

Raymondville Independent School District

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Raymondville ISD, in collaboration with the greater Raymondville community, will educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning.

Vision

Raymondville ISD will empower students to be life-long learners, successful individuals, and contributing members of the global community.

Core Beliefs

Respect

Integrity

Commitment

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- Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential. 14
- Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff. 52
- Goal 3: GRADUATION RATE - Raymondville I.S.D. will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success. 65
- Goal 4: COMMUNITY INVOLVEMENT -Raymondville I.S.D. will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement. 68
- Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Raymondville I.S.D. will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students. 71
- Goal 6: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance. 77

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

All Raymondville ISD campuses operate as a Title I School-Wide Program. For the 2020-2021 school year, RISD has chosen to use the Transferability option to transfer/coordinate Title II and Title IV funds to the Title I School-Wide Program.

Demographics

Demographics Summary

Raymondville Independent School District is home to 2,050 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). As reported in the 2018-2019 TAPR the district employed 150 teachers, 31.7 professional support staff, 9 campus administrators, 6.9 central administrators, 51.6 educational aids, 92.6 auxiliary staff, for a total staff count of 341.9. The turnover rate dropped from 13.6% in 2017-18 to 12.7% in 2018-19. As reported on the PEIMS Fall Snapshot for 2018-2019, the student population includes; Hispanic 98.2%, White 1.15%, African American 0.10%, Asian 0.10%, Hawaiian/Pac Island 0.05%, other 0.19%, Economically Disadvantaged 89.6%, Limited English Proficient (LEP) 8.0%, At-Risk 58.43%, Migrant 8.05%, Career & Technology 24.3%, Gifted and Talented 6.94%, Special Education 8.96%. The attendance rate for PEIMS 2017-2018 school year was 93%. The drop-out rate in the 2017-2018 school year dropped to 0.8%.

Student Achievement

Student Achievement Summary

In the Spring of 2020, the Texas Education Agency cancelled state STAAR/EOC testing due to COVID-19. Results for the 2020-21 CNA will reference results from the 2019-2020 school year.

In 2018-2019, the Texas Accountability System rated campuses based on three domains, Domain 1: Student Achievement, Domain 2: School Progress, and Domain 3: Closing the Gaps. Based on the accountability ratings released by TEA in August 2019, Raymondville ISD earned an overall scaled score of 88 in all domains and earned a B rating. All campuses earned Met Standard. Raymondville Early College High School earned a Distinction Designation in Postsecondary Readiness. Pittman Elementary earned Distinction Designations in Reading, Math, Science, Academic Growth, Closing the Gap and Post Secondary Readiness. Myra Green Middle School earned Distinction Designations in Reading, Math, Closing the Gap and Post Secondary Readiness. Smith Elementary earned Distinction Designations in Science and Post Secondary Readiness. Raymondville ISD earned a Distinction Designation in Post Secondary Readiness. Smith Elementary and Myra Green Middle School were identified as needing additional target support in Domain 3. The Raymondville ISD graduation rate for Class of 2019 is at 82%.

To further address the academic achievement students in Reading and Math at the elementary level, RISD applied for and was awarded the Additional Days School Year (ADSY) and Math Innovation Zone/Blended Learning Grant (MIZ/BLGP). The need for ADSY will provided extended learning time through an additional 30 school days in the summer for students in grades PK-2nd at LC Smith Elementary. Students will have access to supplemental and enrichment Reading and Math opportunities. The MIZ/BLGP Grant provides students at LC Smith and Myra Green Middle School with targeted support in Math through the use of Imagine Learning web-based math program for grades K-8. In 2017-18 3rd grade STAAR Math, 73% of students achieved Approaches Grade Level, 41% achieved Meets Grade Level, and 16% achieved Masters Math. In 2018-19 student performance in Math STAAR showed a decrease of 1% on Approaches, a 3% decrease on Meets, and an increase on the Masters area.

District Culture and Climate

District Culture and Climate Summary

RISD campus themes reflect College and Career Readiness expectations set for the academic school year. RISD continues building on improving discipline management through the implementation of Positive Behavior Interventions and Supports (PBIS). This school year Character Strong will be implemented at all district campuses. The district police department ensures that student and staff safety is a priority and are visible at all campuses throughout the school day. This school year the Police Chief and 5 police officers are available to the district campuses. Guidance and counseling services focus on bullying, conflict resolution, dating resolution, gang awareness, and drug/alcohol awareness. Restorative discipline is being implemented at Myra Green Middle School. Raymondville High School houses the Health Coordinator(RN) and each campus has a nurse on staff to address health issues of students. All campuses will work on improving attendance through the use of varied incentives.

College and career readiness are a priority on the high school campus. RISD applied for and was awarded the following grants to support the CCMR for RISD high school students: 1. JET Grant, 2. PTECH Grant, 3. Technology Lending Grant, 4. Summer CTE Grant, and 5. Carl Perkins Reserve Grant. Students participating in these grant funded programs will increase their readiness to be successful in college and career pursuits upon graduation. These grant programs will work to increase RISD's CCMR Ready Graduates from 65.2% (2018-19 TAPR).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RISD has focused efforts on areas of need identified through the Comprehensive Needs Assessment and Student Achievement Data. Narrowing the focus of staff development will strengthen the efforts of campus and district administrators in communicating, monitoring and evaluating programs. The focus of staff development provided by the district will include job-embedded professional development in identified areas of need. Observation/assessment data indicates a need for training in the curriculum implementation, technology integration, formative assessment, differentiated instruction, and student engagement. In addition to focusing on targeted areas of need, the district has made a concerted effort to provide instructional coaching in areas of need. The district continues to provide on-site consultants in the area of English Language Arts for all campuses. Instructional coaching continues in the area of Reading, Math, Science, and Writing. The district provides online professional development opportunities through Texas Gateway. Early Childhood professional development continues through CLI Engage for PreKindergarten and Region I Early Childhood Specialist. Special Education professional development will be addressed through Wil-Cam Coop.

Blended Learning Grant provides professional development and coaching to implement the research-based blended learning model and improve the instructional capacity for teachers in the area of Mathematics for grades K-8. Additional professional development needs include the integration of remote learning and instructional technology strategies to engage students during remote learning sessions. Teachers need professional development and training on the effective use of web-based instructional and assessment resources.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

RISD uses the TEKS Resource System curriculum, other curriculum resources and SpringBoard for secondary ELAR. Teachers are allowed to attend six-week TEKS Resource System planning workshops. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities. Teachers will be expected to utilize common assessments provided through the use of TEKS Resource System, TX Bank One item bank, Euphoria, and TAG through Region One. Grades 3, 4 and 5 will utilize common assessments created by Forde-Ferrier in Reading, Writing, and Science. 3-week common assessments will be utilized to monitor student progress. In addition to the district curriculum, Footsteps2Brilliance is an online early literacy program for grades Pre-K through 3rd available in the classroom and throughout the community; Edgenuity is used by the high school and the alternative campus for credit recovery purposes. Edgenuity also provides intervention programs for middle school and high school. Renaissance Learning is used district-wide as a universal screener for mathematics and reading. TPRI/Tejas LEE is used at the elementary campuses for grades K-3 as the universal screener for reading. CLI Engage is used for PK Progress Monitoring. Renaissance Learning includes STAR Reading and Accelerated Reader and is used by all campuses; Education Galaxy, web-based adaptive technology is being used at Pittman elementary; iStation and Imagine Math, web-based adaptive technology is being used at Smith Elementary. DMAC is used by all teachers and administrators to disaggregate state assessment data as well as district benchmarks and common assessments. Lead4ward Accountability Connect is used by administrators to disaggregate data. All campuses identified the need to focus on instructional strategies and student engagement. District-wide implementation of the Effective Instructional Framework, Fundamental 5 framework, and Foundation Trinity continue this school year. This year the High-Quality PK Grant expectations will continue to be used in PK. CLI Engage in professional development opportunities for PK teachers and paraprofessionals will be utilized. Raymondville Early College High School has staff that teaches dual enrollment courses in Math and English. Raymondville Early College High School in partnership with TAMUK, Beeville Community College and TSC will offer students the opportunity to earn college credit before graduating from high school. CTE certifications being offered at Raymondville High are Certified Nurse's Assistant, Licensed Vocational Nurse, Security Services, NCCER Welding and Carpentry, American Welding Society, Informative Technology and CompTIA. Advancement Via Independent Determination (AVID) is being offered at Myra Green Middle School and Raymondville Early College High School is preparing students with college and career readiness skills.

