB3 Goal

MVMS will ensure that all students show improvement on core subject assessments, state assessments and NWEA MAP

Evaluation Data Source: Student academic growth will increase; therefore, closing gaps for all students.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

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

Strategy's Expected Result/Impact: By the end of the year, the closing of gaps percent will show improvement.

Staff Responsible for Monitoring: administration, academic dean, teachers, CIA department

Problem Statements: Demographics 2, 4 - Student Learning 2, 4

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $20,000

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Improve academic performance across all content areas and grade levels through improved teacher training. Use programs such as Eduphoria to assist with data.

Strategy's Expected Result/Impact: Teachers will be able to differentiate the instruction to assist with student academic improvement.

Staff Responsible for Monitoring: administration, CIA department, academic dean, campus instructional specialist

Problem Statements: Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 2 - Perceptions 2

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $4,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide opportunities for students to receive the needed academic and emotional support after school, before school, and through daily tutoring.

Strategy's Expected Result/Impact: Students will increase academically.

Staff Responsible for Monitoring: administration, academic dean, instructional specialist, counselors, social worker, CIA department

Problem Statements: Demographics 1, 3, 4, 8 - Student Learning 1, 3, 4, 7 - School Processes & Programs 2, 3, 5 - Perceptions 1, 2, 4

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $15,000

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 4

A social worker will be provided for those students who have high emotional needs.

Strategy's Expected Result/Impact: Students will improve academically.

Staff Responsible for Monitoring: social worker, counselors, administration

Problem Statements: Demographics 1, 8 - Student Learning 1, 7 - School Processes & Programs 3, 5 - Perceptions 1, 4

Funding Sources: Staff State Comp Ed-Fund 199 PIC 24/30/28,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
8	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
7	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
5	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

MVMS will provide the needed instructional tools and resources to assist in implementing differentiated instruction.

Evaluation Data Source: Students will show an improvement in state achievement scores.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Provide academic supports for students to improve/supplement the core instruction being provided. Such as instructional coaches.

Strategy's Expected Result/Impact: Students will show an improvement in state achievement scores.

Staff Responsible for Monitoring: administration, academic dean, instructional specialist, teachers, CIA department

Problem Statements: Demographics 3, 4, 5 - Student Learning 3, 4 - School Processes & Programs 1, 2 - Perceptions 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
5	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

3	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

MVMS teachers will have the needed technology resources and tools to enhance instruction and increase student achievement.

Evaluation Data Source: administration, academic dean, instructional specialist, CIA department, technology department

Strategy 1

Teachers will be trained on how to implement and use technology within the instruction.

Strategy's Expected Result/Impact: Student academic achievement will increase.

Staff Responsible for Monitoring: administration, academic dean, instructional specialist, CIA department, teachers

Problem Statements: Demographics 4 - Student Learning 4

Funding Sources: State Comp Ed-Fund 199 PIC 24/30/28, $5,000

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

October	January	March	May

Strategy 2

At the end of the 2025-2026 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 2026-2027 school year and make the needed revisions. In April, the committee will begin the final evaluations.

Strategy's Expected Result/Impact: The campus will continue to improve academically, socially, and emotionally.

Staff Responsible for Monitoring: administration, counselors, academic dean, instructional specialists, teachers, CIA department

Problem Statements: Demographics 1, 2, 3, 4, 5, 6, 7, 8 - Student Learning 1, 2, 3, 4, 5, 6, 7 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 2, 3, 4, 5, 6

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: 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

Formative Reviews

October	January	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
4	Need to provide the needed instructional materials, technology, and Bite-sized Professional Development to meet the needs of all students.	Diversity within the student population is increasing including a higher percentage of special needs.
5	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
6	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

	Problem Statement	Root Cause
7	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
8	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	More than 50% of our population is at low socioeconomically disadvantaged status.
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Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.
3	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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5	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.
6	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to provide more social skills, leadership skills and engagement activities.	There are many gaps in social and emotional learning; hence, counseling referrals have been increasing.
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.	Student population is increasing specifically with students reporting to campus with high academic needs and a wide range of academic and social gaps.

3	New teachers to MVISD need to be provided with a mentor program to assist in retention.	With student population increasing so does the need for more full time teachers; hence, many are new to the profession.
4	Need to provide recognition for proper behavior and attendance.	Attendance rates and behavior incidences have increased.
5	Continue to provide opportunities for parents and community members to be involved.	All surveys, students, parents and staff, expressed a concern about parental and community involvement.
6	Need to provide accessible communication to parents about programs available through the school to assist with student needs.	The number of students that could qualify for such programs is less than the shown enrollment number in specific programs.

State Compensatory Education

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

Name	Position	FTE
Aris Vogt	Instructional Coach	1
Megan Nickel	Instructional Coach	1
Rachel Katzman	Social Worker	1

Title I Summary

Title I

Committees

Committees

Campus Student Learning Committee

Members

First Name	Last Name	Position	Committee Role
SARA	VERNON	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	TEACHER
MEGAN	BRITT	ACADEMIC DEAN	ADMIN

Campus School Process & Programs Committee

Members

First Name	Last Name	Position	Committee Role
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	TEACHER
LESLI	SOLIS	PRINCIPAL	ADMIN

Campus Perceptions Committee

Members

First Name	Last Name	Position	Committee Role
CLARISSA	HERRERA	TEACHER	TEACHER
ALICIA	MEDINA	TEACHER	TEACHER
HALEY	BELL	TEACHER	TEACHER
LYDIA	ZIMMERLIE	TEACHER	TEACHER
COURTNEY	MATOS	TEACHER	TEACHER
CRYSTAL	BIEDIGER	TEACHER	TEACHER
DIANA	PACHECO	COUNSELOR	ADMIN

Campus Demographics Committee

Members

First Name	Last Name	Position	Committee Role
RODNEY	RAMIREZ	ADMIN	ADMIN
ELIZABETH	BIPPERT	TEACHER	TEACHER
DAVID	GARCIA	TEACHER	TEACHER
ANTONIO	MARTINEZ	TEACHER	TEACHER
SCOTT	SHERWOOD	TEACHER	TEACHER
JEREMY	GUEVARA	TEACHER	TEACHER
DAVID	NEUMAN	TEACHER	TEACHER
TRICIA	HURTADO	TEACHER	TEACHER

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Loma Alta Middle School

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:49 PM

Mission Statement

Loma will meet the needs of each student, build self-directed critical thinkers and develop students to become life long learners.

Vision

Every student receives a high-quality educational experience that results in excellent student outcomes.

Table of Contents

Comprehensive Needs Assessment

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 64.7% Hispanic, 16.98% White, 10.23% African American, 2.15% Asian, .44% Pacific Islander, 5.34% two or more races, 52.48% male, and 47.52% female. Loma Alta Middle School serves 19.35% Special Education students, 53.63% Economically Disadvantaged students, 7.71% ESL, 49.68% At-Risk students, 10.3% Gifted and Talented students, and 21.94% Military Connected. The overall mobility rate for the campus is 16.12%. The average attendance rate for students is 95.1%

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.

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	Root Cause
1	Staff need updated technology and instructional resources to meet the needs of all students.	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.
2 ★	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)	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.
3 ★	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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.	Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.
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	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.

★ = Priority

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						

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	Root Cause
1 ★	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
2 ★	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)	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.
3	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.	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.
4 ★	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	Inconsistencies in high-level teaching practices and shared vision for academic rigor across core content departments.

5	Staff need updated technology and instructional resources to meet the needs of all students.	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.
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.	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.
7	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.	Staffing and systemic support capacity have struggled to scale with the explosive residential growth and complex, high-needs student demographics of Medina Valley ISD.
8 ★	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	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.

★ **= Priority**

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.

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	Root Cause
1 ★	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	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.
2 ★	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.	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.
3 ★	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
4 ★	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)	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.
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.	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

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.

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	Root Cause
1 ★	Families, community, and students want timely communication regarding upcoming events, deadlines, policies and safety matters from Loma Alta Middle School.	Parents want trust, transparency, and to be assured that their children are safe while attending Loma Alta Middle School.
2 ★	LAMS needs more events that include the community, families, and stakeholders.	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.
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.	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

Priority Problem Statements

	Problem Statement	Root Cause
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)	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.
2 ★	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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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	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.

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.	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.
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	Inconsistencies in high-level teaching practices and shared vision for academic rigor across core content departments.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **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 (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 leadership data
- ☑ Campus department and/or faculty meeting discussions and data
- ☑ T-TESS data

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Loma Alta Middle School is committed to all students growing every year.
District Goal: Every student grows every year.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase at-risk population academic performance in Math for all three grade levels by 2%

Evaluation Data Source: Common Assessments, NWEA Map Data, Data Analysis at PLCs, HB4545/SB1416

Strategy 1

Identify Math gaps using various data to provide appropriate instructional tools and resources.

Strategy's Expected Result/Impact: Increase student performance

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, ILT, Department Head

Problem Statements: Demographics 2 - Student Learning 2, 6 - School Processes & Programs 2, 4

Funding Sources: Progress Learning and additional instructional resources State Comp Ed-Fund 199 PIC 24/30/28, $12,500

Formative Reviews

October	January	March	May

Strategy 2

Provide instructional materials and support systems

Strategy's Expected Result/Impact: At Risk students will have resources and systems to address academic gaps and needs.

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, Admin

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Instructional Academies; other supplies and materials, Tutoring State Comp Ed-Fund 199 PIC 24/30/28, $66,646

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	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)	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.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	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)	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.
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.	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.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	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.	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.
4	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)	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.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

Increase at-risk population academic performance in RLA for all three grade levels by 2%

Evaluation Data Source: Common Assessments, NWEA Map Data, Data Analysis at PLCs, HB4545/SB1416

Strategy 1

Identify ELAR gaps using various data to provide appropriate instructional tools and resources.

Strategy's Expected Result/Impact: Student Performance will increase by 2%

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, RLA Teachers, ILT Team

Problem Statements: Demographics 5 - Student Learning 8 - School Processes & Programs 1

Funding Sources: No Red Ink, Other Instructional resources State Comp Ed-Fund 199 PIC 24/30/28, $12,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	January	March	May

Strategy 2

Provide instructional support by hiring instructional coaches.

Strategy's Expected Result/Impact: Increase student performance in all core subjects.

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, ILT's

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3

Funding Sources: Instructional Coaches State Comp Ed-Fund 199 PIC 24/30/28, $120,000

Formative Reviews

October	January	March	May

Strategy 3

Provide instructional materials and support systems for economically disadvantaged and at risk students.

Strategy's Expected Result/Impact: Increase student learning

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, ILT

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Academies, instructional supplies, materials and technology State Comp Ed-Fund 199 PIC 24/30/28, $11,508

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	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)	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	Root Cause
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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	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.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
2	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)	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.

8	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	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.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	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	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.
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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Performance Objective 3

Implement research-based instructional methods and materials that align with the curriculum to increase at-risk student learning.

Evaluation Data Source: Faculty Meetings, PLC Agendas, ILT Meetings, Professional Development attendance logs, Common Assessments, STAAR, Progress Learning

Strategy 1

Provide instructional supports and materials for our at risk and highly mobile students.

Strategy's Expected Result/Impact: Remove barriers and provide supports to help our students be successful on state assessments and promote to the next grade level.

Staff Responsible for Monitoring: Academic Dean and Administration

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 4 - School Processes & Programs 3, 4

Funding Sources: Instructional support materials/supplies State Comp Ed-Fund 199 PIC 24/30/28, $11,508, Instructional support personnel State Comp Ed-Fund 199 PIC 24/30/28, $66,646

Formative Reviews

October	January	March	May

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	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)	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.
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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4	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	Inconsistencies in high-level teaching practices and shared vision for academic rigor across core content departments.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.

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Goal 2

Loma Alta Middle School will recruit and retain highly qualified staff.
District Goal: Recruit and retain staff.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 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.

Evaluation Data Source: Agendas, Formative & Summative Evaluations, MAP data, ILT Meetings

Strategy 1

Departments will meet bi-weekly to review common assessment data, Map Growth Data, TELPAS data, and STAAR Growth Measures.

Strategy's Expected Result/Impact: Data will identify trends and patterns that can help pinpoint areas of improvement.

