District Improvement Plan

Medina Valley Independent School District

2019-2020

8449 FM 471 South

Castroville, TX   78009

State ID: 163908

Mission

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

Strategic Goals
·**Growth:** Takes a proactive role in planning for our rapidly growing population.
·**Funding:** Ensures proper allocation of funds to support all areas of the district.
·**Class/Course Offerings:** Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.
·**Communication/Involvement:** Fosters an environment of parental and community involvement through open communication.
·**Technology:** Provides relevant and reliable technology for staff, students, and guests.
·**Facilities/Infrastructure:** Provides and maintains appropriate facilities for district programs.
·**Legislative:** Exceeds federal/state/local legislative requirements to develop an educational journey for each student's interests and success.
·**Staffing:** Recruits and retains quality staff while offering professional development and leadership opportunities.

Vision

Shared Vision

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

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

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

Description

Medina Valley Independent School District opened its doors in 1960 and serves 5864 students in grades PreK through 12th Grade. The student population is 3.84% African American, 62.45% Hispanic, 29.21% White, .44% American Indian, .78% Asian, .34% Pacific Islander, 2.93% Two Or more Races, 51.64% Male, 48.36% Female. Medina Valley Independent School District serves 12.07% Special Education students, 52.14% Economically Disadvantaged students, 4.98% English Language Learners; 24.55% At-Risk students, 5.01% Gifted & Talented students. The average attendance rate for students is 95.5%. The annual dropout rate is 0.0%. The annual graduation rate is 100%.

Medina Valley ISD is a fast-growth district focused on meeting the needs of every student, every minute of every day. With a district enrollment of 5,829 students and growing at 7 - 9% per year, Medina Valley ISD opened two new campuses this past school year. Luckey Ranch Elementary is the district's first campus in Bexar County and is located in the Luckey Ranch subdivision, south of US Hwy 90 and between Loop 1604 and Hwy 211. Loma Alta Middle School is located on County Road 381, just to the south of Potranco Road, directly behind Potranco Elementary. This past year the district's technology infrastructure was replaced and expanded, which increased the bandwidth available on each campus and provided more devices and more wireless access points. The district was awarded the state accountability distinction for post-secondary readiness; being one of only 64 districts in the state to receive this honor. The district is blessed with a hard-working, student-focused board of trustees, who are laser-focused on improving and expanding opportunities for all students. The district received an "A" rating on the state accountability system, with all campuses earning a "Met Standard" rating.

Demographics

With the continued growth, MVISD will continue to implement culturally responsive practices to help all learners attain academic excellence.

Student Achievement

We continue to show improvement in many areas; however, MVISD this year will focus on supporting the identified special pops in Grades 3-12; our targeted growth is to reach or exceed 7%.

School Culture and Climate

Full implementation of our technology plan to include technological programs and software with timely counseling services and improved communication with parents and students to improve attendance.

Staff Quality, Recruitment and Retention

Continue to build capacity via our mentor/mentee program, and use master teachers to create district common assessments to support and improve student learning.

Curriculum, Instruction and Assessment

Provide a uniform, guaranteed, and viable curriculum with instructional support through the use of technology and comprehensive evaluation.

Family and Community Engagement

Create opportunities that are communicated in the language necessary with parents/guardians while making sure that the parents have a place to convene to receive the information and training necessary to build capacity.

School Context and Organization

Continue to standardize and streamline communication processes.

Technology

Continue funding and refining our processes to ensure our technology is paired with a purposeful instruction to positively impact our students.

Special Programs

District Improvement Plan Development

The DIP was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, other appropriate school personnel, and with parents of children in schools serviced under this part.

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

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the DIP describes how the local educational agency will monitor students' progress in meeting the challenging State academic standards by--
   1.Developing and implementing a well-rounded program of instruction to meet the academic needs of all students
   2.Identifying students who may be at risk for academic failure
   3.Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards
   4.Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning
   5.Describing how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
   6.Describing how the local educational agency will use current research on parental involvement that fosters achievement to high standards for all children and incorporate strategies to lower barriers to participation by parents in school planning, review, and improvement experienced
   7.Describing the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)

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

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

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

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

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

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

Administrators	
Dr. Kenneth Rohrbach	Superintendent
Dr. Dwight McHazlett	Assistant Supt of Curriculum, Instruction & Student Services
Juan Zamora	Assistant Superintendent of Finance & Operations

Planning Committee	
Member Name	**Title**
Travis Brown	Elected Member/High School
Keith Jones	Elected Member/High School
Veronica Herrera	Elected Member/MV Middle School
Annette Thoele	Elected Member/MV Middle School
Kristen Sheetz	Elected Member/MV Middle School
Rebecca Ozuna	Elected Member/Potranco Elementary
Christy Ramirez	Elected Member/Potranco Elementary

Planning Committee (continued)

Member Name	Title
Elsie Torres	Elected Member/Potranco Elementary
Victoria Vielma	Elected Member/Castroville Elementary
Dawn Groff	Elected Member/Castroville Elementary
Claire Tondre	Elected Member/Castroville Elementary
Betty Granger	Elected Member/Luckey Ranch Elementary
Daniel Qualls	Elected Member/Loma Alta MS
Angela Grivich	Elected Member/Loma Alta MS
Jennifer Hickman	Elected Member/Loma Alta MS
Mitch Cobb	Calvary Friendship CHurch
Gina Britt	Fitwell
Cathy Tschirhart	Broadway Bank-Stuff the Bus Rep
Judy Grubbs	Parent
David Orozco	Parent
James Mendoza	Parent
Stephanie Clark	Elected Member/MV Middle School
Kristan Groff	Elected Member/LaCoste Elementary
Lindsay Hartnett	Elected Member/LaCoste Elementary

Comprehensive Needs Assessment

Demographics

Strengths

1   Graduation rate is high.
2   Campuses have an effective behavior code of conduct and discipline procedures in place.
3   Campuses address special student population needs with programs.

Needs

1   Implement culturally responsive practices to support the achievement of all students by providing effective teaching and learning in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.
2   Meet the needs of our increasingly diverse and highly mobile student populations.
3   Identify, assess and meet the instructional needs of our highly mobile students in an expeditious and timely manner and provide social and emotional support, as well.
4   ESL Certified teachers at the secondary level to address newcomers' English language acquisition and content area learning.
5   Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, ACT, AP, and dual credit by making sure that instructional materials, training, and equipment are available.
6   Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services via state comp ed.