With the district-wide implementation of remote learning, teachers are in need of instructional web-based resources to support the district's current curriculum, instruction, and assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Due to COVID-19, parent meetings and events will be available virtually through Google Meets. Timely information for parents will be updated frequently and posted on the district's website and through social media. All campuses host various parent nights (Meet the Teacher, Open House, and different academic nights). The district conduct parent conferences and will be using a district parent needs assessment to identify the areas of interest. Communication to parents will occur via district/campus web pages, social media, newsletters, phone calls and emails. The Pre Kindergarten High-Quality Grant Family Engagement Plan will continue to be implemented this coming year. Elementary campuses have implemented Parent Teacher Organizations. Campuses are encouraged to provide parent informational meetings throughout the school year. The Annual Title I Meeting will provide information about the Title I program to parents and family members. Parents will be surveyed at the end of the school year to evaluate the Title I parent and family engagement program. Migrant families will be invited to participate in the Parent Advisory Committee.

District Context and Organization

District Context and Organization Summary

RISD is made up of five campuses. L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville High School (9-12), and Raymondville Options Academic Academy (9-12). PK 3 is offered at both elementary campuses to frontload our early literacy programs. Raymondville ISD is beginning the 6th year of offering full-day Pre-K 4 to better address student academic needs. The district partners with Blooming Day Care and Headstart by providing access to a classroom at Pittman and Smith Elementary for the PK 3 program. Each campus has a site-based decision-making team to advise the administration. New teachers are supported at the district-level with a 3-day New Teacher Orientation. Each campus provides breakfast in the classroom and all have a 30-minute lunch break.

RISD has an economically disadvantaged rate of 88% and provides free breakfast and lunch to all students under the Community Eligibility Provision (CEP). The cafeteria system will offer supper to all students after school. Both elementary campuses start at 8:00 a.m. and end at 3:30 p.m. The middle school starts school at 8:00 a.m. and ends at 3:50 p.m. The high school starts school at 8:00 a.m. and ends at 4:17 p.m. Raymondville Options Academic Academy starts school at 8:00 a.m. and ends at 4:17 p.m.

Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. ROAA will also serve at-risk 8th graders at their campus.

Grades PK-2 are self-contained while grades 2 -5 are either teams or departmentalized depending on the needs of the students and certifications of staff. Each elementary campus has one assistant principal and one counselor. The elementary campuses have extended their instructional day to include grade and/or department level meetings for staff planning and intervention time for students. The middle school has a principal, one assistant principal, and two counselors.

The high school has a principal, two assistant principals, two counselors, and a college and career readiness coordinator. The alternative high school has a principal and counselor. Students identified as limited English proficient at the elementary campus are provided services by certified ESL teachers. Students identified as needing special education support at all campuses are provided services through Wil-Cam Coop. Each campus houses services for self-contained behavior unit, self-contained basic/life skills unit, resource classes, and inclusion. Migrant students at the elementary school are provided services through a pull-out migrant lab utilizing Plato Edmentum, Reading Eggs and Education City for mathematics and reading. Students identified as limited Language proficient at Myra Green Middle School are provided services by an ESL teacher and Sheltered Instruction. Students identified as limited Language proficient at Raymondville High School and Raymondville Options Academic Academy are provided services through Sheltered Instruction and an ESL teacher. At the secondary level, students identified as needing special education supports are provided services through inclusion and basic/life skills. Students identified as needing Dyslexia services are pulled out by a certified teacher trained in the Take Flight Program. Migrant students at Myra Green Middle School are provided services through the migrant lab utilizing the Plato Edmentum courseware. Migrant students at Raymondville High School are provided services through Instructional Camps and a migrant lab utilizing Plato Edmentum software.

Technology

Technology Summary

Due to COVID-19 school closures, RISD implemented remote learning district-wide to ensure instructional continuity throughout the school year. There is a need to ensure that each student has access to a technology device i.e. laptop or digital tablet with applicable software and internet access or wifi hotspot. The district has an Instructional Technology Coordinator/Webmaster, Network Administrator and 1 Computer Technician that oversees technology at five campuses, Wil-Cam, Police Department, Maintenance/Transportation and Central Office. All professional staff received a MacBook Air in 2019 - 2020 school year. The district will provide Pre-K 3 - 2nd classrooms with iPads for classroom instructional use. 3rd - 5th-grade classrooms have access to Chromebooks and Computers on Wheels. Secondary campuses have iPads, Mac Books and Chromebooks that have been assigned or checked out through the media specialist. Selected classrooms utilize Interactive AVER panels for instructional purposes. RISD is committed to providing a coordinated effort in the integration of technology at all campuses. Each campus has representatives on the District Instructional Technology Team. Blended learning is implemented at the elementary campuses. All district classrooms will be equipped with ceiling-mounted projectors by 2022. Raymondville High School will provide the following technology application courses: Computer Maintenance I, Principles of Information Technology, Networking, Printing Imaging Technology and Digital Media, Networking and Practicum and Audio Video Productions I and II. RISD staff will review the Texas STaR Chart survey and will utilize the Star Chart to focus on strengthening the four key areas: Teaching and Learning (TL), Educator Preparation and Development (EP), Leadership, Administration and Instructional Support (L) to improve the level of technology integration to ensure the best possible teaching and learning for all students. Today's students need technology to be active and productive learners in the 21st Century. Teachers must assist students by incorporating technology into their instruction. This will only be possible with support and training by the district and campus technology staff. Currently, the district has 12 Google Certified Educators Level 1, 3 Google Certified Educators Level 2 and 23 Apple Certified Educators. The district hosted the 5th annual iTech Day with the focus being technology integration in the classroom.

RISD has applied for Pearson VUE Testing Center to meet the industry based certifications for high school students. Teachers and staff need professional development on effective use of implementing best-practices for remote learning/teaching. The district was awarded the Technology Lending Grant to support the dual credit and advanced placement courses for RISD's high school students. Students have access to a technology device and wifi hotspot to participate and engage in web-based courses to meet CCMR requirements.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data




Student Data: Assessments







- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8










Goals










Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.










Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2021, the district will meet or exceed the state performance standard in the State Accountability System.










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a professional development plan that includes on-site professional development that will support identified areas of need for each campus to improve student achievement. Forde-Ferrier-Classroom modeling strategies; Writing, Reading, & Science, Region I instructional coaching, Small Group Instruction, Secondary Lead4ward Reading/Writing Academy, etc.</p> <p>Strategy's Expected Result/Impact: Certificates Increase student achievement Implementation of programs of learning Instructional coaching in content areas</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Region 1, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - \$9,000, - 199 - GENERAL FUND - \$140,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$46,420</p>	Formative		
	Nov	Jan	May
			







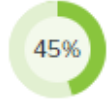


Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Professional Learning Communities at all grade levels to include, but not limited to, common planning periods for job-embedded staff development and will include professional development courses and the use of online instructional materials. CLI Engage, Texas Gateway</p> <p>Strategy's Expected Result/Impact: Master Schedule at Secondary Minutes of Meeting Horizontal alignment Vertical alignment</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the TEKS Resource System in all core content areas to ensure alignment in curriculum, instruction and assessment. Curriculum Mapping (YAGs, IFDs, VADs, assessment generator, Eduphoria, and TX ONE Item Bank) Implement 3 week common assessments in the core areas to monitor student achievement. Teacher created and Forde-Ferrier checkpoints</p> <p>Strategy's Expected Result/Impact: Walkthrough documentation DMAC Curriculum Maps Lesson plans Assessments (Six Weeks, Benchmark) 3 week checkpoints</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,724, - 212 - TITLE I, PART C-MIGRANT, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 263 - TITLE III, PART A-LEP - \$10,733, - 199 - GENERAL FUND - \$4,600</p>	Formative		
	Nov	Jan	May
			




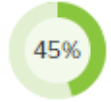






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to implement and monitor the RtI plan as recommended by ESC I and continue to utilize universal screeners to identify student deficiencies for targeted interventions. Utilize Bulding RTI (https://buildingrti.utexas.org/), RtI District Committee</p> <p>Strategy's Expected Result/Impact: RtI plan Cutpoints Meeting agendas and sign- in sheets Class results. BME 2 Week Monitoring Online Student Monitoring</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Coordinator, Librarian, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,043, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement district/campus data meetings that will utilize DMAC, TAPR, TANGO, CLI Engage, RenLearn, Lead4ward and PBMAS data reports.</p> <p>Strategy's Expected Result/Impact: Agenda and minutes, Reports Reflection</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Librarian, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND - \$2,000</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implement Phonics Toolkit in Grades K-3 that will build elementary students' reading abilities.</p> <p>Strategy's Expected Result/Impact: Pre-test, Post-test, LMB, Consultant observations, Reading interventions,</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND - \$0</p>	Formative		
	Nov	Jan	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Improve achievement in elementary and secondary math through TRS, professional development, instructional coaching, software programs and use of manipulatives.</p> <p>Strategy's Expected Result/Impact: Classroom observations, increase in STAAR/EOC results. Sharon Wells/Pearlized Math Region One TRS Math, Science, Reading, & Writing</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$12,600, - 199 - GENERAL FUND, - Blended Learning Grant - \$100,000, - Additional Days School Year Grant - \$100,000, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - \$25,000, - State Comp</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Writing Workshop in all elementary and secondary classrooms. Forde-Ferrier Writing, Lead4ward Reading Writing Academy, etc.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR / TELPAS achievement results, Samples of student writing Forde-Ferrier Writing strategies</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I and teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Improve achievement in elementary and middle school science through the use of TRS, Region I and Forde-Ferrier instructional coaching, professional development and STEMscopes.</p> <p>Strategy's Expected Result/Impact: Increase STAAR achievement results TRS @ Region One Classroom Observations Forde-Ferrier Instructional Strategies</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Jan	May
			