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, Department Heads

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3

Funding Sources: Eduphoria State Comp Ed-Fund 199 PIC 24/30/28, $3,333

Formative Reviews

October	January	March	May

Strategy 2

ILT will meet monthly to perform walkthroughs, review data from Emergent Tree, NWEA Map, NIET, and TIER I thru TIER III Interventions.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Academic Dean, Instructional Coaches, Vice Principals, Principal.

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3

Funding Sources: General-Fund 199 PIC 11, $100

TEA Priorities: Build a foundation of reading and math

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By mid-year of the 2026-2027 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.

Evaluation Data Source: Agendas, Sign In Sheets, Feedback, Formative and Summative Evaluations, Walk-thrus, ILT Meetings, Department Head/Grade Level Meetings

Strategy 1

Support new staff to Loma by providing periodic professional learning opportunities

Strategy's Expected Result/Impact: 100% retention of new/zero teachers

Staff Responsible for Monitoring: Campus Administration

Problem Statements: Demographics 3, 5 - Student Learning 1, 4, 8 - School Processes & Programs 1, 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Loma needs a systematic approach to support student learning (PLC, NIET, STAAR Growth Measures, NWEA Map, Differentiated Tier I, Tier III Interventions)	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.
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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
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Goal 3

Loma Alta Middle School will foster an environment of parental and community support
District Goal: Foster an environment of parental and community support.

Performance Objective 1 High Priority

Increase parent/family and community engagement by 10% from the previous year's participation.

Evaluation Data Source: Agendas, Sign In Sheets, Surveys

Strategy 1

Provide various opportunities for our military families to get connected at Loma.

Strategy's Expected Result/Impact: More parent and student meaningful connections, Purple Star Campus recognition for 24-25

Staff Responsible for Monitoring: Admin, Military Liaison, counselors

Problem Statements: Perceptions 1, 2

Funding Sources: required documentation to meet Purple STAR; planning time for liaison; calendar of events; invites General-Fund 199 PIC 11,

Formative Reviews

October	January	March	May

Strategy 2

Provide multiple opportunities (days and times) for parent/family engagement trainings addressing: attendance, discipline, bullying, STAAR results, safety protocols, accessing Skyward and ParentSquare

Strategy's Expected Result/Impact: More student meaningful participation; improvement in discipline, attendance and passing rates in state assessment and passing courses.

Staff Responsible for Monitoring: Parent/Family Engagement campus liaison, Admin, Counselor,

Problem Statements: Perceptions 2

Funding Sources: Planning time, agendas, sign in sheets Title I, Part A -Fund 211, $1,000

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families, community, and students want timely communication regarding upcoming events, deadlines, policies and safety matters from Loma Alta Middle School.	Parents want trust, transparency, and to be assured that their children are safe while attending Loma Alta Middle School.
2	LAMS needs more events that include the community, families, and stakeholders.	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.

State Compensatory Education

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 th support of instructional coaches, social worker, and academic resources.

Personnel for Loma Alta Middle School

Name	Position	FTE
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 Summary

Title I

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Medina Valley High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 22, 2026 at 02:52 PM

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.**

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

2024-2025 Student Enrollment- 2626

2025-2026 Student Enrollment as of 8/25/25-- 2878

2026-2027 Student Enrollment as of 8/9/26-- 2023

Demographics reviewed via ON DATA SUITE

Special notation-- high ECO DIS, high AT-RISK, high SE populations

Strengths

Smaller population for the 2026-2027 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The problem is at-risk, EB and SE student populations continue to perform below the all student groups.	Lack of quality tier one instruction to include strong systems for differentiation.

★ = Priority

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

Strengths

High performance and growth in Biology MAPS data and on EOC STAAR data

High mastery performance on US History and Biology STAAR data

Problem Statements Identifying Student Learning Needs

#	Problem Statement	Root Cause
1 ★	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,
3 ★	The problem is not all teachers at MVHS provide high quality Tier one instruction.	Lack of understanding, lack of instructional coaching that provides consistent, actionable feedback
4 ★	The problem is not all Medina High School student meet requirements to graduate as College, Career or Military Ready (CCMR).	Lack of understanding at the community, student level. Lack of tracking and targeted intervention measures. Lack of preparation in each content area.

★ = Priority

School Processes & Programs

Summary

PLC Data reviewed

Survey Data Reviewed : Staff, Student and Parent

School Improvement Data Survey Reviewed

Strengths

Strong community support and partnerships

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The problem is that MVHS does not operate as a true Professional Learning Community in all content areas.	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.
2 ★	The problem is inconsistent communication between teachers and parents.	Teachers lack confidence in this practice and need additional training on when/how to make calls home and how to communicate student progress and challenges.
3 ★	The problem is that classroom management practices are out of alignment or missing and we do not operate on a PBIS System.	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.

★ = Priority

Perceptions

Summary

MVISD Survey Data Reviewed

Fall/ Spring- Student/ Parent and Staff

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.	Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The problem is that MVHS does not operate as a true Professional Learning Community in all content areas.	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.
2 ★	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,
4 ★	The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.	Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.
5 ★	The problem is not all teachers at MVHS provide high quality Tier one instruction.	Lack of understanding, lack of instructional coaching that provides consistent, actionable feedback
6 ★	The problem is inconsistent communication between teachers and parents.	Teachers lack confidence in this practice and need additional training on when/how to make calls home and how to communicate student progress and challenges.

7 ★	The problem is not all Medina High School student meet requirements to graduate as College, Career or Military Ready (CCMR).	Lack of understanding at the community, student level. Lack of tracking and targeted intervention measures. Lack of preparation in each content area.
8 ★	The problem is that classroom management practices are out of alignment or missing and we do not operate on a PBIS System.	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.
9 ★	The problem is at-risk, EB and SE student populations continue to perform below the all student groups.	Lack of quality tier one instruction to include strong systems for differentiation.

★ = **Priority**

Data Documentation for CNA

Data Documentation for CNA

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**

- [x] Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- [x] SAT and/or ACT assessment data
- [x] PSAT
- [x] Student failure and/or retention rates
- [x] Local benchmark or common assessments data
- [x] Observation Survey results

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data
- [x] Dual-credit and/or college prep course completion data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data

- [x] Discipline records
- [x] Tobacco, alcohol, and other drug-use data
- [x] Student surveys and/or other feedback
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] Campus leadership data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data
- [x] Evaluation(s) of professional development implementation and impact
- [x] T-TESS data
- [x] T-PESS data

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data
- [x] 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 2027, Medina Valley High School will increase overall college readiness by:
Raising AP exam participation by 40% and AP pass rates (score of 3 or higher) by 4-% compared to 2025-2026 data.

Increasing the number of students who meet TSI benchmarks and qualify for dual credit courses by 80%.

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 Source: AP Scores, College Board Learning Check Points, TSI scores, DC enrollment

Strategy 1

Train all Pre-AP and AP/DC teachers on the Pre-AP framework and shared principles

Strategy's Expected Result/Impact: Increase on-level instruction, provide rigor that supports college readiness

Staff Responsible for Monitoring: Dean, Testing Coordinator, IMPACT Leaders, PLC Leads, Principal

Problem Statements: Student Learning 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

Enroll all seniors who have not met TSIA readiness into specified Panther Seminar sections.

Strategy's Expected Result/Impact: Increased performance on TSI, AP, SAT

Staff Responsible for Monitoring: CCMA, Academic Dean, DC Teachers, AP Teachers

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	May

Strategy 3

Use warm - ups aligned to TSIA, preAP, AP frameworks in English 2 and Geometry to prepare 10th grade students to take the TSIA in Spring 2027.

Strategy's Expected Result/Impact: Increase on-level instruction, provide rigor that supports college readiness

Staff Responsible for Monitoring: Dean, Testing Coordinator, IMPACT Leaders, PLC Leads, Principal

Problem Statements: Student Learning 1

TEA Priorities: Connect high school to career and college

Formative Reviews

October	January	March	May

Strategy 4

Host College Readiness Nights and AP/Dual Credit Info Sessions, AP Breakfast to support AP Exam Registration

Strategy's Expected Result/Impact: Increase participation in AP Exams registration. Increase DC qualification and participation.

Staff Responsible for Monitoring: Dean, Testing Coordinator, CCMA, AP PLC, DC PLC, AA Coordinator

Problem Statements: Student Learning 1 - Perceptions 1

Formative Reviews

October	January	March	May

Strategy 5

Increase student access to AP courses by offering informational sessions for students and parents about the benefits of AP courses and how they can support college readiness. Provide support structures such as tutoring or study groups to help students succeed in these courses.

Strategy's Expected Result/Impact: Increase participation in AP Exams registration. Increase DC qualification and participation.

Staff Responsible for Monitoring: Dean, Testing Coordinator, CCMA, AP PLC, DC PLC, AA Coordinator

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.	Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.

Performance Objective 2

By the end of the 2026-2027 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 2025-2026 school year.

Evaluation Data Source: CTE Certification Data- Graduation Reporting

Strategy 1

Provide targeted student advising to ensure students are aware of available CTE programs of study and certification opportunities.

Strategy's Expected Result/Impact: Increase percentage of students meeting CCMR Qualifications through CTE coursework and certifications.

Staff Responsible for Monitoring: CTE Coordinator, Dean, Principal, Lead Counselor

Problem Statements: Student Learning 1

Formative Reviews

October	January	March	May

Strategy 2

Provide professional development for CTE teachers on test preparation strategies and student engagement in program completion.

Strategy's Expected Result/Impact: Increase percentage of students meeting CCMR Qualifications through CTE coursework and certifications.

Staff Responsible for Monitoring: CTE Coordinator, Dean, Principal, Lead Counselor

Problem Statements: Student Learning 4

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: CTE Coordinator, Dean, Principal, Lead Counselor

Staff Responsible for Monitoring: CTE Dept Chair, Dean, Principal, Lead Counselor

Problem Statements: Student Learning 4

Formative Reviews

October	January	March	May

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.
4	The problem is not all Medina High School student meet requirements to graduate as College, Career or Military Ready (CCMR).	Lack of understanding at the community, student level. Lack of tracking and targeted intervention measures. Lack of preparation in each content area.

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 2027, Medina Valley High School will improve the graduation rate of special populations (at-risk, EB, and Special Education students) by 10% over the 2025-2026 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 Source: Graduation Rate (target groups), EOC Pass Rates (target groups), MAP Growth (Reading & Math), Attendance Rate (target groups), Failing Grades (# students)

Strategy 1

Disaggregate 2025-26 baseline data by subgroup and area (attendance, EOC, MAP, grades, graduation). Identify target areas/ groups in need of support.

Strategy's Expected Result/Impact: Prioritize structured interventions, Identify targeted intervention strategies for specialized groups. Allow for Master schedule development that support student growth and achievement.

Staff Responsible for Monitoring: Leadership Team, IMPACT Leaders, Admin

Problem Statements: Student Learning 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

October	January	March	May

Strategy 2

Implement early intervention system (three week grade and attendance checks)- Panther Progress Huddle

Strategy's Expected Result/Impact: Increase student performance through improved teacher and parent awareness through effective communication, updated grades and early intervention .

Staff Responsible for Monitoring: Leadership Team, IMPACT Leaders, Admin

Problem Statements: Perceptions 1

Formative Reviews

October	January	March	May

Strategy 3

Build targeted Tier 2 support to include well-defined tutoring schedules and redefined Saturday school as instructional intervention.

Strategy's Expected Result/Impact: Improved learning outcomes to be reflected on six weeks grades and improved performance on End of Course exams.

Staff Responsible for Monitoring: Admin, Dean, Saturday School Coordinator, Principal

Problem Statements: Student Learning 2

Formative Reviews

October	January	March	May

Strategy 4

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.

Strategy's Expected Result/Impact: Improved academic success for at risk students, higher engagement in coursework.

Staff Responsible for Monitoring: Principal, Admin, IMPACT Leaders, Coordinators, PLC Teams

Problem Statements: Student Learning 1, 2, 4

Formative Reviews

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Strategy 5

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.

Strategy's Expected Result/Impact: Improved graduation rates for students requiring pregnancy related services

Staff Responsible for Monitoring: Principal, Admin, Level Leads, Counselors, Nurse

Problem Statements: Student Learning 2

Formative Reviews

October	January	March	May

Strategy 6

Increase MAP and EOC performance by boosting participation and impact of Tier 2 Interventions on Flex days and during targeted tutoring by equipping teachers with materials to create intervention kits (manipulatives, practice packets) Provide low-cost, tiered incentives for participation and documented growth as determined by student progress trackers and student-led goal reviews.

