

# **Raymondville Independent School District**

## **District Improvement Plan**

### **2022-2023**



# 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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# Comprehensive Needs Assessment

Revised/Approved: November 8, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

All Raymondville ISD campuses operate as a Title I School-Wide Program. For the 2022-2023 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. (Pending ?)

# Demographics

## Demographics Summary

Raymondville Independent School District is located in **Willacy County** with a population of 10,236 as of the April 1, 2020 census, which is a decrease of 3.5% of the population since the April 1, 2010 census. The population of the city is 91.7% Hispanic, 7.2% White, 1.3% Black or African American, and 0.5% American Indian and Alaskan Native. Of the population, 67.4% ages five or older speak another language other than English at home. The education level of persons age 25 or higher is 62.5% high school graduate or higher, and 6.7% bachelor's degree or higher. The median household income is \$29,750 and the median value of owner-occupied housing units is \$47,000. For more details can be found on the U.S. Census website located at <https://www.census.gov/quickfacts/fact/dashboard/raymondvillecitytexas/RHI725219>.

Raymondville ISD is an **innovative rural district** with 2 elementary schools, 1 middle school, 1 high school, and 1 alternative high school. The district currently serves 1,999 students on the eighth day of enrollment which is an increase of 122 students as of August 31, 2021. The table below shows the greatest increase in enrollment for grades PK-3, PK-4, 1, 4, 6 and 10 compared from prior year enrollment. Comparing the previous grade level to the next grade level, the largest increase in enrollment is from PK-3 to PK-4, PK-4 to Kindergarten, Kindergarten to grade 1.

Enrollment by Grade	Pre-K 3	Pre-K 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Day 8 2021	33	96	140	126	133	143	118	142	129	129	137	166	106	139	139	1876
Day 8 2022	58	116	142	171	131	146	142	120	151	135	141	151	144	118	133	1999
Increase(+)/ Decrease (-)	+25	+20	+2	+45	-2	+3	+24	-22	+22	+6	+4	-15	+38	-21	-6	+123

As reported on the 2020-2021 Texas Academic Performance Report (TAPR), the **student population** consists of Hispanic 97.9%, White 1.7%, African American 0.1%, Economically Disadvantaged 89.2%, Emergent Bilingual/English Learners 7.4%, At-Risk 54.9%, Migrant 8.8%, Dyslexia 1.4%, Section 504 students 3.8%, and Homeless 16%.

The **student enrollment by instructional program** for 2020-2021 consists of Bilingual/ESL Education 6.8%, Gifted and Talented 7.8%, and Special Education 14.1%. The 2020-2021 TAPR did not report the percentage of students enrolled in Career and Technical Education.

As reported on the 2020-2021 Texas Performance Reporting System, the **district employed 152.5 teachers**, 21.7 professional support, 9.0 campus administrators, 4.2 central administrators, 51.1 educational aids, and 104.9 auxiliary staff for a total staff count of 343.5. Teachers serving the district are 88.2% Hispanic, 11.8% White, 32.0% Male, and 68.0% Female.

The breakdown for the highest degree held by teachers is 80.0% bachelors, 18.7% masters, and 1.3% no degree. The average years of experience of teachers is 13.0 compared to the state rate of 11.2, and the average years of experience of teachers with the district is 9.6 compared to the state rate of 7.2. The turnover rate for teachers is 13.5% compared to the state rate of 14.3%.

The longitudinal **student enrollment data** indicate less than 1% variances for the student population, except for a 3.1% increase in Economically Disadvantaged and a 3.7% decrease for At-Risk students; and less than 1% variances for student enrollment by instructional program, except for a 5.3% increase in students served through special education.

LONGITUDINAL STUDENT ENROLLMENT					
Student Information	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hispanic	98.4%	98.2%	97.3%	97.9%	98.1%
White	1.1%	1.3%	2.2%	1.7%	1.4%

LONGITUDINAL STUDENT ENROLLMENT					
African American	0.1%	0.1%	0.1%	0.1%	0.1%
Economically Disadvantaged	86.1%	89.6%	89.5%	89.2%	88.2%
Emergent Bilingual (EB) Students/ English Learners (EL)	8.0%	8.1%	7.2%	7.4%	7.6%
At-Risk	58.6%	54.9%	52.9%	54.9%	62.8%
Migrant	NR	NR	8.5%	8.8%	8.0%
Dyslexia	NR	0.3%	1.4%	1.4%	2.2%
Section 504	NR	3.0%	3.7%	3.8%	4.0%
Homeless	NR	NR	2.6%	1.6%	1.7%
<b>Student Enrollment by Instructional Program</b>					
Bilingual/ESL Education	7.1%	7.2%	6.0%	6.8%	7.1%
Gifted and Talented	7.0%	7.4%	7.8%	7.8%	8.0%
Special Education	8.8%	10.1%	12.7%	14.0%	14.5%
Career & Technical Education (GR 9-12)	NR	NR	94.2%	NR	NR

\*Enrollment data indicate percent of membership as reported on the Raymondville ISD Texas Academic Performance Report (TAPR). NR denotes no data reported on the TAPR due to state reporting procedures.

#### Enrollment:

A report compiled annually by the **Region One Service Center**, enrollment data for the district over a **five-year period (2016-2017 to 2020-2021)** indicate an overall decrease of 0.63%, which is 13 students. Prior to 2021-2022, enrollment fluctuated from year-to-year with a steady enrollment of 2,000 or more students. The report showed students who left the district in 2021-2022 enrolled in surrounding districts: 21 to Lyford CISD, 15 to Harlingen CISD, 5 to Lasara ISD, 4 to San Perlita ISD, 4 to Edinburg CISD, 4 to Mercedes ISD, and 15 to other districts in the region. The report also showed the district received new students from surrounding districts in 2021-2022: 10 from Lyford CISD, 10 from Harlingen CISD, 6 from San Perlita ISD, and 19 from other districts in the region. (Region One Service Center, Budgeting Tools 2020-2021 available at <http://www.esc1.net>)

2016 - 2022 ENROLLMENT DATA						
Campus	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022^
Raymondville Early College High School	509	529	511	536	549	509
Raymondville Options Academy	76	66	77	53	40	44
<b>Grades 9-12 Total</b>	<b>585</b>	<b>595</b>	<b>588</b>	<b>589</b>	<b>589</b>	<b>553</b>
Myra Green Middle School <b>Grades 6-8</b>	<b>440</b>	<b>436</b>	<b>437</b>	<b>444</b>	<b>451</b>	<b>409</b>

2016 - 2022 ENROLLMENT DATA						
L.C. Smith Elementary	424	442	444	493	443	427
Pittman Elementary	617	615	584	614	597	573
<b>Grades PK-5 Total</b>	<b>1,041</b>	<b>1,057</b>	<b>1,028</b>	<b>1,107</b>	<b>1,040</b>	<b>1,000</b>
<b>District Grades PK-12 Total</b>	<b>2,067</b>	<b>2,088</b>	<b>2,054</b>	<b>2,140</b>	<b>2,080</b>	<b>1,962</b>

\*Excludes Enrollment at the JJAEP/DAEP and includes students enrolled in the Early Education (EE) Program. ^Data from the 2021-2022 Fall Collection, First Submission.

### Attendance Rates, Chronic Absenteeism, and Distinction Designations:

The **attendance rate** for Raymondville ISD shows a decrease from 93.01% in 2017-2018 to 86.96% in 2021-2022.

A new data source reported on the 2020-2021 Texas Academic Performance Report (TAPR) for **Chronic Absenteeism**, defined as students who are enrolled for at least 10 days and absent for 10 percent or more of the days, indicate a decrease of **19.9% in 2018-19 to 12.8% in 2019-20 for the district**. The rate for Chronic Absenteeism for the **state decreased from 11.4% to 6.7% and the Region from 12.1% to 6.9%**. (See TAPR Glossary, page 6, located on the Texas Education Website, Performance Reporting page: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>)

Attendance rates for grades 1-12 are used by the Texas Education Agency (TEA) as an indicator for **Campus Distinction Designations**. Elementary campuses can earn six distinction designations, middle and high school campuses can earn up to seven designations. Alternative education campuses are not eligible. The agency awards distinctions in several areas and are based on performance of campuses of similar type, size, grade span, and student demographics (Texas Education Agency, 2019 Accountability Manual, page 63). All campuses can earn the following **distinction designations: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness**. Middle Schools and High Schools can earn an additional distinction designation for **Academic Achievement in Social Studies**.

For 2022, LC Smith Elementary, Pittman Elementary, and Raymondville High School received all possible distinction designations. Myra Green Middle School received six of the seven distinction designations. In addition, Raymondville High School and Myra Green Middle School were in the top quartile of its comparison group for attendance, Pittman Elementary was in the second quartile, and LC Smith in the fourth quartile.

<b>2022 Distinction Designation Minimum Score for Attendance Grades 1-12</b>		
<b>Campus</b>	<b>2022 Campus Attendance Score</b>	<b>2022 Minimum Score for Quartile One</b>
<b>Raymondville Early College HS</b>	<b>97.40%</b>	94.4%
<b>Myra Green MS</b>	<b>97.40%</b>	94.8%
<b>L.C. Smith Elem.</b>	<b>88.10%</b>	93.6%
<b>Pittman Elem.</b>	<b>97.40%</b>	94.1%

Source: Texas Education Website, Accountability Ratings (<https://rptsvr1.tea.texas.gov/perfort/account>)

<b>2016 - 2022 ATTENDANCE DATA</b>					
<b>(Grades EE-12)</b>					
<b>Campus</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
Raymondville Early College High School	92.47%	91.91%	91.43%	97.43%	84.89%
Myra Green Middle School	91.60%	92.34%	93.70%	97.37%	86.13%
L.C. Smith Elementary	92.86%	94.03%	94.98%	88.98%	87.61%
Pittman Elementary	94.67%	95.11%	94.60%	92.46%	89.07%
<b>Raymondville ISD</b>	<b>93.01%</b>	<b>93.37%</b>	<b>93.22%</b>	<b>94.08%</b>	<b>86.96%</b>

Source: (TSDS PEIMS Superintendent's Summary Report of Student Attendance, Summer Collection).



**Dropout Rates:** The state reports two rates for dropout, Grades 7-8 and Grades 9-12, as indicated on the 2020-22 Texas Academic Performance Report (TAPR). The dropout rate for the 2019-2020 school year is based on student attendance through the fourth six weeks due to the Covid-19 pandemic (TAPR Glossary, page 6).

<i>Grades 7-8</i>	<i>District</i>	<i>Region</i>	<i>State</i>	<i>Grades 9-12</i>	<i>District</i>	<i>Region</i>	<i>State</i>
2017-2018	<b>0.3%</b>	0.2%	0.4%	2017-2018	<b>0.8%</b>	1.7%	1.9%
2018-2019	<b>0.0%</b>	0.2%	0.4%	2018-2019	<b>0.5%</b>	1.4%	1.9%
2019-2020*	<b>0.3%</b>	0.1%	0.5%	2019-2020*	<b>0.8%</b>	0.9%	1.6%

**Graduation Rates:** The best 4-year longitudinal, 5-year extended longitudinal, or 6-year extended longitudinal graduation rate comprises 20% of the overall Domain I:Student Achievement for K-12 districts and high schools. The best graduation rate for the Class of 2021, 4-year; Class of 2020, 5-year extended; and Class of 2019, 6-year extended is used for the 2022 Accountability rating for the district.

<b>4-Year Rate</b>	<b>District</b>	<b>Region</b>	<b>State</b>	<b>5-Year Extended Rate</b>	<b>District</b>	<b>Region</b>	<b>State</b>	<b>6-Year Extended Rate</b>	<b>District</b>	<b>Region</b>	<b>State</b>
<b>Class of 2019</b>	91.6%	90.7%	90.0%	<b>Class of 2018</b>	93.9%	93.1%	92.2%	<b>Class of 2017</b>	86.7%	93.1%	92.4%
<b>Class of 2020</b>	95.9%	92.1%	90.3%	<b>Class of 2019</b>	94.2%	92.7%	92.0%	<b>Class of 2018</b>	95.5%	93.6%	92.6%
<b>Class of 2021</b>	89.0%	92.1%	90.0%	<b>Class of 2020</b>	95.9%	93.8%	92.2%	<b>Class of 2019</b>	94.2%	93.3%	92.6%

# Student Achievement

## Student Achievement Summary

In June 2017 the Commissioner of Education implemented a new accountability system to evaluate districts, campuses, and open-enrollment charter schools based on three domains: Student Achievement, School Progress, and Closing the gaps. "Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College and Career, and Military Readiness (CCMR) indicators, and graduation rates. School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic background and other factors. The indicators in this domain, as well as the domain's construction, align the state accountability system with the Elementary and Secondary Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) (Source: TEA 2022 Accountability Manual, pages 3-4)."

In the Spring of 2020, the Texas Education Agency canceled state STAAR/EOC testing due to COVID-19, which eliminated the evaluation of School Progress, Part A for accountability 2021. The agency will evaluate School Progress, Part A to determine academic growth in reading and mathematics for the 2022 accountability ratings.

In 2021, the state issued the label: "Not Rated: Declared State of Disaster" as a response to the ongoing impact of COVID-19. In addition, the agency reported the overall raw score component for Student Achievement, School Progress: Relative Performance, and the percentage of indicators met for Closing the Gaps.

**Distinction Designations** were not awarded for the 2021 Accountability Ratings due to the disruption of the school year and the incomplete data available for STAAR.

In **2019**, Raymondville ISD earned the district distinction designation for **Postsecondary Readiness**. For further details on the state accountability ratings for each district and campus, please go to the [TXSchools.gov](https://tea.texas.gov) website. The website contains interactive accountability rating reports and detailed reports for each district, campus, and open-enrollment charter school in the state of Texas (<https://tea.texas.gov>).

In **2022**, districts and campuses receive an overall rating, as well as a rating for each domain. The rating labels for 2022 are "A, B, C, or Not Rated."

2022 District Overall Accountability Rating and Distinction: Raymondville ISD received an overall rating of an "A" and the "Postsecondary Readiness" distinction.

2022 Campus Overall Accountability Ratings and Distinctions:

Campus	Distinctions
Raymondville Early College High School	ELA/Reading, Mathematics, Science, Social Studies, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps
Myra Green Middle School	ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps
LC Smith Elementary	ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Campus	Distinctions
Pittman Elementary	ELA/Reading, Mathematics, Science, Comparative Academic Growth, Postsecondary Readiness, Comparative Closing the Gaps

Raymondville ISD Longitudinal Accountability Data Summary			
Student Achievement Raw Component Score			
	2019	2021	2022
STAAR Performance	45	36	51
College, Career, and Military Readiness	65	71	62
Graduation Rate	88.7	96	95.9
School Progress Raw Component Score			
Academic Growth	70	N/A	82
Relative Performance (Eco Dis: 89.2%)	55	54	57
Closing the Gaps % of Indicators Met			
Academic Achievement Status	64%	29%	100%
Graduation Status (4-Year Federal Rate)	0%	100%	0%
English Language Proficiency Status	0%	100%	100%
School Quality Status	100%	100%	100%

Please see the 2022 Accountability Manual for additional information (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-manual>).

For state accountability ratings for each district and campus, please go to the [TXSchools.gov](https://txschools.gov) website. The website contains interactive accountability rating reports and detailed reports for each district, campus, and open-enrollment charter school in the state of Texas (<https://tea.texas.gov>).

**Participation Rate:** The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR and TELPAS assessment results.

% Participation (All Tests)			
	District	Region	State
2018-19	99%	100%	99%
2020-21	73%	71%	89%
2021-22	98%	99%	99%

**Domain 1: Student Achievement:** The **STAAR** component of the Student Achievement Domain is based on student level of performance for all tests at the Approaches Level, Meets Level, and

	2019 Accountability			2021 Accountability			2022 Accountability		
Domain I Student Achievement	District	Region	State	District	Region	State	District	Region	State
STAAR Performance	45	50	51	36	34	42	51	47	48
College, Career, and Military Readiness (CCMR)	65	73	65	71	76	63	62	81	65
Graduation Rate (Best of 4-yr,5-yr, 6-yr)	88.7	92.7	92.1	96	93.6	92.6	95.9	93.9	92.6

21 due to COVID.

**STAAR Performance:** The STAAR component methodology is calculated by assigning one point for each percentage of assessment results that are at or above the Approaches Grade Level, Meets Grade Level, and Masters Grade Level. (See 2022 Accountability Manual, page 15 for details).

	2019 Accountability			2021 Accountability			2022 Accountability		
Domain I Student Achievement (ALL Students)	District	Region	State	District	Region	State	District	Region	State
Approaches Grade Level Standard or Above	76%	79%	78%	66%	59%	67%	81%	74%	74%
Meets Grade Level Standard or Above	42%	50%	50%	32%	32%	41%	50%	45%	48%
Masters Level	16%	22%	24%	10%	12%	18%	22%	21%	23%

grades, all subjects.

**STAAR Performance for All Grades By Subject at the**

**Meets Level:** The Texas Education Agency (TEA) defines the Meets Level of Performance as the category of performance in which "students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts".

For Accountability, the Meets Level or Above is used to determine "Academic Achievement" for Reading and Mathematics for Domain III, Closing the Gaps, and for two indicators of the Postsecondary-Readiness Distinction Designation:(1) Percentage of STAAR results at Meets Grade Level or Above Standard for All Subjects and (2) the percentage of grade 3-8 results at Meets Grade Level or Above in Both Reading and Mathematics. (2022 Accountability Manual, pages 29 and 69).

An analysis of STAAR performance for all students by subject indicate the district met or exceeded the Region's and State's performance in ELA/Reading, Mathematics, and Science at the Approaches and Meets Level. The district also met or exceeded the Region's and the State's performance in Mathematics and exceeded the Region's performance for ELA/ Reading and Science at the Master's Level, .

Please See the Addendums for STAAR Performance at the Meets Level of Performance by District, Region, and State; and STAAR Performance by Student Population: (EL Current,

Source: 2022 STAAR Performance Data Tables for Raymondville ISD, Region One and the State.

### English Language Proficiency Component:

The English Language Proficiency Status of Domain III: Closing the Gaps measures an English Learner's progress towards achieving English language proficiency and only current English Learners are evaluated. **The interim federal target for the English Language Proficiency 2018-19 to 2021-22 is 36%. Raymondville ISD exceeded the target in 2022 with a score of 43%.** The table below indicates two of the four campuses met or exceeded the target. The data for Raymondville Options Academic Academy is masked due to small numbers to protect student confidentiality.

English Language Proficiency Status		
	2021	2022
LC Smith Elementary	46%	50%
Pittman Elementary	38%	64%
Myra Green Middle School	30%	21%
Raymondville Early College HS	53%	30%
Raymondville Options Academic Academy	0%	*

### 2022 Results Driven Accountability:

District, Region, and State TELPAS Data												
2019 TELPAS Data					2021 TELPAS Data				2022 TELPAS Data			
	2019 PL 0 Cut Points	District Rate	Region One Rate	State Rate	2021 PL 0 Cut Points	District Rate	Region One Rate	State Rate	2022 PL 0 Cut Points	District Rate	Region One Rate	State Rate
TELPAS Reading Beginning Proficiency Level Rate	Not Assigned for 2019	12.5	10.4	9.8	0-7.5	8.5	12.7	12.3	0-7.5	15.7	Pending	Pending
TELPAS Composite Rating Level for Students in US schools, multiple years	Not Assigned for 2019	34.2	29.2	25.5	0-19.4	34.2	28.9	26.4	0-19.4	26.5	Pending	Pending

The Results Driven Accountability (RDA) is reported at district, region, and state levels on the program effectiveness of school districts in the selected program areas (bilingual education/English as a second language/English learners, other special populations inclusive of foster care, students who are homeless, students who are military connected, and special education).

Below is a summary of Raymondville ISD's 2022 Results Driven Accountability Report. .