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Implement full day PK 4 High Quality Grant components and half-day PK 3 at both elementary campuses. Support staff with professional development and instructional coaching.</p> <p>Strategy's Expected Result/Impact: Class Schedules Screeners BOY, MOY EOY Assessment Observations</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum and Instruction, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - GENERAL FUND - \$3,600</p>	Formative		
	Nov	Jan	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Implement and monitor Foundation Trinity, Fundamental 5 framework, Quality Questioning and Effective Schools Framework in elementary and secondary classrooms.(Vision 2020)</p> <p>Strategy's Expected Result/Impact: Walkthroughs, Student engagement, 3 week common assessments</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Curriculum and Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Jan	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Provide intensive programs of instruction and accelerated instruction for students that do not perform satisfactorily on state assessments and in K-3rd and 7th grade diagnostic reading assessments. Utilize Reading by Design as dyslexia program and identify students that need services through diagnostic reading assessments.</p> <p>Strategy's Expected Result/Impact: Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Schedules Passing results</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors, Dyslexia Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Comp, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL</p>	Formative		
	Nov	Jan	May
			










Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Ensure that alternative programs, services, and pre-referral interventions(such as RTI, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education.</p> <p>Strategy's Expected Result/Impact: RTI Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Campus RTI Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ</p>	Formative		
	Nov	Jan	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Provide RTI training to all members of the committee at all campuses to ensure implementation of guidelines and procedures.</p> <p>Strategy's Expected Result/Impact: Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: RTI Campus Committee will share and document activities and/or strategies through grade level department and faculty meetings.</p> <p>DMAC - RtI program</p> <p>Strategy's Expected Result/Impact: Sign in and Agendas Individualized plans for students</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			




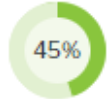








Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Improve achievement in middle school social studies and high school US History through the use of TRS, instructional coaching and professional development.</p> <p>Strategy's Expected Result/Impact: Increase STAAR achievement results TRS @ Region One Classroom Observations</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND - \$3,000</p>	Formative		
	Nov	Jan	May
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: Implement Early College High School/PTECH Model that will offer dual credit to students working with an IHE partner, and offer student supports.</p> <p>Strategy's Expected Result/Impact: Graduation Rates Course completions Increase of student enrollment</p> <p>Staff Responsible for Monitoring: RECHS Principal, Assistant Principals, Counselors, Teachers, IHE, Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - PTECH Grant - \$125,000, - Technology Lending Grant - \$47,000</p>	Formative		
	Nov	Jan	May
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Implement and monitor AVID at secondary campuses. School wide implementation of WICOR strategies. (Vision 2020)</p> <p>Strategy's Expected Result/Impact: Graduation Rates Increase Student Achievement College and Career Ready</p> <p>Staff Responsible for Monitoring: AVID District Director, RECHS Principal, MGMS Principal, AVID Elective Teachers, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 428 - HIGH SCHOOL ALLOTMENT - \$10,000</p>	Formative		
	Nov	Jan	May
			









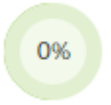




Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Implement district-wide instructional technology integration for COVID-19 school closures to provide instructional continuity during school closures. Support Migrant students with access to enhanced technology for continuity of course work during travel for migrant work.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers, District Administrators</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT - \$120,000, - Technology Lending Grant - \$47,000, - 199 - GENERAL FUND, - 410 - INSTRUCTIONAL MATERIALS ALLOTMENT</p>	Formative		
	Nov	Jan	May
			
Strategy 20 Details	Formative Reviews		
<p>Strategy 20: Implement tutoring and academic and non-academic intervention support services for students at-risk of falling behind in core content areas.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 265-Title IV, - State Comp, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:1.2 By the spring of 2021, students served in special education will meet or exceed the state accountability standards, and will improve by 10% each area rated PL 3 or 4 in 2021 Results Driven Accountability







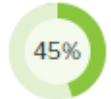


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations.</p> <p>Strategy's Expected Result/Impact: ARD minutes and forms, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Curriculum & Instruction, Principal, Special Ed Director, Teacher(s)</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain documentation TO ENSURE that teachers are using accommodations and modifications in instruction for students receiving special education services as specified in the IEPs.</p> <p>Strategy's Expected Result/Impact: Receipt of Modifications and IEP's</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Coordinate between Special Education teachers and regular education teachers to ensure that special education students are receiving the appropriate instruction as per the IEP.</p> <p>Strategy's Expected Result/Impact: Coordination folder signatures, Lesson plans, Master Schedule (High School)</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Department Heads, Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP - \$14,519, - 166 - PI 23 SPECIAL EDUCATION - \$638,000</p>	Formative		
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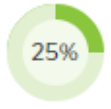
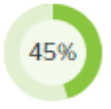

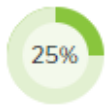
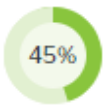
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide staff development regarding Federal and State guidelines pertaining to special education; referral process, time-lines for completion of initial evaluation and re- evaluations accommodations, modifications, ARD Decision-making Committee Training for the Texas Assessment Program, and Confidentiality.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheet, decrease in special ed referrals, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Special Ed Director, Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION - \$18,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Child Find awareness and activities to parents and community.</p> <ul style="list-style-type: none"> -District/Campus Parent Meetings -District Web-site -Local Newspaper -District Newspaper <p>Strategy's Expected Result/Impact: Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening</p> <p>Staff Responsible for Monitoring: Special Ed Director, Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System and ensure consistency in their implementation.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheets</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Develop transition plans for identified special education students on or by age 14.</p> <p>Strategy's Expected Result/Impact: Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan</p> <p>Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			


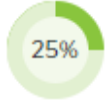


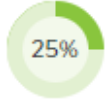
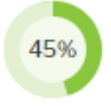

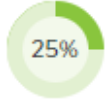


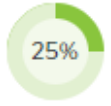

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide staff development on differentiation on instruction for special education students in inclusion.</p> <p>Strategy's Expected Result/Impact: Improved instruction for students identified in special education that receive their instruction in general education.</p> <p>Staff Responsible for Monitoring: Special Education Director, Wil-Cam Staff, Principals, and teachers</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION - \$18,000, - 166 - PI 23 SPECIAL EDUCATION - 23</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Recruit, retain and monitor effective instructional staff and propose the Teacher Incentive Allotment for Cohort D.</p> <p>Strategy's Expected Result/Impact: More effective staff will improve instruction, and increase student learning</p> <p>Staff Responsible for Monitoring: Principal, DCSI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Results Driven Accountability - Equity Plan</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide an opportunity for teachers to participate in the National Board Teacher Certification training program through the National Board Teacher Certification grant.</p> <p>Strategy's Expected Result/Impact: More effective staff will improve instruction and increase student learning</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principals, C&I Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:1.3 By the spring of 2021, students served in the CTE program will meet or exceed federal and state accountability standards and increase the number of students enrolled in CTE certification courses.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Involve community and business members in promoting academic success.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), CTE teacher(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Deputy Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate and document technology integration in lessons and lesson plans.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Lesson plans</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND, - JET Grant - \$197,150</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate CTE programs on a yearly basis to determine updates and changes.</p> <p>Strategy's Expected Result/Impact: Evaluation reports</p> <p>Staff Responsible for Monitoring: Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Performance measures for CTE students will meet the statewide target in mathematics to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: EOC results, Student achievement results</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Teacher(s), Deputy Superintendent, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$5,000</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Performance measures for CTE students will meet the statewide target in reading/language arts to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: ELA, Student achievement results</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Teacher(s), Deputy Superintendent, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$5,000</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Performance measures for CTE students will meet statewide target in secondary school completion to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: Completion rates for CTE</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Deputy Superintendent, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$5,000</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Performance measures for CTE students will meet the statewide target in student graduation rate to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: Performance measures</p> <p>Staff Responsible for Monitoring: Principal, Counselor(s), teachers, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$5,000</p>	Formative		
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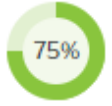
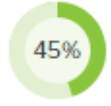





Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Performance measures for CTE students will meet the statewide target in Technical Skill Attainment to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: Student achievement results</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$10,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Performance measures for CTE students will meet the statewide target in Secondary placement to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: Student achievement results</p> <p>Staff Responsible for Monitoring: Principal, Counselor(s), teachers</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Performance measures for CTE students will meet the statewide target in Non-traditional participation to improve CTE students performance.</p> <p>Strategy's Expected Result/Impact: Student schedules</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Teacher(s), Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Performance measures for CTE students will meet the statewide target in Non-traditional completion to improve CTE students performance.</p> <p>Strategy's Expected Result/Impact: Student schedules, final course grade</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Teacher(s), Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT</p>	Formative		
	Nov	Jan	May
			













Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Create a district timeline (PK-12) to begin college readiness and career development activities, including career fairs. (CC Spark, Xello)</p> <p>Strategy's Expected Result/Impact: Career Inventory Reports, Flyers, Letters of Participation, Community Participation, Calendars.</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: CTE Students will have the opportunity to receive certifications and/or licenses from approved programs or educational sites such as but not limited to RHS and TSTC.</p> <p>Strategy's Expected Result/Impact: CBC Enrollment, Certificates, number of certifications received by students</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$8,000, - PTECH Grant - \$50,000, - Summer CTE Grant - \$25,000</p>	Formative		
	Nov	Jan	May
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Administrators will get involved in RGV Lead activities.</p> <p>Strategy's Expected Result/Impact: Agendas, Meetings, e-mail</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Utilize a Career Inventory Assessment to help students identify career pathways. (CC Spark, Xello)</p> <p>Strategy's Expected Result/Impact: Student profiles and reports</p> <p>Staff Responsible for Monitoring: CTE teacher(s), Federal/Special Programs Director, Principal</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			














Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2021, students served in the ESL program will meet or exceed the federal and state accountability standards.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a professional development plan that addresses the needs of ELLs as identified by STAAR/EOC and TELPAS results. (See Professional Development Plan) Instructional Coaching RDA (Results Driven Accountability)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Agendas Student Achievement Observations</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Department Heads, District Testing Coordinator, Instructional Coordinator, LPAC Administrator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure implementation of ELPS in every classroom in which ELL students are served. RDA</p> <p>Strategy's Expected Result/Impact: Walkthrough observation, Language/content objectives</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Coordinator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct informational meetings for parents to discuss benefits of ESL program.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Agendas, decrease in parent denials. Increase parent/community involvement.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, ESL Coordinator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Increase percentage of students yearly making progress in learning English by providing targeted interventions, learning opportunities and supplemental software. RDA</p> <p>Strategy's Expected Result/Impact: TELPAS reports, OLPT results, Exit /Reclassification from ESL program, TPRI/CLI, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP - \$14,519, - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure implementation of ESL strategies in the core subjects through the use of the Sheltered Instruction model at elementary/secondary campuses. Vision 2020 RDA</p> <p>Strategy's Expected Result/Impact: Walkthrough observations, TELPAS reports, number that exit/reclassify the program</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: ESL teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for ELL students. RDA</p> <p>Strategy's Expected Result/Impact: Student Instructional Plan, Progress Reports, Coordination Reviews, Sign-in sheet, Agendas, progress report /report card, increase student achievement, TELPAS/STAAR/EOC DMAC-LPAC, CLI reports.</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
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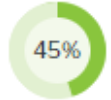


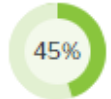





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Monitor classroom implementation of ESL strategies.</p> <p>Strategy's Expected Result/Impact: Walkthrough observation, class schedule, lesson plans.</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), LPAC Administrator, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Review and monitor ELL student's academic performance and factors affecting their performance towards meeting graduation requirements beginning their freshmen year and thereafter.</p> <p>RDA</p> <p>Strategy's Expected Result/Impact: PGP, TELPAS, STAAR/EOC ESL Coordination Reviews</p> <p>Staff Responsible for Monitoring: Principal, Counselor(s), LPAC Coordinator, LPAC committee</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Conduct folder audit of all ELL student cumulative folders to ensure all documents meet compliance.</p> <p>Strategy's Expected Result/Impact: ESL documentation is in order in student record folder.</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principals, Curriculum & Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Conduct ESL classroom observations to determine program needs.</p> <p>RDA</p> <p>Strategy's Expected Result/Impact: Increase student engagement and achievement through Instructional modeling/coaching.</p> <p>Staff Responsible for Monitoring: Principal, and Curriculum and Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Nov	Jan	May
			







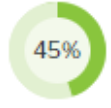


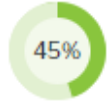






Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Continue DMAC- ELL data platform to facilitate the LPAC processes and procedures through teacher collaboration at each campus. RDA</p> <p>Strategy's Expected Result/Impact: BOY, MOY and EOY LPAC report 3 week coordination review report ELL LPAC report 3 Week Bilingual Committee reviews. CLI, TPRI</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), LPAC Coordinator, Curriculum and Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP</p>	Formative		
	Nov	Jan	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Implement ESL Writing practice e-portfolios to address TELPAS writing.</p> <p>Strategy's Expected Result/Impact: Student weekly Writing Samples</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, LPAC coordinator, Curriculum and Instruction</p>	Formative		
	Nov	Jan	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Implement ELL support for secondary students in need of additional instruction of academic language.</p> <p>Strategy's Expected Result/Impact: Student rosters, sign in/out forms, and progress reports.</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Assistant Principals, LPAC Coordinator, Curriculum and Instruction</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
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Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2021, there will be an increase of 15% in the number of students participating in Advanced Academics.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: . Continue the required Advanced Academic programs to include: -Elementary/Differentiated Instruction/ Pull out -Texas Performance Standards -Honors/AP classes in the core areas -Concurrent/Dual Enrollment -Duke University Talent Identification. AVID Early College High School GT, TSI</p> <p>Strategy's Expected Result/Impact: Class roster, schedule, transcripts, TSI, SAT/ACT/AP Exams, GT Project in May Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - \$47,000, - 161 - PI 21- GIFTED & TALENTED, - PTECH Grant - \$125,000, - Summer CTE Grant - \$50,000</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure that all special populations have access to G/T identification process and services.</p> <p>Strategy's Expected Result/Impact: PEIMS report, student schedule Policy On-line</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Curriculum & Instruction, Principal, Teacher(s)</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			










Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate GT program annually and use data for modifications to the district and campus improvement plans.</p> <p>Strategy's Expected Result/Impact: Survey evaluation results, changes to CIP/DIP</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide new G/T teachers the initial 30 hour staff development in G/T education and provide a minimum of 6 hours annually in gifted education for G/T teachers providing the service to students.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Principal, Teacher(s)</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide new administrators and new counselors 6 hours of staff development on the nature and needs of G/T students and on the program options.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website.</p> <p>Strategy's Expected Result/Impact: Agenda, sign-in sheet, end of year survey</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			







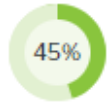

Strategy 7 Details	Formative Reviews		
Strategy 7: Campuses will identify staff needing required GT training on an annual basis. Strategy's Expected Result/Impact: Certificate of Completion Staff Responsible for Monitoring: Principal Funding Sources: - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review Strategy's Expected Result/Impact: Progress Report, Committee meeting Staff Responsible for Monitoring: AP teachers, Assistant Principal(s), Counselor(s), Principal Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Assess all kindergarten students with a screener that will identify need for GT assessments for identification. Strategy's Expected Result/Impact: Identified GT students Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Kinder Teachers	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide identified Gifted & Talented students the opportunity to attend training sessions at Region One ESC Strategy's Expected Result/Impact: Sign-in sheet, student product Staff Responsible for Monitoring: Curriculum & Instruction, Campus Principal, Teacher(s), Assistant Principal(s)	Formative		
	Nov	Jan	May
			