Strategy's Expected Result/Impact: Increased achievement on MAPS and End of Course Exams.

Staff Responsible for Monitoring: IMPACT Leaders, Dean, Instructional Coaches, Coordinators

Problem Statements: Student Learning 1, 2, 3

Formative Reviews

October	January	March	May

Strategy 7

Implement the use of E-Hall Pass (Securely) to reduce missed instructional time. Utilize the platform's data and tracking system to inform Tier 2 instruction and implement targeted strategies to support struggling learners when class time is missed.

Strategy's Expected Result/Impact: Improve instructional outcomes, EOC performance for at-- risk students.

Staff Responsible for Monitoring: Principal, Academic Dean

Problem Statements: School Processes & Programs 3

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,
3	The problem is not all teachers at MVHS provide high quality Tier one instruction.	Lack of understanding, lack of instructional coaching that provides consistent, actionable feedback
4	The problem is not all Medina High School student meet requirements to graduate as College, Career or Military Ready (CCMR).	Lack of understanding at the community, student level. Lack of tracking and targeted intervention measures. Lack of preparation in each content area.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	The problem is that classroom management practices are out of alignment or missing and we do not operate on a PBIS System.	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.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.	Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.

Performance Objective 2

By May 2027, Medina Valley High School will increase the percentage of EB students who meet or exceed grade-level standards on STAAR by 50% and demonstrate at least one proficiency level growth on TELPAS by the end of the school year.

Evaluation Data Source: EOC Data, TELPAS Data, MAPS Data

Strategy 1

INSTRUCTIONAL PRACTICE: Implement structured speaking/writing opportunities daily (sentence stems, academic conversations, quick writes). Provide consistent scaffolds (visuals, anchor charts, graphic organizers) without reducing rigor.

Strategy's Expected Result/Impact: improved learning outcomes

Staff Responsible for Monitoring: Dean, Instructional Coaches, ILT, Principal

Problem Statements: Student Learning 3

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Strategy 2

Intervention & Monitoring: Use formative assessments and interim benchmarks to identify EB students in need of targeted intervention.

Provide small-group support during intervention blocks, tutorials, or enrichment periods focused on vocabulary, reading comprehension, and writing fluency.

Monitor EB student progress every 6 weeks and adjust supports accordingly.

Strategy's Expected Result/Impact: Improved academic outcomes

Staff Responsible for Monitoring: Dean, Instructional Coaches, ILT, Principal

Problem Statements: Student Learning 2, 3

Formative Reviews

October	January	March	May

Strategy 3

Professional Development:

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.

Strategy's Expected Result/Impact: Increased teacher efficacy , improved learner outcomes.

Staff Responsible for Monitoring: Dean, Instructional Coaches, ILT, Principal

Problem Statements: Demographics 1

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The problem is at-risk, EB and SE student populations continue to perform below the all student groups.	Lack of quality tier one instruction to include strong systems for differentiation.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,
3	The problem is not all teachers at MVHS provide high quality Tier one instruction.	Lack of understanding, lack of instructional coaching that provides consistent, actionable feedback

Performance Objective 3

By the end of the 2026-2027 school year, the percentage of Special Education students who meet or exceed grade-level standards on STAAR will increase by 25%, and at least 90% of students will demonstrate annual progress toward IEP goals as measured by progress monitoring tools.

Evaluation Data Source: MAPS data, Marking Period Data, EOC Data

Strategy 1

Provide ongoing professional development in evidence-based instructional practices, including differentiated instruction, co-teaching models, and Universal Design for Learning (UDL).

Ensure general education and Special Education teachers collaboratively plan lessons that align TEKS with IEP accommodations/modifications.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: SE Coordinators, Department Chair, Vice Principal, Dean, Principal

Problem Statements: Demographics 1 - Student Learning 2

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Strategy 2

Implement systematic progress monitoring of IEP goals every 3-6 weeks and adjust instruction/ interventions accordingly.

Utilize small-group and individualized intervention for reading, math, and writing using research-based programs.

Provide targeted STAAR preparation with embedded accommodations to build both skill and confidence.

Strategy's Expected Result/Impact: Improved student achievement

Staff Responsible for Monitoring: SE Coordinator, Vice Principal, Dean, Principal

Problem Statements: Demographics 1 - Student Learning 2

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Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The problem is at-risk, EB and SE student populations continue to perform below the all student groups.	Lack of quality tier one instruction to include strong systems for differentiation.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,

Performance Objective 4 ☑ High Priority

By May 2027, Medina Valley High School will implement a shared Leadership model with a focus on high quality instructional coaching.

Evaluation Data Source: Meeting agendas, coaching cycles-- documentation, Coaching Dashboard

Strategy 1

Recruit and develop high-quality instructional leaders as instructional coaches.

Strategy's Expected Result/Impact: Increased student achievement and strengthened instructional practice.

Staff Responsible for Monitoring: Principal, Admin Team, Instructional Coaches, IMPACT Leaders

Problem Statements: Student Learning 1, 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Create a Shared Leadership system that can be replicated at other high school campuses to include: Selection Process, Training, Coaching Cadence, Coaching Documentation and Data Evaluation

Strategy's Expected Result/Impact: Increased student achievement and strengthened instructional practice.

Staff Responsible for Monitoring: Principal, Admin Team, Instructional Coaches, IMPACT Leaders

Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The problem is that students are not meeting college readiness standards with fidelity--low performance on SAT, TSI, PSAT and college placement exams.	Low expectations in the classroom, grading for compliance, lack of on-level instruction.
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.	Lack of teacher training-- increased need for instructional coaching, Focus is on teaching rather than learning. Lack of Tier 2 supports,
3	The problem is not all teachers at MVHS provide high quality Tier one instruction.	Lack of understanding, lack of instructional coaching that provides consistent, actionable feedback

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The problem is that MVHS does not operate as a true Professional Learning Community in all content areas.	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.

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 2027, 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 Source: PLC Logs / Calendar, PLC Templates / Minutes, Common Assessment Data, ILT Coaching Schedule, MAP & Benchmark Reports

Strategy 1

Build a master schedule to incorporate a PLC planning period for high priority areas.

Strategy's Expected Result/Impact: Increase PLC implementation with fidelity.

Staff Responsible for Monitoring: Dean, ILT, Instructional Coaches, Admin, Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 2

Send a new cohort of teachers to Solution Tree PLC training in Summer 2027.

Strategy's Expected Result/Impact: Increased skill development in the PLC process. Increased focus on teaching rather than just learning.

Staff Responsible for Monitoring: Dean, Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The problem is that MVHS does not operate as a true Professional Learning Community in all content areas.	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.

Goal 4 Provide effective communication to all stakeholders.

Performance Objective 1

By May 2027, improve parent-teacher communication to support student learning by:

Achieving 70% parent agreement on effective teacher communication.

Evaluation Data Source: Parent survey data

Strategy 1

Encourage and train teachers to maintain open lines of communication with parents through scheduled phone calls or virtual /in-person meetings.

Strategy's Expected Result/Impact: Improved partnerships with parents and improved student learning outcomes.

Staff Responsible for Monitoring: Admin, Principal, IMPACT Leaders, Instructional Coaches.

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

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Strategy 2

Create a system to send positive note cards home- 10 per teacher per year. All students will receive a note card tracked by the front office.

Strategy's Expected Result/Impact: Improved partnerships with parents and improved student learning outcomes.

Staff Responsible for Monitoring: Admin, Principal, IMPACT Leaders, Instructional Coaches.

Problem Statements: Perceptions 1

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Strategy 3

Implement Google Classrooms by cohort (freshmen, sophomores, juniors, seniors) to improve targeted communication.

Strategy's Expected Result/Impact: Improved partnerships with parents and improved student learning outcomes.

Staff Responsible for Monitoring: Admin, Principal, IMPACT Leaders, Instructional Coaches.

Problem Statements: Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The problem is that clear/ concise communication and staff celebrations are missing. The problem is teacher communication is lacking.	Too many communication platforms-- too many individualized emails. Parents find it difficult to contact the right individual.

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

Medina Valley Independent School District

Creek View High School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

Creek View High School is one of two high schools for Medina Valley ISD. We are one of the state's largest growing school districts. Creek View High School opened its doors in August of 2026. The inaugural year opened with 9th through 11th grade students with an enrollment of 1310 as of September 16, 2026.

The current student demographics is:

- 60.45% Hispanic
- 19.66% White
- 11.60% African American
- 2.23% Asian
- .61% Pacific Islander
- 5.30% two or more races

Student demographics also reflect 53.69% male, and 46.31% female.

Creek View High School serves the following:

15.13% Special Education students

39.4% Economically Disadvantaged students

6% ESL

34.26% At-Risk students

6.53% Gifted and Talented students

26.73% Military Connected

Attendance:

The average attendance rate for students the first six weeks through September 18, 2026 is 95%

Staffing:

Creek View High School has 83 teachers, four counselors, one social worker, an RN and LVN, three Assistant Principals, eight educational aides, two instructional coaches, one Academic Dean, and one Principal.

Strengths

Our rapidly expanding district demographics have driven the strategic establishment of our second high school campus, a facility designed to meet the diverse and evolving educational needs of our growing student population. CVHS intentionally optimizes the learning environment to promote innovation, equity, and student engagement across all demographic subgroups. The facility features collaborative learning spaces and state-of-the-art Career and Technical Education (CTE) spaces, ensuring that high-need student populations—including Special Education (SPED), English Learners (EL), and economically disadvantaged students—have direct, barrier-free access to high-demand industry resources.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Creek View High School's actual enrollment of 1,310 students exceeded the projected 1,150, resulting in staffing allocations that do not adequately meet the needs of the current student population. This has contributed to extremely large class sizes and increased demands on instructional staff.	Staffing projections and personnel allocations were based on an enrollment estimate of 1,150 students, which did not account for the additional 160 students enrolled at Creek View High School as of September 16, 2026.
2	Unexpected enrollment growth at Creek View High School has created a shortage of staff, furniture, and instructional resources needed to accommodate the current student population. Large class sizes and limited classroom resources present challenges to maintaining an effective learning environment and meeting the instructional needs of all students.	Initial classroom capacity, furniture, and instructional resource planning was based on projected enrollment rather than the actual enrollment of 1,310 students, resulting in insufficient resources to support current and future campus growth.
3 ★	92% of CVHS student enrollments transitioned from MVISD campuses. EOC and STAAR data for these students reflected SPED and EB students perform lower than any other student group.	A lack of consistent, data-driven Tier 1 instruction and scaffolded differentiation prevents educators from effectively addressing the diverse academic and linguistic needs of SPED and EB student populations.

★ = Priority

Student Learning

Summary

CVHS reviewed student learning data for students entering Creek View through multiple pathways. Because CVHS is a new campus, the analysis included available EOC, STAAR, NWEA , and TELPAS performance data for students zoned to Creek View who previously attended Medina Valley High School (MVHS), as well as 8th-grade students transitioning from Loma Alta Middle School. The purpose of the review was to establish a baseline for student achievement, identify trends among student groups, and determine instructional priorities for the campus.

Strengths

Medina Valley High School EOC results reflected high performance in Biology and growth for Algebra for students enrolled at CVHS. Loma Alta Middle School Reading and Science scores remained high performing and above state averages.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	CVHS is experiencing disruptions to instructional time and learning continuity due to unreliable Wi-Fi, extended beginning-of-year (BOY) testing, and extensive student schedule changes as additional teachers are hired. These challenges reduced consistent access to instruction and may affect student engagement, academic progress, and students' opportunities to meet learning expectations.	Campus technology infrastructure, logistics, and staffing allocations were not fully aligned with the demands of an unexpectedly large opening-year enrollment, resulting in extended testing periods, scheduling disruptions, and reliance on substitute teachers while additional instructional staff is secured.
2	CVHS is lacking resources needed to meet the increasing demand of student enrollment.	There was not sufficient resources for all students.

★ = Priority

School Processes & Programs

Summary

Creek View High School has a unique opportunity to build upon the strong foundation and culture of excellence established within MVISD. Creek View High School is grounded in high expectations, strong relationships, accountability, collaboration, and a genuine commitment to every student. As a new campus, Creek View is establishing consistent and clearly defined processes for instruction, Professional Learning Communities, student support, communication, attendance, discipline, family engagement, and college and career readiness. Because staff members bring diverse experiences from multiple campuses and districts, developing common expectations, shared practices, and a unified instructional vision is essential to creating consistency for students and families.