Summary

With the continued growth, MVISD will continue to implement culturally responsive practices to help all learners attain academic excellence.

Data

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

Student Achievement

Strengths

1   Passing standard on STAAR in all subject areas was higher than the state average.
2   CTE courses are aligned by pathways and defined certifications continue to grow.
3   Graduation rate is 100%.
4   The district has seen an increase in "mastered" scores.

Needs

1   Focus on writing. Specifically focus on phonics and spelling.
2   Increase special education access to core content and least restrictive environment by ensuring special education teachers are provided access to all core content materials and data; ensuring every student has access to English, writing, and math core instruction and supplement with special education services. (Increase inclusion and co-teach support); and increase Early Childhood (prek and kinder) inclusion opportunities for students with disabilities.
3   Using data sources, isolate and target deficiencies at the campus and teacher level.
4   Reduce the retention rate in the elementary grades.
5   Develop and implement a districtwide RtI process with Success Ed training.
6   Continue to fund Reading specialists for each campus. Fund Math Specialists for each campus.

Summary

We continue to show improvement in many areas; however, MVISD this year will focus on supporting the identified special pops in Grades 3-12; our targeted growth is to reach or exceed 7%.

Data

PEIMS Data Submission Report
OnData Suite
Staff Demographics
Student Demographics

School Culture and Climate

Strengths

1   Great strides in communication have been made by the use of social media.
2   Improvements have been made in the infrastructure to support technology.
3   Evidence that staff sense overwhelming pride and collective efforts among teachers, administrators and students for a common goal of student achievement as indicated by the survey with a high percentage in the positive range.
4   Discipline consequences are issued when incidences occur as reported by 70% of the surveys responding favorably.

Needs

1   Conduct comprehensive review of the quality/quantity technology resources in order to deliver instruction and address needs.
2   Utilize various modalities of communication to parents.
3   Review attendance data and consider steps to improve overall attendance rate from a four year average of 95.625% to 97%.
4   Greater support for social/emotional aide for students

Summary

Full implementation of our technology plan to include technological programs and software with timely counseling services and improved communication with parents and students to improve attendance.

Data

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

Staff Quality, Recruitment and Retention

Strengths

1 ExCEL teacher of the year award and monthly Castroville Chamber of Commerce employee recognition
2 Staff Development provided in the core content areas, especially reading and math
3 The staff surveys overall indicate that their workplace feels more like a "family".
4 Mentor program using department chair for all teachers new to Medina Valley ISD.
5 Job Fairs attended by HR, department chairs and aspiring campus leaders.

Needs

1 Continue the mentor program to include MV teachers as mentors.
2 Staff development and job-embedded coaching to strengthen instructional capacity of teachers.
3 We need to continue utilizing master teachers to help write and align district curriculum.
4 Need to have an exit survey and results as to why teachers are leaving.
5 Teacher incentives for being on the job attendance on Friday's and Monday's.
6 Utilize our master teachers to write district common assessments.

Summary

Continue to build capacity via our mentor/mentee program, and use master teachers to create district common assessments to support and improve student learning.

Data

PEIMS Data Submission Report
Climate Survey
OnData Suite
Staff Demographics

Curriculum, Instruction and Assessment

Strengths

1   Created a curriculum management plan to guide the district in the components of the instructional process
2   Established and implemented a plan for a unified approach to delivering curriculum.
3   Established and implemented a plan for standardizing a calendar for assessments

Needs

1   Monitor, evaluate and add support for effective curriculum implementation.
2   Monitor and evaluate the effectiveness of curriculum resources.
3   Monitor and evaluate the quality and effectiveness of classroom instruction.
4   Standardize district supported/approved instructional materials and technology.

Summary

Provide a uniform, guaranteed, and viable curriculum with instructional support through the use of technology and comprehensive evaluation.

Data

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

Family and Community Engagement

Strengths

1 Literacy and math training nights are offered at Title I campuses.
2 Faculty and staff are receptive to the need of parent and family engagement.
3 As more trainings are offered for parents and families, with efforts to build capacity, more supplies/materials and snacks and refreshments are provided, accordingly. These efforts have resulted in more attendees.
4 District wide health fair.
5 Parent and Family Conferences (Title I State Wide Conference)

Needs

1 Designate a parent center at each Title I campus.
2 Need a designated translator for campuses to utilize translation devices from the Federal Programs Department.
3 Offer more conferences or workshops for parents and families throughout the district.
4 Create more opportunities for parents and teachers to make a positive social/academic impact on student success.
5 Recruit surrogate parents for foster youth.
6 Increase collaboration with PTO to increase family engagement opportunities.
7 Need funding so Title I campuses may send forms/documents to a service provider to translate in Spanish or as needed in other languages.

Summary

Create opportunities that are communicated in the language necessary with parents/guardians while making sure that the parents have a place to convene to receive the information and training necessary to build capacity.

Data

PEIMS Data Submission Report
Climate Survey
Attendance Data
District-Based Assessments
OnData Suite

School Context and Organization

Strengths

1   The district provides reading and math intervention strategy classes for struggling learners.
2   All Campuses have a site-based team comprised of teachers, and each school has representatives in the District Wide Advisory Council (DWAC).
3   Teachers create standards-base formative assessments to maintain progress checks and TEKS mastery for all students.
4   Based on climate surveys, students, parents, and the community have an overwhelmingly positive perception of the school district.

Needs

1   Effective communication among departments on related initiatives.
2   Collaboration among departments on related initiatives.
3   Standardizing, documenting and communicating processes & procedures to all stakeholders.
5   Ensure consistency in special programs throughout the district.

Summary

Continue to standardize and streamline communication processes.