### **Bilingual Education/English as a Second Language & Emergent Bilingual Students (BE/ESL/EB)**

Raymondville ISD offers an ESL program for students in grades K-12; therefore, the results reported are for students participating in the ESL Program.

<b>STAAR Grades 3-8 ESL Passing Rate</b>	<b>State Rate</b>	<b>District Rate</b>	<b>EB (Not Served in ESL) STAAR 3-8 Passing Rate</b>	<b>State Rate</b>	<b>District Rate</b>	<b>EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate</b>	<b>PL 0 Cut Points</b>	<b>District Rate</b>	<b>STAAR EOC Passing Rate</b>	<b>PL 0 Cut Points</b>	<b>District Rate</b>
Mathematics	62.3	74.1	Mathematics	64.0	60.0	Mathematics	70.0-100	95.2	Algebra I	65.0-100	58.3
Reading	67.9	75.9	Reading	69.5	80.0	Reading	70.0-100	*	Biology	75.0-100	37.5
Science	59.1	66.7	Science	59.1	*	Science	65.0-100	*	US History	70.0-100	75.0
Social Studies	37.1	33.3	Social Studies	40.9	*	Social Studies	65.0-100	80.0	English I and II	60.0-100	31.6

The EB Graduation Rate is 93.8 and meets the Performance Level Cut Point of 80-100.

### **Special Education (SPED)**

## Other Special Populatinos (OSP)

The RDA measures the performance of students in Foster Care, who are Homeless, and who are military-connected in the areas of STAAR performance, Graduation Rate, Annual Dropout Rate, and Dyslexia Representation.

Based on the district's 2022 RDA Report, the performance of the identified populations is masked (\*) based on the 2022 RDA Masking Rules for the RDA.

STAAR Grades 3-8 Passing Rate	PL 0 cut Points	District Rate	STAAR EOC Passing Rate	PL 0 Cut Points	District Rate
Mathematics	70.0-100	85.7	Algebra I	65.0-100	*
Reading	70.0-100	85.7	Biology	75.0-100	*
Science	65.0-100	83.3	US History	70.0-100	*
Social Studies	65.0-100	*	English I and II	60.0-100	80.0

The overall graduation rate is 83.3 and mets the Performance Level Cut Point of 80-100. The dropout rate is 4.5 and exceeds the Performance Level Cut Point of 0-1.8.

The Dyslexia Representation Indicator measures the difference in the rate of students in Foster Care, experiencing homelessness, or Military-Connected (OSP) students identified with dyslexia to the rate of all students identified with dyslexia in the LEA. The district rate of 0.1 meets the state rate of 1.0.

## College Readiness:

**ACT/SAT:** Four-Year Trend of SAT and ACT participation and performance.

Source: The Texas Education Agency: SAT and ACT Data Search and Data Downloads, located on the TEA Website, [tea.texas.gov](https://tea.texas.gov/data/data-reports-and-publications/sat-act-data-search-and-data-downloads).

Four-Year Trend –SAT Participation and Performance															
	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Average ERW score (Evidenced-Based Reading and Writing)			Average Math Score			Average Total Score		
Grad Year	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State
2021	Pending														
2020	22.2	50.4	66.2	8.8	11.2	21.0	502	489	513	473	475	506	975	964	1019
2019	19.2	43.5	63.2	3.4	12.1	22.4	499	496	517	470	483	510	968	979	1027
2018	43.8	43.0	61.7	10.7	13.0	23.4	494	500	521	481	487	515	976	987	1036

The SAT Total Scores range from 400 to 1600 and the section scores for Evidence-Based Reading and Writing and Mathematics range from 200 to 800. The SAT sets benchmarks for each



section to determine college readiness. The SAT Math benchmark is associated with a "75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus, or calculus". The SAT Evidence-Based Reading and Writing (ERW) is associated with a "75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in history, literature, social science, or writing. **SAT Benchmarks: Evidence-Based Reading and Writing 480 and Math 530.** In addition to the benchmarks for each section, the College Board developed a **color-coded system** for the section scores: Green means the score met or exceeded the benchmark; Yellow means the score is approaching the benchmark and is within one year's growth of meeting the benchmark; and Red means the score is below the benchmark and is more than one year's growth from meeting the benchmark. (Educator Brief: The College and Career Readiness Benchmarks for the SAT Suite of Assessments, <https://satsuite.collegeboard.org/media/pdf/educator-benchmark-brief.pdf>)

Section Scores		
SAT	Evidence-Based Reading and Writing	Math
Red	200-450	200-500
Yellow	460-470	510-520
Green	480-800	530-800

An analysis of the Four-Year Trend of students who participated in the ACT is given in the chart below.

Four-Year Trend –ACT Participation and Performance																					
	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Avg. English Score			Avg. Math Score			Avg. Reading Score			Avg. Science Score			Avg. Composite Score		
Grad Year	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State
2021	Pending																				
2020	79.1	48.6	34.0	2.5	11.9	27.6	15.0	16.3	18.9	16.4	17.9	20.1	17.4	18.6	20.9	17.0	18.4	20.5	16.6	17.9	20.2
2019	82.1	51.9	35.5	4.0	11.6	28.6	14.2	16.4	19.3	16.3	18.0	20.4	16.1	18.5	21.2	16.2	18.5	20.8	15.8	17.9	20.6
2018	100	55.7	37.7	6.6	11.6	29.0	14.8	16.5	19.4	17.3	18.2	20.6	16.6	18.4	21.2	17.3	18.6	20.9	16.6	18.1	20.6

or higher grade and approximately a 75-80% chance of earning a C or higher grade in the corresponding college course or courses". (Allen, J. and Radunzel, J., 2017, What are the ACT College Readiness Benchmarks?, pages 1-2, <https://www.act.org/content/dam/act/unsecured/documents/pdfs/R1670-college-readiness-benchmarks-2017-11.pdf>).

ACT College Readiness Benchmarks		
ACT Test Scores	College Success	Benchmark
English	English Composition I	18
Mathematics	College Algebra	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23

**College and Career Readiness: College Ready Annual Graduates:** Annual graduates are students who graduate from a district or campus in a school year regardless of cohort (2022 Accountability Manual, page 15)

College and Career Readiness are a priority of the high school campuses. To support the efforts, Raymondville ISD applied for and was awarded the following grant programs: 1. JET Grant, 2. PTECH Grant, 3. Technology Lending Grant, 4. Summer CTE Grant, and 5. Carl Perkins Reserve Grant. The JET Grant allows districts to purchase and install equipment necessary for the development of career and technical education courses or program that lead to a license, certificate or post-secondary degree in a high-demand occupation (<https://www.twc.state.tx.us/partners/jobs-education-texans-jet-grant-program>). The PTECH Grant allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree (<https://texascrmsdesignation.org/>). The Technology Lending Grant allows districts to implement a technology lending program to loan students the equipment necessary to access and use digital instructional materials (<https://tea.texas.gov/finance-and-grants/grants/grants-administration/grants-awarded/2020-2021-technology-lending-grant-program>). The Summer CTE Grant is to assist districts in fostering innovation through the identification and promotion of promising and proven CTE and WBL programs, practices, and strategies that prepare individuals for college and career; and promoting the development, implementation, and adoption of programs of study or career pathways aligned with state identified high skill, high-wage, in-demand occupations or industries (<https://tea.texas.gov/finance-and-grants/grants/grants-administration/grants-awarded/2019-2020-summer-career-and-technical-education-grant>). The Carl Perkins Reserve Grant allows districts to expand opportunities for every student to complete career and education pathways that lead to credentials with value in the labor market (<https://tea.texas.gov/academics/college-career-and-military-prep/texas-regional-pathways-network>).

College, Career or Military Ready (Annual Graduates)	State	Region 01	District
2020-21	65%	81%	62%
2019-20	63%	76%	71%
2018-19	73%	83%	77%
TSI Creiteria Graduates in Both Subjects			
2020-21	41%	45%	9%
2019-20	43%	47%	23%
2018-19	44%	46%	26%
Dual Course Credits in Any Subject			

College, Career or Military Ready (Annual Graduates)	State	Region 01	District
2020-21	26%	35%	22%
2019-20	25%	33%	24%
2018-19	23%	32%	19%
Approved Industry-Based Certification			
2020-21	19%	37%	40%
2019-20	13%	30%	46%
2018-19	11%	2%	43%
Graduates with Level I or II Certificate			
2020-21	1%	1%	-
2019-20	1%	2%	1%
2018-19	1%	2%	0%
Graduate with Completed IEP and Workforce Readiness			
2020-21	2%	3%	1%
2019-20	2%	2%	5%
2018-19	2%	2%	1%
Graduates under an Advanced Diploma plan and identified as a Current Special Education Student			
2020-21	4%	6%	6%
2019-20	4%	4%	8%
2018-19	3%	3%	0%

(-) Hyphen indicates there are no students in the group.

**House Bill 3:** HB3 requires school boards to adopt plans in early childhood literacy and math, as well as college, career, and military readiness. Districts are required to set five-year annual goals and progress measures for each goal aligned to the plan. The early childhood literacy and math plans require annual goals for aggregate student growth on 3rd grade math and reading STAAR; annual targets for students in each group evaluated under closing the gaps domain; and targeted professional development for classroom teachers in kindergarten through 3rd grade for campuses that the board identifies as not meeting the plan's goals and that considers the unique needs of students in bilingual education or special language programs. HB3 requires each campus to set annual goals aligned to the district goals and progress measures.

**Raymondville ISD House Bill 3 Board Goals:** (Districts are required to use 2019 as the baseline data for setting the five-year annual goals)

**Goal 1: Early Childhood Literacy Board Outcome Goal:**The percent of 3rd grade students that score meets grade level or above on the 2019 STAAR Reading will increase from 43% to 60% by June 2024.

**Goal 2:Early Childhood Math Board Outcome Goal:The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.**

**Goal 3: CCMR Board Outcome Goal: The percentage of annual graduates that meet the criteria for CCMR will increase from 65% to 75% by June 2024.**

*Please see the Addendum section for the detailed HB3 board goals and progress measures.*

**Kindergarten Readiness:** The data below represent the number of Kindergarten students who were enrolled as of the Fall Snapshot date and who were administered an assessment, at the Beginning of the Year, on the Commissioner's List of Reading Instruments. Raymondville ISD administers the TX-KEA to determine kindergarten readiness. To evaluate the effectiveness of the Pre-K program, the table includes the number of students who were eligible and attended Pre-K the previous year.

Kindergarten Readiness					
District/Campus	2017-18	2018-19	2019-20	2020-21	2021-22
<b>Raymondville ISD</b>					
Students assessed in KG	134	138	133	115	143
% Ready for Kindergarten	53.7%	53.6%	44.4%	79.1%	71.3%
Number of Eligible PK Students Who Attended PK	85	89	86	76	99
% of PK Ready for Kindergarten	61.2%	67.4%	52.3%	89.5%	79.8%
<b>LC Smith Elementary</b>					
Students assessed in KG	49	56	60	58	55
% Ready for Kindergarten	18.4%	42.9%	28.3%	75.9%	74.6%
Number of Eligible PK Students Who Attended PK	29	31	41	38	38
% of PK Ready for Kindergarten	20.7%	58.1%	36.6%	86.8%	84.2%

Kindergarten Readiness					
Pittman Elementary					
Students assessed in KG	85	82	73	57	88
% Ready for Kindergarten	74.1%	61.0%	57.5%	82.5%	69.3%
Number of Eligible PK Students Who Attended PK	56	58	45	*	61
% of PK Ready for Kindergarten	82.1%	72.4%	66.7%	*	77.1%

\* Indicates results are masked due to small numbers to protect student confidentiality.

### Student Programs to Close the Achievement Gap:

To further address the academic achievement in Reading and Math at the elementary level, RISD was awarded the **Additional Days School Year (ADSY)** for July 2021-June 2022 and the **Math Innovation Zone/Blended Learning Grant (MIZ/BLGP)** for December 2019 to May 2022. The need for **ADSY** provides extended learning time through an additional 30 school days in the summer during July 2021 for grades K-2 at LC Smith Elementary. Raymondville ISD expanded the grant in July 2022 to include students in grades PK-5 for both elementary campuses, LC Smith and Pittman. 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 the web-based program, Imagine Learning for grades K-8.

Raymondville ISD applied for and was awarded a non-competitive grant, the **Texas COVID Learning Acceleration Supports (TCLAS)**, to accelerate learning in the wake of COVID. The grant supports five areas: Strategic Planning, Instructional Materials, Teacher Pipelines, More Time, and Innovative School Models. Within the five areas are ten key decision points. Raymondville ISD received the following supports through June 2024 with the **TCLAS Grant**.

TCLAS Support Area	Key Decision Point	TEA (Texas Education Agency Awarded Amount
Strategic Planning	Strategic Planning Supports	Technical Assistance provided by the TEA
	Data Strategy FTE Position	\$312,000
Instructional Materials	High Quality Instructional Materials (HQIM) Supplemental Approved Products	Decodable Tests for Learning to Read provided by the TEA
Teacher Pipelines	Paraprofessional Certification & Education	\$81,000

<b>TCLAS Support Area</b>	<b>Key Decision Point</b>	<b>TEA (Texas Education Agency Awarded Amount</b>
	Education and Training (E&T) Courses	\$11,000
	Funding for Implementation and growth of E&T programs	\$8,000
More Time	Vetted Texas Tutor Corps (VTTC) Program Subsidy	\$400,000
	Strong Summer Start Program	Technical Assistance and Learning Community Support provided by the TEA; Funding for ADSY Project Manager \$187,500; and Operational Funding for Academic Calendar Adjustments \$256,005
Innovative Models	P-TECH	P-Tech Network Success \$200,000 and Dual Credit Faculty Expansion Grants \$100,000

### Student Achievement Strengths

1. The district performance on STAAR at the Meets Level for ELA/Reading (55%) exceeds the Region's performance (50%) and the State's performance (53%).
2. The district performance on STAAR at the Meets Level for Mathematics (50%) exceeds the Region's performance (40%) and the State's performance (42%).
3. The district performance on STAAR at the Meets Level for Science (47%) exceeds the Region's performance (44%) and the State's performance (42%).
4. The district's STAAR Performance for Current Students Served in Special Education for All Subjects is 35% at the Meets Level , which exceeds the

Region's rate of 25% and the State's Rate of 24%.

5. The district's STAAR Performance for Current ELs for All Subjects is 32% at the Meets Level, which exceeds the State's Rate of 30%. The Region's rate is 32%.

#### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** The district performance on STAAR at the Meets Level for Social Studies (37%) is below the Region's performance (45%) and the State's performance (50%). **Root Cause:** The master schedule at the middle school and high school does not allow for department planning.

**Problem Statement 2 (Prioritized):** The district's STAAR Performance at the Meets Level for Special Education Students (Current) is 25% which is below the All Student rate 45%, EL Current 32%, and EL Current and Monitored 36%.

# 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. IRISD also provides character education lessons at least once a month through the "Character Strong" Program.All campuses will work on improving attendance through the use of varied incentives. See attendance data in the Demographic Section of the Comprehensive Needs Section.

## Raymondville ISD Discipline Data

Source: The Texas Education Agency Website: Discipline Data Products Overview, [www.tea.texas.org](http://www.tea.texas.org).

RISD	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22	
Cumulative Year End Enrollment	2,279		2,270		2,230		2,294		2,213		2,142	
Number/% of Students Placed in DAEP	26	1.14%	68	3.00%	33	1.48%	35	1.53%	N/A		19	0.9%
Number/% of Students Placed in Out of School Suspensions	71	3.12%	56	2.47%	46	2.06%	29	1.26%	N/A		22	1.03%
Number/% of Students Placed In School Suspensions	226	9.92%	208	9.16%	114	5.11%	87	3.79%	N/A		72	3.4%

N/A indicates counts or percentages are not available to comply with the Family Educational Rights and Privacy Act (FERPA).

**Raymondville ISD Bullying Prevention and Intervention Plan:** The plan is located on the district's website [raymondvilleisd.org](http://raymondvilleisd.org) website, [www.raymondvilleisd.org/155247\\_2](http://www.raymondvilleisd.org/155247_2).

## Attendance Rates, Chronic Absenteeism, and Distinction Designations:

The **attendance rate** for Raymondville ISD shows a decrease from 93.01% in 2017-2018 to 86.96% in 2021-2022.

A new data source reported on the 2020-2021 Texas Academic Performance Report (TAPR) for **Chronic Absenteeism**, defined as students who are enrolled for at least 10 days and absent for 10 percent or more of the days, indicate a decrease of **19.9% in 2018-19 to 12.8% in 2019-20 for the district**. The rate for Chronic Absenteeism for the **state decreased**



from 11.4% to 6.7% and the Region from 12.1% to 6.9%. (See TAPR Glossary, page 6, located on the Texas Education Website, Performance Reporting page: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html>)

Attendance rates for grades 1-12 are used by the Texas Education Agency (TEA) as an indicator for **Campus Distinction Designations**. Elementary campuses can earn six distinction designations, middle and high school campuses can earn up to seven designations. Alternative education campuses are not eligible. The agency awards distinctions in several areas and are based on performance of campuses of similar type, size, grade span, and student demographics (Texas Education Agency, 2019 Accountability Manual, page 63). All campuses can earn the following **distinction designations: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, and Postsecondary Readiness**. Middle Schools and High Schools can earn an additional distinction designation for **Academic Achievement in Social Studies**.

For 2022, LC Smith Elementary, Pittman Elementary, and Raymondville High School received all possible distinction designations. Myra Green Middle School received six of the seven distinction designations. In addition, Raymondville High School and Myra Green Middle School were in the top quartile of its comparison group for attendance, Pittman Elementary was in the second quartile, and LC Smith in the fourth quartile.

Please see the **Student Achievement Section for the list of the district and campus distinction designations**.

2022 Distinction Designation Minimum Score for Attendance Grades 1-12		
Campus	2022 Campus Attendance Score	2022 Minimum Score for Quartile One
Raymondville Early College HS	97.40%	94.4%
Myra Green MS	97.40%	94.8%
L.C. Smith Elem.	88.10%	93.6%
Pittman Elem.	97.40%	94.1%

Source: Texas Education Website, Accountability Ratings (<https://rptsvr1.tea.texas.gov/perfort/account>)

2016 - 2022 ATTENDANCE DATA (Grades EE-12)					
Campus	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Raymondville Early College High School	92.47%	91.91%	91.43%	97.43%	84.89%
Myra Green Middle School	91.60%	92.34%	93.70%	97.37%	86.13%
L.C. Smith Elementary	92.86%	94.03%	94.98%	88.98%	87.61%

Pittman Elementary	94.67%	95.11%	94.60%	92.46%	89.07%
<b>Raymondville ISD</b>	<b>93.01%</b>	<b>93.37%</b>	<b>93.22%</b>	<b>94.08%</b>	<b>86.96%</b>

Source: (TSDS PEIMS Superintendent's Summary Report of Student Attendance, Summer Collection).

**Dropout Rates:** The state reports two rates for dropout, Grades 7-8 and Grades 9-12, as indicated on the 2020-22 Texas Academic Performance Report (TAPR). The dropout rate for the 2019-2020 school year is based on student attendance through the fourth six weeks due to the Covid-19 pandemic (TAPR Glossary, page 6). Raymondville ISD's Drop-out Plan includes the following:

<i>Grades 7-8</i>	<i>District</i>	<i>Region</i>	<i>State</i>	<i>Grades 9-12</i>	<i>District</i>	<i>Region</i>	<i>State</i>
2017-2018	0.3%	0.2%	0.4%	2017-2018	0.8%	1.7%	1.9%
2018-2019	0.0%	0.2%	0.4%	2018-2019	0.5%	1.4%	1.9%
2019-2020*	0.3%	0.1%	0.5%	2019-2020*	0.8%	0.9%	1.6%

**Graduation Rates:** The best 4-year longitudinal, 5-year extended longitudinal, or 6-year extended longitudinal graduation rate comprises 20% of the overall Domain I: Student Achievement for K-12 districts and high schools. The best graduation rate for the Class of 2021, 4-year; Class of 2020, 5-year extended; and Class of 2019, 6-year extended is used for the 2022 Accountability rating for the district.