Strengths

- Strong family and community support for the establishment and success of Creek View High School.
- High student excitement and pride associated with being the first students to attend CVHS.
- A strong foundation of MVISD's culture of excellence as the district's second high school.
- A clear campus identity centered on "Building a Legacy."
- A commitment to high expectations and strong relationships.
- Staff members with diverse experiences and expertise that can contribute to the development of strong campus systems.
- Opportunities for strong partnerships among students, families, staff, district, and community organizations.
- Multiple opportunities for students to develop leadership, academic, athletic, fine arts, and extracurricular traditions that will shape Creek View's future.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Creek View staff demonstrate varying levels of knowledge and experience with Professional Learning Communities, resulting in inconsistent PLC structures, practices, and expectations across content areas.	Staff members come from diverse educational settings, and some have limited experience with high-functioning PLCs; therefore, a common campus-wide PLC framework will need to be established.
2 ★	Creek View classrooms demonstrate inconsistent implementation of the Fundamental Five and opportunities for meaningful student collaboration, resulting in varying levels of student engagement and active participation in learning.	Teachers bring varied instructional experiences from multiple districts and campuses, and a common instructional framework and shared expectations for student-centered instruction have not yet been fully established.
3 ★	Teachers need a consistent campus-wide process for engaging families as collaborative partners in addressing student learning needs, attendance concerns, lack of academic effort, and classroom behavior/discipline concerns.	Communication and family involvement practices vary among teachers, resulting in inconsistent opportunities for families to partner with teachers to support student success and address concerns early.

★ = Priority

Perceptions

Summary

Creek View High School benefits from a strong sense of excitement, pride, and ownership as the second high school in Medina Valley ISD. Students, staff, families, and community members have embraced the opportunity to help establish the Cougar identity and create traditions that will shape the campus for years to come. As a new campus, Creek View has a unique opportunity to intentionally build a culture centered on high expectations, strong relationships, academic excellence, and a genuine commitment to every student.

Strengths

Creek View High School has strong excitement and ownership among students, staff, families, and the community around the creation of a new campus. This enthusiasm provides a strong foundation for intentionally building a culture of belonging, high expectations, academic excellence, and Cougar pride while establishing traditions that will create a lasting legacy.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	As a new high school, Creek View High School is still developing a consistent and unified campus identity, culture, and traditions that promote belonging, Cougar pride, and a shared commitment to high expectations.	Because Creek View is establishing its culture and expectations for the first time, students and families are developing their understanding of campus norms and procedures, including dress code, cell phone expectations, attendance requirements, and academic expectations. Consistent reinforcement and opportunities to clarify expectations are needed to ensure a shared understanding across the campus

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	92% of CVHS student enrollments transitioned from MVISD campuses. EOC and STAAR data for these students reflected SPED and EB students perform lower than any other student group.	A lack of consistent, data-driven Tier 1 instruction and scaffolded differentiation prevents educators from effectively addressing the diverse academic and linguistic needs of SPED and EB student populations.
2 ★	Creek View staff demonstrate varying levels of knowledge and experience with Professional Learning Communities, resulting in inconsistent PLC structures, practices, and expectations across content areas.	Staff members come from diverse educational settings, and some have limited experience with high-functioning PLCs; therefore, a common campus-wide PLC framework will need to be established.
3 ★	Creek View classrooms demonstrate inconsistent implementation of the Fundamental Five and opportunities for meaningful student collaboration, resulting in varying levels of student engagement and active participation in learning.	Teachers bring varied instructional experiences from multiple districts and campuses, and a common instructional framework and shared expectations for student-centered instruction have not yet been fully established.
4 ★	Teachers need a consistent campus-wide process for engaging families as collaborative partners in addressing student learning needs, attendance concerns, lack of academic effort, and classroom behavior/discipline concerns.	Communication and family involvement practices vary among teachers, resulting in inconsistent opportunities for families to partner with teachers to support student success and address concerns early.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**
- ☑ **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 Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **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**

- [x] Student failure and/or retention rates

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Pregnancy and related services data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data
- [x] Mobility/stability rate, including longitudinal data
- [x] Discipline records
- [x] Tobacco, alcohol, and other drug-use data
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] State certified and high quality staff data

- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

Develop and maintain effective Professional Learning Communities (PLCs) dedicated to student learning, using data-driven decision-making and ongoing refinement of teaching practices to ensure all students achieve academic growth and success.

Performance Objective 1

☑ **High Priority**

PLC Fidelity - By May 2027, 100% of content-area PLCs will meet consistently in accordance with established campus protocols, with documented agendas, student learning data, identified learning gaps, instructional responses, and progress-monitoring plans.

Evaluation Data Source: Meeting Frequency Tracker, PLC Agenda/Meeting Minutes, Student Learning Data and Gaps

Strategy 1

Provide PLC at Work training to a group of CVHS educators through Solution Tree.

Strategy's Expected Result/Impact: Internal Capacity Building: Returning attendees serve as peer coaches, scaling professional learning communities (PLC) best practices across the entire school.

Staff Responsible for Monitoring: Principal, Academic Dean, Instructional Coaches, ILT

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Strategy 2

Provide ongoing professional learning based on identified instructional needs.

Strategy's Expected Result/Impact: Walkthrough data demonstrates increased evidence of high-quality instructional practices.

Staff Responsible for Monitoring: Principal, Academic Dean, VPs, Instructional Coaches, ILT

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

October	January	March	May

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Creek View staff demonstrate varying levels of knowledge and experience with Professional Learning Communities, resulting in inconsistent PLC structures, practices, and expectations across content areas.	Staff members come from diverse educational settings, and some have limited experience with high-functioning PLCs; therefore, a common campus-wide PLC framework will need to be established.
2	Creek View classrooms demonstrate inconsistent implementation of the Fundamental Five and opportunities for meaningful student collaboration, resulting in varying levels of student engagement and active participation in learning.	Teachers bring varied instructional experiences from multiple districts and campuses, and a common instructional framework and shared expectations for student-centered instruction have not yet been fully established.

Performance Objective 2 ☑ High Priority

Data-Informed Instruction - By May 2027, 100% of content area PLCs will meet consistently according to established campus protocols, with documented agendas, student learning data, identify learning gaps, instructional responses, and progress-monitoring plans.

Evaluation Data Source: Meeting Frequency Tracker, PLC Agenda/Meeting Minutes, Student Learning Data and Gaps

Performance Objective 3 ☑ High Priority

By May 2027, walkthrough and observation data will demonstrate measurable growth in the implementation of high-impact instructional practices, including rigorous questioning, student engagement, differentiation, checks for understanding, and evidence-based instructional strategies.

Evaluation Data Source: Kickup Data, TEEMS Data, ILT Walkthroughs, District Walkthroughs

Performance Objective 4 ☑ High Priority

By May 2027, Creek View will demonstrate academic growth in identified priority content areas, as measured by MAP, common assessments, EOC Data, and other campus-approved measures.

Evaluation Data Source: BOY, MOY, and EOY data, Common Assessments, EOC Data.

Goal 2 Increase academic achievement and accelerate growth for every student, with focused attention on SPED and EB students.

Performance Objective 1 ☑ High Priority

By May 2027, 100% of identified students will be monitored through a consistent campus progress-monitoring system

Evaluation Data Source: Internal Data Sheets to track SPED, EB, TELPAS, AP/Dual Credit, graduation progress, and community engagement

Goal 3

Establish systems that ensure every Creek View student is on track for graduation and has a clearly defined pathway toward college, career, military, or other postsecondary opportunities.

Performance Objective 1

High Priority

By May 2027, 100% of students will have their graduation progress reviewed at established checkpoints, including credits earned, course completion, attendance, and graduation requirements.

Evaluation Data Source: Internal Data Sheets, District Data

Performance Objective 2

High Priority

By May 2027, Creek View will increase the percentage of students identified as on track for graduation and provide documented interventions for students who are not on track.

Evaluation Data Source: Internal Data Sheets, District Data

Performance Objective 3

High Priority

By May 2027, Creek View will increase student participation and successful completion in AP and Dual Credit coursework, while monitoring participation across student groups to identify and address access barriers.

Evaluation Data Source: District and Campus Data

Performance Objective 4

High Priority

By May 2027, Creek View will increase the percentage of eligible students demonstrating TSI college readiness and provide targeted support for students who do not yet meet readiness benchmarks.

Evaluation Data Source: District and Campus Data

Performance Objective 5

High Priority

By May 2027, Creek View will increase successful completion of CTE pathways and industry-based certifications aligned to student interests and postsecondary goals.

Evaluation Data Source: District and Campus Data

Goal 4 Ensure students, families, staff, and community stakeholders receive consistent, accurate, accessible, and timely information

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Amanda Montiero	9/25/2024	Tanner Lange	9/15/2026
Child Abuse and Neglect	Amanda Monteiro	9/25/2024	Emily Lorenz	9/22/2026
Coordinated Health Program	Steven Conard	9/25/2024	Tanner Lange	9/15/2026
Decision-Making and Planning Policy Evaluation	Emily Lorenz	9/22/2026	Emily Lorenz	9/22/2026
Disciplinary Alternative Education Program (DAEP)	Roland Villanueva	9/22/2026	Emily Lorenz	9/22/2026
Dropout Prevention	Travis Hacker	9/22/2026	Emily Lorenz	9/22/2026
Dyslexia Treatment Program	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Title I, Part C Migrant	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Pregnancy Related Services	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Post-Secondary Preparedness	Tanner Lange	9/22/2026	Emily Lorenz	9/22/2026
Recruiting Teachers and Paraprofessionals	Jason Migura	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Crisis Intervention Programs and Training	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Student Welfare: Discipline/Conflict/ Violence Management	Amanda Monteiro	9/22/2026	Emily Lorenz	9/22/2026
Texas Behavior Support Initiative (TBSI)	Laura Garza-Lisherness	5/27/2027	Sandy Bermea	9/17/2026
Technology Integration	Brandi Hendrix	9/22/2026	Emily Lorenz	9/22/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Ellis Powell	9/22/2026	Emily Lorenz	9/22/2026

AIA® Document G704® – 2017

Certificate of Substantial Completion

PROJECT: *(name and address)* Medina Valley ISD - Ladera Elementary School Portables	**CONTRACT INFORMATION:** Contract For: General Construction Date:	**CERTIFICATE INFORMATION:** Certificate Number: 001 Date: August 31, 2026
OWNER: *(name and address)* Medina Valley ISD 8449 GM 471 South Castroville, Texas 78009	**ARCHITECT:** *(name and address)* Pfluger Architects 200 E. Grayson, Ste. 115 San Antonio, Texas 78215	**CONTRACTOR:** *(name and address)* WR Griggs PO Box 491 Castroville, Texas 78009

The Work identified below has been reviewed and found, to the Architect's best knowledge, information, and belief, to be substantially complete. Substantial Completion is the stage in the progress of the Work when the Work or designated portion is sufficiently complete in accordance with the Contract Documents so that the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion designated below is the date established by this Certificate.
(Identify the Work, or portion thereof, that is substantially complete.)

Work as indicated on the following and attached punch lists.

- Pfluger Architects punch list dated 08.20.26
- Cleary Zimmermann punch list dated 08.20.26

Pfluger Architects		Raul Llanas, AIA	August 20, 2026
ARCHITECT *(Firm Name)*	**SIGNATURE**	**PRINTED NAME AND TITLE**	**DATE OF SUBSTANTIAL COMPLETION**

WARRANTIES
The date of Substantial Completion of the Project or portion designated above is also the date of commencement of applicable warranties required by the Contract Documents, except as stated below:
(Identify warranties that do not commence on the date of Substantial Completion, if any, and indicate their date of commencement.)

WORK TO BE COMPLETED OR CORRECTED
A list of items to be completed or corrected is attached hereto, or transmitted as agreed upon by the parties, and identified as follows:
(Identify the list of Work to be completed or corrected.)
See attached lists.

The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents. Unless otherwise agreed to in writing, the date of commencement of warranties for items on the attached list will be the date of issuance of the final Certificate of Payment or the date of final payment, whichever occurs first. The Contractor will complete or correct the Work on the list of items attached hereto within ( ) days from the above date of Substantial Completion.