Data

Staff Demographics
OnData Suite
Climate Survey
PEIMS Data Submission Report

Technology

Strengths

1   Our Board of Directors and Superintendent have been fully supportive to provide an enriched technological learning environment for our learners.
2   Provides relevant and reliable technology for staff, students, and guests. This includes student access to wireless devices while on campus, this also will include district-wide reliable wifi access for our staff, learners and, guests.
3   Updated technology infrastructure is in place to support a high level of instructional technology use in all classrooms
4   Community relations via social media and educational assistance to our community members

Needs

1   Scope and sequence for technology teaching of TEKS
2   Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.
3   Continue the district-wide inventory process which will structure the district's obsolescence cycle.
4   Need to analyze the efficacy of the instructional software we are using currently (and consider revision)
5   Continue district focus on technology, ensuring that appropriate technology is available to students and staff.
6   Embrace technology-enriched learning spaces on all of our campuses
7   Provide on-going training on existing data mining tools and instructional technology applications.
8   Consistent replacement and maintenance of technology
9   Accessories for technology available, i.e. microphones, mice, webcams, headsets

Summary

Continue funding and refining our processes to ensure our technology is paired with a purposeful instruction to positively impact our students.

Data

Staff Demographics
OnData Suite
Climate Survey
PEIMS Data Submission Report

Prioritized Needs

A: Demographics

A1   Implement culturally responsive practices to support the achievement of all students by providing effective teaching and learning in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

A2   Meet the needs of our increasingly diverse and highly mobile student populations.

A3   Identify, assess and meet the instructional needs of our highly mobile students in an expeditious and timely manner and provide social and emotional support, as well.

A5   Need to continue to refine and align course offerings with the college and career readiness state standards pertinent to CTE, ACT, AP, and dual credit by making sure that instructional materials, training, and equipment are available.

A6   Continue to support our At-Risk and educationally disadvantaged students to make sure they graduate on time by providing support services via state comp ed.

B: Student Achievement

B1   Focus on writing. Specifically focus on phonics and spelling.

B3   Using data sources, isolate and target deficiencies at the campus and teacher level.

B4   Reduce the retention rate in the elementary grades.

B5   Develop and implement a districtwide RtI process with Success Ed training.

B6   Continue to fund Reading specialists for each campus. Fund Math Specialists for each campus.

C: School Culture and Climate

C1   Conduct comprehensive review of the quality/quantity technology resources in order to deliver instruction and address needs.

C2   Utilize various modalities of communication to parents.

C4   Greater support for social/emotional aide for students

D: Staff Quality, Recruitment and Retention

D1   Continue the mentor program to include MV teachers as mentors.

D2   Staff development and job-embedded coaching to strengthen instructional capacity of teachers.

E: Curriculum, Instruction and Assessment

E1   Monitor, evaluate and add support for effective curriculum implementation.

E2   Monitor and evaluate the effectiveness of curriculum resources.

E3   Monitor and evaluate the quality and effectiveness of classroom instruction.

E4   Standardize district supported/approved instructional materials and technology.

F: Family and Community Engagement

F1   Designate a parent center at each Title I campus.

F3   Offer more conferences or workshops for parents and families throughout the district.

F4   Create more opportunities for parents and teachers to make a positive social/academic impact on student success.

F6   Increase collaboration with PTO to increase family engagement opportunities.

G: School Context and Organization

G1   Effective communication among departments on related initiatives.

G2   Collaboration among departments on related initiatives.

G3   Standardizing, documenting and communicating processes & procedures to all stakeholders.

H: Technology

H2   Increase strategic technology tools for curriculum and organizational efficiency and effectiveness.

H3   Continue the district-wide inventory process which will structure the district's obsolescence cycle.

H4   Need to analyze the efficacy of the instructional software we are using currently (and consider revision)

H5   Continue district focus on technology, ensuring that appropriate technology is available to students and staff.

H6   Embrace technology-enriched learning spaces on all of our campuses

H7   Provide on-going training on existing data mining tools and instructional technology applications.

Goals

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

MVISD Strategic Plan Goal(s) Addressed by Goal 1

Growth: Takes a proactive role in planning for our rapidly growing population.

Funding: Ensures proper allocation of funds to support all areas of the district.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

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

MVISD Strategic Plan Goal(s) Addressed by Goal 2

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Legislative: Exceeds federal/state/local legislative requirements to develop and educational journey for each student's interests and success.

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

MVISD Strategic Plan Goal(s) Addressed by Goal 3

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Technology: Provides relevant and reliable technology for staff, students, and guests

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

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

MVISD Strategic Plan Goal(s) Addressed by Goal 4

Facilities/Infrastructure: Provides and maintains appropriate facilities for district programs.

Funding: Ensures proper allocation of funds to support all areas of the district.

Class/Course Offerings: Provides a variety of academic and extracurricular activities that promote well-rounded, career-minded students.

Communication/Involvement: Fosters an environment of parental and community involvement through open communication.

Staffing: Recruits and retains quality staff while offering professional development and leadership opportunities.

Technology: Provides relevant and reliable technology for staff, students, and guests

Actions

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

1	**Action:** Consolidate documentation such as internal and external workshop certificates, and other evidence of advanced coursework in Eduphoria. **Needs:** A1; C1; D2;	**Person(s) Responsible:** Campus administration	**Funding/FTEs:** Local Funds
	Evidence of Implementation: Reports generated	**Ongoing Evaluation Method:** Monthly reports may be pulled	**Final Evaluation Method:** Patterns and trends will be analyzed to see the level of impact on student learning.
	Timeline: 7/1/2019 - 7/1/2020 (As Needed)		**Resources:** PD provided at campus level should be inputted in Eduphoria. Any PD paid for/with local or federal funds should also be documented.;

2	**Action:** Implement a system for a trainer-of-trainer model of professional development. **Needs:** A1; C1; D1; D2;	**Person(s) Responsible:** Curriculum and Instruction Dept	**Funding/FTEs:** Local Funds; Title I, Part A Funds; Title II, Part A Funds $20,000.00; State Comp Ed Funds $2,000.00
	Evidence of Implementation: Monthly reports generated by campuses and CIA - indicating teacher-led PD provided to others.	**Ongoing Evaluation Method:** Reports will be monitored each month to track the frequency of PD presentations. Surveys will be provided, and responses will be analyzed to monitor PD effectiveness and quality.	**Final Evaluation Method:** Student performance on end of year exams will be analyzed for comparison performance from last year.
	Timeline: 7/1/2019 - 7/1/2020 (Monthly)		**Resources:** Agenda, planning timelines;