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Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE:1.6 By the end of the 2021 school year, there will be an increase in the integration of technology tools and resources.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve network dependability and security to facilitate emerging technologies including but not limited to intercom systems, Wi-Fi, content filtering, battery backups, generator, cyber security, increase Bandwidth.</p> <p>Strategy's Expected Result/Impact: Network accessibility</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, District Technology Committee, Network Administrator</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - eRate - \$12,000, - Technology Lending Grant - \$47,000</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Skyward Program capabilities to maintain district data.</p> <p>Strategy's Expected Result/Impact: Reports</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, PEIMS Coordinator, Network Administrator, Instructional Technology Coordinator</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Maintain and update technology/hardware to support campus instructional programs including but not limited to:</p> <ul style="list-style-type: none"> -computer/MacBooks for students and professional staff via purchase or lease. -mobile devices (iPads) -COW (computers on wheels) -distance learning/remote learning -interactive touch panels -Digital informational signage -STEM Programs <p>Strategy's Expected Result/Impact: Use of technology equipment, reports, requisitions completed</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Technology Coordinator, Network Administrator</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - \$47,000</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure that staff is afforded various opportunities to participate in technology professional development activities to improve teaching and learning. iTech Day, Teacher Survey, MegaByte, Region 1, TCEA (Texas Computer Education Association), ISTE (International Society for Technology in Education), UTech Conference and Region One Technology Conference, Google Educator training, TCCA (Technology Curriculum Conference of Aldine), STEM Summit</p> <p>Strategy's Expected Result/Impact: Teacher survey results Webinars Digital Badges and Certificate of Completion.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, District Technology Committee, Instructional Technology Coordinator, Principal, Network Administrator</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - \$9,000</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Complete an annual School Technology and Readiness.</p> <ul style="list-style-type: none"> -Teacher Survey <p>Strategy's Expected Result/Impact: Teacher Survey</p> <p>Staff Responsible for Monitoring: District Technology Committee, Principal, Teacher(s), Network Administrator, Instructional Technology Coordinator</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide staff development opportunities to support the integration of technology in the classroom. Megabyte, TCEA (Texas Computer Education Association), ISTE (International Society for Technology in Education), UTech Conference, Region One Technology Conference, Spring Extravaganza, TCCA (Technology Curriculum Conference of Aldine), TexQuest, Fall Media Conference</p> <p>Strategy's Expected Result/Impact: Support of technology integration, Digital Badges, certificate of completion</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Media Specialists, Principal, Teacher(s), Instructional Technology Coordinator, Network Specialist</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Integrate technology at campus level through the use of computer programs, on-line websites and other technologies.</p> <p>Strategy's Expected Result/Impact: Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Instructional Technology Coordinator, Media Specialist, Principal, Teacher(s), Network Administrator</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - Blended Learning Grant - \$100,000</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide online optional supplemental services through the Texas Virtual School Network for students in grades 9-12 for credit recovery, acceleration and/or Advanced Placement credit.</p> <p>Strategy's Expected Result/Impact: Option available as needed</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Principal, Network Administrator</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Participate in bi-annual Digital Citizenship activities and lessons designed to introduce digital citizenship concepts such as but not limited to: Internet safety and security, privacy, plagiarism, and cyberbullying. Students will practice ethical, legal, and responsible use of technology to assure online safety.</p>	Formative		
	Nov	Jan	May

CyberSafety Course
Common Sense
Be Internet Awesome
NetSmartz Kids

Strategy's Expected Result/Impact: Lesson Plans, certificate of completion, student/class digital citizenship contracts, and CyberSafety Course grades

Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Counselor(s), Network Administrator, Teacher(s)



No Progress

Accomplished








Continue/Modify













Discontinue







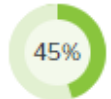





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



Performance Objective 7: ANNUAL PERFORMANCE OBJECTIVE: 1.7 A Priority for Service plan will be implemented to assist all Migrant students to close achievement gaps and reach academic success.

Evaluation Data Sources: STAAR/EOC, benchmarks, and TELPAS results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide monthly New Generation System Priority for Service Reports to campus principals.</p> <p>Strategy's Expected Result/Impact: Teacher receives list of reports Priority for Service</p> <p>Staff Responsible for Monitoring: New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Migrant students with access to technology resources and internet-enabled devices to complete tutorials or other instruction services for all Migrant students that will also allow students to maintain instructional continuity when traveling with Migrant parents for work.</p> <p>Strategy's Expected Result/Impact: Increase reading and math achievement</p> <p>Staff Responsible for Monitoring: Principal, teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT - \$120,000</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide quarterly meetings for parents of Priority for Service students.</p> <p>Strategy's Expected Result/Impact: Increase number of participating parents and increase communication Agenda Sign-in sheets</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			

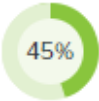











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide tutorials or other instruction services for Priority for Service students.</p> <p>Strategy's Expected Result/Impact: Increase in Progress Reports Assessments</p> <p>Staff Responsible for Monitoring: Principal, Teacher</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT - \$58,439</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: MEP staff will work cooperatively with the PEIMS staff to ensure accuracy of coding of migrant students.</p> <p>Strategy's Expected Result/Impact: Increase coordination between migrant NGS and PEIMS</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: MEP will document federal, state, and local academic programs that provide services to migrant Priority for Service students.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Participation</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk, Principal, Counselor, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The NGS PFS report will be used to give priority placement to the PFS students into MEP activities.</p> <p>Strategy's Expected Result/Impact: PFS report</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Principal, Counselor, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			

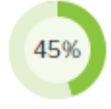





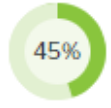


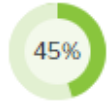


Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The academic progress of PFS students will be monitored to ensure that their academic needs are being met.</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Teacher, New Generation System Clerk, Teacher(s) and Principal</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Make home visits and /or conduct cluster meetings to update migrant parents of their children's academic progress.</p> <p>Strategy's Expected Result/Impact: Progress report Documentation Home Visit Log Follow up phone calls Attendance report</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Recruiter, Principal, Teacher</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Monitor Credit Accrual of Secondary Migrant Students.</p> <p>Strategy's Expected Result/Impact: Report cards and Credit Recovery Reports</p> <p>Staff Responsible for Monitoring: Counselor(s), New Generation System Clerk, Principal</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations.</p> <p>Strategy's Expected Result/Impact: Sign in sheets</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			







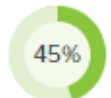


Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Secondary migrant students will be provided instructional assistance in core subject areas with the opportunity to gain the needed credit for graduation.</p> <p>Strategy's Expected Result/Impact: Credit Recovery Lab</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Ensure that PFS students receive priority access to social workers and community social service agencies.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Documentation of home visits Copies of referral forms</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Monitor priority of services students to ensure success. Assign to migrant lab for additional instructional support. Credit Recover Lab at the high school.</p> <p>Strategy's Expected Result/Impact: Migrant lab schedule Progress reports</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Migrant Recruiter, Migrant Teacher, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
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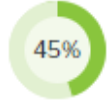








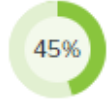


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Performance Objective 8: ANNUAL PERFORMANCE OBJECTIVE: 1.8 A plan will be implemented for Identification and Recruitment of migrant students eligible for MEP services.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Train Director, NGS Specialists, and Recruiter on identification and recruitment procedures. Strategy's Expected Result/Impact: Certificates of Completion Identification & recruitment of migrant students Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Attend Eligibility Review Training. Strategy's Expected Result/Impact: Certificate Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Attend NGS Training. Strategy's Expected Result/Impact: Certificate Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Meet with eligibility reviewers, recruiter and clerks to brainstorm and plan recruitment strategies to include in ID & R plan. Strategy's Expected Result/Impact: Revision to ID & R plan Minutes Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Disseminate and train on all forms, logs, etc. That will be used by MEP staff.</p> <p>Strategy's Expected Result/Impact: Meetings, Logs, sign-ins</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Assign recruiter, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth, including pre-school-aged children, and other state and federal agencies that serve migrant families.</p> <p>Strategy's Expected Result/Impact: Contact logs Assignment schedule</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollee (ages 0-21). Complete COEs as needed.</p> <p>Strategy's Expected Result/Impact: Contact Log</p> <p>Staff Responsible for Monitoring: Migrant Recruiter</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADS. Submit completed COE and COE supplemental documentation form to eligibility reviewer for review.</p> <p>Strategy's Expected Result/Impact: Completed COE documentation</p> <p>Staff Responsible for Monitoring: Migrant Recruiter</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			




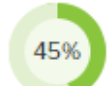





Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and supplemental documentation form to recruiter if additional information is needed. Submit to NGS terminal site after eligibility review is completed.</p> <p>Strategy's Expected Result/Impact: Completed COE documentation</p> <p>Staff Responsible for Monitoring: Migrant Recruiter, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p> <p>Strategy's Expected Result/Impact: COE Review Updates</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Make recruiter assignments for contacting growers within districts boundaries regarding hiring practices, crops and growing seasons.</p> <p>Strategy's Expected Result/Impact: Contact log with growers</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiter highlighting all areas/neighborhoods where migrant families reside.</p> <p>Strategy's Expected Result/Impact: Profiles Calendar Map</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System, Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			










Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Network with agencies that serve migrant families, TMC, Workforce.</p> <p>Strategy's Expected Result/Impact: Documentation of meeting</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Develop written procedures that outline ID&R quality control within the LEA and ESC.</p> <p>Strategy's Expected Result/Impact: Written procedures</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.</p> <p>Strategy's Expected Result/Impact: Copies of COE's</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Work with regional ESC to provide training support to MEP recruiter, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.</p> <p>Strategy's Expected Result/Impact: Certificates of training, Agenda, Sign-in sheets</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			




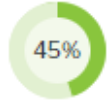


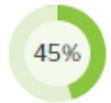


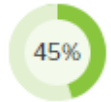


Strategy 17 Details	Formative Reviews		
<p>Strategy 17: Maintain updated active and inactive records. File COEs in alphabetical order by mother's current last name and retain records for seven years from the date eligibility ends.</p> <p>Strategy's Expected Result/Impact: Student files</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Validate eligibility through re-interview process according to instructions set forth by TEA.</p> <p>Strategy's Expected Result/Impact: Recruiter, Activity log of interview</p> <p>Staff Responsible for Monitoring: Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 19 Details	Formative Reviews		
<p>Strategy 19: Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p> <p>Strategy's Expected Result/Impact: PAC Meeting Agenda and minutes</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Parent Advisory Council, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 9: ANNUAL PERFORMANCE OBJECTIVE: 1.9 A plan will be implemented for required Migrant program activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplemental instruction will be conducted regarding extended-day EOC, STAAR tutorials (before school, after school, or on Saturdays to all migrant students grade 1-12 (K-12)</p> <p>Strategy's Expected Result/Impact: Sign-in logs</p> <p>Staff Responsible for Monitoring: Lab Manager, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instructional support by a teacher for Migrant Pre-K or Kindergarten students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.</p> <p>Strategy's Expected Result/Impact: Home Visit Logs, Pre-K, K Student progress reports</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental instructional support by a teacher for Migrant First grade students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.</p> <p>Strategy's Expected Result/Impact: Tutorial Logs, 1st Progress Reports</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			

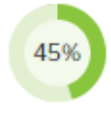


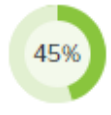


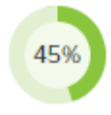


Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Summer Programs will be conducted and must be supplemental to the district's summer program offerings. MAARS (Secondary), Project Smart (Elementary middle school), PLATO Labs</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, PGP, Progress Reports</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Principal</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Within the first grading period of the school year that the child who is eligible for migrant services is in the district,(1)determine individual needs for instructional and support services, (2)identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) provide supplemental health screenings and clothing(4)coordinate with entities to ensure that the child has access to the appropriate services, and (4)follow up to monitor and document progress.</p> <p>Strategy's Expected Result/Impact: Referral forms, Counselor reports</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Secondary students: (1)Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2)Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.</p> <p>Strategy's Expected Result/Impact: PGP-Personal Graduation Plan</p> <p>Staff Responsible for Monitoring: Counselor(s), New Generation System Clerk, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			







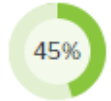





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Middle School students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2)collaborating with existing programs and organizations to coordinate student access to resources, and (3)providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p> <p>Strategy's Expected Result/Impact: Parent Contact Log</p> <p>Staff Responsible for Monitoring: Counselor(s), Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Early Childhood/School Readiness: Within the first 60 days of school year that eligible pre-school migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)</p> <p>Strategy's Expected Result/Impact: Recruiters Log, Parent Survey</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.</p> <p>Strategy's Expected Result/Impact: NGS District Summer Contact</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services.</p> <p>Strategy's Expected Result/Impact: Agenda, Sign-in, Minutes</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
			




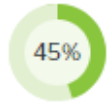









Strategy 11 Details	Formative Reviews		
Strategy 11: Conduct an evaluation of your Migrant Education Program. Strategy's Expected Result/Impact: MEO Evaluation Staff Responsible for Monitoring: Federal/Special Programs Director Funding Sources: - 212 - TITLE I, PART C-MIGRANT	Formative		
	Nov	Jan	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: A Bright Beginning for migrant three year old students will be implemented at the district. Strategy's Expected Result/Impact: Bright beginnings log Staff Responsible for Monitoring: Migrant Recruiter Funding Sources: - 212 - TITLE I, PART C-MIGRANT	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:2.1 By the end of the 2020-2021 school year, the student attendance rate will increase to 94.4%.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop campus attendance goals that address procedures, roles, responsibilities and a formal monitoring system. Strategy's Expected Result/Impact: District review of attendance percentage every six weeks. Review of campus weekly reports Staff Responsible for Monitoring: Assistant Principal(s), PEIMS clerk, Principal, Site Based Committee Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators. Strategy's Expected Result/Impact: Agendas, Improve attendance Weekly campus attendance reports Staff Responsible for Monitoring: PEIMS Coordinator, PEIMS clerk Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that incentives are being utilized to increase student attendance. Strategy's Expected Result/Impact: Campus reports Perfect attendance student lists Staff Responsible for Monitoring: Principal, Site Based Committee Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			











Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create, maintain and implement leaver procedures in the School Leavers and Under-reported students Policies and Procedures Manual.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Each campus will maintain proper documentation for leaver records to meet state requirements and the district will conduct audit checks periodically.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rate TEA School Report Card Leaver records</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal, Teacher(s)</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The District will develop and implement an attendance policy in the Student Code of Conduct Handbook which addresses truancy guidelines as well as discipline/tardiness.</p> <p>Strategy's Expected Result/Impact: Surveys Six weeks reports on discipline and attendance Attendance Review Committee minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize Skyward's system contact parents regarding absences.</p> <p>Strategy's Expected Result/Impact: Campus reports</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Each campus will develop and monitor procedures for responses to student absences and tardies through the attendance review committee as per district policy.</p> <p>Strategy's Expected Result/Impact: Attendance reports Written procedures per campus Saturday Attendance Report After School Report</p> <p>Staff Responsible for Monitoring: Principal, Attendance committee</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Campus administrators will train staff on requirements for students being considered present or absent in accordance with the student accounting handbook, General Attendance Requirements.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheet Agenda</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Recruit district level staff member to assist campus personnel, students and parents in identifying and resolving problems affecting school attendance.</p> <p>Strategy's Expected Result/Impact: improve attendance by 1 percentage point compared to prior year</p> <p>Staff Responsible for Monitoring: Special Programs Director, Parent/ Liaison</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$28,000</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.







Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:2.2 By the end of the 2020-2021 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.










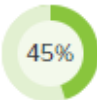


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Assist students with issues interfering with learning, such as but not limited to, emotional distress, sexual abuse, suicide, family problems, or alcohol and how intervention strategies will be created for students who are in need of assistance.</p> <p>Strategy's Expected Result/Impact: Reports on: Student academic performance Discipline reports Referrals to counselor</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, School Nurse, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus will develop and implement a comprehensive developmental guidance and counseling program that is designed to serve all students to include but not limited to alcohol, drug and tobacco prevention. Child Abuse, Bullying, Violence, suicide, human trafficking, Dating Violence</p> <p>Strategy's Expected Result/Impact: Counselor's logs Guidance and Counseling Program document and calendar of services provided. Counseling sessions/presentations Agendas/schedule</p> <p>Staff Responsible for Monitoring: Campus Police, Counselor(s), Principal</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			













Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that campus counselors provide guidance services for parents, students and staff that include:</p> <ul style="list-style-type: none"> -student schedule modifications -graduation plans/career education -job readiness training-Career fair -college readiness-AVID 6-12 -Texas Grant Program -Teach for Texas Grant -Xello (CC Spark) -Gear Up (8th Grade) <p>Strategy's Expected Result/Impact: Counselor's Log Sessions/Presentations Agendas Sign in sheets</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 265-Title IV - \$7,522</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Research, review and implement Character Education curriculum and conflict resolution curriculum. Character Strong</p> <p>Strategy's Expected Result/Impact: Counselor's log Lesson plans</p> <p>Staff Responsible for Monitoring: Counselor, PE Coach, Teacher, Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 265-Title IV - \$12,000</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			











Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:2.3 In the 2020-2021 school year, the District will provide a safe learning environment for all students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Adopt a District-wide Character Education Program to begin in the elementary grades and transition into the secondary schools; Educational Foundation. Character Strong including conflict resolutions training</p> <p>Strategy's Expected Result/Impact: Character Education Plan-Character Strong Decrease in discipline referrals Decrease in dropout rate Surveys Agenda/sign-in sheets of student, staff and parent trainings</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Athletic Director, Counselor(s), Deputy Superintendent, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - \$10,000</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue training and implementation of school-wide Positive Behavior Intervention and supports (PBIS) (Elementary and middle school campuses), classroom management that integrates restorative discipline</p> <p>Strategy's Expected Result/Impact: Sign-in rosters Agendas Walkthroughs Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Deputy Superintendent, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			










Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Raptor system and staff Ids at all campuses. All District personnel will be required to wear an identification card and visitors will be required to present a valid picture ID when visiting campuses.</p> <p>Strategy's Expected Result/Impact: Visibility of use of identification cards by District personnel Visitors sign-in log/electronic reports that are generated via security system.(Raptor)</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Campus Police, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Parent and staff presentations will be conducted periodically at each campus pertaining to safety issues. (security cameras, aiphone video entry intercom system)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets/agendas Sessions/Presentations</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Campus Police, Counselor(s), Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Promote awareness and notification of Student Code of Conduct to students, parents, staff and community through campus distribution, District web-site, campus presentations, and campus marqueees.</p> <p>Strategy's Expected Result/Impact: Ads and notifications Signed receipt</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Review and revise the District Emergency Operations Plan.</p> <p>Strategy's Expected Result/Impact: District Emergency Operations Plan</p> <p>Staff Responsible for Monitoring: Campus Police, Chief Accountant, Chief Financial Officer, Maintenance Director, Safety Coordinator, Superintendent</p>	Formative		
	Nov	Jan	May
			











Strategy 7 Details	Formative Reviews		
Strategy 7: Develop a crisis intervention plan to address emergency procedures which will be implemented by every department and campus. Strategy's Expected Result/Impact: Crisis Intervention Plan Staff Responsible for Monitoring: Campus Police, Maintenance Director, Principal, Superintendent	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Implementation of bullying intervention plan. District Bullying Prevention Committee will review Bully Reports as needed. Strategy's Expected Result/Impact: Bullying Intervention Plan Staff Responsible for Monitoring: District Police, Deputy Superintendent, Campus Principal, District Bullying Prevention Committee	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Evaluate school climate for comprehensive needs assessment using a snapshot survey during the spring semester Staff Responsible for Monitoring: Principal, Staff Students Parents Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$8,000	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: District and campus administrators	Formative		
	Nov	Jan	May
			
Strategy 11 Details	Formative Reviews		
Strategy 11: Conduct mandated drills. Strategy's Expected Result/Impact: Log sheets Staff Responsible for Monitoring: District and campus administrators.	Formative		
	Nov	Jan	May
			

Strategy 12 Details	Formative Reviews		
Strategy 12: Equip campus and district facilities with safety equipment to ensure the safety and security of students and staff. Strategy's Expected Result/Impact: Increase school safety and security Staff Responsible for Monitoring: Facilities and Operations, District Police Funding Sources: - School Safety & Security Grant - \$25,000	Formative		
	Nov	Jan	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Provide health clinics for students, staff, and the community	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.










Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE:2.4 Attract an adequate number of highly qualified applicants for each available position.








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers</p> <p>Strategy's Expected Result/Impact: Orientation Evaluations Retention of new teachers Sign-in sheets Agendas</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Federal/Special Programs Director, Principal, Teacher(s)</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study</p> <p>Staff Responsible for Monitoring: Chief Accountant, Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND, - State Comp, - State Bilingual</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue recruitment efforts by:</p> <ul style="list-style-type: none"> -Assign campus personnel -Advertise in and out of Raymondville -Utilize Region I support <p>Strategy's Expected Result/Impact: Decrease the number of vacancies prior to the commencement of school.</p> <p>Staff Responsible for Monitoring: Superintendent, Human Resources, Principal(s)</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide leadership training on, but not limited to, T-TESS, T-PESS for all Central Office staff and campus administrators.</p> <p>Strategy's Expected Result/Impact: Sign- in sheets</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum & Instruction, Special Programs Director</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement Talent Transformation Model.</p> <ul style="list-style-type: none"> -Recruitment/Retention -Strategic Staffing -Rigorous Evaluation <p>Strategy's Expected Result/Impact: Agendas Sign in logs Documents</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, HR Coordinator, Curriculum & Instruction, Principals</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.










Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:2.5 By the spring of 2021, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness




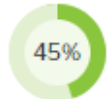








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement and maintain the School Health Advisory Council wellness guidelines at all campuses.</p> <p>Strategy's Expected Result/Impact: Sign-in rosters Agendas Fall Review</p> <p>Staff Responsible for Monitoring: Principal, District RN, SHAC committee members, Federal Programs</p> <p>Funding Sources: - 199 - GENERAL FUND - \$500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Assess student fitness annually in grades 3 - 12</p> <p>Fitness Gram R.O.A.A.</p> <p>Strategy's Expected Result/Impact: Physical fitness reports on students</p> <p>Staff Responsible for Monitoring: Athletic Director, Coaches, Principal, School Nurse</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students in grades PK-8 with moderate to vigorous activities each day in Physical Education for at least 30 minutes a day. (Middle school students for at least a total of 4 semesters)</p> <p>Strategy's Expected Result/Impact: Schedules Fitness reports</p> <p>Staff Responsible for Monitoring: Athletic Director, Coaches, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			




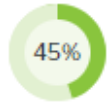






Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District /Campuses will conduct training for all staff to include auxiliary, and central office staff on safety, sexual harassment, allergy management and how to deal with difficult students.</p> <p>Strategy's Expected Result/Impact: Training Agendas Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,200, - 166 - PI 23 SPECIAL EDUCATION</p>	Formative		
	Nov	Jan	May
			
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Goal 3: GRADUATION RATE - Raymondville I.S.D. will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:3.1 By the spring of 2021, the district will implement strategies to increase Graduation Rate to 90%.




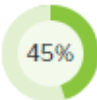


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement strategic truancy prevention plan at each campus. This plan should include student/parent contacts, school truancy officer contacts, home visits and truancy court records.</p> <p>Strategy's Expected Result/Impact: Increase Completion Rate Decrease Dropout rate Student Schedules/Credits</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Deputy Superintendent, Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$5,000, - 199 - GENERAL FUND - \$10,000</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide flexible hours and days of attendance for students in grades 9-12 who have dropped out of school or are at risk of dropping out through the Optional Flexible School Day Program offered at Raymondville Options Academic Academy.</p> <p>Strategy's Expected Result/Impact: Student Attendance Log Increased Completion Rate Decreased Drop-out Rate</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$30,000</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide staff training on the Edgenuity to appropriate secondary staff.</p> <p>Strategy's Expected Result/Impact: Sign-in Rosters</p> <p>Staff Responsible for Monitoring: Counselor(s), Lab Manager, Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$6,000</p>	Formative		
	Nov	Jan	May
			










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide on-site support and guidance to the campus administrative team to implement structured processes and procedures that will support the campus accountability standards for graduation and completion rates at both campuses.</p> <p>Strategy's Expected Result/Impact: Sign-in Rosters Agendas Increased Completion Rate Decrease Dropout Rates</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Federal/Special Programs Director, Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$2,000</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement a targeted drop-out prevention program, including the development of an individual plans to encourage students who have dropped out, been retained or are at high risk of dropping out, to stay on school and graduate.</p> <p>Strategy's Expected Result/Impact: Decrease in students coded as (98) dropouts during the school year</p> <p>Staff Responsible for Monitoring: Counselor(s), Principals</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,000, - 199 - GENERAL FUND - \$1,000, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - \$15,000</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide on-going staff development for staff on PEIMS/Skyward Management System.</p> <p>Strategy's Expected Result/Impact: Sign-In Rosters Increased Completion Rate Decreased Dropout Rated</p> <p>Staff Responsible for Monitoring: Counselor(s), PEIMS clerk, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND - \$1,000</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide CTE courses that lead to industry certification</p> <p>Strategy's Expected Result/Impact: Increase number of certifications earned</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$40,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$6,000, - JET Grant - \$197,150</p>	Formative		
	Nov	Jan	May
			








Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide quality college readiness instruction and support including AVID. AVID includes Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:</p> <p>a. High-quality, college readiness instruction with strong academic and social supports</p> <p>b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion and ensures transition counseling</p> <p>c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success</p> <p>Strategy's Expected Result/Impact: improve college readiness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - GENERAL FUND - \$20,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$15,000, - 428 - HIGH SCHOOL ALLOTMENT - \$30,000, - Summer CTE Grant - \$50,000</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Offer dual enrollment opportunities on campus</p> <p>Strategy's Expected Result/Impact: increase in college credits earned</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 199 - GENERAL FUND - \$30,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000, - 428 - HIGH SCHOOL ALLOTMENT - \$30,000, - Summer CTE Grant - \$50,000</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 4: COMMUNITY INVOLVEMENT -Raymondville I.S.D. will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:4.1 By the end of the 2020-2021 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide parent workshops in English and Spanish on topics that will help their children succeed in school.</p> <p>Strategy's Expected Result/Impact: Agendas/Sign-in sheets Evaluations Increase in parental daily involvement Increase in student academic success Decrease in dropout rate</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Campus Police, Counselor(s), Curriculum & Instruction, Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$12,949</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: High school campuses will conduct parent meetings to explain graduation requirements for all grade levels.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Parent participation</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Curriculum & Instruction, Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			










Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District and campuses will notify parents of programs available to reduce dropout rate via parent meetings, brochures, newsletters, newspaper and District web-site. Elementary and Secondary.</p> <p>Strategy's Expected Result/Impact: Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All campuses will conduct parent meetings to discuss the ESSA Title I requirements related to parental involvement and a parent's right to participate in their child's education.</p> <p>Strategy's Expected Result/Impact: Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate.</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Coordinate a Fall and Spring Parent/Community Conference.</p> <p>Strategy's Expected Result/Impact: Agenda/Sign-in Sheets, Evaluations, Increase in Parent daily involvement, increase in student academic success, decrease in dropout rate</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Federal/Special Programs Director, Principal, Social Worker, Special Ed Director, Superintendent, Technology Specialists, Truant Officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			








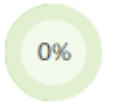




Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses.</p> <p>Strategy's Expected Result/Impact: Agenda/ Sign-in sheets District Website Parent Meeting Flyers</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Principal Assistant Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Raymondville I.S.D. will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 5.1 For the 2020-2021 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District will provide appropriate training opportunities on purchasing/purchase orders and cash handling procedures for secretaries, finance personnel, department heads, new personnel to include principals.</p> <p>Strategy's Expected Result/Impact: Training Agendas/ Sign-in Sheets Efficient PO Processing</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Purchasing Agent Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND - \$250</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The District will create and implement a time-line for creating and monitoring budgets.</p> <p>Strategy's Expected Result/Impact: Actual budget time-line and monitoring audit reports</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District will make on site visitations of campuses and departments to assess financial and facility needs.</p> <p>Strategy's Expected Result/Impact: Campus Visit Logs with Documentation of needs. District facility Needs Study</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent and Special Programs Director</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The District will provide appropriate training on, but not limited to, for secretaries, finance personnel, department heads and principals.</p> <ul style="list-style-type: none"> -Student Activity Funds -Audit Items -Account Codes -Budget Monitoring -Purchasing Procedures --Payroll Procedures -Internal Controls -Travel Procedures -Bank Reconciliation <p>Strategy's Expected Result/Impact: Training Agendas, Sign-in Sheets, Spot checks at campuses/departments with documentation. Quarterly finance meetings.</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND - \$250</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Review local staffing formulas and staffing patterns to strive for campus equity, taking into account student special populations.</p> <p>Strategy's Expected Result/Impact: Staffing schedules</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide technical assistance and guidance for the use of all funds, i.e. grants local and federal funding.</p> <p>Strategy's Expected Result/Impact: Finance software training, agendas, sign-in sheets, Grants - allowable and unallowable expenditures</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Federal Programs Director, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 244 - CARL D. PERKINS BASIC FORMULA GRANT</p>	Formative		
	Nov	Jan	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The District will monitor student and staffing attendance through PEIMS.</p> <p>Strategy's Expected Result/Impact: Quarterly PEIMS reports; Monitoring of attendance after every six weeks using excel worksheet provided by Region One. Daily Enrollment/Attendance Reports</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The District will continue to adhere to TASB compensation plan for administrators, teachers, clerical, paraprofessional, auxiliary staff and an incentive plan relative to the market values.</p> <p>Strategy's Expected Result/Impact: Compensation Plan and Incentive Plan</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: The District will review salaries annually for all staff, competitive to market values.</p> <p>Strategy's Expected Result/Impact: Teacher Pay Scale, Human Resource and Payroll reports to market values using TASB services.</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: The District will adhere to the rental agreement plan when renting our buildings, fields and facilities.</p> <p>Strategy's Expected Result/Impact: Lease Schedule, Rental Forms</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: The District will adhere to procurement procedures to include but not limited to: Purchasing Cooperatives, District Bids and Price Quotes.</p> <p>Strategy's Expected Result/Impact: Bid Calendar, Annual Audit. Finance Advisory Council (FAC), Purchasing Advisory Council</p>	Formative		
	Nov	Jan	May

(PAC)

Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Purchasing Agent, Superintendent

Funding Sources: - 199 - GENERAL FUND



No Progress



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




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










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Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES-Raymondville I.S.D. will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.







Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 5.2 For the 2020-2021 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District will conduct annual assessments of facilities to identify and schedule renovation projects. Major areas to be assessed include the following:</p> <ul style="list-style-type: none"> a)flooring b)roofs c)fencing d)HVAC systems e)Security/Surveillance systems f)ADA (Americans with Disabilities Act) requirements <p>Strategy's Expected Result/Impact: Assessment reports Prioritized schedules of work projects, (if needed) Safety Inspections Weekly operation directors meeting</p> <p>Staff Responsible for Monitoring: Campus Police, Maintenance Director, Safety Coordinator, Superintendent, Network Administrator, Special Programs Director, and Deputy Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The District will pursue grant opportunities to enhance programs and materials for RISD.</p> <p>Strategy's Expected Result/Impact: Grant Applications Weekly operation directors meeting</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Federal/Special Programs Director, Food Service Director, Maintenance Director, Superintendent, Network Administrator and Deputy Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND, - School Safety & Security Grant - \$25,000</p>	Formative		
	Nov	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District will continue to improve the aesthetics of all district facilities. Major areas to be addressed:</p> <ul style="list-style-type: none"> a) parking lots b) demolition projects c) landscaping d) renovations e) surplus f) roofing, etc. <p>Strategy's Expected Result/Impact: Prioritized schedules of work projects (if needed), District Auction</p> <p>Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Maintenance Director, Superintendent and Deputy Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The District will conduct annual assessments of vehicles to identify and create replacement schedule.</p> <p>Strategy's Expected Result/Impact: Vehicle Schedule, Depreciation Schedule, District Auction</p> <p>Staff Responsible for Monitoring: Campus Police, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The District will conduct an annual assessment of equipment and supplies.</p> <p>Strategy's Expected Result/Impact: Inventory/Fixed Asset reports, District Auction</p> <p>Staff Responsible for Monitoring: Campus Police, Campus SAP Contact, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance.













Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 6.1 By the spring of 2021, the district will increase leadership and collaboration opportunities among administrators, teachers, and staff.











Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Organize and support Leadership Academy for all administrative staff which will include but not limited to the following topics: -District Philosophy -Instructional Process -Accountability Systems -District Improvement Plan -District Grading policies/procedures -PEIMS Data -Student Attendance -Budget and Finance Procedures.</p> <p>Strategy's Expected Result/Impact: Leadership Academy Presenters and Presentations Agendas Sign In Sheets</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Deputy Superintendent, Superintendent, CFO, Fixed Assets, PEIMS Coordinator, Human Resources, District Testing Coordinator, Network Administrator</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities for administrators, board members and staff to attend conferences, training and online resources. Accountability Connect Leading Learning.</p> <p>Strategy's Expected Result/Impact: Conference Agendas and Individual Campus Agendas</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction, Superintendent, Deputy Superintendent, Principals</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide training for SHAC. Strategy's Expected Result/Impact: Sign-in sheets Handouts Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Region I, Health Coordinator Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide documentation awareness for all District personnel and supervisory capacity. Strategy's Expected Result/Impact: District Legal Counsel - sign-in sheet Staff Responsible for Monitoring: Superintendent, Deputy Superintendent Funding Sources: - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 6.2 During the 2020-2021 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance. Strategy's Expected Result/Impact: DEIC sign-in sheets and agendas Staff Responsible for Monitoring: Curriculum & Instruction, District Site Based Committee, Superintendent, Cabinet Members Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize Formative Review section to determine completion of strategies. Strategy's Expected Result/Impact: Formative review ratings Staff Responsible for Monitoring: Curriculum & Instruction, District Site Based Committee, Cabinet Members Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that campus site based committees meet on a quarterly basis to review the Campus Improvement Plan. Strategy's Expected Result/Impact: Campus site based committee sign-in sheets and agendas Staff Responsible for Monitoring: Principal, Site Based Committee Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Discuss findings of campus activities at DEIC meeting. Strategy's Expected Result/Impact: DEIC sign-in sheets and agendas Staff Responsible for Monitoring: Curriculum & Instruction, District Site Based Committee Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Develop school calendar. Strategy's Expected Result/Impact: Calendar Staff Responsible for Monitoring: Curriculum & Instruction, DEIC Funding Sources: - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Review and Implement District Strategic Plan Strategy's Expected Result/Impact: Timeline Agendas Sign in Sheets Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Curriculum & Instruction, Design Teams Funding Sources: - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			