Cost estimate of Work to be completed or corrected: $15,000.00

The responsibilities of the Owner and Contractor for security, maintenance, heat, utilities, damage to the Work, insurance, and other items identified below shall be as follows:
(Note: Owner's and Contractor's legal and insurance counsel should review insurance requirements and coverage.)

The Owner and Contractor hereby accept the responsibilities assigned to them in this Certificate of Substantial Completion:

WR Griggs	Troy P Griggs	, Troy Griggs	8/31/2026
CONTRACTOR *(Firm Name)*	**SIGNATURE**		**DATE**
Medina Valley ISD			
OWNER *(Firm Name)*	**SIGNATURE**		**DATE**

Agenda Item Memorandum

To: MVISD Board of Trustees
Date: September 28, 2026
Agenda item: Consider amending the 2026-2027 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 2026-2027 school year.

Extra Duty Stipends

ALE Teacher Stipend
CBS Teacher Stipend
ECSE Teacher Stipend
IIC Teacher Stipend

Administrative Position

Database Administrator PG 03

Recommendation:
Administration recommends that the Board approve the amendments to the Compensation Plan for the 2026-2027 school year.

Medina Valley ISD

2026-2027 Extra Duty Stipends "Proposed Amendments"

Category	Sub-Category	Assignment	Stipend Amount
Academics			
	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
Activities/Clubs			
	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 Sposor - 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
Athletics			
	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

Job-related		
Professional	Lead Counselor - HS & MS	$3,500
Professional	Lead LSSP/SLP	$2,000
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	ALE/ECSE/CBS	$5,000
Teacher	Intensive Intervention Classroom	$8,000
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

	*Additional $400 if certain requirements meet	
Teacher	AP (per course)- HS	$600
	*Additional $400 if certain requirements meet	
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

Performing Arts			
	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

Spirit			
	Cheerleading	Cheerleader Assistant Sponsor - HS	$3,000
	Cheerleading	Cheerleader Sponsor - HS	$6,000
	Cheerleading	Cheerleader Sponsor - MS	$2,000

*Reassignment based on District needs to a different campus. Instructional Staff ONLY. Reassignment during a school year ONLY.

Board Approved 7.27.2026

Agenda Item Memorandum

To: MVISD Board of Trustees
Date: September 28, 2026
Agenda item: Consider approving the 2026-2027 Professional Learning Plan

Background Information:
TEC §21.4515 states that the Board must annually review the SBEC Clearinghouse and adopt a professional-development policy that:

1. Is guided by the Clearinghouse recommendations;
2. Identifies differences between district practice and those recommendations; and
3. Contains a schedule of all required training for educators and other school personnel.

In addition to the requirements, the MVISD Curriculum and Instruction Department has developed a Professional Learning Plan that outlines the Mission of the Curriculum and Instruction department and the schedule of professional development throughout the year.

Supporting Documents:
2026-2027 Professional Learning Plan
Clearinghouse Training Requirements

Recommendation: It is recommended that the Board of Trustees adopt the professional-development policy included in the MVISD Professional Learning Plan as presented.

Clearinghouse

Continuing Education and Training Clearinghouse Purpose: The Clearinghouse includes best practices and industry recommendations for the frequency for training of educators and other school personnel.

Professional Development Best Practices: Effective Schools Framework

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
1. Suicide Prevention	• 21.451(d)(3)(A) and (d-1)(1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training (minus elementary campuses if sufficient funding not available) • 21.451(d-1)(2) states that the training may include two or more topics listed together	Suicide Prevention, Intervention and Postvention	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers and social workers who regularly interact with students.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	• 21.451(d)(3)(B) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with	Building Skills Related to Managing Emotions, Establishing and Maintaining	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** ***OR***

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	the Health and Human Services Commission and Education Service Centers • 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Relationships, and Responsible Decision-Making		• ***Annually**
3. Preventing, identifying, responding to, and reporting incidents of bullying	• 21.451(d)(3)(C) and (d-1)(1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 21.451(d-1)(2) states that the training may include two or more topics listed together	Positive Youth Development Bullying and Cyberbullying	Teachers, school counselors, principals, and all other appropriate personnel.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
4. Safety training program	• 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program	UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other	• 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a	Human Trafficking	All employees **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community**

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
maltreatment of children	policy **to** be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program.			***OR*** • ***Annually**
6. Increasing awareness and implementation of trauma-informed care	• 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Grief Informed and Trauma Informed Training**	All staff in the school district. **Part of new employee orientation.**	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**
7. Administration of an epinephrine auto-injector	• 38.210(b)(1) and (2) for program content and format and (3) for frequency. • states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in	**Epinephrine Auto-Injector Training**	School personnel and volunteers who are authorized and trained.	• **Job embedded or as part of a professional learning community** ***OR*** • ***Annually**

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Recommended Frequency
	38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel.			

Clearinghouse section:
Texas Constitution and Statutes: For the complete language of the statutory provisions listed above, see Texas Constitutions and Statutes.

Additional Resources: TASB School District Training Chart, Texas School Mental Health Toolkit, Texas Model for Comprehensive School Counseling, 5th edition, Criteria for Success in Job Embedded Professional Development**.**

Continuing Professional Education Requirements: Continuing Professional Education Information

*Although several organizations recommended annual training in this topic, they did not submit research or supporting evidence supporting the recommendation.

2026-2027

Professional Learning Plan

2026-2027

Superintendent of Schools

Emily Lorenz

Medina Valley ISD Senior Leadership

Brandi Hendrix – Chief Academic Officer
Crystal Hermesch – Chief Financial Officer
Tanner Lange - ED of Secondary Schools
Sandy Bermea - ED of Elementary Schools
Jason Migura – Director of Human Resources
Selena Viera – Director of Communications

Curriculum & Instruction Team

Amy Millis - Director of Secondary C&I
Dr. Kristin Rodriguez - Director of Elementary C&I
Clarissa Dovalina - Director of Bilingual/ESL
Alyssa Davis - Academic Coordinator
Melanie Prunier - Academic Coordinator
Lindsay Tschirhart - Academic Coordinator
Erika Zavala - Academic Coordinator
Amber Davisson - Academic Coordinator
Jodi Beth Hazel - Academic Coordinator
Billie Jo Ricord - ESL Coordinator
Ginavie Meyer - Instructional Technology Coordinator
Annette James - Assessment & Accountability Coordinator
Ellen Gay - G/T Specialist

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

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

All In for Kids!

District Beliefs

In Medina Valley ISD, We Believe:

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

Table of Contents

Introduction

This document contains the Medina Valley Independent School District (MVISD) Professional Learning Plan and includes information about MVISD core philosophies, the definition of professional learning, and the rationale for all employees to be lifelong learners.

Board Policy for Staff Development: DMA (LEGAL)

The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district (DMA (LEGAL)).

A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:

1. Be guided by the recommendations for training in the clearinghouse;
2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and
3. Include a schedule of all training required for educators or other school personnel at the district or school.

To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy. *Education Code 21.4515(a), (b)*

Requirements for Training
In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:

1. Incorporates proactive instructional planning techniques using a framework that:
   a. Provides flexibility in the ways:
      1. Information is presented;
      2. Students respond or demonstrate knowledge and skills; and
      3. Students are engaged;
   b. Reduces barriers in instruction;
   c. Provides appropriate accommodations, supports, and challenges; and
   d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate] *Education Code 21.4515(a-2), (b), (c)*

MVISD Professional Learning Mission

The mission of the Professional Learning Program in MVISD is to improve student learning by supporting professional learning activities closely related to the work of teaching and the process of learning. Based on relevant research, professional learning will be designed to enhance the continuous professional growth and learning of all employees, while supporting the goals of the district, the campus, and the individual educator.

MVISD Professional Learning Belief Statements

In MVISD, we believe professional learning:

- Should be designed for a clear and compelling purpose aligned with the MVISD Strategic Plan;
- Is research-based, job-embedded, and ongoing to improve student outcomes;
- Is meaningful and relevant to the adult learner;
- Builds a shared vision supporting collaboration and collegiality;
- Builds capacity for all employees;
- Is facilitated to ensure transfer of learning for adult learners and includes coaching and other kinds of follow-up support to transfer learning into daily, sustained practice;
- Should be offered by various modes of delivery (face-to-face, blended, online, etc.)
- Must be grounded in inquiry, reflection, action, and evaluation; and
- Is evaluated based on changes in practice enhancing the educational experiences of each student.

Professional Learning Rationale

Professional learning is the primary vehicle to achieve the overall purpose of improving educator effectiveness and increasing student achievement. A well-designed professional learning program is an essential component of a district's efforts to achieve its mission and goals and to connect curriculum design and classroom delivery. Effective professional learning is research-based and driven by multiple forms of data, individualized to allow for differentiation for adult learners, and provides all employees with the skills and knowledge needed to meet the needs of diverse student populations.

Texas Educator Professional Learning Standards

All Texas-certified educators are responsible for consistently meeting high standards for their individual development and collaboration among other educational professionals. Texas Administrative Code Teacher Standards §149.1001 specifically addresses the expectations for professional learning.

6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.

(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.

(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.

(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.

(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

District Wide Advisory Committee

The district will maintain a District Wide Advisory Committee composed of representatives from various departments, campuses and programs that serve in an advisory capacity to district leadership. Membership on the District Wide Advisory Committee will include representatives from the following:

- 2 Teacher representatives from each elementary campus
- 3 Teacher representatives from each secondary campus (middle and high)
- 1 Administrative representative from each campus level
- 1 special education teacher
- 1 bilingual teacher
- 2 parent representatives
- 2 community members
- 2 business representatives

The above representatives serve staggered two-year terms and are nominated by their peers.

Standing members of the District Wide Advisory Committee include:

Chief Academic Officer
Executive Director of Schools
Director of Curriculum & Instruction
Director of Human Resources
Director of Network Systems

The District Wide Advisory Committee will meet a minimum of twice annually to review evaluation data of student performance, professional learning evaluations, program evaluations, and other performance data to determine specific professional learning needs within the context of the district

Professional Learning Plan. It is the goal of the MVISD District Wide Advisory Committee that this professional learning plan links specific initiatives to all district goals.

Professional Learning Plan

The time span of the professional learning plan is three years, with annual review and adjustment as needed to address emerging needs or other changes impacting priorities for these services. The future three years will contain a general informational framework that will be developed in detail as data and other feedback lead to specific contents and contexts for the professional learning offerings. As a year of professional learning is completed, the subsequent plans will be modified as needed and the third year projected then added to the plan.

Medina Valley ISD Strategic Plan & Professional Learning Alignment

District professional learning will be aligned to T-TESS domains and the four priorities identified in our district scorecard:

- Every student grows every year: By 2027, 100% of Medina Valley ISD students will engage in innovative learning experiences.
- Human Resources: By 2027, 100% of Medina Valley ISD employees will have opportunities to perform at and aspire to the highest level of professional performance and growth.
- Customer Service: By 2027, 100% of Medina Valley ISD stakeholders will put into practice MVISD's Service Standards
- Fiscal Responsibility: By 2027, Medina Valley ISD will maximize funding and efficiencies so our budget is allocated to 100% of our identified needs.

Medina Valley ISD Strategic Plan 2023-2027 and the Medina Valley ISD Scorecard are posted on the district website.