3	**Action:** Develop a district-wide PD calendar for internal and external opportunities - to include college level professional development and coursework. **Needs:** A1; A2; A3; B1; E1; E2; E3; E4;	**Person(s) Responsible:** CIA and HR	**Funding/FTEs:**
	Evidence of Implementation: A 2018-2019 district-wide PD calendar will be posted and updated regularly.	**Ongoing Evaluation Method:** regular updates	**Final Evaluation Method:** End of year PD Survey
	Timeline: 7/1/2019 - 7/1/2020 (On-going)		**Resources:** CIA planning agendas; DWAC feedback; data analysis; District and Campus CNA's.;

4	**Action:** Provide training opportunities on highly mobile and at-risk populations. **Needs:** A1; A2; A3; C1; D2;	**Person(s) Responsible:** CIA and Federal Programs	**Funding/FTEs:** State Comp Ed Funds $5,000.00; Title I, Part A Funds; Tx Educ for Children Homeless Youth
	Evidence of Implementation: PD catalogs, campus PD reports, certification of attendance and PD logs from the Federal Programs Department. Compliance is met.	**Ongoing Evaluation Method:** Surveys after each PD; ongoing monitoring of served students	**Final Evaluation Method:** End of Year PD survey; review of students' progress;
	Timeline: 8/1/2019 - 6/1/2020 (Annually)		

Goal #1: Medina Valley ISD will recruit, support, and retain teachers and principals

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

1	**Action:** Implement a mentor program for teachers with less than one year teaching experience, and implement a system for layers of support teachers with less than three years of teaching experience. **Needs:** D1; D2;	**Person(s) Responsible:** CIA and Campus Admin (assigned by admin, usually dept chairs)	**Funding/FTEs:** Title II, Part A Funds $30,000.00
	Evidence of Implementation: Agenda, sign-in sheets, presentations	**Ongoing Evaluation Method:** Meetings, training sessions, and academies will be documented.	**Final Evaluation Method:** End of year survey/feedback will be used; along with faculty feedback
	Timeline: 7/1/2019 - 7/1/2020 (Monthly)		**Resources:** Program Manuals; instructional books/resources; calendar of events/Schedules; Job description, stipends. Initial setup is to meet at least monthly, however, most requests are for day to day.;

2	**Action:** Provide foundational professional development opportunities: behavior management, pedagogy, routines and procedures, goal setting, expectations, and differentiation. **Needs:** A1; A2; A3; B1; B3; E1; E2; E3; E4;	**Person(s) Responsible:** CIA, Campus Admin	**Funding/FTEs:** Local Funds; Title I, Part A Funds $100.00; Title II, Part A Funds $100.00
	Evidence of Implementation: PD catalogs, campus PD catalogs, and reports from Eduphoria tracking out-of-district PD	**Ongoing Evaluation Method:** PD surveys for each training session will be available in Eduphoria this school year.	**Final Evaluation Method:** End of year PD survey
	Timeline: 8/1/2019 - 7/1/2020 (On-going)		**Resources:** Share/coordinate calendar of events; reserve PD room to set goals and expectations and timeline of deployment. Training to include teacher aides where applicable.;

3	**Action:** Include checkpoints for monitoring mentor program effectiveness. **Needs:** D1; D2;	**Person(s) Responsible:** CIA	**Funding/FTEs:** Title II, Part A Funds $0.00
	Evidence of Implementation: A district appointed monitor for the MVISD Mentor Program will conduct periodic campus checks, and submit logs of visits and findings.	**Ongoing Evaluation Method:** Monitor logs	**Final Evaluation Method:** Mentor program survey
	Timeline: 9/1/2019 - 7/1/2020 (Monthly)		**Resources:** Form, processes, procedures, handbook;

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

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

1	**Action:** Increase parent/family engagement training opportunities by at least double. **Needs:** A1; A2; A3; B1; F1; F2;	**Person(s) Responsible:** Parent & Family Engagement Coordinator, social workers, and Campus parent/family point of contact	**Funding/FTEs:** Local Funds; Title I, Part A Funds $7,000.00
	Evidence of Implementation: PO, agenda, sign-in sheet and survey	**Ongoing Evaluation Method:** At least once a week the parent and family engagement coordinator is at each Title I campus and meets with P&F (Parent & Family) Engagement liaison or designated faculty to evaluate needs and plan accordingly.	**Final Evaluation Method:** Final Parent Climate Survey
	Timeline: 9/1/2019 - 7/1/2020 (Bi-Annually)		**Resources:** HLC Staff development room, agenda, training plans/presentation. When needed, outside experts to present.;
2	**Action:** Increase professional development for teachers in the following areas: content specific lesson planning, TEKS study, effective instructional training in literacy and numeracy, increasing mastery through engagement, increasing academic vocabulary, and cross-curricular strategies. **Needs:** A1; A2; A3; B1; B3; E1; E2; E3; E4;	**Person(s) Responsible:** CIA and Campus Administration	**Funding/FTEs:** Local Funds $0.00; Title I, Part A Funds $400.00; Title II, Part A Funds $20,000.00; Title III, Part A Funds $4,399.00
	Evidence of Implementation: sign-in sheets; pd catalog	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Attendee feedback from surveys offered after every training session. Feedback, feedback, feedback! Monitor and adjust.
	Timeline: 9/1/2019 - 7/1/2020 (Every 9 weeks)		**Resources:** Agenda, sign-sheets, surveys, DWAC feedback;

3	**Action:** Help teachers understand how to communicate testing expectations and performance levels needed to meet/master end of year assessments through student conferencing (including charting performance of common assessments and benchmarks). **Needs:** A1; A2; A3; B3;	**Person(s) Responsible:** CI&SS PD, campus PD	**Funding/FTEs:** Title II, Part A Funds $8,000.00
	Evidence of Implementation: Walkthroughs; assessments built	**Ongoing Evaluation Method:** admin observations; Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** admin reports; student academic gains recorded
	Timeline: 9/1/2019 - 7/1/2020 (Every 6 weeks)		**Resources:** Agenda, student reports, access to Skyward and other online/software programs.;