4-Year Rate	District	Region	State	5-Year Extended Rate	District	Region	State	6-Year Extended Rate	District	Region	State
<b>Class of 2019</b>	91.6%	90.7%	90.0%	<b>Class of 2018</b>	93.9%	93.1%	92.2%	<b>Class of 2017</b>	86.7%	93.1%	92.4%
<b>Class of 2020</b>	95.9%	92.1%	90.3%	<b>Class of 2019</b>	94.2%	92.7%	92.0%	<b>Class of 2018</b>	95.5%	93.6%	92.6%

4-Year Rate	District	Region	State	5-Year Extended Rate	District	Region	State	6-Year Extended Rate	District	Region	State
Class of 2021	89.0%	92.1%	90.0%	Class of 2020	95.9%	93.8%	92.2%	Class of 2019	94.2%	93.3%	92.6%

**Federal Graduation Rate:** The Federal Graduation Status component is calculated using the four-year federal graduation rate without state exclusions. The four-year federal graduation rate follows a cohort of first-time students in grade 9 through their expected graduation three years later. A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students who transfer out of the Texas public school system over the four years for reasons other than graduating, receiving a TxCHSE, or dropping out are removed from the class. (Accountability Manual, Closing the Gaps, Federal Graduation Rate)

**Domain III, Closing the Gaps, Four-Year Graduation Rate Target:** Student groups are evaluated against the four-year long-term target (94.0%) with at least 0.1% improvement over the Class of 2015 baseline rate, the four-year interim target (90.0%) with at least 0.1% improvement or expected growth toward the four-year long-term target using the calculation below.

**Calculation:** current year four-year graduation rate – prior year four-year graduation rate  $\geq$  (94.0 (long-term target) – prior year four-year graduation rate) / 10.

The Five-Year Federal Graduation Rate for Raymondville ISD shows an overall increase of 8% from 2017 - 2021; however, the district did not meet the 2022 Accountability Target for Domain III (Closing the Gaps) due to the 8% decrease from 2020 to 2021. Graduation rates for 2022 will reflect in the 2023 Accountability System.

Graduating Class	2017	2018	2019	2020	2021
RISD Federal Graduation Rate	80%	87%	91%	96%	88%

Source: TAPR Report for the Federal Graduation Rate without State Exclusions, 2018-2019; 2019-2020, and 2020-2021; and Accountability Ratings 2022 (Texas Education Agency Website)

### District Culture and Climate Strengths

The Federal Graduation Rate increased from 80% in 2017 to 88% in 2021.

The overall attendance rate for Grades EE-12 increased from 93% in 2017 to 94% in 2021.

School counselors incorporate character education lessons at least once a month.

The district's mental health committee meets quarterly.

The overall number of placements in DAEP, ISS and OSS decreased from 2,279 in 2016-17 to 2,213 in 2020-21.

### **Problem Statements Identifying District Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** The Federal Graduation Rate decreased from 96% in 2020 to 88% in 2021. **Root Cause:** COVID

**Problem Statement 2 (Prioritized):** The overall attendance rate for Grades EE-12 decreased from 94% in 2021 to 87% in 2022. **Root Cause:** COVID

**Problem Statement 3 (Prioritized):** The district's curriculum lacked socio-emotional lessons relevant to the effects of COVID. **Root Cause:** Lack of updated material to address current needs

**Problem Statement 4 (Prioritized):** The number of students placed in the DAEP increased from 26 in 2016-17 to 35 in 2020-21. **Root Cause:** The district's curriculum lacks the socio-emotional skills to address student needs.

# 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 areas of English Language Arts and Science for the elementary campus through an agreement with Forde-Ferrier; and on-site professional development for grades 3-EOC with Lead4Ward for ELAR, Math, Science, and Social Studies. Teachers have access to online professional development through Texas Gateway and CLI Engage for PreKindergarten. Special Education professional development is provided through Wil-Cam Coop.

### The district provides additional support through the following grants/programs:

**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.

### Mentor Allotment program

The Mentor Teachers participating in the Mentor Program will participate in the Micro-Endorsement courses consisting of 7 micro-credentials and corresponding coaching support. The program is designed to ensure mentors complete one micro-credential-based training before the school year begins and additional micro-credential-based training each semester. The combination of each of the micro-credentials explicitly focuses on creating a holistic and comprehensive approach to mentoring support that covers all of the identified Mentorship Best Practices as an educator progresses through the micro-endorsement.

In 2022, LC Smith had one mentor, Pittman had two mentors, Myra Green Middle School had one mentor, and Raymondville Early College High School had one mentor. Currently, all campuses have one mentor, except for Myra Green Middle school, which has two.

### Teacher Incentive Allotment program

HB 3 established the Teacher Incentive Allotment (TIA) to recognize effective teachers on three different levels, recognized, exemplary, and master. These teacher designations will generate additional teacher-focused allotment funding for the district in order for them to reward their top performers. RISD is participating in the TIA Cohort D for the 2021-2022 school year with the following schools: LC Smith Elementary 1st grade teachers Reading; Myra Green Middle School 6th grade Reading and Math Teachers; and Raymondville Early College High School English I and English II. For the 2022

### National Board Teacher Certification program

RISD currently has a cohort of 3 participants in the NBTC. Participants are required to complete the BloomBoard 17 micro-credential courses by May of 2022 and to complete 2 of the NBTC Exam components for the 2021-2022 School Year. At the end of 2022-2023 school year participants should have completed the 4 components needed to pass the NBTC.

### Product Academies (K-5) Eureka Math

Through the Resilient Schools Support Program (RSSP) Year III, the district engaged in the monthly team and Ad Hoc meetings to identify priority areas of unfinished learning due to the COVID Gap. The team consisted of district administrators, campus administrators, teachers, and Instructional Technology. The team developed an improvement plan that

focused on three priorities: (1) High-Quality Instructional Materials, (2) Professional Development, and (3) Research-Based Instructional Strategies (RBIS). Through a stakeholder survey conducted in Fall 2022 and data analysis of district data through Fall 2022, the team narrowed the focus to grades 3 and 4 mathematics; however, the district chose to implement Eureka Math in grades K-5. The district also identified the need to designate math coaches at the campus level to support implementing the new math program. Each campus identified two math coaches to support K-2 and 3-5.

The district provided virtual professional development in May for district and campus leaders; and on-site and virtual professional development for teachers in June and August. In May, campus and district administrators participated in the "Lead" session, and teachers participated in "Launch, Fluency In Action, and Customization and Prep" in June/August.

The district secured additional planning and implementation support for Eureka Math through participation in the Texas Education Product Academies. As a result, administrators and teachers will engage in ongoing professional learning through the TEALearn Platform. In addition, teachers and administrators who successfully complete the program will receive a \$1,500 stipend.

### **Region One Eureka Math (K-5) Planning Sessions**

The district contracted with the Region One ESC to provide on-site six-week planning sessions for K-5 Math teachers implementing Eureka Math.

### **Leadership Coaching**

The district contracted with WinkEd Consulting to provide on-going virtual and on-site leadership coaching sessions for district and campus administrators. District and campus administrators will engage in topics from the book, *A Leader's Guide to Excellence in Every Classroom*. Campus administrators and classroom teachers will have access to videos and resources located on the WinkEd website on the following topics: (1) Resources for Learning; (2) Routines and Procedures; (3) Relationships for Learning; (4) Engagement in Learning; (5) Rigor and Mastery; (6) Creative Strategies; and (7) Student Leadership.

### **RISD Wellness Program**

In addition to providing professional development for district staff, the district implemented a wellness program for all employees. The wellness program is in coordination with the Raymondville Early College High School Health Academy and provides the following services:

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

**RRSD uses the TEKS Resource System** as the K-12 district curriculum for English Language Arts, Science, Social Studies, and grades 6-12 Math. In Fall 2022, the district implemented Eureka Math for grades K-5. Teachers are allowed to attend six-week TEKS Resource System planning workshops and Eureka Math on-site planning sessions. District and campus administrators will be monitoring the implementation of the TEKS Resource System and Eureka Math through classroom observations and the monitoring of professional learning communities.

Teachers will be expected to utilize common assessments using TEKS Resource System and DMAC. Grades 3, 4 and 5 will utilize common assessments created by Forde-Ferrier in Reading, and Science, and K-5 Math will use the Eureka Math Pre-Diagnostic, Mid-Module, End-of-Module, and Topic Quizzes located in the Eureka Math Digital Platform.

In addition to the district curriculum, the following programs are used to support student learning:

Footsteps2Brilliance is an online early literacy program for grades Pre-K through 3rd available in the classroom and throughout the community; Imagine Learning is an online program for grades K-5 Reading and Mathematics, and Progress Learning (formerly Education Galaxy) is an online program for grades K-5 Reading, writing, Mathematics, and Science. 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.

Raymondville Early College High School has staff that teaches dual enrollment courses in English Language Arts, Math, Science, Social Studies, and Electives. Raymondville Early College High School in partnership with Coastal Bend to offer Dual Enrollment courses 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.

Raymondville ISD provides the following programs to support classroom instruction:

Raymondville ISD uses Schoology as the Learning Management Platform. 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.

**Raymondville ISD Advance Placement Courses: (AP) Courses:** English III and IV, Environmental Systems, Physics, US History, US Government and Economics. In addition to AP Courses, the district offers Honors (H) Courses offered at the middle school and high school. Honors (H) courses for Math, English Language Arts, Science, Social Studies are offered at the middle school for grades 6-8. Honors (H) courses offered at the high school include: English I, English II, Algebra I, Geometry, Algebra II, Biology, Chemistry, World History, and World Geography.

Raymondville ISD Advance Course Enrollment Data by Subject						
(Honors, Advance Placement (AP), and Dual)						
	Science	Social Studies	Mathematics	English Language Arts	Foreign Language (Spanish)	CTE/Elective
Raymondville Early College High School	170	215	110	170	4	17

Raymondville ISD Advance Course Enrollment Data by Subject (Honors, Advance Placement (AP), and Dual)						
Myra Green Middle School	142	141	126	144		

Raymondville ISD Dual Enrollment offered through Coastal Bend College: Composition I and II, Public Speaking, College Algebra, Anatomy & Physiology, Life & Wellness, Beginning Spanish I and II, Intermediate Spanish I and II, Introduction to Humanities I, Art Appreciation, US History I and II, Federal Government, Texas Government, Principles of Macroeconomics, Lifespan Growth & development, Principles of Sociology, Introduction to Health Terminology, Medical Terminology, Nurse Aide and Health Care, Nurse Aide and Patient Care Aide, Learning Framework (My Cougar Course), and Business Computer Application.

(Please see the Addendum, *Coastal Bend College Dual Enrollment Course Crosswalk*, for further details)

Raymondville ISD Pathways in Technology Early College High School offers students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree (<https://texascrmsdesignation.org/>).

(Please see the Addendum, *Raymondville ISD School District Pathways in Technology Early College High School*, for further details)

Course Enrollment	Law Enforcement	Certified Nurse Aide/Assistant	AWS Sense Welding
Raymondville ISD	147	112	136

### Raymondville ISD College and Career Readiness Grants:

College and career readiness are a priority on the high school campus. RISD applied for and was awarded the following grants to support high school students: 1. JET Grant, 2. PTECH Success Grant, 3. Summer CTE Grant (Ended August 2020), and 4. Technology Lending Grant (Ended August 2021). Students participating in these programs will increase their readiness to be successful in college and career pursuits upon graduation.

Grant Descriptions are from the direct source from the Texas Workforce Commission, <https://www.twc.texas.gov/>, or the Texas Education Agency, [tea.tx.gov](http://tea.tx.gov).

JET Grant: The JET program provides grants to eligible educational institutions to defray the start-up costs associated with developing career and technical education programs. JET grants provide potential economic returns through: Supporting new, emerging industries or high-demand occupations; and offering new or expanded dual credit career and technical educational opportunities in public high schools, [www.twc.texas.gov](http://www.twc.texas.gov).

PTECH Success Grant: The P-TECH and ICIA Planning and Implementation Grant is a competitive grant designed to provide students with a smooth transitional experience to postsecondary and the workforce. P-TECH models allow students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2



certificates, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student , [www.tea.texas.gov](http://www.tea.texas.gov).

Summer CTE Grant: The purpose of this grant is to assist applicants in fostering innovation through the identification and promotion of promising and proven CTE and WBL programs, practices, and strategies that prepare individuals for college and career; and promoting the development, implementation, and adoption of programs of study or career pathways aligned with state identified high skill, high-wage, in-demand occupations or industries, [www.tea.tx.gov](http://www.tea.tx.gov).

Technology Lending Grant: The Technology Lending Grant Program awards competitive grants to LEAs to implement a technology lending program to loan students the equipment necessary to access and use digital instructional materials, [www.tea.texas.gov](http://www.tea.texas.gov).

### **Curriculum, Instruction, and Assessment Strengths**

The district's enrollment in Advance Science Courses increased from 142 in middle school to 182 in high school.

The district's enrollment in Advance Social Studies Courses increased from 141 in middle school to 215 in high school.

The district's enrollment in Advance ELA Courses increased from 144 in middle school to 170 in high school.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** The district's enrollment in Advance Social Math Courses decreased from 126 in middle school to 110 in high school. **Root Cause:** The advance course offerings in mathematics is limited .

# Parent and Community Engagement

## Parent and Community Engagement Summary

**RISD Community Services:** RISD provides increased local control of the group of health care benefits plan to allow the district to be more responsive to employee and community needs, see RISD website for more details [raymondvilleisd.org](http://raymondvilleisd.org).

**Communication Plan:** Communication to parents will occur via district/campus web pages, social media, newsletters, phone calls, home visits, emails, Remind App and Class Dojo. . Timely information for parents will be updated frequently and posted on the district's website and through social media.

**Parent Meetings:** The district conducts parent conferences and will be using a district parent needs assessment to identify the areas of interest. All campuses host various parent nights (Meet the Teacher, Open House, and different academic nights). 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 Family Engagement Coordinator will conduct parent meetings and trainings in Nutrition and Wellness, and How to Assist their Children Academically at home.

## 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 Early College 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 in the 7th 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 %** (**Pending: TSDS PEIMS Disaggregation Fall 2022, Fall Collection, First Submission**) 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.

Campus start and end times are the following:

RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT			
2021-2022 CAMPUS START AND END TIMES			
CAMPUS	BREAKFAST	STUDENT INSTRUCTIONAL TIME	STAFF
Raymondville Early College High School	7:55 a.m. - 8:10 a.m.	8:10 a.m. - 4:17 p.m.	7:40 a.m. - 4:20 p.m.
Raymondville Options Academic Academy	7:45 a.m. - 7:57 a.m.	8:00 a.m. - 4:17 p.m.	7:30 a.m. - 4:30 p.m.
Myra Green Middle School	7:45 a.m. - 8:00 a.m.	8:00 a.m. - 3:56 p.m.	7:30 a.m. - 4:00 p.m.
L.C. Smith Elementary	7:30 a.m. - 8:00 a.m.  (Includes Breakfast and Announcements)  Win Time (Accelerated Instruction)  8:00 a.m. - 8:45 a.m.	8:00 a.m. - 3:30 p.m.	7:30 a.m. - 4:00 p.m.

**RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT**

<b>Pittman Elementary</b>	<b>7:30 a.m. - 8:30 a.m.</b> <b>(Includes Breakfast, Announcements, Power Hour, and Advisory Period)</b>	<b>8:00 a.m. - 3:35 p.m.</b>	<b>7:30 a.m. - 4:00 p.m.</b>
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Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. ROAA provides academic support for at-risk 8th graders at their campus.

Grades PK-2 are self-contained and grades 3 -5 are departmentalized. Both elementary campuses offer a daily acceleration period during the instructional day.

Each elementary campus has one principal, one assistant principal and one counselor. 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 "Reading by Design". 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 Wi-Fi hotspot. The district has an Instructional Technology Coordinator/Webmaster, Network Administrator and 2 Computer Technicians 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 Wi-Fi hotspot to participate and engage in web-based courses to meet CCMR requirements.

# Priority Problem Statements

**Problem Statement 1:** The district performance on STAAR at the Meets Level for Social Studies (37%) is below the Region's performance (45%) and the State's performance (50%).

**Root Cause 1:** The master schedule at the middle school and high school does not allow for department planning.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The district's STAAR Performance at the Meets Level for Special Education Students (Current) is 25% which is below the All Student rate 45%, EL Current 32%, and EL Current and Monitored 36%.

**Root Cause 2:**

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** The Federal Graduation Rate decreased from 96% in 2020 to 88% in 2021.

**Root Cause 3:** COVID

**Problem Statement 3 Areas:** District Culture and Climate

**Problem Statement 4:** The overall attendance rate for Grades EE-12 decreased from 94% in 2021 to 87% in 2022.

**Root Cause 4:** COVID

**Problem Statement 4 Areas:** District Culture and Climate

**Problem Statement 5:** The district's curriculum lacked socio-emotional lessons relevant to the effects of COVID.

**Root Cause 5:** Lack of updated material to address current needs

**Problem Statement 5 Areas:** District Culture and Climate

**Problem Statement 6:** The number of students placed in the DAEP increased from 26 in 2016-17 to 35 in 2020-21.

**Root Cause 6:** The district's curriculum lacks the socio-emotional skills to address student needs.

**Problem Statement 6 Areas:** District Culture and Climate

**Problem Statement 7:** The district's enrollment in Advance Social Math Courses decreased from 126 in middle school to 110 in high school.

**Root Cause 7:** The advance course offerings in mathematics is limited .

**Problem Statement 7 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- Enrollment trends

#### **Support Systems and Other Data**

- Organizational structure data



# Goals

Revised/Approved: November 7, 2022


**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 2023, the district will increase student performance at the Meets Level of Performance in ELA/Reading from 55% to 65%, Mathematics from 50% to 60%, Science from 47% to 55%, and Social Studies from 37% to 50%.