Medina Valley ISD Current District Initiatives Alignment

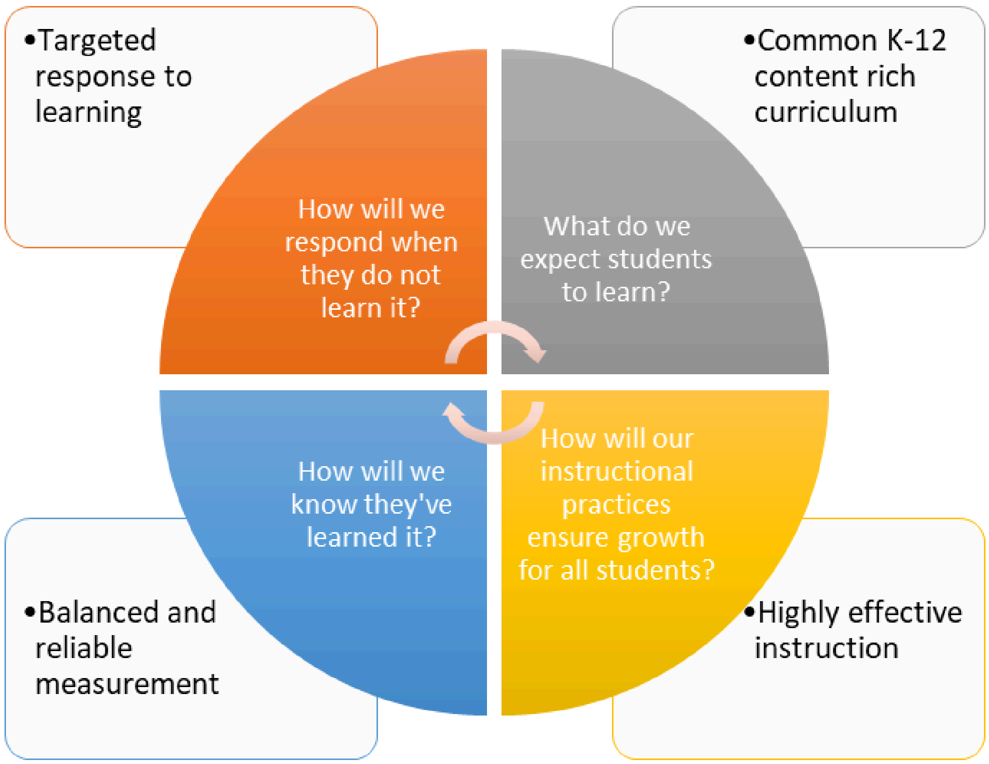
MVISD has identified three areas of professional learning concentration under the Student Success column. All professional learning for Student Success will be outlined in the following three areas: Instructional, Relational, and Leadership.

INSTRUCTIONAL	RELATIONAL	LEADERSHIP
MVISD District Curriculum	Pillars of Excellence (PBIS)	Transformational Leadership
Fundamental 5	Character Strong Curriculum	Skyward
Texas Reading Academies	MTSS Framework - Behavior and SEL	Budget
Texas Math Academies	Skill-Based Social Emotional Skills	Eduphoria!
Instructional Coaching	Mental Health First Aid	ILT
PLCs	Family Engagement	MTSS Framework
MTSS Framework		Collaborative Learning Walks
Eduphoria! Aware		Lead4Ward
NWEA MAP		NWEA MAP
Blended Learning		Crucial Conversations
Student Engagement		

Learning Designs for Results-Driven Professional Learning

Instructional

All instructional professional learning will be focused on curriculum, instructional practices, assessment, and response to learning, as guided by the fundamental questions of Professional Learning Communities (PLC) (DuFour et al., 2010)



DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work.* Solution Tree Press.

Social Emotional Well Being

Strong, sustainable support for social-emotional learning is more than a social skills curriculum or intervention program. It requires a flexible framework that creates alignment of practices while allowing space for the unique needs of different campuses within a district. MVISD will use the Navigate 360 platform to support campus and district-wide policies and practices to address the social and emotional needs of all students.

Leadership

All leadership professional learning will be focused on the priorities in our district scorecard. MVISD administrators, including the superintendent, executive leadership, campus principals, directors and coordinators, are expected to participate in high-quality professional learning that is relevant, based on an administrator's years of experience, and includes opportunities to attend local, state, and national conferences.

Roles and Responsibilities for Professional Learning

All MVISD employees are expected to model lifelong learning through participation and application of professional learning. Professional learning at the district level is determined by district initiatives along with state and federal guidelines. Campus/department professional learning is based on alignment with the district mission and goals, campus/department needs, and improving instructional/operational practices. Continuing Professional Education (CPE) is required of all Texas educators holding standard certificates.

The Role of District Leadership

- Communicate and clarify the contents of the district's professional learning plan to all district employees.
- Review district/campus/staff/student data to determine specific district needs for professional learning.
- Develop and deliver professional learning sessions aligned to district goals on designated district professional learning days.
- Conduct participant surveys following each district professional learning session to determine effectiveness and future professional learning needs.
- Monitor and evaluate implementation of professional learning.
- Maintain the district professional learning management system, Strive.
  - Create approved, local professional learning sessions in Strive.
  - In partnership with campus principals, grant or deny credit for local and out-of-district professional learning in Strive.
- Facilitate the District Wide Advisory Committee.
- Research and attend professional learning sessions outside the district to maintain knowledge of current best practices in instructional, relational, and leadership areas.

The Role of Principals and Campus Leadership

- Review data to determine specific campus needs for professional learning.
- Create a campus professional learning plan in alignment with needs assessments.
- Develop and deliver approved professional learning sessions aligned to district and campus goals.
- Attend district professional learning sessions.
- Ensure employee participation in district/campus professional learning by monitoring registration in Strive prior to scheduled sessions and confirming attendance following

the sessions.

- Work with district staff to grant or deny credit for out-of-district professional learning in Strive.
- Collect specific feedback regarding campus professional learning so that future trainings can be designed to meet the needs of all employees.
- Monitor implementation of professional learning in classrooms and programs.
- Develop an individual professional learning plan annually as part of the principal evaluation.
- Research and attend professional learning sessions outside the district to maintain knowledge of current best practices in effective leadership and general instructional delivery.

The Role of Teachers and Other Professional Employees

- Develop an individual professional learning plan annually as a part of T-TESS or other appraisal system as determined by job placement for the following school year.
- Attend and actively participate in district and/or campus professional learning offered on designated professional learning days in the school calendar.
- Attend and actively participate in other professional learning sessions, as approved by principal or supervisor, which support the individual's professional learning plan.
- Register for scheduled district/campus professional learning in Strive prior to the date of the event.
- Provide specific session feedback.
- Implement professional learning in practice as it is applicable to employee's assignment.

Professional Learning Norms

Norms are the standards or expectations by which individuals have agreed to operate while working together. Norms help maximize productivity and effectiveness in a positive setting and ensure individuals are respected. They place responsibility on individuals for expected behavior helping to build community in the group and, at the same time, allow for risk taking. The following district norms have been established to guide our professional learning activities:

- Be present and attentive.
- Have a positive attitude.
- Be responsible and accountable for self.
- Fully engage in the learning through listening, discussing, and participating.
- Commit to utilize new learning to benefit the students and employees we serve.

In addition, as a learning community, all employees of Medina Valley ISD agree to exemplify our Service Standards:

- Every Student, Everyday
- Stronger Together
- Serve With Professionalism
- Prioritize Safety and Well-Being

Absenteeism and Making Up Professional Learning Sessions

If the employee is unable to complete the entire learning or workshop, they must check with the sponsoring agency. In-depth and intensive training sessions often require participants to meet all attendance requirements to receive CPE credit.

In the event of an absence during a district-scheduled professional learning day, the employee must inform their principal/supervisor of the absence and report it in the district's absence system in Skyward Employee Access.

- The district expects all employees who miss campus-based and/or district-based professional learning sessions to make up the sessions within a reasonable amount of time.
    - Campus-based professional learning sessions will be made up during an agreed upon time between the campus administrator and the employee within the grading period.
    - District-based professional learning will be made up during an agreed upon time between the district department offering the session(s) and the employee within 30 days of the initial offering.

Repeated absences without documentation will result in a conference with your supervisor/principal.

Needs Assessments for Planning Professional Learning

Assessment of professional learning needs across the district will include, at a minimum, the following informational feedback sources:

- District expectations for effective organizational leadership, instructional leadership, and teaching supporting adult learners in attainment of student learning success, and
- Identification of professional learning needs and offerings will be based on consideration of data aligned to:
    - District vision, mission, and strategic goals;
    - District and campus improvement plans;
        - A range of data sources providing information about student performance such as: universal screeners, local, state, and national assessment data;
    - Evaluative feedback on prior offerings;
    - Employee performance appraisals;
    - Information regarding innovation efforts and introduction of new expectations;
    - Legal and regulatory requirements; and
    - Collaborative Learning Walks through the instructional coaching model and the MVISD Walkthrough Forms.

Professional Learning as a Component of Annual Teacher Appraisal

As a component of the Medina Valley ISD board approved teacher appraisal system, T-TESS, teachers are required to work closely with their supervisors to identify and plan annual professional learning targets aligned with the district mission and goals and focused on increasing student achievement. These professional learning targets are reviewed during the first semester as well as at the end of the year during summative conferences.

- The professional learning plan may incorporate all forms of professional learning, not limited to traditionally provided courses offered by outside entities or to whole staff. Professional learning could include working within professional learning communities (PLCs), a department chair, or another teacher on practices identified as improvement goals. It could also include self-directed professional learning that seeks literature, online videos, or modules addressing practices that the teacher identified as improvement goals.
- Each campus annually conducts orientation sessions with information describing the appraisal system no later than the final day of the first three weeks of school and at least two weeks before the teacher's first observation. Summative conferences focus on T-TESS, Professional Learning Plan, and other related data sources.

Evaluation of Professional Learning

For MVISD employees to receive credit for professional learning completed within the district, an evaluation survey of the professional learning session must be completed through Strive. The evaluation results of all professional learning sessions are used as a measure for ongoing improvement.

Professional Learning Requirements

All MVISD employees are expected to model lifelong learning through active participation in and application of professional learning. Professional learning at the district level is determined by district initiatives along with state and federal guidelines. Campus/department professional learning is based on alignment with the district mission and goals, campus/department needs, and on improving instructional/operational practices.

Professional Learning Requirements for Teachers

As the largest group of employees in MVISD, teachers play a critical role in the academic success of students. Because of this responsibility, specific professional learning requirements have been established to ensure the district maximizes resources to support teacher professional learning.

- All currently employed certified, degreed personnel will be required to attend all district and campus professional learning day sessions in their entirety.
- As outlined by the district, approved CPE hours earned outside of the contract day may apply to designated Trade Out Days. (See Appendix D)
- Based on teaching assignment, TEA, and district requirements, currently employed certified, degreed personnel will be required to complete specific professional learning hours as outlined in this plan.

Professional Learning Requirements for New-to-MVISD Teachers and First Year Teachers

In addition to the general professional learning requirements for teachers, New-to-MVISD teachers will receive at least one day of district-led orientation and training designed to provide the information needed to integrate into the district's culture and systems. In addition to onboarding provided by Human Resources, all new-to-MVISD teachers will receive training in technology services, curriculum management, and content-based topics provided by the Curriculum & Instruction Department.

All First Year Teachers will participate in the First Year Teacher Academy. A trained campus-based mentor will provide 1:1, continuous guidance on district and campus protocols, policies, technology, procedures, and instructional practices.

Professional Learning for Paraprofessional and Auxiliary Employees

- Campus-based paraprofessional and auxiliary employees assigned to work with students will be required to attend all campus and district professional learning day sessions during the year based on their job responsibilities.
- Campus-based paraprofessional and auxiliary employees not assigned to work directly with students will be required to attend all professional learning day sessions during the year based on their job responsibilities.
- District-level paraprofessional and auxiliary employees will be required to attend all professional learning during the year based on their job responsibilities.
- Campus-based paraprofessional and auxiliary employees assigned to work with students may earn a maximum of three Trade Out Days for attending approved professional learning outside the employee's contracted workdays. These Trade Out Days may only be used on district professional learning days that are established as comp-eligible in the current district calendar.

Professional Learning Requirements for other Certified Professionals, Administrators, and District Leadership

MVISD leaders, whether at the district or campus level, are expected to model lifelong learning through active participation and application of professional learning in leadership. MVISD will provide opportunities for all campus and district leaders to continue their learning through embedded job experiences and training offered through partners such as the Region 20 Service Center. The purpose of leadership learning is to make leaders competent to function effectively and influence others to continuously improve instructional, cultural, and strategic operational practices that lead to student success.

Professional Learning Requirements for Late-hire Employees

Employees hired after the general contract report date will be required to attend onboarding, training, and information make-up sessions scheduled in partnership with the Human Resources and Curriculum & Instruction Departments. Sessions may include but are not limited to required face-to-face professional learning time, video tutorials, campus-based professional learning time, webinars, etc.
Trade Out Day eligibility will be determined on a case-by-case basis by supervisors in conjunction with the Human Resources department.