4	**Action:** Provide the instructional support via instructional materials, support services, and/or staff for our at-risk and educationally disadvantage students from PreK-12th grade. **Needs:** A6;	**Person(s) Responsible:** CI&SS Asst Supt, CI Director, Fed Prog Director, and Campus administration	**Funding/FTEs:** State Comp Ed Funds $2,420,000.00; 21.00 FTEs
	Evidence of Implementation: Rosters of students to assigned intervention classes/programs; rosters of students and assigned staff for academic support before, during or after school; master schedules and signed job descriptions specifically detailing SCE	**Ongoing Evaluation Method:** quarterly progress monitoring will be conducted at each campus and at the district by the CI&SS Asst supt.	**Final Evaluation Method:** Review of academic gains and program evaluation reports per campus
	Timeline: 8/1/2019 - 7/1/2020 (Weekly)		**Resources:** Rosters of identified at-risk students, reference to At Risk Handbook and guidance; staff assigned social workers; prek aides, DAEP instructors/aides; counselors; PreK teachers not Headstart assigned.;

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

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

1	**Action:** Increase professional development for teachers in the following areas: differentiation and small group instruction. **Needs:** A1; A2; A3; B3; B4;	**Person(s) Responsible:** CIA and Campus adminsitration	**Funding/FTEs:** Local Funds; Title I, Part A Funds $2,000.00; Title II, Part A Funds $2,000.00; Title III, Part A Funds $0.00
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2019 - 7/1/2020 (Every 9 weeks)		**Resources:** Agenda, plan, timelines of implementation, purchase researched based resources;
2	**Action:** Increase professional development for teachers in deepening instruction for high achievers. **Needs:** E1; E2; E3; E4;	**Person(s) Responsible:** CIA and Campus administration	**Funding/FTEs:** Title II, Part A Funds $2,000.00; Title III, Part A Funds $0.00
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2019 - 7/1/2020 (Every 9 weeks)		**Resources:** Agenda, planners, instructional resources;
3	**Action:** Increase professional development for teachers in response to intervention to reach struggling learners. **Needs:** B3; B5;	**Person(s) Responsible:** CIA, campus administration, Special Education dept	**Funding/FTEs:**
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2019 - 7/1/2020 (Every 9 weeks)		**Resources:** Planning meetings and product outcomes.;
4	**Action:** Provide targeted support and training in instructional leadership to principals and assistant principals. **Needs:** A1; A3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2019 - 7/1/2020 (Every 6 weeks)		**Resources:** Agenda, sign-in sheet;

5	**Action:** Support teachers in creating technology-enriched learning centers. **Needs:** C1; D2; E1; E2; E3; H1; H2; H5; H6; H7;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:** Local Funds; State Comp Ed Funds; Bilingual/ELL; Special Ed Funds; Career & Technology Funds; Title I, Part A Funds; Title III, Part A Funds; Carl-Perkins Title IPartC
	Evidence of Implementation: Agenda of meeting with delineated timelines and outcomes expected.	**Ongoing Evaluation Method:** Quarterly progress monitoring by designee and follow up.	**Final Evaluation Method:** Final outcomes and surveys from personnel impacted.
	Timeline: 9/1/2019 - 5/1/2020 (Monthly)		**Resources:** Planning meetings and product outcomes.;
6	**Action:** Provide a math specialist for Title I campuses to better address and drill down to those students who need academic support. **Needs:** B6;	**Person(s) Responsible:** CI Dept, Campus principal and specialist	**Funding/FTEs:** Title I, Part A Funds 4 FTEs
	Evidence of Implementation: Master schedules and rosters of identified and served students will be available	**Ongoing Evaluation Method:** Periodic and quarterly progress monitoring by campus admin	**Final Evaluation Method:** Review of student common assessment progress and final state assessment review
	Timeline: 7/1/2019 - 6/8/2020 (Annually)		**Resources:** RTI data; agendas of weekly meetings to address those students needing support;

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

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

1	**Action:** Provide targeted professional development in understanding diversity **Needs:** A1; A2; A3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2019 - 7/1/2020 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;

2	**Action:** Provide targeted professional development in working with economically disadvantaged students **Needs:** A1; A2;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2019 - 7/1/2020 (Annually)		**Resources:** Planning agendas and time scheduled for planning meetings;

3	**Action:** Provide targeted professional development in working with Student Learning Objectives (SLO) **Needs:** B3;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 9/1/2019 - 7/1/2020 (Annually)		**Resources:** Agendas and timelines of planning;

4	**Action:** Increase teachers' proficiency in instructional technology by providing continuous professional learning opportunities and support. **Needs:** D2; E3; H1; H2; H5; H6; H7; H9;	**Person(s) Responsible:** CI&SS	**Funding/FTEs:**
	Evidence of Implementation: Agendas, sign-in sheets, ongoing planning sheets via Google docs; YAGs, timelines	**Ongoing Evaluation Method:** Feedback forms; periodic follow-up with constituents and campus admin to make sure needs are being met	**Final Evaluation Method:** Faculty and staff feedback
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Agendas and planning timelines for implementation;

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

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

1	**Action:** Continue to provide and sustain hardware technology as well as tech infra that adheres to current standards that support instruction **Needs:** H1; H2; H5; H6; H7;	**Person(s) Responsible:** Technology Director and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Documented response to 5-year plan; PO	**Ongoing Evaluation Method:** Use tracking inventory system and use climate surveys	**Final Evaluation Method:** Review reports of implementation, use, and effectiveness.
	Timeline: 8/1/2019 - 7/1/2020 (On-going)		**Resources:** 5 year plan review, inventory, surveys;

2	**Action:** Implement and use the systems in place to monitor usage and review analytics to determine efficiency. **Needs:** H3; H4; H8; H9;	**Person(s) Responsible:** Technology director and campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and sign-in sheets of data provided and analyzed	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS and the Technology Director	**Final Evaluation Method:** Evaluation of data provided by the technology director to DWAC for review and continued refinement.
	Timeline: 7/1/2019 - 7/1/2020 (Annually)		**Resources:** Access and training to software;

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

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

1	**Action:** Each elementary campus, with the support from the teachers and parent/family engagement coordinator, will build parent capacity to achieve academic success. **Needs:** F1; F2; F3; F4; F6;	**Person(s) Responsible:** Parent and Family Engagement coordinator, Campus Parent Liaison, teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2019 - 5/1/2020 (Bi-Annually)		**Resources:** Materials, supplies, snacks;

2	**Action:** Sessions and trainings will be made available to show parents/guardians how to interpret and understand state assessments. **Needs:** F4;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Specifics can be found on purchase orders, receipts from stores, flyers, emails from campuses requesting supplies/materials, refreshments, snacks, etc.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2019 - 5/1/2020 (Bi-Annually)		