**High Priority**




**HB3 Goal**






**Evaluation Data Sources:** STAAR/EOC Results for district and state

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. Scientifically-based research modeling strategies; ELA/Reading, & Science, Mathematics, and Social Studies, Region I instructional coaching, Small Group Instruction.  <b>Strategy's Expected Result/Impact:</b> Certificates Increase student achievement Implementation of programs of learning Instructional coaching in content areas  <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Region 1, Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6  <b>Problem Statements:</b> Student Achievement 1  <b>Funding Sources:</b> - 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	Formative		
	Jan	Apr	July
			

Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implement Professional Learning Communities at all campuses for teachers to work collaboratively to improve student outcomes. <b>Strategy's Expected Result/Impact:</b> Master Schedule Agenda & Minutes of Meeting Horizontal alignment Vertical alignment <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Implement district/campus data meetings that will utilize progress monitoring data reports from web-based assessment and reporting systems TAPR, CLI Engage, and RDA data reports along with TEKS Resource System in all core content areas and Eureka Math in grades K-5 to ensure alignment in curriculum, instruction and assessment. Curriculum Mapping (YAGs, IFDs, VADs, assessment generator, and test bank, Scope and Sequence) Implement 3 week common assessments in the core areas to monitor student achievement. Teacher created and progress monitoring checkpoints <b>Strategy's Expected Result/Impact:</b> Walkthrough documentation DMAC Curriculum Maps Lesson plans Assessments (Six Weeks, Benchmark) 3 week checkpoints <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 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, - 282-ESSER III, - 282-TCLAS	Formative		
	Jan	Apr	July
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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 ( <a href="https://buildingrti.utexas.org/">https://buildingrti.utexas.org/</a> ), RtI District Committee <b>Strategy's Expected Result/Impact:</b> RtI plan Cutpoints Meeting agendas and sign- in sheets Class results. BME 2 Week Monitoring Online Student Monitoring <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Coordinator, Librarian, Principal, Teacher(s)  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,043, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement research-based literacy, phonics, and ELAR programs to build students' reading and literacy skills and abilities. <b>Strategy's Expected Result/Impact:</b> Pre-test, Post-test, LMB, Consultant observations, Reading interventions, Increase in STAAR / TELPAS achievement results, Samples of student writing Forde-Ferrier Writing strategies <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s)  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000, - 199 - GENERAL FUND - \$0	Formative		
	Jan	Apr	July
			

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Improve achievement in elementary and secondary web-based instructional and academic software programs and use of manipulatives. <b>Strategy's Expected Result/Impact:</b> Classroom observations, increase in STAAR/EOC results. K-5 Eureka Math Region One TRS Math, Science, Reading, & Writing, Social Studies <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher  <b>Title I:</b> 2.4, 2.6  <b>Funding Sources:</b> - 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, - 282-TCLAS, - 282-ESSER III	Formative		
	Jan	Apr	July
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Class Schedules Screeners BOY, MOY EOY Assessment Observations <b>Staff Responsible for Monitoring:</b> Campus Administrators, Curriculum and Instruction, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>Funding Sources:</b> - 199 - GENERAL FUND - \$3,600	Formative		
	Jan	Apr	July
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement Early College High School/PTECH Model that will offer dual credit to students working with an IHE partner, and offer student supports. <b>Strategy's Expected Result/Impact:</b> Graduation Rates Course completions Increase of student enrollment <b>Staff Responsible for Monitoring:</b> RECHS Principal, Assistant Principals, Counselors, Teachers, IHE, Superintendent  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - PTECH Grant - \$125,000, - Technology Lending Grant - \$47,000	Formative		
	Jan	Apr	July
			

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Implement and monitor research-based college readiness and success programs for secondary students. <b>Strategy's Expected Result/Impact:</b> Graduation Rates Increase Student Achievement College and Career Ready AVID WICOR strategies <b>Staff Responsible for Monitoring:</b> AVID District Director, RECHS Principal, MGMS Principal, AVID Elective Teachers, Teachers  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 428 - HIGH SCHOOL ALLOTMENT - \$10,000, - PTECH Grant, - 282-TCLAS	Formative		
	Jan	Apr	July
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The district performance on STAAR at the Meets Level for Social Studies (37%) is below the Region's performance (45%) and the State's performance (50%). <b>Root Cause:</b> The master schedule at the middle school and high school does not allow for department planning.

**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 2023, STAAR performance for students served in special education will increase from 35% to 40% for all subjects as measured by the Meets Level of Performance.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Performance Data for Special Education Students (Current)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in sheets <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff  <b>Funding Sources:</b> - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Recruit, retain and monitor effective instructional staff and propose the Teacher Incentive Allotment for Cohort D. <b>Strategy's Expected Result/Impact:</b> More effective staff will improve instruction, and increase student learning <b>Staff Responsible for Monitoring:</b> Principal, DCSI  <b>Title I:</b> 2.4, 2.5 <b>- Results Driven Accountability - Equity Plan</b>	Formative		
	Jan	Apr	July



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide an opportunity for teachers to participate in the National Board Teacher Certification training program through the National Board Teacher Certification grant.  <b>Strategy's Expected Result/Impact:</b> More effective staff will improve instruction and increase student learning <b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Principals, C&I Coordinators  <b>Title I:</b> 2.5, 2.6	Formative		
	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></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 2023, RISD will increase the number of students enrolled in CTE certification courses.

### HB3 Goal

**Evaluation Data Sources:** Student Course Enrollment Data


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Recruit and partner with community and business members in promoting academic success and providing internships and work-based learning opportunities for CTE students. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, minutes <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), CTE teacher(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Deputy Superintendent  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Evaluate CTE programs on a yearly basis to determine updates and changes and track and monitor performance measures for CTE students will meet the statewide target in mathematics, secondary school completion, graduation rate, and Technical School Attainment to improve CTE student performance <b>Strategy's Expected Result/Impact:</b> Evaluation reports <b>Staff Responsible for Monitoring:</b> Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent  <b>Funding Sources:</b> - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$10,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			









Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Performance measures for CTE students will meet the statewide target in Secondary placement and Non-traditional participation to improve CTE student performance. <b>Strategy's Expected Result/Impact:</b> Student achievement results <b>Staff Responsible for Monitoring:</b> Principal, Counselor(s), teachers  <b>Funding Sources:</b> - 244 - CARL D. PERKINS BASIC FORMULA GRANT	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Implement college readiness, college assessment/finder program, and career development activities, including career fairs. <b>Strategy's Expected Result/Impact:</b> Career Inventory Reports, Flyers, Letters of Participation, Community Participation, Calendars, Xello <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Principal  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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 and administrators will participate and attend training on how to support CTE students. <b>Strategy's Expected Result/Impact:</b> CBC Enrollment, Certificates, number of certifications received by students, RGV Lead <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal, Special Programs Director  <b>Funding Sources:</b> - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$8,000, - PTECH Grant - \$50,000, - Summer CTE Grant - \$25,000	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 4:** ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2023, STAAR performance for Emergent Bilinguals (EBs) will increase from 32% to 40% for all subjects as measured by the Meets Level of Performance.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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) <b>Strategy's Expected Result/Impact:</b> Sign-in sheets Agendas Student Achievement Observations <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Department Heads, District Testing Coordinator, Instructional Coordinator, LPAC Administrator, Principal, Teacher(s)  <b>Title I:</b> 2.4, 2.6 <b>Funding Sources:</b> - 263 - TITLE III, PART A-LEP, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Implementation of Sheltered Instruction model at elementary/secondary campuses using ESL strategies in the core subjects and ESL Writing practice e-portfolios to address TELPAS writing and support for secondary students in need of additional instruction of academic language. <b>Strategy's Expected Result/Impact:</b> Walkthrough observations, TELPAS reports, number that exit/reclassify the program <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)  <b>Title I:</b> 2.6 <b>Funding Sources:</b> Vision 2020 RDA - 263 - TITLE III, PART A-LEP	Formative		
	Jan	Apr	July






Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> ESL teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for ELL students; Monitor classroom implementation of ESL strategies; monitor ELL student's academic performance and factors affecting their performance towards meeting graduation requirements <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)  <b>Title I:</b> 2.6 <b>- Results Driven Accountability</b> <b>Funding Sources:</b> - 263 - TITLE III, PART A-LEP	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conduct folder audit of all ELL student cumulative folders to ensure all documents meet compliance and utilize ELL data platform to facilitate the LPAC processes and procedures through teacher collaboration at each campus. <b>Strategy's Expected Result/Impact:</b> ESL documentation is in order in student record folder. BOY, MOY and EOY LPAC report 3 week coordination review report ELL LPAC report 3 Week Bilingual Committee reviews. CLI, TPRI <b>Staff Responsible for Monitoring:</b> LPAC Administrator, Principals, Curriculum & Instruction  <b>Title I:</b> 2.6 <b>- Results Driven Accountability</b> <b>Funding Sources:</b> DMAC - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 5:** ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2023, there will be an increase in the enrollment in Advanced Academics from 553 in the middle school to 636 and 686 in high school to 789 as measured by the number of students enrolled in each advance course (Honors, AP, and Dual).

### HB3 Goal

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> . 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  <b>Strategy's Expected Result/Impact:</b> Class roster, schedule, transcripts, TSI, SAT/ACT/AP Exams, GT Project in May <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Department Heads, Principal, Teacher(s)  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 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	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review <b>Strategy's Expected Result/Impact:</b> Progress Report, Committee meeting <b>Staff Responsible for Monitoring:</b> AP teachers, Assistant Principal(s), Counselor(s), Principal  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer additional advance mathematics courses at the high school. <b>Strategy's Expected Result/Impact:</b> Increase the enrollment in advance mathematics courses. <b>Staff Responsible for Monitoring:</b> Principals and Counselors  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



Performance Objective 5 Problem Statements:









Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> The district's enrollment in Advance Social Math Courses decreased from 126 in middle school to 110 in high school. <b>Root Cause:</b> The advance course offerings in mathematics is limited .

**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 6:** ANNUAL PERFORMANCE OBJECTIVE:1.6 By the end of the 2023 school year, there will be an increase in the integration of technology tools and resources.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Network accessibility <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, District Technology Committee, Network Administrator  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - eRate - \$12,000, - Technology Lending Grant - \$47,000, - 282-ESSER III, - 281-ESSER II	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize web-based data management and reporting program capabilities to maintain district data. <b>Strategy's Expected Result/Impact:</b> Skyward Reports <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, PEIMS Coordinator, Network Administrator, Instructional Technology Coordinator  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Maintain and update technology/hardware to support campus instructional programs including but not limited to: -computer/tablets/laptops for students and professional staff via purchase or lease. -mobile devices -COW (computers on wheels) -distance learning/remote learning -interactive touch panels -Digital informational signage -STEM Programs  <b>Strategy's Expected Result/Impact:</b> Use of technology equipment, reports, requisitions completed <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Instructional Technology Coordinator, Network Administrator  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - \$47,000	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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, TexQuest, Fall Media Conference <b>Strategy's Expected Result/Impact:</b> Teacher survey results Webinars Digital Badges and Certificate of Completion. <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, District Technology Committee, Instructional Technology Coordinator, Principal, Network Administrator  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - \$9,000	Formative		
	Jan	Apr	July
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Complete an annual School Technology and Readiness. -Teacher Survey <b>Strategy's Expected Result/Impact:</b> Teacher Survey <b>Staff Responsible for Monitoring:</b> District Technology Committee, Principal, Teacher(s), Network Administrator, Instructional Technology Coordinator  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Integrate technology at campus level through the use of computer programs, on-line websites and other technologies to include services Texas Virtual School Network for students in grades 9-12 for credit recovery, acceleration and/or Advanced Placement credit. <b>Strategy's Expected Result/Impact:</b> Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Instructional Technology Coordinator, Media Specialist, Principal, Teacher(s), Network Administrator  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - Blended Learning Grant - \$100,000, - 282-ESSER III, - 281-ESSER II, - PTECH Grant	Formative		
	Jan	Apr	July
			
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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. CyberSafety Course Common Sense Be Internet Awesome NetSmartz Kids  <b>Strategy's Expected Result/Impact:</b> Lesson Plans, certificate of completion, student/class digital citizenship contracts, and CyberSafety Course grades <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Counselor(s), Network Administrator, Teacher(s)	Formative		
	Jan	Apr	July
	N/A		
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Incorporate and document technology integration in lessons and lesson plans.  <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, Lesson plans <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent  <b>Funding Sources:</b> - 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	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 1: ANNUAL PERFORMANCE OBJECTIVE:**2.1 By the end of the 2022-2023 school year, the student attendance rate will increase from 87% to 95%.

**High Priority**

**Evaluation Data Sources:** TSDS PEIMS Superintendent's Summary Report of Student Attendance, Summer Collection

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Develop campus attendance goals that address procedures, roles, responsibilities and a formal monitoring system and utilize attendance incentives to increase student attendance. <b>Strategy's Expected Result/Impact:</b> District review of attendance percentage every six weeks. Review of campus weekly reports <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), PEIMS clerk, Principal, Site Based Committee  <b>Problem Statements:</b> District Culture and Climate 2 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators and utilize Skyward's system contact parents regarding absences. <b>Strategy's Expected Result/Impact:</b> Agendas, Improve attendance Weekly campus attendance reports Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors <b>Staff Responsible for Monitoring:</b> PEIMS Coordinator, PEIMS clerk  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create, maintain and implement leaver procedures in the School Leavers and Under-reported students Policies and Procedures Manual. Each campus will maintain proper documentation for leaver records to meet state requirements and the district will conduct audit checks periodically. <b>Strategy's Expected Result/Impact:</b> Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors <b>Staff Responsible for Monitoring:</b> Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. Each campus will develop and monitor procedures for responses to student absences and tardies through the attendance review committee as per district policy. <b>Strategy's Expected Result/Impact:</b> Surveys Six weeks reports on discipline and attendance Attendance Review Committee minutes <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent  <b>Problem Statements:</b> District Culture and Climate 2 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus administrators will train staff on requirements for students being considered present or absent in accordance with the student accounting handbook, General Attendance Requirements and recruit district level staff member to assist campus personnel, students and parents in identifying and resolving problems affecting school attendance. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheet Agenda <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> District Culture and Climate 2 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			



### Performance Objective 1 Problem Statements:







**District Culture and Climate**

**Problem Statement 2:** The overall attendance rate for Grades EE-12 decreased from 94% in 2021 to 87% in 2022. **Root Cause:** COVID

**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 2022-2023 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		
<b>Strategy 1:</b> Provide training for staff and assist students with issues interfering with learning, such as but not limited to, emotional distress, sexual abuse, sexual harassment, suicide, family problems, or alcohol and how intervention strategies will be created for students who are in need of assistance.  <b>Strategy's Expected Result/Impact:</b> Reports on: Student academic performance Discipline reports Referrals to counselor <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal, School Nurse, Teacher(s)  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 265-Title IV, - 282-ESSER III, - 281-ESSER II	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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  <b>Strategy's Expected Result/Impact:</b> Counselor's logs Guidance and Counseling Program document and calendar of services provided. Counseling sessions/presentations Agendas/schedule *Character Strong - 2022-23 Implementation Year <b>Staff Responsible for Monitoring:</b> Campus Police, Counselor(s), Principal  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Ensure that campus counselors provide guidance services for parents,students and staff that include: -student schedule modifications -graduation plans/career education -job readiness training-Career fair -college readiness-AVID 6-12 -Texas Grant Program -Teach for Texas Grant -Gear Up (Cohort) <b>Strategy's Expected Result/Impact:</b> Counselor's Log Sessions/Presentations Agendas Sign in sheets <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 265-Title IV - \$7,522, - PTECH Grant, - 282-TCLAS	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide transition support service and activities for students transitioning from Pre-K to Kindergarten, from elementary to middle school, and from middle school to high school to ensure students success as they promote each year. <b>Strategy's Expected Result/Impact:</b> Improve student awareness of next grade level and support student success <b>Staff Responsible for Monitoring:</b> Principals and teachers	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 3: ANNUAL PERFORMANCE OBJECTIVE:2.3** In the 2022-2023 school year, the District will provide a safe learning environment for all students.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> Character Education Plan-Character Strong Decrease in discipline referrals Decrease in dropout rate Surveys Agenda/sign-in sheets of student, staff and parent trainings <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Athletic Director, Counselor(s), Deputy Superintendent, Principal, Teacher(s)  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - \$10,000	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue training and implementation of school-wide Positive Behavior Intervention and supports (PBIS) (Elementary and middle school campuses), classroom management that integrates restorative discipline <b>Strategy's Expected Result/Impact:</b> Sign-in rosters Agendas Walkthroughs Decrease in discipline referrals <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Deputy Superintendent, Principal, Region I, Teacher(s)  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Visibility of use of identification cards by District personnel Visitors sign-in log/electronic reports that are generated via security system.(Raptor) <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Campus Police, Principal, Teacher(s)  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Parent and staff presentations will be conducted periodically at each campus pertaining to safety issues. (security cameras, aiphone video entry intercom system) <b>Strategy's Expected Result/Impact:</b> Sign-in sheets/agendas Sessions/Presentations <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Campus Police, Counselor(s), Principal  <b>Title I:</b> 4.1 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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 marquees. <b>Strategy's Expected Result/Impact:</b> Ads and notifications Signed receipt <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
			
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Review and revise the District Emergency Operations Plan and develop a crisis intervention plan to address emergency procedures which will be implemented by every department and campus. <b>Strategy's Expected Result/Impact:</b> District Emergency Operations Plan, Crisis Intervention Plan <b>Staff Responsible for Monitoring:</b> Campus Police, Chief Accountant, Chief Financial Officer, Maintenance Director, Safety Coordinator, Superintendent	Formative		
	Jan	Apr	July
			

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implementation of bullying intervention plan. District Bullying Prevention Committee will review Bully Reports as needed. <b>Strategy's Expected Result/Impact:</b> Bullying Intervention Plan <b>Staff Responsible for Monitoring:</b> District Police, Deputy Superintendent, Campus Principal, District Bullying Prevention Committee	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Evaluate school climate for comprehensive needs assessment using a snapshot survey during the spring semester <b>Staff Responsible for Monitoring:</b> Principal, Staff Students Parents  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$8,000	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Provide training for all staff on the identification and reporting of sexual harassment and sexual abuse. <b>Strategy's Expected Result/Impact:</b> Sign in sheets <b>Staff Responsible for Monitoring:</b> District and campus administrators	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Conduct mandated drills. <b>Strategy's Expected Result/Impact:</b> Log sheets <b>Staff Responsible for Monitoring:</b> District and campus administrators.	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Equip campus and district facilities with safety equipment to ensure the safety and security of students and staff. <b>Strategy's Expected Result/Impact:</b> Increase school safety and security <b>Staff Responsible for Monitoring:</b> Facilities and Operations, District Police  <b>Funding Sources:</b> - School Safety & Security Grant - \$25,000	Formative		
	Jan	Apr	July
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> Provide health clinics for students, staff, and the community  <b>Funding Sources:</b> - Vaccine Grant	Formative		
	Jan	Apr	July










Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Dating violence is not tolerated. If a report identifies a student as an alleged victim or perpetrator, the campus administrator or counselor will immediately notify the parent. The campus will follow guidelines for students who are victims, including a safety plan, enforcement of protective orders, campus alternatives to protective orders, and access to counseling.  <b>Strategy's Expected Result/Impact:</b> Provide a safe learning environment for students who are victims of dating violence. <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></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 4: ANNUAL PERFORMANCE OBJECTIVE:2.4** Attract an adequate number of highly qualified applicants for each available position.





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers <b>Strategy's Expected Result/Impact:</b> Orientation Evaluations Retention of new teachers Sign-in sheets Agendas <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Federal/Special Programs Director, Principal, Teacher(s)  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students. <b>Strategy's Expected Result/Impact:</b> Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study <b>Staff Responsible for Monitoring:</b> Chief Accountant, Superintendent  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND, - State Comp, - State Bilingual, - 281-ESSER II, - 282-ESSER III	Formative		
	Jan	Apr	July






Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue recruitment efforts by: -Assign campus personnel -Advertise in and out of Raymondville -Utilize Region I support  <b>Strategy's Expected Result/Impact:</b> Decrease the number of vacancies prior to the commencement of school. <b>Staff Responsible for Monitoring:</b> Superintendent, Human Resources, Principal(s)  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide leadership training on, but not limited to, T-TESS, T-PESS for all Central Office staff and campus administrators. <b>Strategy's Expected Result/Impact:</b> Sign- in sheets <b>Staff Responsible for Monitoring:</b> Superintendent, Curriculum & Instruction, Special Programs Director  <b>Funding Sources:</b> - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Implement Talent Transformation Model. -Recruitment/Retention -Strategic Staffing -Rigorous Evaluation  <b>Strategy's Expected Result/Impact:</b> Agendas Sign in logs Documents <b>Staff Responsible for Monitoring:</b> Assistant Superintendent, HR Coordinator, Curriculum & Instruction, Principals  <b>Funding Sources:</b> - 282-TCLAS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Implement the Teacher Incentive Allotment to provide a realistic pathway to pay outstanding teachers based on the ability to earn a designation through TIA and dramatically improve the recruitment and retention of highly effective teachers. <b>Strategy's Expected Result/Impact:</b> Recruit and retain highly effective teachers in the classroom. <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, HR, C&I, Principals	Formative		
	Jan	Apr	July
			

Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Implement the Mentor Teacher Allotment in order to expand the mentoring program to address the needs of all teachers both experienced and inexperienced. <b>Strategy's Expected Result/Impact:</b> Strengthen the leadership skills by providing experienced and inexperienced teachers professional development and support and growing leaders within each campus. <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, HR, C&I, Principals	Formative		
	Jan	Apr	July
			
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Implement the National Board Teacher Program Allotment that is designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools. <b>Strategy's Expected Result/Impact:</b> Teachers meeting the criteria will have the opportunity to participate in the National Board Teacher program allotment and receive professional development and support to facilitate the the earning of a National Board Certification. <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, HR, C&I, Principals	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2023, 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		
<b>Strategy 1:</b> Implement and maintain the School Health Advisory Council wellness guidelines at all campuses. <b>Strategy's Expected Result/Impact:</b> Sign-in rosters Agendas Fall Review <b>Staff Responsible for Monitoring:</b> Principal, District RN, SHAC committee members, Federal Programs  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Assess student fitness annually in grades 3 - 12 Fitness Gram R.O.A.A. <b>Strategy's Expected Result/Impact:</b> Physical fitness reports on students <b>Staff Responsible for Monitoring:</b> Athletic Director, Coaches, Principal, School Nurse  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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) <b>Strategy's Expected Result/Impact:</b> Schedules Fitness reports <b>Staff Responsible for Monitoring:</b> Athletic Director, Coaches, Principal  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Training Agendas Sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,200, - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

**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 2023, the district will implement strategies to increase Graduation Rate to 90%.