Acceptable CPE Activities

Acceptable professional learning activities eligible for CPE credit include attending workshops, conferences, and clinics conducted by TEA-approved providers face-to-face or online. Undergraduate and graduate coursework related to the employee's job assignment completed through an accredited institution of higher education is also acceptable.

- Faculty meetings focusing on policies, procedures, and the dissemination of information

are not recorded as CPE.
- Educators are encouraged to travel and attend enrichment activities; however, educational trips – personal or school-related – **may not** be applied toward CPE credit hours.

Undergraduate and Graduate Coursework

Undergraduate and graduate coursework applicable to the employee's job assignment through an accredited institution of higher education (IHE) will be awarded as 1 credit hour equivalent to 15 CPE clock hours (3 credit hour course = 45 CPE hours). Credit and credit type will be considered for approval with the submission of an official transcript. CPE credits will not be approved for any undergraduate and/or graduate coursework completed outside of the current school year cycle (June 2, 2026 - May 31, 2027).

Trade Out Days

Each year, certain employees may earn up to three days of compensatory time through the completion of approved professional learning outside of their regular contract time. These days may be used during the Trade Out Days designated on the MVISD school calendar. Each calendar year, district leadership along with the District Wide Advisory Committee shall determine the specific requirements for Trade Out Days (See Appendix D). Paraprofessional and auxiliary employees fall under different guidelines available through their supervisor.

See Appendix D for MVISD Trade Out Guidelines.

Documentation of Professional Learning

All MVISD employees are expected to register in the professional learning management system (Strive) for every district-led professional learning session they attend.
- MVISD employees should regularly check their MVISD portfolio summary in Strive.
- Registration should be completed at least two days prior to the session.
- It is the responsibility of the employee to sign in at every professional learning session and to attend the entire session to receive credit. Any employee who does not sign in and stay for the entire session will be reported to their supervisor as being absent. A survey may be required to be submitted in Strive after the close of the session.
- Documentation of, and credit requests for, professional learning attended outside the district is the responsibility of the individual employee.

IMPORTANT: Each employee is strongly encouraged to keep a personal file of previous years' certificates not in Strive as evidence of completion in the event of an SBEC audit. Prior to departure from MVISD, each employee is responsible for printing a copy of their Strive portfolio and all applicable certificates.

Approval of CPE Credits

In-district professional learning courses:
- Register for the course in Strive.
- Sign the attendance roster when checking in to attend the course.
- Complete the course survey within 48 hours of the course completion.

- Credit will be granted by the Curriculum & Instruction Department or the course facilitator.

Out-of-district professional learning offerings:

- Obtain approval from campus principal or supervisor to attend the course.
    - The course provider must be a TEA-approved provider and provide written documentation of the participant's attendance indicating:
        - CPE provider's name and provider number (CPE provider number for school districts, charters, private schools, and institutions of higher education is their assigned County/district number);
        - Employee's name;
        - Date and content of the activity;
        - Number of clock hours that count toward satisfying CPE requirements; and
        - Authorizing signature **(certificate of attendance)**
- Complete all requirements for attendance of the course.
- Submit a request for credit by adding a new portfolio entry in Strive (see Appendix B).
- Credit will be reviewed by the campus principal and/or Curriculum & Instruction Department to determine eligibility for approval of credit.
    - Credit will not be approved for courses taken prior to the current school year cycle.

Annual Compliance Trainings

All employees will access the state-mandated trainings online through the Vector system at the beginning of the school year with training completion deadlines set by the Human Resources department. Annual compliance trainings may only be used on the designated Compliance Trade Out day and do not qualify for any other Trade Out Day credits.

MVISD employees are required to participate annually in statutory professional learning training for all employees. The following list reflects mandatory compliance training. All mandatory trainings can be found at the link: A Guide to Statutory Professional Learning & Training For Texas Public School Employees.

MVISD Annual Compliance List includes, but is not limited to:

- Bloodborne Pathogens in Schools
- Bullying: Recognition and Response
- Child Sexual Abuse: Identification & Intervention
- Child Abuse: Mandatory Reporting
- Employee Handbook Acknowledgement
- Family Educational Privacy Rights (FERPA)
- Food Allergy Awareness for Schools/Use of EpiPen
- Freedom for Discrimination, Harassment and Retaliation
- Public Access to Information Option
- Safety Alerts and Protocols
- Suicide Prevention
- Teen Dating Violence
- Technology/Internet Usage Agreement

Professional Learning for Supporting Instructional Initiatives and District Scorecard

All MVISD instructional personnel will participate in district and campus-level training that supports instructional initiatives (See Appendix A) and scorecard priorities, as appropriate for their job role. These include, but are not limited to:

- Professional Learning Communities and Instructional Leadership Teams
- Curriculum Design Teams
- Blended Learning including Age of Learning, Progress Learning, and Edgenuity
- MAP Growth, MAP Fluency, mCLASS, CIRCLE
- Multi-Tiered Systems of Support (MTSS) and Pillars of Excellence

District Scorecard Priorities are posted on the district website.

Professional Learning for Serving Emergent Bilingual Learners

MVISD is committed to supporting the linguistic and academic success of Emergent Bilingual (EB) students through its bilingual and ESL programs. Key areas of professional learning and instructional support for educators serving EB students include the district's bilingual and ESL program models, the English Language Proficiency Standards (ELPS), Proficiency Level Descriptors (PLDs), Content-Based Language Instruction (CBLI), linguistic accommodations and scaffolds, and the integration of language development with grade-level, TEKS-aligned instruction.

Within the bilingual program, areas of professional learning and support include bilingual instructional practices, purposeful use of students' linguistic resources, cross-linguistic connections, biliteracy development, and implementation of the district's bilingual program model.

Additional areas of professional learning and guidance include TELPAS, Texas Administrative Code Chapter 89, and the Language Proficiency Assessment Committee (LPAC) framework. Training and support are provided based on identified needs, staff roles and responsibilities, and available professional learning opportunities to promote consistent, compliant, and effective services for Emergent Bilingual students.

Professional Learning for Serving Students with Dyslexia

All teachers are required to complete annual TEA Dyslexia training. The training will be provided at each campus by the assigned dyslexia specialist/teacher. Additional updates are provided at the campus level by dyslexia specialists.

Professional Learning for Serving Gifted and Talented Students

As specified in 19 TAC §89.2 Professional Learning, each school district must ensure the following:

- Prior to assignment in the program, a teacher who provides instruction and services as a part of the program for gifted students must have a minimum of 30 hours of professional learning that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

- A teacher without the above required training who provides instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement by the end of the first semester.
- A teacher who provides instruction and services that are a part of the program for gifted students must complete annually a minimum of six hours of professional learning in gifted education. The annual update must be completed by the end of the first semester.
- Administrators and counselors who have authority for program decisions must complete a minimum of six hours of professional learning that includes nature and needs of gifted/talented students and program options.

As a member of the ESC 20 Co-Op for Gifted and Talented Services, MVISD teachers may attend workshops for free or reduced rates. ESC 20 provides the 30-hour foundation training each summer at no cost. Additionally, teachers may opt to complete the required annual 6-hour update via TAGT Online Training.

- Twelve hours of The College Board's PreAP/AP Institutes may substitute for the curriculum and instruction requirements. The College Board PreAP/AP Institutes do not fulfill the nature and needs or assessing student needs components. Per available funding and eligibility, the district may pay for initial College Board PreAP/AP Institute registration for teachers assigned to Honors and PreAP/AP courses.

Professional Learning for Special Education Services

All teachers and campus administrators will complete annual Special Education and Section 504 training. Required training will address compliance requirements, accommodations and modifications, IEP development, IEP/504 implementation and staff roles and responsibilities. Training is designed to ensure staff understand their responsibilities for providing required supports and services and implementing student plans with fidelity.

Safety Care is required for:

All Special Education staff (teachers and paraprofessionals) assigned to Specialized Behavior Classroom, (SBC) Alternative Learning Environment (ALE), Early Childhood Special Education (ECSE) or 1:1 assignment.

Any other faculty/staff designated by the principal assigned to the crisis team.

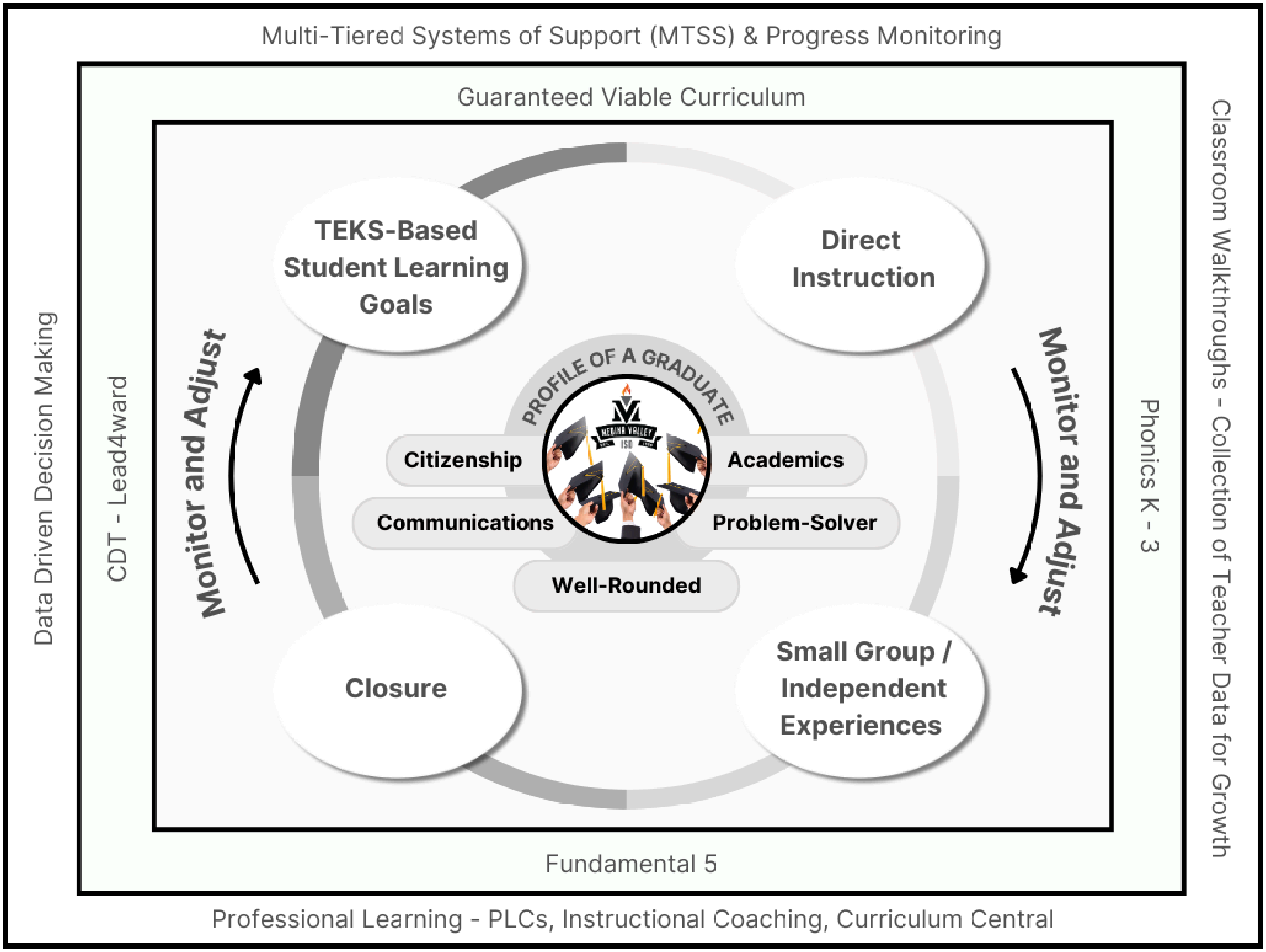
Medina Valley ISD Mentor Program

Medina Valley ISD's Mentor Program provides new teachers with ongoing, individualized support for teachers new to the profession. The MVISD Mentor Program is committed to developing and retaining high-quality teachers through empowering, job-embedded professional learning experiences designed to grow instructional practice. Teachers hired today are the teachers for the next generation—their success will determine the success of an entire generation of students. Their success can be further ensured by providing a comprehensive, coherent professional learning and induction program. MVISD believes that effective mentoring programs go beyond one-on-one support by fostering collaboration among other educators within the program to create a professional learning environment.