3	**Action:** Make trainings available to parents and guardians on trends and hot topics. **Needs:** F1; F2; F7; F8;	**Person(s) Responsible:** Parent & Family Engagement Coord, Social workers, McKinney Vento & Foster Care Liaison	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 9/1/2019 - 5/1/2020 (Every 9 weeks)		**Resources:** snacks, materials and supplies, transportation when reasonable/necessary;

4	**Action:** Conduct meaningful math and literacy training by grade level and provide materials, accordingly, for teachers to perform hands-on activities and events, through Title I funding for parents. **Needs:** F1;	**Person(s) Responsible:** Parent & Family Engagement Coord; campus liaison; campus administration; academic Coord.; teachers	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Flyers/invites, sign-in sheets, emails and/or evaluations of the training/event.Purchase orders contain flyers or documentation and/or details of of an event or training that requires Title I funds to be utilized.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2019 - 5/1/2020 (On-going)		

5	**Action:** For Title I campuses translate parent compacts, guidelines, and policies. **Needs:** F3;	**Person(s) Responsible:** Parent & Family Engagement Coordinator and campus liaison	**Funding/FTEs:** Title I, Part A Funds
	Evidence of Implementation: Parents, Admin, Parent and Family Engagement Coordinator and community members meet (PAC meetings at each campus) yearly to discuss, evaluate and make any changes and adjustments to the campus parent and family engagement policies and campus compacts. Sign-in sheets and notes serve as evidence of implementation. The policies and compacts are also posted on each campus website.	**Ongoing Evaluation Method:** Meeting minutes, or short evaluation/surveys/forms for parents and/or verbal questions and answers during trainings/events to add to minutes.	**Final Evaluation Method:** Parent and staff surveys will be reviewed and analyzed during the CNA meetings.
	Timeline: 10/1/2019 - 5/1/2020 (Annually)		**Resources:** compacts, guidelines, and policies;

6	**Action:** We will use the Title I compliance timeline to create a friendly competition by using the Title I requirements as a benchmark. **Needs:** F4;	**Person(s) Responsible:** Parent and Family Engagement Coordinator Parent and Family Engagement Campus Point of Contact	**Funding/FTEs:** Local Funds; Title I, Part A Funds $100.00
	Evidence of Implementation: Title I black box timeline will be utilized as a guide.	**Ongoing Evaluation Method:** Number of parent participants through sign-in sheets Campuses completing Title I Timeline Requirements accordingly Number of trainings, activities and events campuses provide for parents and families Title I black box timeline MOE audit	**Final Evaluation Method:** Set2Plan will have collection of all campus trainings, activities and events per campus Title I black box timeline EOY audit
	Timeline: 9/1/2019 - 5/1/2020 (Monthly)		**Resources:** Title I Traveling Trophy Certificates Materials and supplies;

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

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

1	**Action:** Administer comprehensive surveys to all MVISD students **Needs:** A2; A3; B4;	**Person(s) Responsible:** CI&SS and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: The survey will be shared with DWAC and the board for input and development. Agenda and sign-in sheets will be denote the planning of the survey.	**Ongoing Evaluation Method:** The survey will be spearheaded by the CI&SS department given to each constituent to fill out; then it will be analyzed and the findings shared with CPOC and DWAC.	**Final Evaluation Method:** The survey results will be instrumental in the adjustments needed and then addressed in the following year's DWAC CNA/DIP.
	Timeline: 11/1/2019 - 3/31/2020 (Annually)		**Resources:** Survey;

2	**Action:** Use the supplemental curriculum (Exploring College & Careers Workbook)provided at the 5th, 8th, and 12th grade. This instructional material should also be made available in the ISS and DAEP setting. **Needs:** A1;	**Person(s) Responsible:** CTE Director, Campus Admin, and Teacher	**Funding/FTEs:** Career & Technology Funds
	Evidence of Implementation: Memos denoting resources disseminated to campuses and the intended use. Lesson plans will be reviewed.	**Ongoing Evaluation Method:** Periodic lesson plan checks and teacher feedback	**Final Evaluation Method:** Teacher and administration survey
	Timeline: 9/1/2019 - 6/1/2020 (Every 9 weeks)		**Resources:** Exploring College and Careers Workbook; other free online resources;

3	**Action:** Document and communicate transition plan from k to 1st grade; 5th to 6th grade; and 8th to 9th grade. **Needs:** A1;	**Person(s) Responsible:** Guidance and Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring by Asst Supt CI&SS	**Final Evaluation Method:** Transition plans and documented procedures will be reviewed and refined for the following year's needed changes.
	Timeline: 1/1/2019 - 7/1/2020 (Annually)		**Resources:** Agendas, minutes, timelines;

4	**Action:** College representative visits/college fairs on all campuses. **Needs:** A5;	**Person(s) Responsible:** CTE Director and Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Sign-in log; power point/presentations used; lesson plan	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 9/1/2019 - 5/1/2020 (On-going)		**Resources:** Planning meetings and agendas;

5	**Action:** Career fairs/guest speakers on all campuses. **Needs:** A5;	**Person(s) Responsible:** CTE Director and Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 9/1/2019 - 5/15/2020 (Every 6 weeks)		**Resources:** Memos, agendas, planning timelines;

6	**Action:** College & Career Counseling/transitional planning for special populations including special education and English Language Learners. **Needs:** A1; A5;	**Person(s) Responsible:** Counselors, teachers, and administration	**Funding/FTEs:** Local Funds; Carl-Perkins Title IPartC $4,284.00
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 9/1/2019 - 5/30/2020 (Daily)		**Resources:** student interest inventory, 4-year plans;

7	**Action:** Instructional materials, equipment, and training will be prioritized to ensure students and teachers have the tools necessary to achieve success. **Needs:** A1; A5;	**Person(s) Responsible:** Campus Admin, Counselors, CTE Coordinator, Teachers	**Funding/FTEs:** Local Funds; Career & Technology Funds; Carl-Perkins Title IPartC $29,407.00
	Evidence of Implementation: Agenda and minutes with timelines	**Ongoing Evaluation Method:** Student survey	**Final Evaluation Method:** Student and faculty Feedback
	Timeline: 8/1/2019 - 6/1/2020 (On-going)		

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

Objective #2: Provide support to students who have encountered a hardship, trauma, or other challenges that may potentially keep them from being academically successful.