**HB3 Goal**

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase Completion Rate Decrease Dropout rate Student Schedules/Credits <b>Staff Responsible for Monitoring:</b> Counselor(s), Principal, Deputy Superintendent, Superintendent  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$5,000, - 199 - GENERAL FUND - \$10,000, - State Comp, - 282-ESSER III, - 281-ESSER II	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Student Attendance Log Increased Completion Rate Decreased Drop-out Rate <b>Staff Responsible for Monitoring:</b> Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$30,000	Formative		
	Jan	Apr	July



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide staff training on the Edgenuity, PEIMS and Skyward Management System. <b>Strategy's Expected Result/Impact:</b> Sign-in Rosters Increase in graduation rate <b>Staff Responsible for Monitoring:</b> Counselor(s), Lab Manager, Principal, PEIMS clerk  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$6,000	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Sign-in Rosters Agendas Increased Completion Rate Decrease Dropout Rates <b>Staff Responsible for Monitoring:</b> Deputy Superintendent, Federal/Special Programs Director, Principal  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$2,000	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> 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. <b>Strategy's Expected Result/Impact:</b> Decrease in students coded as (98) dropouts during the school year <b>Staff Responsible for Monitoring:</b> Counselor(s), Principals  <b>Funding Sources:</b> - 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, - PTECH Grant, - State Comp	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide CTE courses that lead to industry certification <b>Strategy's Expected Result/Impact:</b> Increase number of certifications earned <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$40,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$6,000, - JET Grant - \$197,150	Formative		
	Jan	Apr	July










Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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: a. High-quality, college readiness instruction with strong academic and social supports b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion and ensures transition counseling c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success  <b>Strategy's Expected Result/Impact:</b> improve college readiness <b>Staff Responsible for Monitoring:</b> Principal  <b>Funding Sources:</b> - 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	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer dual enrollment opportunities on campus <b>Strategy's Expected Result/Impact:</b> increase in college credits earned <b>Staff Responsible for Monitoring:</b> Counselor  <b>Funding Sources:</b> - 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, - PTECH Grant, - 282-ESSER III, - 281-ESSER II, - 282-TCLAS	Formative		
	Jan	Apr	July
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  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 2022-2023 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.



Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide parent workshops in English and Spanish on topics that will help their children succeed in school. <b>Strategy's Expected Result/Impact:</b> Agendas/Sign-in sheets Evaluations Increase in parental daily involvement Increase in student academic success Decrease in dropout rate <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Campus Police, Counselor(s), Curriculum & Instruction, Federal/Special Programs Director, Principal  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$12,949	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> High school campuses will conduct parent meetings to explain graduation requirements for all grade levels. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets Parent participation <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Counselor(s), Curriculum & Instruction, Federal/Special Programs Director, Principal  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July
			













Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits <b>Staff Responsible for Monitoring:</b> Counselor(s), Federal/Special Programs Director, Principal  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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 and Fall and Spring Parent/Community Conference. <b>Strategy's Expected Result/Impact:</b> Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate. <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Principal  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses. <b>Strategy's Expected Result/Impact:</b> Agenda/ Sign-in sheets District Website Parent Meeting Flyers <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Principal Assistant Principal  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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 2022-2023 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Training Agendas/ Sign-in Sheets Efficient PO Processing <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Purchasing Agent Chief Financial Officer, Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$250	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The District will create and implement a time-line for creating and monitoring budgets. <b>Strategy's Expected Result/Impact:</b> Actual budget time-line and monitoring audit reports <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The District will make on site visitations of campuses and departments to assess financial and facility needs. <b>Strategy's Expected Result/Impact:</b> Campus Visit Logs with Documentation of needs. District facility Needs Study <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Superintendent and Special Programs Director  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
	N/A		

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The District will provide appropriate training on, but not limited to, for secretaries, finance personnel, department heads and principals. -Student Activity Funds -Audit Items -Account Codes -Budget Monitoring -Purchasing Procedures --Payroll Procedures -Internal Controls -Travel Procedures -Bank Reconciliation  <b>Strategy's Expected Result/Impact:</b> Training Agendas, Sign-in Sheets, Spot checks at campuses/departments with documentation. Quarterly finance meetings. <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND - \$250	Formative		
	Jan	Apr	July
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Review local staffing formulas and staffing patterns to strive for campus equity, taking into account student special populations. <b>Strategy's Expected Result/Impact:</b> Staffing schedules <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
	N/A		
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Provide technical assistance and guidance for the use of all funds, i.e. grants local and federal funding. <b>Strategy's Expected Result/Impact:</b> Finance software training, agendas, sign-in sheets, Grants - allowable and unallowable expenditures <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Federal Programs Director, Chief Financial Officer, Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, Contracted Services - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, Contracted Services - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, Contracted Services - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL, Contracted Services - 265-Title IV	Formative		
	Jan	Apr	July
			

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



No Progress



Accomplished



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Discontinue

**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 2022-2023 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.


Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The District will conduct annual assessments of facilities to identify and schedule renovation projects. Major areas to be assessed include the following: a)flooring b)roofs c)fencing d)HVAC systems e)Security/Surveillance systems f)ADA (Americans with Disabilities Act) requirements  <b>Strategy's Expected Result/Impact:</b> Assessment reports Prioritized schedules of work projects, (if needed) Safety Inspections Weekly operation directors meeting  <b>Staff Responsible for Monitoring:</b> Campus Police, Maintenance Director, Safety Coordinator, Superintendent, Network Administrator, Special Programs Director, and Deputy Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The District will pursue grant opportunities to enhance programs and materials for RISD.  <b>Strategy's Expected Result/Impact:</b> Grant Applications Weekly operation directors meeting  <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Federal/Special Programs Director, Food Service Director, Maintenance Director, Superintendent, Network Administrator and Deputy Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND, - School Safety & Security Grant - \$25,000	Formative		
	Jan	Apr	July







Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> The District will continue to improve the aesthetics of all district facilities. Major areas to be addressed: a) parking lots b) demolition projects c) landscaping d) renovations e) surplus f) roofing, etc.  <b>Strategy's Expected Result/Impact:</b> Prioritized schedules of work projects (if needed), District Auction <b>Staff Responsible for Monitoring:</b> Budget Coordinator, Chief Financial Officer, Maintenance Director, Superintendent and Deputy Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The District will conduct annual assessments of vehicles to identify and create replacement schedule. <b>Strategy's Expected Result/Impact:</b> Vehicle Schedule, Depreciation Schedule, District Auction <b>Staff Responsible for Monitoring:</b> Campus Police, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The District will conduct an annual assessment of equipment and supplies. <b>Strategy's Expected Result/Impact:</b> Inventory/Fixed Asset reports, District Auction <b>Staff Responsible for Monitoring:</b> Campus Police, Campus SAP Contact, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**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 2023, the district will increase leadership and collaboration opportunities among administrators, teachers, and staff.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Leadership Academy Presenters and Presentations Agendas Sign In Sheets <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Deputy Superintendent, Superintendent, CFO, Fixed Assets, PEIMS Coordinator, Human Resources, District Testing Coordinator, Network Administrator <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide opportunities for administrators, board members and staff to attend conferences, training and online resources. Accountability Connect Leading Learning. <b>Strategy's Expected Result/Impact:</b> Conference Agendas and Individual Campus Agendas <b>Staff Responsible for Monitoring:</b> Curriculum and Instruction, Superintendent, Deputy Superintendent, Principals <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

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

**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 2022-2023 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		
<b>Strategy 1:</b> Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance. Discuss findings of campus activities at DEIC meeting. <b>Strategy's Expected Result/Impact:</b> DEIC sign-in sheets and agendas <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, District Site Based Committee, Superintendent, Cabinet Members <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Utilize Formative Review section to determine completion of strategies. <b>Strategy's Expected Result/Impact:</b> Formative review ratings <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, District Site Based Committee, Cabinet Members <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Ensure that campus site based committees meet on a quarterly basis to review the Campus Improvement Plan. <b>Strategy's Expected Result/Impact:</b> Campus site based committee sign-in sheets and agendas <b>Staff Responsible for Monitoring:</b> Principal, Site Based Committee <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Develop school calendar. <b>Strategy's Expected Result/Impact:</b> Calendar <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, DEIC <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Review and Implement District Strategic Plan <b>Strategy's Expected Result/Impact:</b> Timeline Agendas Sign in Sheets <b>Staff Responsible for Monitoring:</b> Superintendent, Deputy Superintendent, Curriculum & Instruction, Design Teams  <b>Funding Sources:</b> - 199 - GENERAL FUND	<b>Formative</b>		
	<b>Jan</b>	<b>Apr</b>	<b>July</b>
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			




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

**Performance Objective 3:** ANNUAL PERFORMANCE OBJECTIVE: 6.3 In response to additional federal and state improvement planning requirements not addressed elsewhere in this plan, Raymondville ISD will be 100% compliant by implementing the following strategies.





**Evaluation Data Sources:** These mandates have been identified as non-priority strategies this school year. Although these strategies are required for to meet state and federal program compliance and are expected to be implemented at 100%.







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations. <b>Strategy's Expected Result/Impact:</b> ARD minutes and forms, STAAR/EOC results <b>Staff Responsible for Monitoring:</b> ARD Committee Members, Assistant Principal(s), Curriculum & Instruction, Principal, Special Ed Director, Teacher(s) <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> MEP staff will work cooperatively with the PEIMS staff to ensure accuracy of coding of migrant students and provide monthly New Generation System Priority for Service Reports to campus principals. The NGS PFS report will be used to give priority placement to the PFS students into MEP activities. <b>Strategy's Expected Result/Impact:</b> Teacher receives list of reports Priority for Service <b>Staff Responsible for Monitoring:</b> New Generation System Clerk, Federal/Special Programs Director, Migrant Recruiter <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Train Director, NGS Specialists, and Recruiter on identification and recruitment procedures; training on migrant eligibility, NGS, and required migrant forms and logs for MEP staff. 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. <b>Strategy's Expected Result/Impact:</b> Certificates of Completion Identification & recruitment of migrant students <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			










Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> 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). Summer Programs will be conducted and must be supplemental to the district's summer program offerings. MAARS (Secondary), Project Smart (Elementary middle school). <b>Strategy's Expected Result/Impact:</b> Sign-in logs <b>Staff Responsible for Monitoring:</b> Lab Manager, Principal, Teacher(s)  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT, - 282-ESSER III, - 281-ESSER II, - 282-TCLAS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Coordinate between Special Education teachers and regular education teachers to ensure that special education students are receiving the appropriate instruction as per the IEP and maintain documentation to ensure accommodations and modifications are implemented according to IEPs. <b>Strategy's Expected Result/Impact:</b> Coordination folder signatures, Lesson plans, Master Schedule (High School) <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Department Heads, Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION - \$638,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP - \$14,519	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Implementation of ELPS in every classroom in which EL students are served and provide targeted interventions, learning opportunities and supplemental software for Els. <b>Strategy's Expected Result/Impact:</b> Walkthrough observation, Language/content objectives, TELPAS reports, OLPT results, Exit / Reclassification from ESL program, TPRI/CLI, STAAR/EOC results <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Instructional Coordinator, Principal, Region I, Teacher(s), LPAC Administrator,  <b>Title I:</b> 2.6 <b>Funding Sources:</b> - 263 - TITLE III, PART A-LEP - \$14,519, - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE	Formative		
	Jan	Apr	July





Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> 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 and provide tutorials/accelerated instruction opportunities or other instruction services for Priority for Service students. <b>Strategy's Expected Result/Impact:</b> Increase reading and math achievement <b>Staff Responsible for Monitoring:</b> Principal, teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Supplies & Materials - 212 - TITLE I, PART C-MIGRANT - \$20,000, Tutoring support - 212 - TITLE I, PART C-MIGRANT - \$53,439	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Meet with eligibility reviewers, recruiter and clerks to brainstorm and plan recruitment strategies to include in ID & R plan. <b>Strategy's Expected Result/Impact:</b> Revision to ID & R plan Minutes <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> 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; differentiation on instruction for special education students in inclusion. <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in sheet, decrease in special ed referrals, STAAR/EOC results <b>Staff Responsible for Monitoring:</b> Special Ed Director, Wil-Cam Staff  <b>Funding Sources:</b> - 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	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Conduct informational meetings for parents to discuss benefits of ESL program. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets, Agendas, decrease in parent denials. Increase parent/community involvement. <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, ESL Coordinator, Principal, Region I, Teacher(s)  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July












Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Provide quarterly meetings for parents of Priority for Service students and document federal, state, and local academic programs that provide services to migrant Priority for Service students. Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations. <b>Strategy's Expected Result/Impact:</b> Increase number of participating parents and increase communication Agenda Sign-in sheets <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 12 Details	Formative Reviews		
<b>Strategy 12:</b> 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. 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. <b>Strategy's Expected Result/Impact:</b> Contact logs Assignment schedule <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 13 Details	Formative Reviews		
<b>Strategy 13:</b> Provide Child Find awareness and activities to parents and community. -District/Campus Parent Meetings -District Web-site -Local Newspaper -District Newspaper <b>Strategy's Expected Result/Impact:</b> Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening <b>Staff Responsible for Monitoring:</b> Special Ed Director, Wil-Cam Staff  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July


Strategy 14 Details	Formative Reviews		
<b>Strategy 14:</b> The academic progress of PFS students will be monitored to ensure that their academic needs are being met and monitor credit accrual of secondary Migrant students. Secondary migrant students will be provided instructional assistance in core subject areas with the opportunity to gain the needed credit for graduation: Credit Recovery Lab at the high school. <b>Strategy's Expected Result/Impact:</b> Increase reading and math performance and post-secondary readiness <b>Staff Responsible for Monitoring:</b> Counselor(s), New Generation System Clerk, Teacher(s) and Principal  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 15 Details	Formative Reviews		
<b>Strategy 15:</b> 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). 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. 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. <b>Strategy's Expected Result/Impact:</b> Contact Log <b>Staff Responsible for Monitoring:</b> Migrant Recruiter  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 16 Details	Formative Reviews		
<b>Strategy 16:</b> 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. <b>Strategy's Expected Result/Impact:</b> Parent Contact Log <b>Staff Responsible for Monitoring:</b> Counselor(s), Teacher(s)  <b>Funding Sources:</b> - 282-TCLAS, - 281-ESSER II, - 282-ESSER III	Formative		
	Jan	Apr	July







Strategy 17 Details	Formative Reviews		
<b>Strategy 17:</b> Make home visits and /or conduct cluster meetings to update migrant parents of their children's academic progress. Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations. <b>Strategy's Expected Result/Impact:</b> Progress report Documentation Home Visit Log Follow up phone calls Attendance report <b>Staff Responsible for Monitoring:</b> Counselor(s), Migrant Recruiter, Principal, Teacher  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 18 Details	Formative Reviews		
<b>Strategy 18:</b> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period. <b>Strategy's Expected Result/Impact:</b> COE Review Updates <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 19 Details	Formative Reviews		
<b>Strategy 19:</b> 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.) A Bright Beginning for migrant three year old students will be implemented at the district. <b>Strategy's Expected Result/Impact:</b> Recruiters Log, Parent Survey  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT, - Additional Days School Year Grant, - 282-ESSER III, - 282-TCLAS, - State Comp	Formative		
	Jan	Apr	July
Strategy 20 Details	Formative Reviews		
<b>Strategy 20:</b> Develop transition plans for identified special education students on or by age 14. <b>Strategy's Expected Result/Impact:</b> Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan <b>Staff Responsible for Monitoring:</b> ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff  <b>Funding Sources:</b> - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			

Strategy 21 Details	Formative Reviews		
<b>Strategy 21:</b> Ensure that PFS students receive priority access to social workers and community social service agencies. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets Documentation of home visits Copies of referral forms <b>Staff Responsible for Monitoring:</b> Counselor(s), Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s)  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 22 Details	Formative Reviews		
<b>Strategy 22:</b> Make recruiter assignments for contacting growers within districts boundaries regarding hiring practices, crops and growing seasons. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiter highlighting all areas/neighborhoods where migrant families reside. 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. <b>Strategy's Expected Result/Impact:</b> Contact log with growers <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 23 Details	Formative Reviews		
<b>Strategy 23:</b> 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. Conduct an evaluation of your Migrant Education Program with parent surveys. <b>Strategy's Expected Result/Impact:</b> Agenda, Sign-in, Minutes <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July

Strategy 24 Details	Formative Reviews		
<b>Strategy 24:</b> Network with agencies that serve migrant families, TMC, Workforce. 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. <b>Strategy's Expected Result/Impact:</b> Documentation of meeting and service referrals <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 25 Details	Formative Reviews		
<b>Strategy 25:</b> Develop written procedures that outline ID&R quality control within the LEA and ESC. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement during PAC meetings. <b>Strategy's Expected Result/Impact:</b> Written procedures PAC Meeting Agenda and minutes <b>Staff Responsible for Monitoring:</b> Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 26 Details	Formative Reviews		
<b>Strategy 26:</b> Utilize dyslexia program and identify students that need services through diagnostic reading assessments. <b>Strategy's Expected Result/Impact:</b> Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Schedules Passing results <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors, Dyslexia Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - State Comp, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL	Formative		
	Jan	Apr	July

Strategy 27 Details	Formative Reviews		
<b>Strategy 27:</b> Validate eligibility through re-interview process according to instructions set forth by TEA. <b>Strategy's Expected Result/Impact:</b> Recruiter, Activity log of interview <b>Staff Responsible for Monitoring:</b> Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant)  <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
			
Strategy 28 Details	Formative Reviews		
<b>Strategy 28:</b> 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. <b>Strategy's Expected Result/Impact:</b> RTI Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Campus RTI Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 282-ESSER III, - 282-TCLAS, - State Comp	Formative		
	Jan	Apr	July
Strategy 29 Details	Formative Reviews		
<b>Strategy 29:</b> Provide RTI training to all members of the committee at all campuses to ensure implementation of guidelines and procedures. <b>Strategy's Expected Result/Impact:</b> Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals. <b>Staff Responsible for Monitoring:</b> Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 30 Details	Formative Reviews		
<b>Strategy 30:</b> Implement accelerated instruction, tutoring and academic and non-academic intervention support services for students at-risk of falling behind in core content areas. <b>Strategy's Expected Result/Impact:</b> Close achievement gaps Increase student achievement <b>Staff Responsible for Monitoring:</b> Teachers  <b>Funding Sources:</b> - 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, - 282-TCLAS, - 281-ESSER II, - 282-ESSER III	Formative		
	Jan	Apr	July
			