Campus-based New Teacher Mentors, selected by campus principals, attend New Teacher Mentor Training to provide the MVISD Mentor Program framework and timeline for support. Ongoing professional learning on best practices for being a Mentor are provided throughout the year.

Appendix A

Medina Valley ISD Instructional Initiatives & Daily Instructional Planning



Appendix B

Requesting External Credit in Strive

When attending professional learning outside of the district through conferences, ESC service center workshops or college courses, the employee should add these items to their Strive portfolio for an accurate professional learning record. Prior to attending professional learning sessions outside of the district, employees should seek to verify with their supervisors, directors, or content coordinators that the course is delivered by a TEA-approved provider.

Many district staff participate in professional learning opportunities outside of what may be offered by the district. Outside learning opportunities can be tracked as professional learning credits in **Strive Portfolios**.

Quick Guide:

1. Select **My Professional Learning** from the navigation panel.
2. Select the **Portfolio** tab.
3. Select **My Portfolio** to view your professional learning portfolio.
4. Select **Add New Portfolio Entry** to begin the wizard.
5. Select the option for the type of portfolio entry you want, then select **Next**.
6. Enter the workshop details, including **Title**, **Description**, **Start Date**, and **End Date** with **Times**, then select **Next**.
7. Enter the number of **Credit Hours** under the **Credit Types**. You can enter hours in more than one credit type, then select **Next**.
8. Open the containers for the frameworks to select specific **Dimensions**. Use the checkboxes to select as many dimensions as needed, then select **Next**.
9. The district requires that you **MUST** upload a file to verify your attendance, such as a certificate or reflection document, select **Choose File**. Select the file name for the document you want to upload. You can upload up to three files. Once you have uploaded your documents, select **Next**.
10. Select **Finish** to close the wizard.

After you finish the wizard, you can return to the request under **My Portfolio** to add notes, attach additional documents, select credit type, and attach goals (if enabled in your district) before submitting the credit for review.

A credit type approval may be required before being applied to your portfolio. You can make changes to your credit request before selecting **Submit for Approval**.

Appendix C

2026 - 2027 District Professional Learning Calendar Overview

For the 2025-2026 school year, MVISD teachers and other professional employees have 12 scheduled days of professional learning. This includes two trade-out days and one compliance day. There are four workdays. All new hires participate in one day of district onboarding. New-to-district teachers have two additional required days of professional learning, and new to the profession teachers have one additional required day of professional learning (New Teacher Academy) and will have four additional days during the year.

Summer 2026	All New Hires District Onboarding
July 27, 2026	New Teacher Academy Day 1
July 28, 2026	New to MVISD Teacher Orientation - Campus
July 29, 2026	New to MVISD Teacher Orientation - District
July 31, 2026	UIL Compliance Day for coaches
August 3-11, 2026	Faculty and staff are scheduled for district/campus professional learning and teacher classroom preparation/workdays. (Convocation August 5th)
September 23, 2026	New Teacher Academy Day 2
October 12 & 13, 2026	Trade Out Days #1 and #2 ● All professional staff must have completed at least 18 CPE Exchange Day requirements (6 in content/GT and 12 in choice) *outside of the contract day (summer, evenings, weekends, and/or holidays)* by **September 30, 2026.** Paraprofessional and auxiliary staff should discuss Trade Out Day parameters with their supervisor(s). ● Since October 12th and 13th are paid contract days, eligible employees not completing at least the required 18 hours of professional learning and/or not appropriately entering the hours into Strive 10 work days prior to the Trade Out Days will be required to use local/state personal leave. If an employee does not have local/state leave available, they will be docked.
November 4, 2026	New Teacher Academy Day 3
November 9, 2026	Professional Learning Day (½ day campus, ½ day district)
January 5, 2027	District Teacher Workday
January 6, 2027	Professional Learning Day (½ day campus, ½ day district)
January 29, 2027	Teacher Compliance Trade Out Day ● All professional staff must have completed all Compliance Training by September 30th to take this day, or they will be docked state personal leave, or, if no personal leave is available, salary.
February 3, 2027	New Teacher Academy Day 4
February 22, 2027	Professional Learning Day (½ day campus, ½ day district)
March 17, 2027	New Teacher Academy Day 5
March 29, 2027	Professional Learning Day (½ day campus, ½ day district)
May 28, 2027	Teacher Workday

Appendix D

MVISD Trade Out Day Guidelines
2026-2027 School Year

What are Trade Out Days?
The Exchange Day Program provides employees on 187- 207-day work contract opportunities to pursue professional learning in exchange for 3, paid workdays during the school year. For the 2026-2027 school year, these days are October 12th & 13th, and January 4th. Each of these days are provided in exchange for 6 hours of non-contract time professional learning totaling 18 hours.

Why does MVISD have a Trade Out Day Program?
High-performing school districts understand the relationship between effective teachers and high student achievement striving to create a culture valuing teacher learning and growth by making quality professional learning an essential component of improvement plans. Quality professional learning exhibits the following characteristics:

- focuses on teachers as central to student learning
- focuses on individual, collegial, and organizational improvement
- is results-driven and job-embedded
- is curriculum-centered and standards-based
- reflects best available research and practice in teaching, learning, and leadership
- enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements that support high standards of teaching
- is evaluated based on its impact on teacher effectiveness and student learning
- focuses on developing teachers' capacity in one or more of the domains under T-TESS
    - **Domain 1**: Planning
    - **Domain 2**: Instruction
    - **Domain 3**: Learning Environment
    - **Domain 4**: Professional Practices and Responsibilities

Research emphasizes the central role of content knowledge and pedagogical expertise in student achievement, so professional learning should be in the areas of curriculum and instruction. In cases where a teacher may have a dual teaching assignment of both core content and enrichment courses (e.g. science and coaching), Trade Out Day credits should reflect no fewer than 6 hours in the assigned content area, gifted and talented certification or instructional technology. The remaining 12 hours may be in other categories relevant to the employee's job assignment.

When do I earn credits for Trade Out Days?
Eligible instructional employees may accumulate 18 hours of professional learning credit for use as Exchange Days during non-contract time.
Exchange Day credits may be earned from activities related to job assignments such as attendance at:

- trainings and workshops
- conferences
- pre-approved book studies
- graduate-level courses

Where can I find Trade Out Day opportunities?
Trade Out Day credit should come from an approved provider

- Confer with your principal
- Search in-district professional learning courses in Strive.
- Search the ESC-20 Professional Development catalog, Connect 20
- Consult with the content area/program area coordinator/director

Who is required to participate in Trade Out Days?
Trade Out Days are required of all instructional professional/paraprofessional employees on a 187-207 day work contract. This includes, but is not limited to:

- Teachers
- Instructional Coaches
- Media Center Teachers
- Counselors
- Specialists
- Therapeutic/Evaluation Staff
- ARD Facilitators
- Nurses

If you are unsure if you qualify for Trade Out Days, please contact your supervisor.

A late-hire employee's eligibility will be determined by the campus principal or employee's immediate supervisor on a case-by-case basis.

How do I ensure my Trade Out Day hours are approved?

The Trade Out Day credit process includes both acquiring the training and appropriately entering the training into Strive. To qualify as Exchange Day credit, the employee must ensure the following criteria are met:

1. The employee, when possible, receives prior approval from the principal and ensures the professional learning meets the criteria for Trade Out Day credit.
2. The employee accumulates 18 hours of professional learning for Exchange Days and ensures the sessions are reflected in their Strive Professional Learning Portfolio as "approved" by September 30.
3. The employee ensures there is appropriate documentation of attendance at professional learning, e.g., signing in and completion of surveys at in-district professional learning or submitting an official certificate of attendance/transcript for outside-of-district professional learning into Strive.
4. The employee tracks Trade Out Day credits by checking Strive Professional Learning Portfolio; this will indicate the number of hours eligible for Trade Out Day credit.

Who Enters Professional Learning into Strive?	
District-wide/district- level	District Workshop Facilitator
Campus-based/ campus-initiated	Campus Strive Administrator
Out-of-district	Employee

Are there any penalties for not completing the Trade Out Day process?

Since October 12th & 13th, and January 4th are paid contract days, eligible staff not completing the hours of professional learning and/or not appropriately entering the hours into Strive before the Trade Out Day will be docked local or state personal leave or, if no leave is available, salary.

For questions regarding the *Trade Out Day Program* please contact Curriculum & Instruction Department (830) 931-2243 x8100

Criteria for Trade Out Days:

Professional learning approved for Trade Out Day credit may vary from campus to campus based on Campus Improvement Plan (CIP) and District Improvement Plan (DIP) goals. The District Wide Advisory Committee along with the Curriculum & Instruction Department determines criteria and approves credit for Exchange Days. For 2026-2027, Exchange Day credits must come from the following categories:

- **12 hours determined in conjunction with T-TESS appraiser**
- **6 hours choice categories related to the employee's job assignment***

*GT hours earned outside the contract day count within this category.

*Therapeutic/Evaluation Staff, ARD Facilitators, Counselors, and Nurses may substitute assignment-based PL hours.

Professional Learning eligible for Exchange Days MUST:

1. be completed outside of contract hours (e.g., before or after school, weekends, holidays, and summer vacation) from a TEA-approved provider.
2. be data-driven, aligned with the CIP/DIP, and designed to improve instruction and student achievement.
3. be related to the current assignment.
4. be aligned to curriculum standards (TEKS)/instructional technology standards.
5. be related to a domain of T-TESS or other district-approved employee evaluation tool.

MAY:

6. be paid for by the district (e.g., A principal may pay for registration at a Saturday conference provided the employee is not compensated for their attendance.).
7. be compliance professional learning required by the job assignment for up to a maximum of 6 hours, provided the training was completed outside of contract hours.

Trade Out Day credit WILL NOT be awarded if:

- The training is state- or district-required, annual compliance intended to be completed during contract time.
- It is for attendance at a meeting, including faculty or department meetings, district-level meetings, etc.
- The training is a repetition of a course for which the employee has received prior credit.
- Attendance results in monetary compensation to the employee.
- It is not associated with their job assignment.
- The professional learning occurs during a contracted workday, even if a personal day is used.
- Appropriate documentation of attendance is not provided.

Appendix E
2026-2027 Medina Valley ISD School Calendar

2026-2027
Academic Calendar

Board Approved 12.18.2025

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	[12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18]	19
20	[21	22	23	24	25	26
27	28	29	30			

October 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30]	31

November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	[2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18]	19
20	21	22	23	24	25	26
27	28	29	30	31		

August	
3-11	Teacher Professional Development
	(7 Total Days- 2 Work Days and 5 PD Days
12	First Day of School
September	
7	Student/Teacher Holiday
18	End of 1st 6 Weeks **(27 days)**
October	
12-13	Student Break/Teacher Trade Days
14-16	Student/Teacher Break
30	End of 2nd 6 Weeks (**25 Days**)
November	
9	Student Break/ Teacher PD
23-27	Thanksgiving Break
December	
18	End of 3rd 6 Weeks (**29 Days**)
18	End of 1st Semester (**81 Days**)
21-31	Student/Teacher Winter Break
January	
1	Student/Teacher Winter Break
4	Student Break/Teacher Trade Days
5	Student Break/Teacher Workday
6	Student Break/Teacher PD
18	Student/Teacher Holiday
29	Student Break/Teacher Compliance Day
February	
15	Bad Weather Make-up Day
19	End of 4th 6 Weeks (**29 Days**)
22	Student Break/ Teacher PD
March	
8-12	Student/Teacher Break
26	Student/Teacher Holiday
29	Student Break/ Teacher PD
April	
9	End of 5th 6 Weeks (**27 Days**)
23	Bad Weather Make-up Day
May	
27	End of 6th 6 weeks (**33 days**)
	End of 2nd Semester (**89 days**)
28	Teacher Workday

January 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	(7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

February 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19]	20
21	22	[23	24	25	26	27
28						

March 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9]	10
11	[12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27]	28	29
30	31					

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

		Total Min	Extra Min	Extra Days
Elem- 7:30-3:00	450 min x 170 (81+89)	76500	900	2.0
MS- 8:00-3:41	461 min x 170 (81+89)	78370	2770	6.0
HS- 8:40-4:25	465 min x 170 (81+89)	79050	3450	7.4
Students	75600 minimum			
Teachers	187 days= 91+96			