1	**Action:** Motivational speakers **Needs:** A3; C4;	**Person(s) Responsible:** Counselor & Student Guidance Coordinator and Campus liaison	**Funding/FTEs:** Title IV, Part A Funds $5,000.00
	Evidence of Implementation: Agenda, planning meetings, PO and student feedback (surveys)	**Ongoing Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.	**Final Evaluation Method:** Periodic planning and obtaining student feedback via surveys. Counselors and Social workers may also provide additional data.
	Timeline: 9/1/2019 - 5/1/2020 (Bi-Annually)		**Resources:** Planning agenda, minutes, and timelines;

2	**Action:** Social workers will be available to provide training on various mental health and other hot topics to our secondary staff **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator and campus admin	**Funding/FTEs:** Title IV, Part A Funds $500.00
	Evidence of Implementation: Training will be coordinated and provided	**Ongoing Evaluation Method:** Evaluation of presentation and certificates will be provided	**Final Evaluation Method:** Survey and feedback by staff will be reviewed after training
	Timeline: 8/1/2019 - 6/1/2020 (Annually)		**Resources:** Agenda, planning meetings, minutes, timelines;

3	**Action:** Monthly Student Support Team meetings will be conducted by our Guidance and Counseling Coordinator. **Needs:** A1; A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agendas will be available for review	**Ongoing Evaluation Method:** quarterly reviews will be assessed by the CI&SS Asst Supt	**Final Evaluation Method:** Feedback from counselors and social workers will be reviewed, refined, and considered for the following year
	Timeline: 9/1/2019 - 5/1/2020 (Monthly)		**Resources:** Agendas, sign in sheets, timelines;

4	**Action:** Provide supplies, clothing, instructional materials, and other support services to assist the identified highly mobile and at-risk student. **Needs:** A1; A2; A3;	**Person(s) Responsible:** McKinney-Vento and Foster Liaison; counselors; social workers	**Funding/FTEs:** Local Funds; Title I, Part A Funds $1,500.00; Tx Educ for Children Homeless Youth $9,500.00
	Evidence of Implementation: Family/student residency questionnaires, sign-in logs, receipts, and quarterly monitoring are available.	**Ongoing Evaluation Method:** Quarterly checks by the Fed Prog director.	**Final Evaluation Method:** Review of grant data and tally of services rendered are evaluated at the end of each school year.
	Timeline: 8/1/2019 - 6/1/2020 (Every 3 weeks)		**Resources:** surveys, interview questionnaire, referrals;

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

Objective #3: Maximize opportunities for students to earn post secondary credit(s) and increase outcome by 5% (pp) by the end of each academic year.

1	**Action:** Increase AP and dual credit offerings **Needs:** A5; E1; E2; E3; E4;	**Person(s) Responsible:** CI&SS; HS Campus admin	**Funding/FTEs:**
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;

2	**Action:** Encourage 100% student participation in college admissions testing (such as SAT, ACT) **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration	**Funding/FTEs:**
	Evidence of Implementation: Planning logs; counselor presentations, and fliers/electronic communication to parents and students.	**Ongoing Evaluation Method:** Monthly visits and meetings with counselors and administration responsible for leading the charge and also the progress monitoring check done by the administration.	**Final Evaluation Method:** Data comparison from previous years.
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** communication; brochures; student meetings;

3	**Action:** AP/ Dual credit / Business and Industry certifications/ and articulated credit) **Needs:** A1; A2; A5;	**Person(s) Responsible:** CI&SS; Secondary campus administration	**Funding/FTEs:**
	Evidence of Implementation: Increased number of courses offered via the Master schedule. Documented MOU with Southwest Texas Junior College.	**Ongoing Evaluation Method:** Revisiting courses selections and student interest inventories addressed in early spring for master schedule planning for the coming year.	**Final Evaluation Method:** Review the total number of courses offered and consider looking at student growth enrolled.
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Student interest inventory surveys; master schedule; course selections; teacher certifications;

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

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

1	**Action:** Detailed calendar provided by principal that indicates dates of all lock-down, emergency evacuation, fire, and other safety drills. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2019 - 6/1/2020 (On-going)		**Resources:** Calendar dates, centralized documentation;

2	**Action:** Quarterly campus visits by district safety officials to understand campus layouts and emergency plans. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 9/1/2019 - 6/1/2020 (Every 9 weeks)		**Resources:** Agendas, minutes, and plan(s) of action communicated;

3	**Action:** Safety reviews of each campus by an external office. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2019 - 6/1/2020 (Annually)		**Resources:** Calendar/timeline; summary of findings reported back to central office and campus administration;

4	**Action:** Analysis of external safety review results by Campus Safety Committees to strengthen campus safety. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** District safety coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 10/1/2019 - 6/1/2020 (Bi-Annually)		**Resources:** Agendas, sign-in sheets, findings to be communicated to campus administration;

5	**Action:** Coordinate with local law enforcement, EMS, and jurisdiction agencies to familiarize with the layout of district facilities. **Needs:** C2; G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Calendars and required documentation will be collected periodically by the district's safety coordinator	**Ongoing Evaluation Method:** Monthly reviews by the safety coordinator of required documentation are conducted	**Final Evaluation Method:** A review of all collected documentation and process will be reviewed and refined for the following year.
	Timeline: 8/1/2019 - 7/1/2020 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation.;

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

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

1	**Action:** The SHAC (School Health Advisory Council) will conduct quarterly meetings. **Needs:** C2; F2; G2;	**Person(s) Responsible:** District Nurse, Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda and minutes along with sign-in sheets from each quarterly meeting are available	**Ongoing Evaluation Method:** Quarterly progress monitoring by the CI&SS Asst Supt will be conducted	**Final Evaluation Method:** Surveys will be provided to each participant reviewed at the end of the school year for feedback to the DWAC
	Timeline: 9/26/2019 - 4/24/2020 (Every 9 weeks)		**Resources:** HS Library, projector, handouts, agenda, and sign-in sheets Meetings are scheduled quarterly and posted on the district website;