Strategy 31 Details	Formative Reviews		
<b>Strategy 31:</b> Evaluate GT program annually and use data for modifications to the district and campus improvement plans and ensure that all special populations have access to G/T identification process and services. <b>Strategy's Expected Result/Impact:</b> Survey evaluation results, changes to CIP/DIP, PEIMS report, student schedule Policy On-line <b>Staff Responsible for Monitoring:</b> Curriculum & Instruction, Principal, Teacher(s)  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 32 Details	Formative Reviews		
<b>Strategy 32:</b> 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. <b>Strategy's Expected Result/Impact:</b> Certificate of Completion <b>Staff Responsible for Monitoring:</b> Counselor(s), Curriculum & Instruction, Principal, Teacher(s)  <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
	N/A		
Strategy 33 Details	Formative Reviews		
<b>Strategy 33:</b> 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; identify staff needing required GT training on an annual basis. <b>Strategy's Expected Result/Impact:</b> Certificate of Completion <b>Staff Responsible for Monitoring:</b> Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal  <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 34 Details	Formative Reviews		
<b>Strategy 34:</b> Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website. <b>Strategy's Expected Result/Impact:</b> Agenda, sign-in sheet, end of year survey <b>Staff Responsible for Monitoring:</b> Counselor(s), Curriculum & Instruction, Principal  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
			
Strategy 35 Details	Formative Reviews		
<b>Strategy 35:</b> Assess all kindergarten students with a screener that will identify need for GT assessments for identification. <b>Strategy's Expected Result/Impact:</b> Identified GT students <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors, Kinder Teachers	Formative		
	Jan	Apr	July
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			



# District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Valeria Barron	LC Smith Classroom Teacher
Classroom Teacher	Elisa Rios	LC Smith Classroom Teacher
Administrator	Ana Richmond	LC Smith Asst. Principal
Classroom Teacher	Aza Janette	MGMS Teacher
Non-classroom Professional	Cristina Castillo	MGMS Counselor
Classroom Teacher	Ryan Gonzales	MGMS Teacher
Administrator	Raul Gonzalez	Pittman Asst. Principal
Classroom Teacher	Jessica Cantu	Pittman Teacher
Classroom Teacher	Ana Liza Reyna	Pittman Teacher
Classroom Teacher	David Cantu	RECHS Teacher
Non-classroom Professional	Michelle Villalpando	RECHS Counselor
Classroom Teacher	Eloy Zamorano	RECHS Teacher
Classroom Teacher	Christina Cabrera	ROAA Teacher
Classroom Teacher	Elizabeth Mendoza	ROAA Teacher

# District Improvement & Planning Committee

Committee Role	Name	Position
Classroom Teacher	Ana Jannette	MGMS Teacher
Classroom Teacher	Christina Cabrera	ROAA Teacher
Classroom Teacher	Ryan Gonzales	MGMS Teacher
Classroom Teacher	Ana Liza Reyna	Pittman Teacher
Administrator	Ana Richmond	LC Smith Asst. Principal
Classroom Teacher	Eloy Zamorano	RECHS Teacher
District-level Professional	Dr. Ben Clinton	Deputy Superintendent
District-level Professional	David Flores	RISD Network Administrator
District-level Professional	Christina Gonzalez	Family Engagement
Non-classroom Professional	Marisol Herrera	DTC/MGMS Dean of Instruction
District-level Professional	Joann Lopez	RISD Healthcare Coordinator
Administrator	Dr. Sandra Nieto	C&I Director
Administrator	Dr. Dana Yates	Part-time Director of Student Learning

# District Calendar Committee

Committee Role	Name	Position
Classroom Teacher	Valeria Barron	LC Smith Teacher
Classroom Teacher	Elisa Rios	LC Smith Teacher
Non-classroom Professional	Christina Castillo	MGMS Counselor
Administrator	Raul Gonzalez	Pittman Asst. Principal
Classroom Teacher	Jessica Cantu	Pittman Teacher
Classroom Teacher	David Cantu	RECHS Teacher
Non-classroom Professional	Michelle Villalpando	RECHS Counselor
Classroom Teacher	Elizabeth Mendoza	ROAA Teacher

# District Funding Summary

161 - PI 21- GIFTED & TALENTED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
163 - PI 25 BILINGUAL & SPECIAL LANGUAGE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	6			\$0.00
Sub-Total					\$0.00
166 - PI 23 SPECIAL EDUCATION					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4			\$0.00
6	3	1			\$0.00
6	3	5			\$638,000.00
6	3	9			\$18,000.00
6	3	13			\$0.00
6	3	20			\$0.00
Sub-Total					\$656,000.00
199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$140,000.00
1	1	2			\$0.00
1	1	3			\$4,600.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$3,600.00
1	2	1			\$0.00
1	3	1			\$0.00

199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	3	4			\$0.00
1	4	4	DMAC		\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	8			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	13			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	3			\$0.00
2	5	1			\$500.00
2	5	2			\$0.00

199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	3			\$0.00
2	5	4			\$0.00
3	1	1			\$10,000.00
3	1	5			\$1,000.00
3	1	7			\$20,000.00
3	1	8			\$30,000.00
5	1	1			\$250.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$250.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
5	1	10			\$0.00
5	1	11			\$0.00
5	2	1			\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
5	2	4			\$0.00
5	2	5			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
6	1	4			\$0.00
6	2	1			\$0.00
6	2	2			\$0.00
6	2	3			\$0.00
6	2	4			\$0.00

199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	2	5			\$0.00
6	3	1			\$0.00
6	3	9			\$0.00
6	3	13			\$0.00
6	3	20			\$0.00
6	3	29			\$0.00
6	3	31			\$0.00
6	3	32			\$0.00
6	3	33			\$0.00
6	3	34			\$0.00
Sub-Total					\$210,200.00
211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$46,420.00
1	1	2			\$0.00
1	1	3			\$10,724.00
1	1	4			\$1,043.00
1	1	5			\$10,000.00
1	1	6			\$12,600.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	5	1			\$0.00
1	5	2			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	6			\$0.00
1	6	8			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	5			\$0.00
2	3	8			\$8,000.00
2	3	13			\$0.00
2	4	1			\$0.00
2	4	2			\$0.00
2	4	4			\$0.00
2	5	1			\$0.00
2	5	2			\$0.00
2	5	4			\$1,200.00
3	1	1			\$5,000.00
3	1	2			\$30,000.00
3	1	3			\$6,000.00
3	1	4			\$2,000.00
3	1	5			\$1,000.00
3	1	6			\$6,000.00
3	1	7			\$15,000.00
3	1	8			\$10,000.00
4	1	1			\$12,949.00
5	1	6	Contracted Services		\$0.00
5	1	6			\$0.00



211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2			\$0.00
6	1	3			\$0.00
6	3	1			\$0.00
6	3	5			\$0.00
6	3	9			\$0.00
6	3	20			\$0.00
6	3	28			\$0.00
6	3	29			\$0.00
6	3	30			\$0.00
6	3	31			\$0.00
6	3	32			\$0.00
6	3	34			\$0.00
Sub-Total					\$177,936.00
212 - TITLE I, PART C-MIGRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
5	1	6			\$0.00
6	3	2			\$0.00
6	3	3			\$0.00
6	3	4			\$0.00
6	3	7	Supplies & Materials		\$20,000.00
6	3	7	Tutoring support		\$53,439.00
6	3	8			\$0.00
6	3	11			\$0.00
6	3	12			\$0.00
6	3	14			\$0.00
6	3	15			\$0.00
6	3	17			\$0.00
6	3	18			\$0.00
6	3	19			\$0.00

212 - TITLE I, PART C-MIGRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	21			\$0.00
6	3	22			\$0.00
6	3	23			\$0.00
6	3	24			\$0.00
6	3	25			\$0.00
6	3	27			\$0.00
Sub-Total					\$73,439.00
244 - CARL D. PERKINS BASIC FORMULA GRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$10,000.00
1	3	3			\$0.00
1	3	5			\$8,000.00
1	6	8			\$0.00
2	2	3			\$0.00
3	1	6			\$40,000.00
5	1	6			\$0.00
Sub-Total					\$58,000.00
255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$9,000.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	6	4			\$9,000.00
1	6	6			\$0.00
2	4	2			\$0.00
2	4	4			\$0.00
5	1	6	Contracted Services		\$0.00
6	3	9			\$0.00
6	3	28			\$0.00

255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	30			\$0.00
Sub-Total					\$18,000.00
263 - TITLE III, PART A-LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$10,733.00
1	3	1			\$0.00
1	3	2			\$0.00
1	4	1			\$0.00
1	4	2	Vision 2020 RDA		\$0.00
1	4	3			\$0.00
1	6	8			\$0.00
6	3	1			\$0.00
6	3	5			\$14,519.00
6	3	6			\$14,519.00
Sub-Total					\$39,771.00
270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$25,000.00
2	3	1			\$10,000.00
3	1	5			\$15,000.00
5	1	6	Contracted Services		\$0.00
6	3	26			\$0.00
6	3	30			\$0.00
Sub-Total					\$50,000.00
428 - HIGH SCHOOL ALLOTMENT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$10,000.00
3	1	7			\$30,000.00
3	1	8			\$30,000.00
Sub-Total					\$70,000.00

State Comp					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	5			\$0.00
6	3	19			\$0.00
6	3	26			\$0.00
6	3	28			\$0.00
6	3	30			\$0.00
Sub-Total					\$0.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$0.00
Sub-Total					\$0.00
Blended Learning Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$100,000.00
1	6	6			\$100,000.00
Sub-Total					\$200,000.00
School Safety & Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	11			\$25,000.00
5	2	2			\$25,000.00
Sub-Total					\$50,000.00
Additional Days School Year Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$100,000.00
6	3	19			\$0.00
Sub-Total					\$100,000.00

eRate					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$12,000.00
Sub-Total					\$12,000.00
Technology Lending Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$47,000.00
1	5	1			\$47,000.00
1	6	1			\$47,000.00
1	6	3			\$47,000.00
Sub-Total					\$188,000.00
PTECH Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$125,000.00
1	1	9			\$0.00
1	3	5			\$50,000.00
1	5	1			\$125,000.00
1	6	6			\$0.00
2	2	3			\$0.00
3	1	5			\$0.00
3	1	8			\$0.00
Sub-Total					\$300,000.00
Summer CTE Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			\$25,000.00
1	5	1			\$50,000.00
3	1	7			\$50,000.00
3	1	8			\$50,000.00
Sub-Total					\$175,000.00
265-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00

265-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3			\$7,522.00
5	1	6	Contracted Services		\$0.00
6	3	30			\$0.00
Sub-Total					\$7,522.00
JET Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8			\$197,150.00
3	1	6			\$197,150.00
Sub-Total					\$394,300.00
282-ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
1	6	1			\$0.00
1	6	6			\$0.00
2	2	1			\$0.00
2	4	2			\$0.00
3	1	1			\$0.00
3	1	8			\$0.00
6	3	4			\$0.00
6	3	16			\$0.00
6	3	19			\$0.00
6	3	28			\$0.00
6	3	30			\$0.00
Sub-Total					\$0.00
281-ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			\$0.00
1	6	6			\$0.00
2	2	1			\$0.00

281-ESSER II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$0.00
3	1	1			\$0.00
3	1	8			\$0.00
6	3	4			\$0.00
6	3	16			\$0.00
6	3	30			\$0.00
Sub-Total					\$0.00
282-TCLAS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	6			\$0.00
1	1	9			\$0.00
2	2	3			\$0.00
2	4	5			\$0.00
3	1	8			\$0.00
6	3	4			\$0.00
6	3	16			\$0.00
6	3	19			\$0.00
6	3	28			\$0.00
6	3	30			\$0.00
Sub-Total					\$0.00
Vaccine Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	12			\$0.00
Sub-Total					\$0.00

# Addendums





## Raymondville ISD Board Goals

**Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on the 2019 STAAR Reading will increase from 43% to 60% by June 2024.**

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non-Cont. Enrolled
Baseline	43%	43%	40%	36%	13%	42%	56%
2020	46%	46%	43%	39%	16%	45%	59%
2021	49%	49%	46%	42%	19%	48%	62%
2022	52%	52%	49%	45%	22%	51%	65%
2023	56%	56%	53%	49%	26%	55%	69%
2024	60%	60%	57%	53%	30%	59%	73%

### Raymondville ISD Early Childhood Literacy Progress Measures:

- The percent of **Pre K-4** students that score “on track” for Phonological Awareness on the CIRCLE PM Literacy Diagnostic will increase from **45% to 57%** by June 2024.
- The percent of **Kindergarten** students that score “on track” for Letter Sounds, Blending, and Decoding on TX-KEA will increase from **18% to 29%** by June 2024.
- The percent of **1st grade** students that score “developed” for Fluency and Reading Comprehension on TPRI will increase from **23% to 34%** by June 2024.
- The percent of **2nd grade** students that score “developed” for Fluency and Reading Comprehension on TPRI Reading will increase from **34% to 45%** by June 2024.

**Early Childhood Math Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.**

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non-Cont. Enrolled
Baseline	42%	41%	41%	36%	20%	41%	47%
2020	45%	44%	44%	39%	23%	44%	50%
2021	48%	47%	47%	42%	26%	47%	53%
2022	51%	50%	50%	45%	29%	50%	56%
2023	55%	54%	54%	49%	33%	54%	60%
2024	60%	59%	59%	54%	38%	59%	65%

### Raymondville ISD Early Childhood Math Progress Measures:

- The percent of **Pre K-4** students that score “on track” on the CIRCLE PM Math will increase from **72% to 84%** by June 2024.
- The percent of **Kindergarten** students that score “on track” on the TX-KEA Math will increase from **42% to 54%** by June 2024.
- The percent of **1st grade** students that score “70% or higher” on a District Alternate Math Assessment will increase from **71% to 83%** by June 2024.
- The percent of **2nd grade** students that score “70% or higher” on a District Alternate Math Assessment will increase from **33% to 45%** by June 2024.

**CCMR Board Outcome Goal: The percentage of annual graduates that meet the criteria for CCMR will increase from 65% to 75% by June 2024.**

	ALL	Hispanic	Eco. Dis.
Baseline	65%	65%	63%
2020	67%	67%	65%
2021	69%	69%	67%
2022	71%	71%	69%
2023	73%	73%	71%
2024	75%	75%	73%

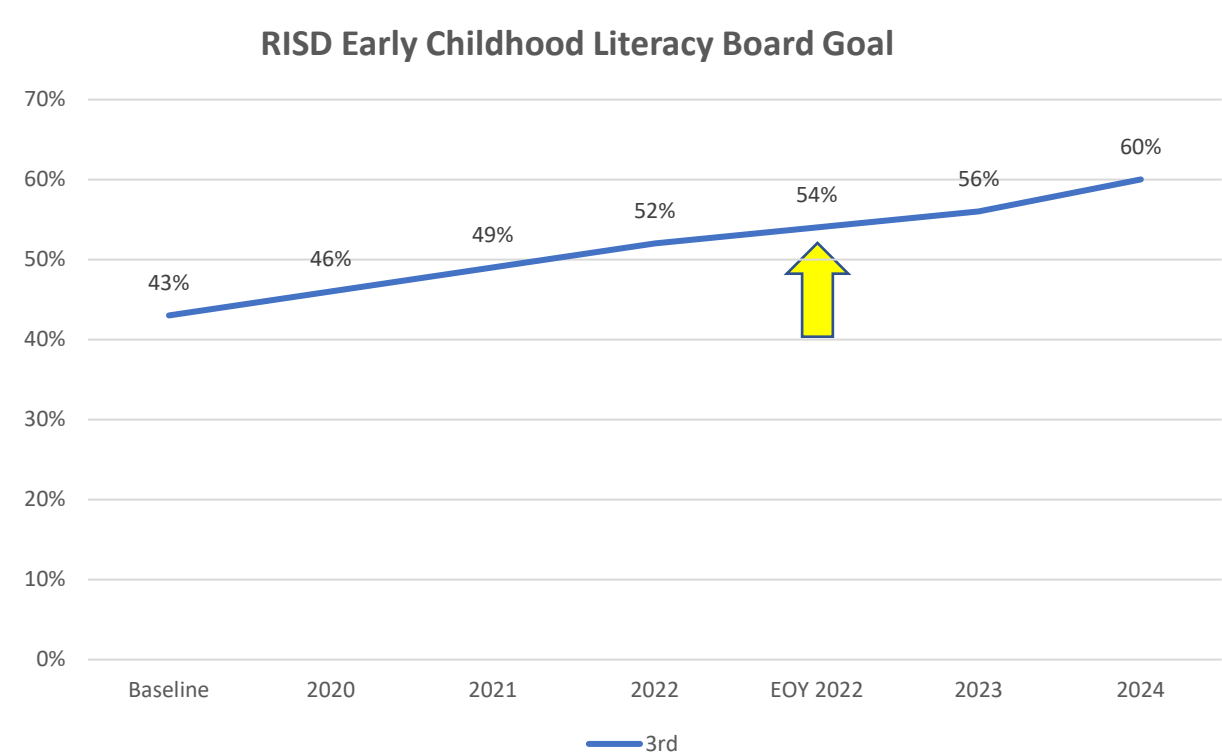
**Raymondville ISD CCMR Progress Measures:**

- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who meet the **TSI Criteria for both subjects**, will increase from **37% to 42%** by August 2024.
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who enroll at a **postsecondary educational institution immediately following high school**, will increase from **38% 40% to 48% 45%** by August 2024.
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready, as measured by the percent who earn **an Industry-Based Certificate**, will increase from **18% to 48%** by August 2024.

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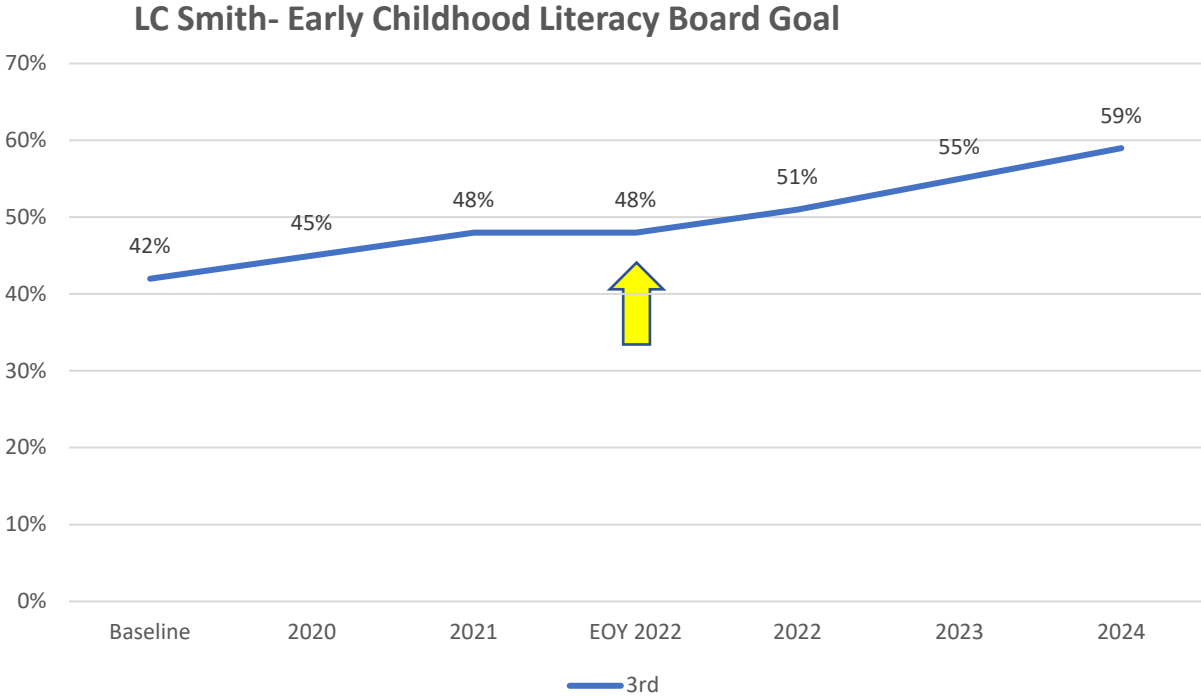


**Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on the 2019 STAAR Reading will increase from 43% to 60% by June 2024.**



Target	Year	Actual Performance
46%	2020	STAAR cancelled
49%	2021	33% (LC Smith assessed 60% and Pittman 64% of enrolled students)
52%	2022	54% DMAC

# LC Smith Early Childhood Literacy Goal for 3<sup>rd</sup> Grade

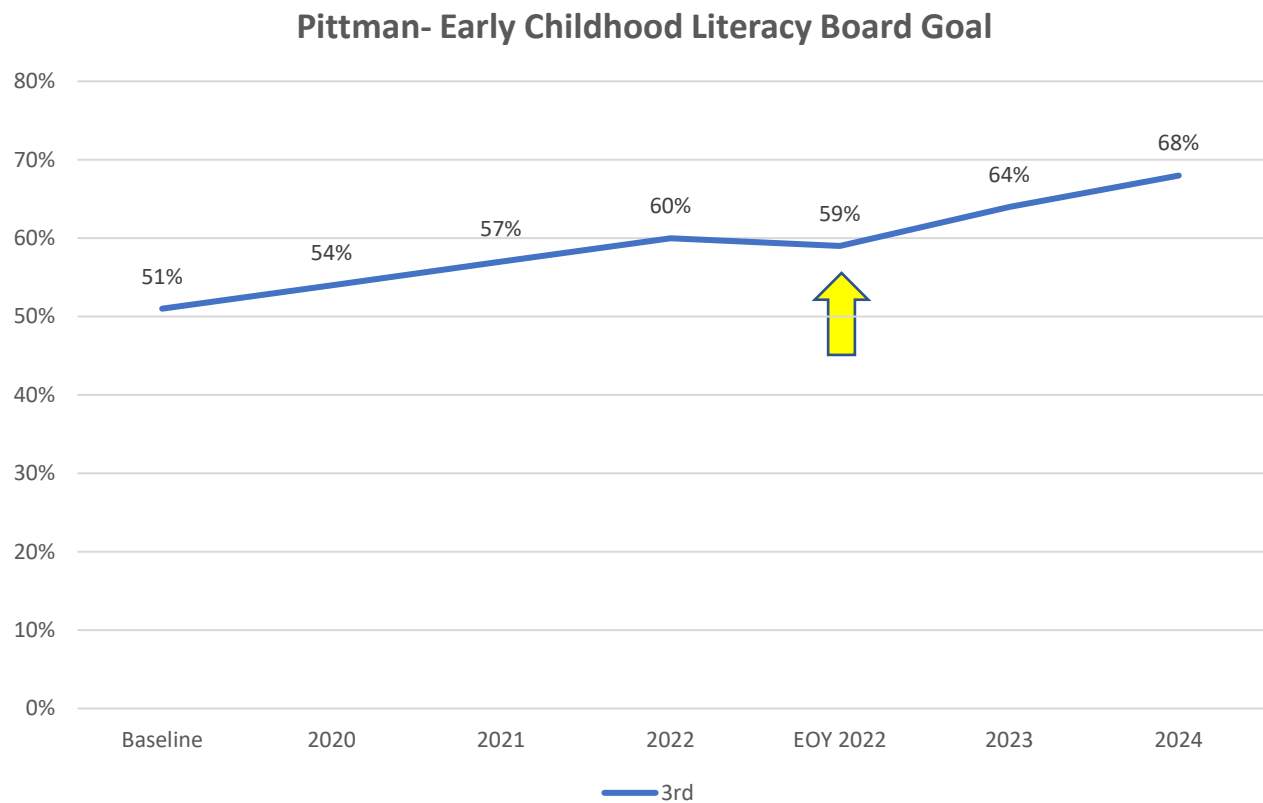


**Literacy Goal:**

The percent of 3<sup>rd</sup> grade students that score “Meets Grade Level or above” on the STAAR Reading will increase from 42% in 2019 to 59% in 2024.

Target	Year	Actual Performance
45%	2020	STAAR cancelled
48%	2021	35% (LC Smith assessed 60% of enrolled students)
51%	2022	48% DMAC

# Pittman Early Childhood Literacy Goal for 3<sup>rd</sup> Grade

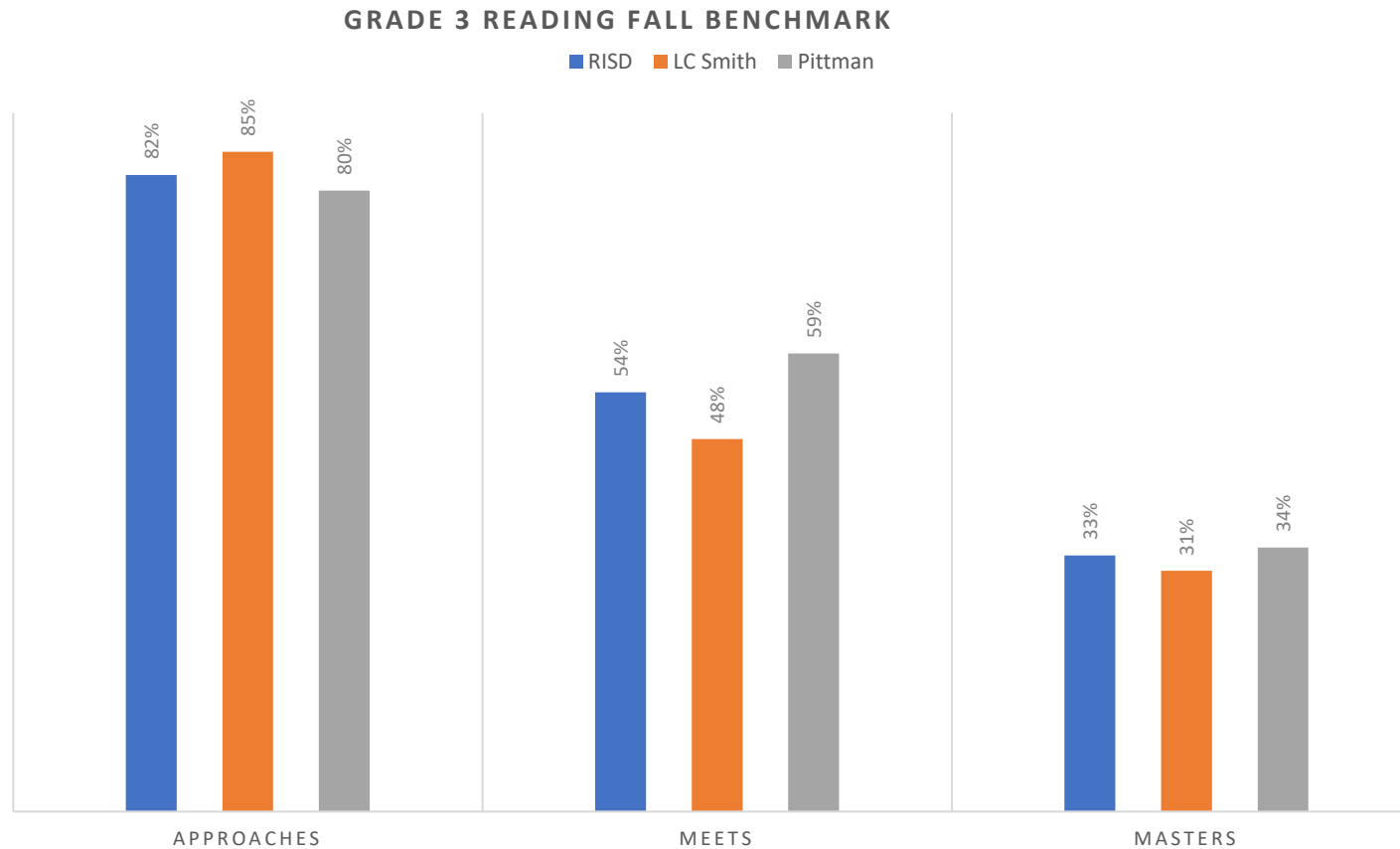


**Literacy Goal:**

The percent of 3<sup>rd</sup> grade students that score “Meets Grade Level or above” on the STAAR Reading will increase from 51% in 2019 to 68% in 2024.

Target	Year	Actual Performance
54%	2020	STAAR cancelled
57%	2021	33% (Pittman assessed 64% of enrolled students)
60%	2022	59% DMAC

# 2022 STAAR 3<sup>rd</sup> Grade Reading at the Approaches, Meets and Masters Level

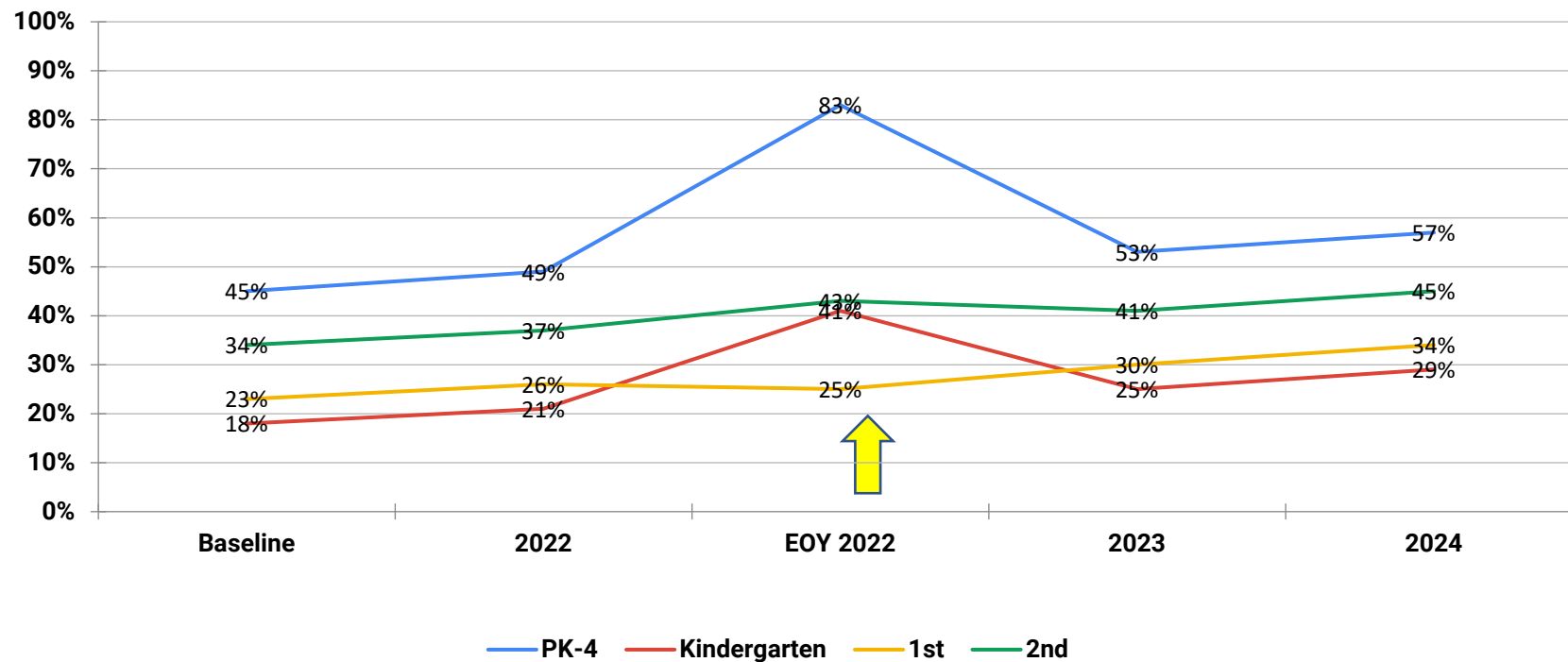




### Raymondville ISD Early Childhood Literacy Progress Measures:

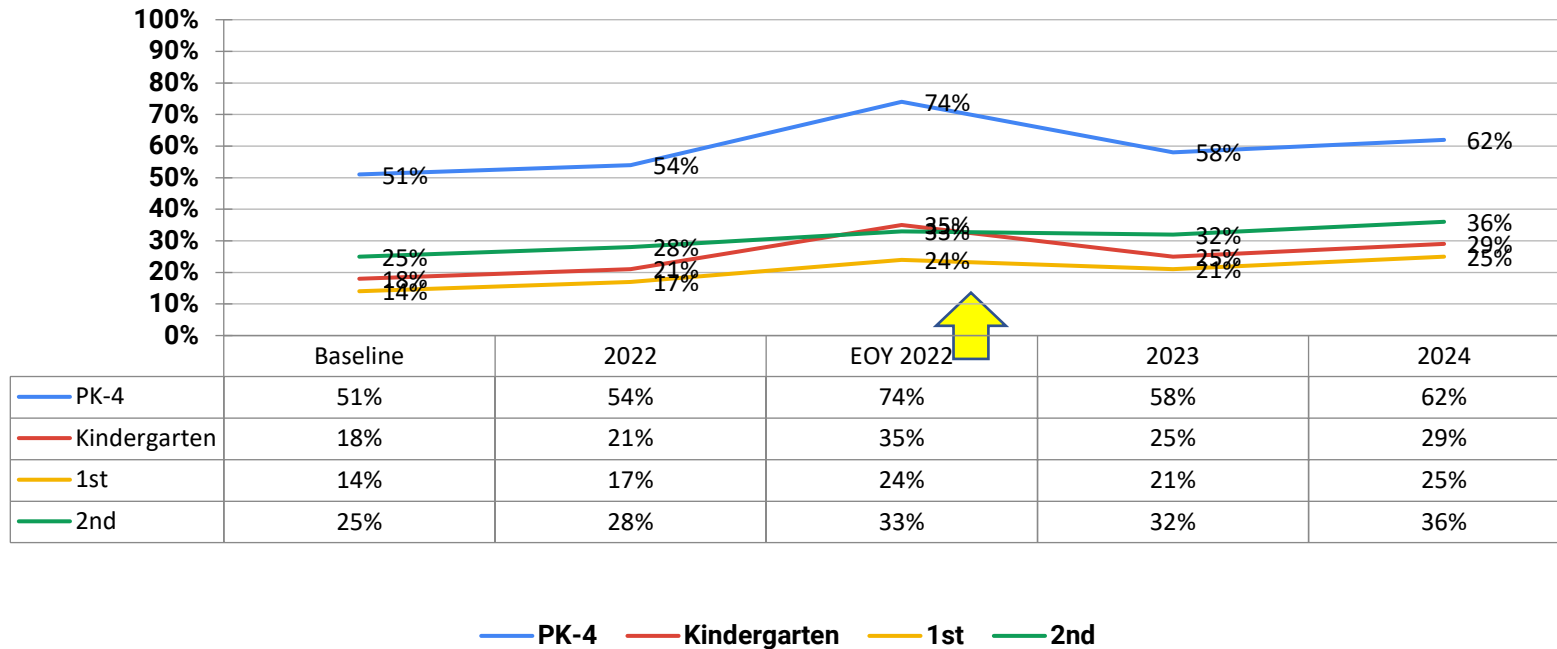
- The percent of **Pre K-4** students that score “on track” for Phonological Awareness on the CIRCLE PM Literacy Diagnostic will increase from **45% to 57%** by June 2024.
- The percent of **Kindergarten** students that score “on track” for Letter Sounds, Blending, and Decoding on TX-KEA will increase from **18% to 29%** by June 2024.
- The percent of **1st grade** students that score “developed” for Fluency and Reading Comprehension on TPRI will increase from **23% to 34%** by June 2024.
- The percent of **2nd grade** students that score “developed” for Fluency and Reading Comprehension on TPRI Reading will increase from **34% to 45%** by June 2024.

### RISD - Early Childhood Literacy Progress Monitor



# LC Smith Early Childhood Literacy Progress Measures for Pre K-4, Kindergarten, 1st and 2<sup>nd</sup> Grade

**Smith - Early Childhood Literacy Progress Monitoring**



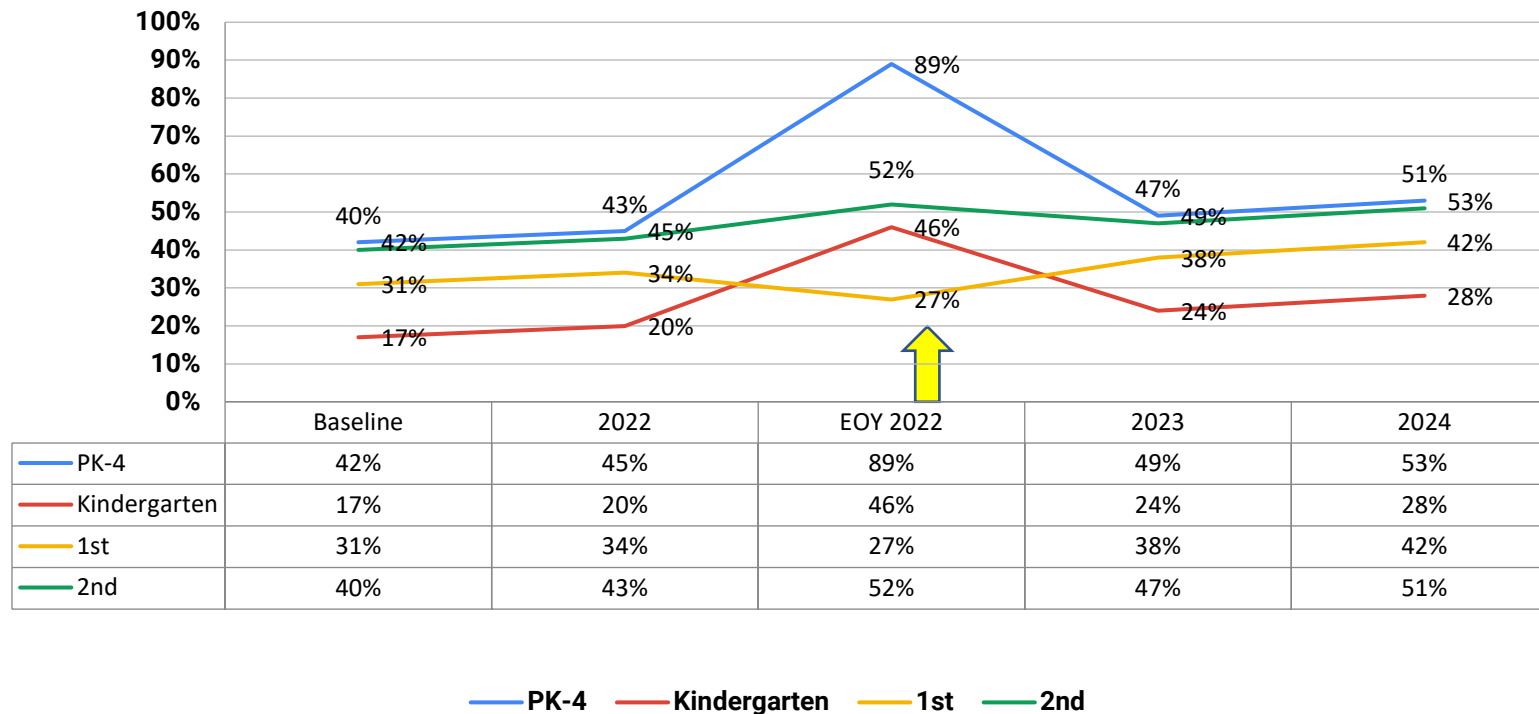
## Progress Measures:

- % of Pre K-4 students “on track” for Phonological Awareness on CIRCLE PM Literacy Diagnostic
- % of Kindergarten students “on track” for Letter Sounds, Blending, and Decoding on TX-KEA
- % of 1<sup>st</sup> grade students “developed” for Fluency and Reading Comprehension
- % of 2<sup>nd</sup> grade students “developed” for Fluency and Reading Comprehension.