2	**Action:** Our counselors and social workers will collaborate to address suicide prevention, conflict resolution, and violence prevention. **Needs:** A2; A3;	**Person(s) Responsible:** Guidance & Counseling Coordinator	**Funding/FTEs:**
	Evidence of Implementation: Agenda and feedback available via the Guidance & Counseling Coordinator	**Ongoing Evaluation Method:** Quarterly monitoring and feedback to CI&SS Asst Supt via G&C Coordinator	**Final Evaluation Method:** Data collected by counselors and social workers will be reviewed, analyzed and shared for a comprehensive needs assessment to determine actions necessary for the following year.
	Timeline: 9/1/2019 - 6/1/2020 (Daily)		**Resources:** Agenda, timelines, and planning meetings; curriculum used;

3	**Action:** The student handbook will continue to define dating violence. **Needs:** A1; A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Handbook produced with required language	**Ongoing Evaluation Method:** Handbook will be available	**Final Evaluation Method:** Handbook will follow statute
	Timeline: 12/1/2019 - 8/1/2020 (Annually)		**Resources:** Handbook as provided by TASB;

4	**Action:** Pertinent to dating violence, safety planning will be addressed with the necessary personnel on enforcement of protective orders. **Needs:** A2; A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Planning and execution of plans will be logged	**Ongoing Evaluation Method:** Quarterly Progress Monitoring by the CI&SS Asst Supt or designee will be conducted	**Final Evaluation Method:** Feedback will be provided for the comprehensive needs to determine areas of refinement
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Agenda, planning, and timelines;

5	**Action:** Continue to include the policy addressing sexual abuse, sex trafficking, and other maltreatment of children in the student handbook. **Needs:** A3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Policy available for review	**Ongoing Evaluation Method:** Policy available	**Final Evaluation Method:** Policy available and updated as dictated by statute
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Planning and timelines;

6	**Action:** Pertinent to sexual abuse awareness and prevention, training will be offered to staff, student, and parents. Within these pieces of training, we will include actions that a child who is a victim should take to obtain assistance and intervention; and the available counseling options for students affected. **Needs:** A1; C2; C4; G1; G2; G3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Training presentation is available	**Ongoing Evaluation Method:** Quarterly progress monitoring by CI&SS Asst Supt or designee	**Final Evaluation Method:** Review of statute and staff feedback will be reviewed and considered
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** planning agendas and timelines;

7	**Action:** Pertinent to sexual abuse and sex trafficking, MVISD will reach out to law enforcement or other entities that provide expertise in prevention and referral protocols. **Needs:** A1; C2; C4; G1; G2; G3;	**Person(s) Responsible:** CI&SS Asst Supt and Guidance & Counseling Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agenda, sign-in sheet and training presentation are available.	**Ongoing Evaluation Method:** Quarterly progress monitoring will be conducted by the CI&SS Asst Supt or designee.	**Final Evaluation Method:** Statute and faculty feedback will be reviewed and adjusted as necessary
	Timeline: 9/1/2019 - 7/1/2020 (Annually)		**Resources:** Agenda, planning, and timelines;

8	**Action:** MVISD will continue to offer pregnancy-related services to our students. The guidelines and support services available to our students may be found in the district website under the Federal Programs Department. **Needs:** A6;	**Person(s) Responsible:** Campus administration, campus nurse, counselor, social worker, and Federal Programs personnel	**Funding/FTEs:**
	Evidence of Implementation: Log of students served and documented forms	**Ongoing Evaluation Method:** Periodic visits to the nurse while the student is on campus; weekly visits once students deliver the child.	**Final Evaluation Method:** Continue to review the process and track the students to make sure they are on track for graduation.
	Timeline: 7/1/2019 - 7/1/2020 (Daily)		**Resources:** Forms, doctor's notes, plans, schedule reviews, homebound services as needed;

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

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

1	**Action:** The district EOP (Emergency Operations Plan) will list the preparedness drills and frequency. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly Progress Monitoring will be conducted by the CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/1/2019 - 7/1/2020 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation. Refer to the Texas School Safety Center on the 5 recommended drills and timelines.;

2	**Action:** Provide annual training to all stakeholders on the campus/district's emergency response practices by completing appropriate training in the National Incident Management System (NIMS) and Incident Command System (ICS). **Needs:** G1; G2; G3;	**Person(s) Responsible:** Central Office administration, maintenance and operations departments, and Campus adminsitration	**Funding/FTEs:**
	Evidence of Implementation: Training presentations available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/15/2019 - 6/1/2020 (Annually)		**Resources:** Scheduled times to meet; agendas, sign-in sheets, evaluation;

3	**Action:** Provide active shooter training for each campus. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and District Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and documented drills are available	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 8/1/2019 - 6/1/2020 (Annually)		**Resources:** Planning, agendas, and minutes;

4	**Action:** District and campus leadership attendance of Texas State School Safety workshops in emergency preparedness such as emergency response and reunification. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and Campus Administration	**Funding/FTEs:**
	Evidence of Implementation: Timelines and certifications of attendance are available	**Ongoing Evaluation Method:** Quarterly Progress monitoring	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 7/1/2019 - 7/1/2020 (On-going)		**Resources:** Planning, agendas, and minutes;

5	**Action:** Encourage campus student leaders (middle/high school) to attend Texas School Safety Center's Youth Preparedness Camp to create a culture of preparedness among students. **Needs:** G1; G2; G3;	**Person(s) Responsible:** Safety Coordinator and Campus administration	**Funding/FTEs:**
	Evidence of Implementation: Agendas and planning timelines	**Ongoing Evaluation Method:** Quarterly progress monitoring completed by CI&SS Asst Supt or designee	**Final Evaluation Method:** Reports will be available and data provided for the comprehensive needs assessment to address areas of growth and identified in the DIP as appropriate or necessary.
	Timeline: 12/1/2019 - 7/1/2020 (Annually)		**Resources:** Planning and timelines;

Funding		
Bilingual/ELL		
Career & Technology Funds		
Local Funds		
Carl-Perkins Title IPartC	$33,691.00	
State Comp Ed Funds	$2,427,000.00	21.00 FTEs
Special Ed Funds		
Title I, Part A Funds	$11,100.00	4.00 FTEs
Title II, Part A Funds	$82,100.00	
Title III, Part A Funds	$4,399.00	
Title IV, Part A Funds	$5,500.00	
Tx Educ for Children Homeless Youth	$9,500.00	

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION

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

THE STATE OF TEXAS PUBLIC EDUCATION ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

MVISD