# Pittman Early Childhood Literacy Progress Measures for Pre K-4, Kindergarten, 1st and 2<sup>nd</sup> Grade

## Pittman - Early Childhood Literacy Progress Monitoring

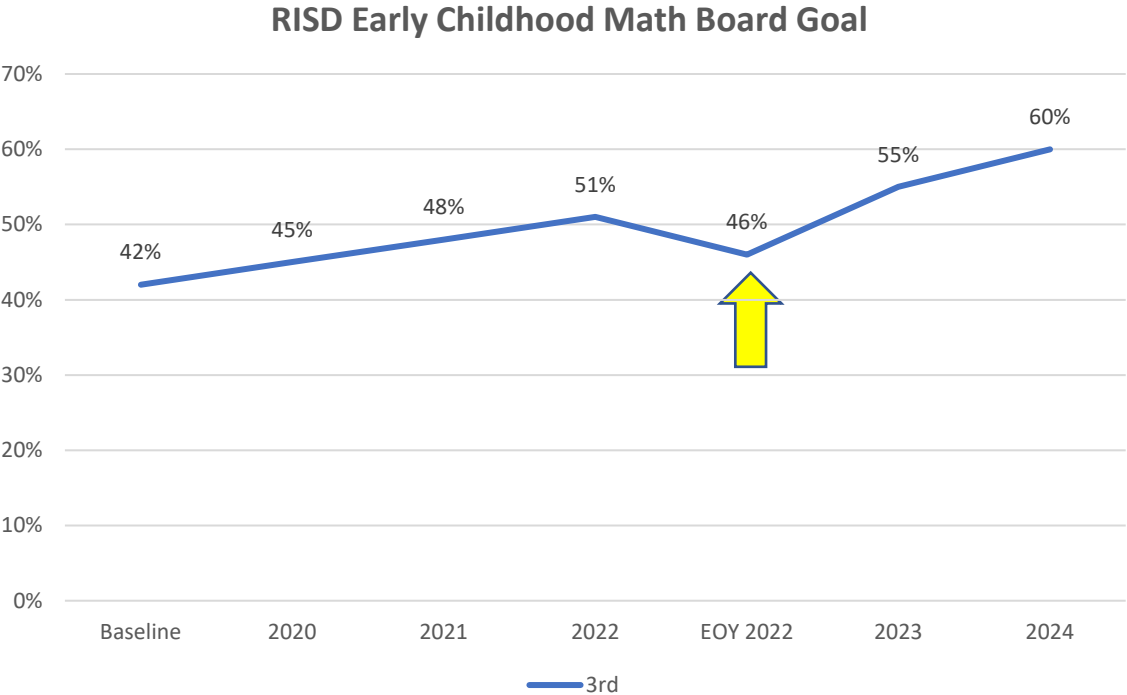


### Progress Measures:

- % of Pre K-4 students “on track” for Phonological Awareness on CIRCLE PM Literacy Diagnostic
- % of Kindergarten students “on track” for Letter Sounds, Blending, and Decoding on TX-KEA
- % of 1<sup>st</sup> grade students “developed” for Fluency and Reading Comprehension
- % of 2<sup>nd</sup> grade students “developed” for Fluency and Reading Comprehension.

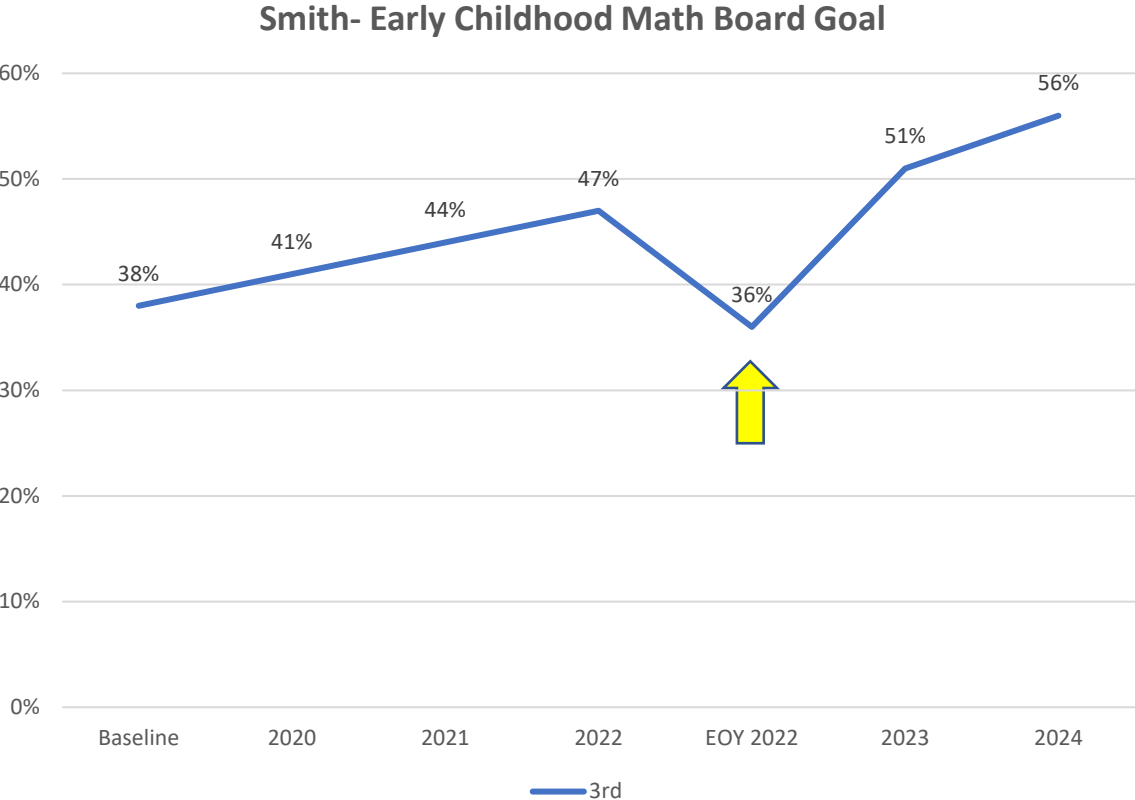


**Early Childhood Math Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.**



Target	Year	Actual Performance
45%	2020	STAAR cancelled
48%	2021	20% (LC Smith assessed 60% and Pittman 64% of enrolled students)
51%	2022	46% DMAC

# LC Smith Early Childhood Math Goal for 3<sup>rd</sup> Grade

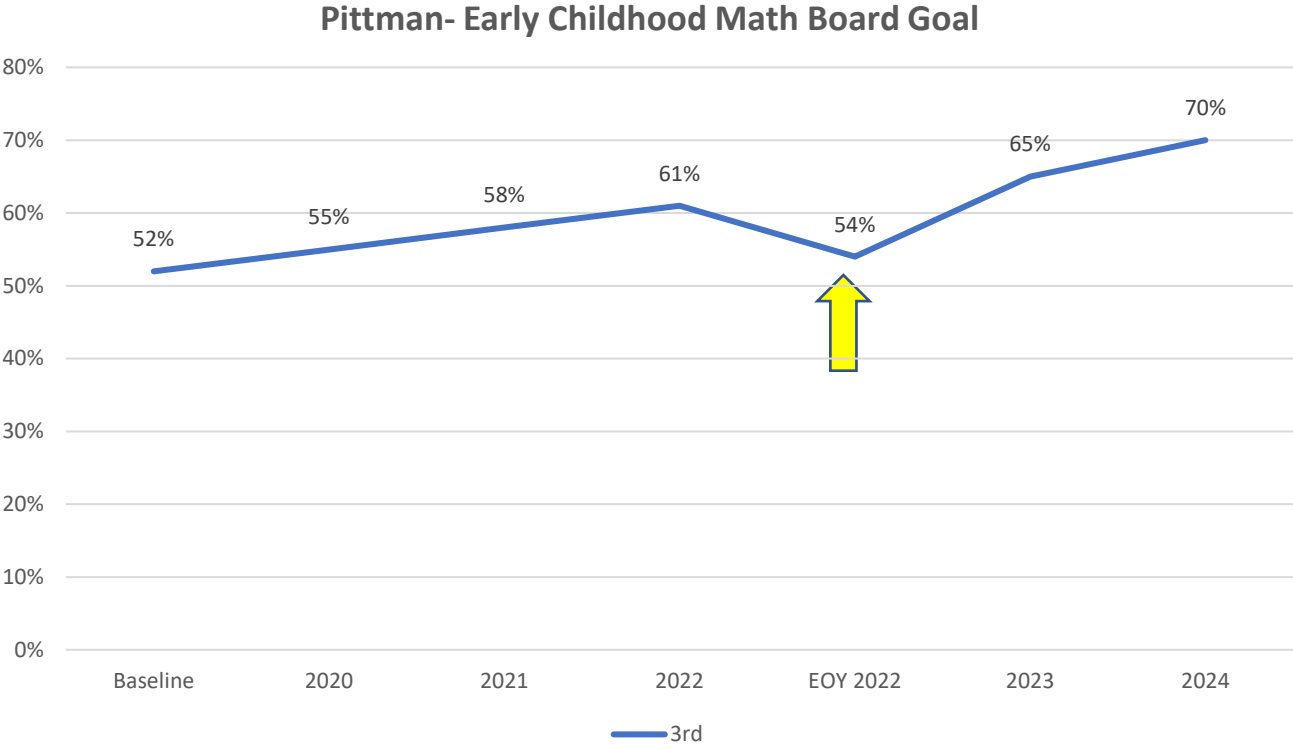


**Math Goal:**

The percent of 3<sup>rd</sup> grade students that score “Meets Grade Level or above” on the STAAR Math will increase from 38% in 2019 to 56% in 2024.

Target	Year	Actual Performance
41%	2020	STAAR cancelled
44%	2021	19% (LC Smith assessed 60% of enrolled students)
47%	2022	36% DMAC

# Pittman Early Childhood Math Goal for 3<sup>rd</sup> Grade

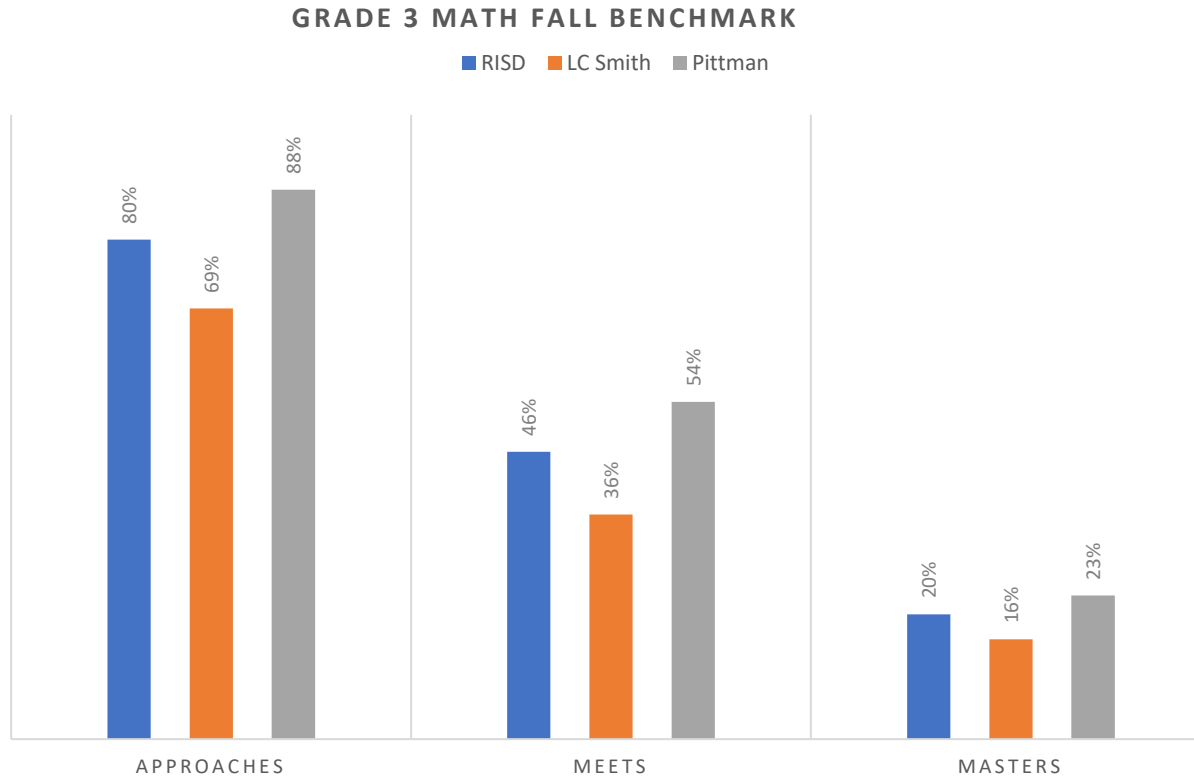


**Math Goal:**

The percent of 3<sup>rd</sup> grade students that score “Meets Grade Level or above” on the STAAR Math will increase from 52% in 2019 to 70% in 2024.

Target	Year	Actual Performance
55%	2020	STAAR cancelled
58%	2021	20% (Pittman assessed 64% of enrolled students)
61%	2022	54% DMAC

# 2022 STAAR 3<sup>rd</sup> Grade Math at the Approaches, Meets and Masters Level

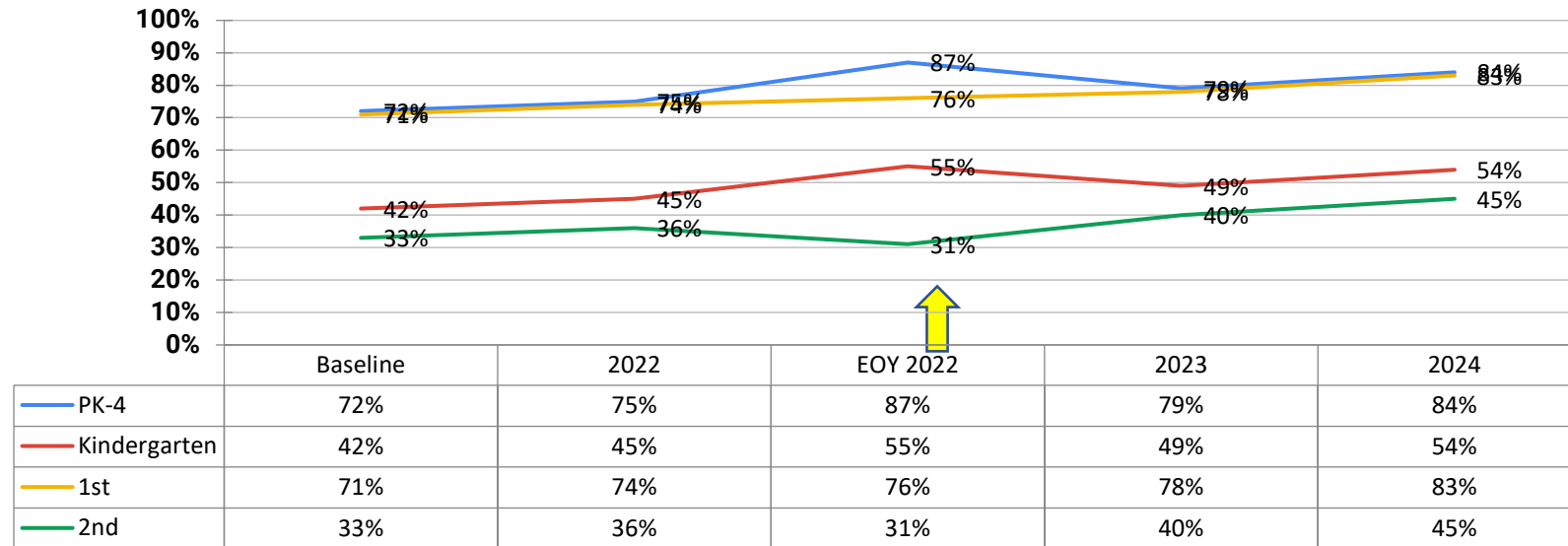




### Raymondville ISD Early Childhood Math Progress Measures:

- The percent of **Pre K-4** students that score “on track” on the CIRCLE PM Math will increase from **72% to 84%** by June 2024.
- The percent of **Kindergarten** students that score “on track” on the TX-KEA Math will increase from **42% to 54%** by June 2024.
- The percent of **1st grade** students that score “70% or higher” on a District Alternate Math Assessment will increase from **71% to 83%** by June 2024.
- The percent of **2nd grade** students that score “70% or higher” on a District Alternate Math Assessment will increase from **33% to 45%** by June 2024.

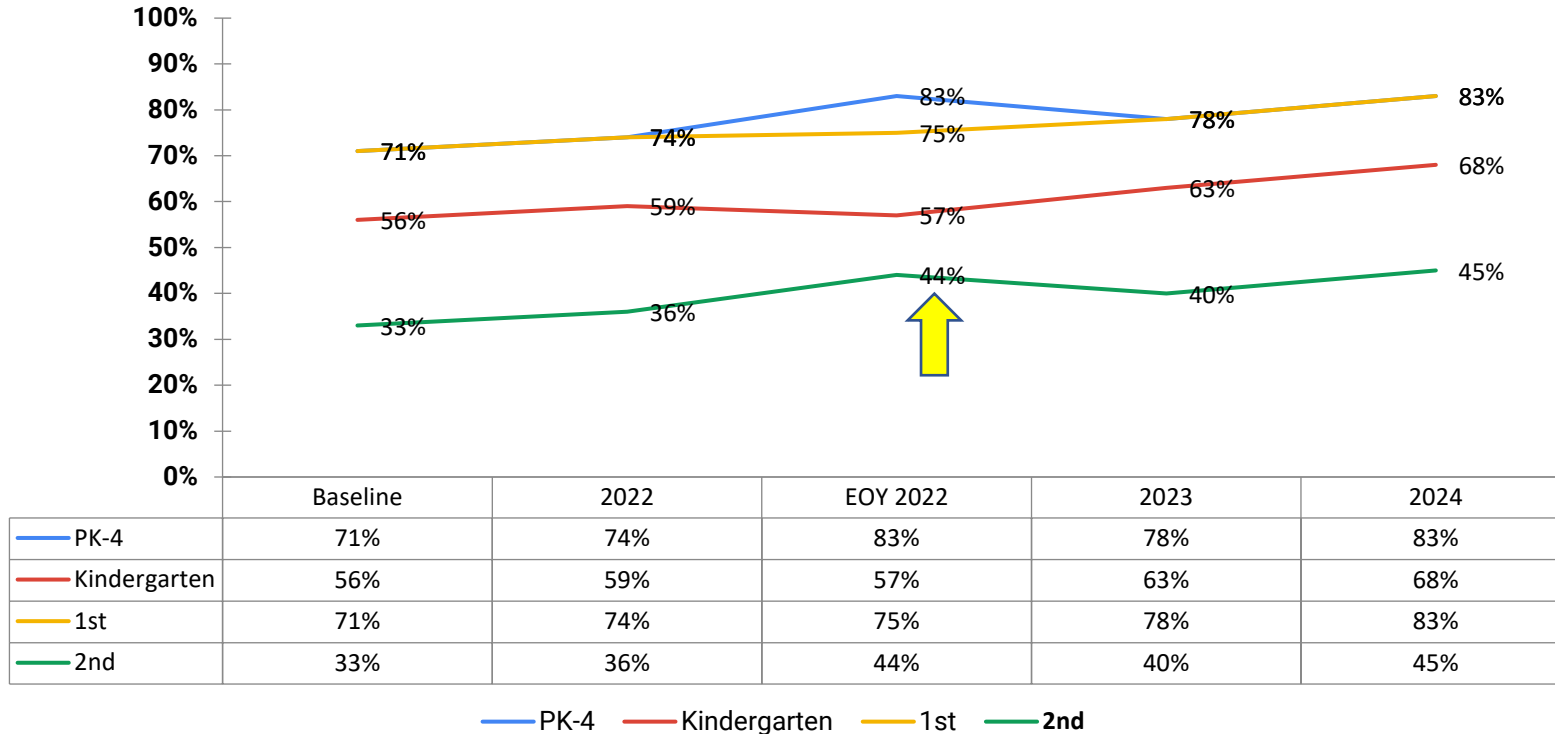
## RISD - Early Childhood Math Progress Monitoring



— PK-4 — Kindergarten — 1st — 2nd

# LC Smith Early Childhood Math Progress Measures for Pre K-4, Kindergarten, 1st and 2<sup>nd</sup> Grade

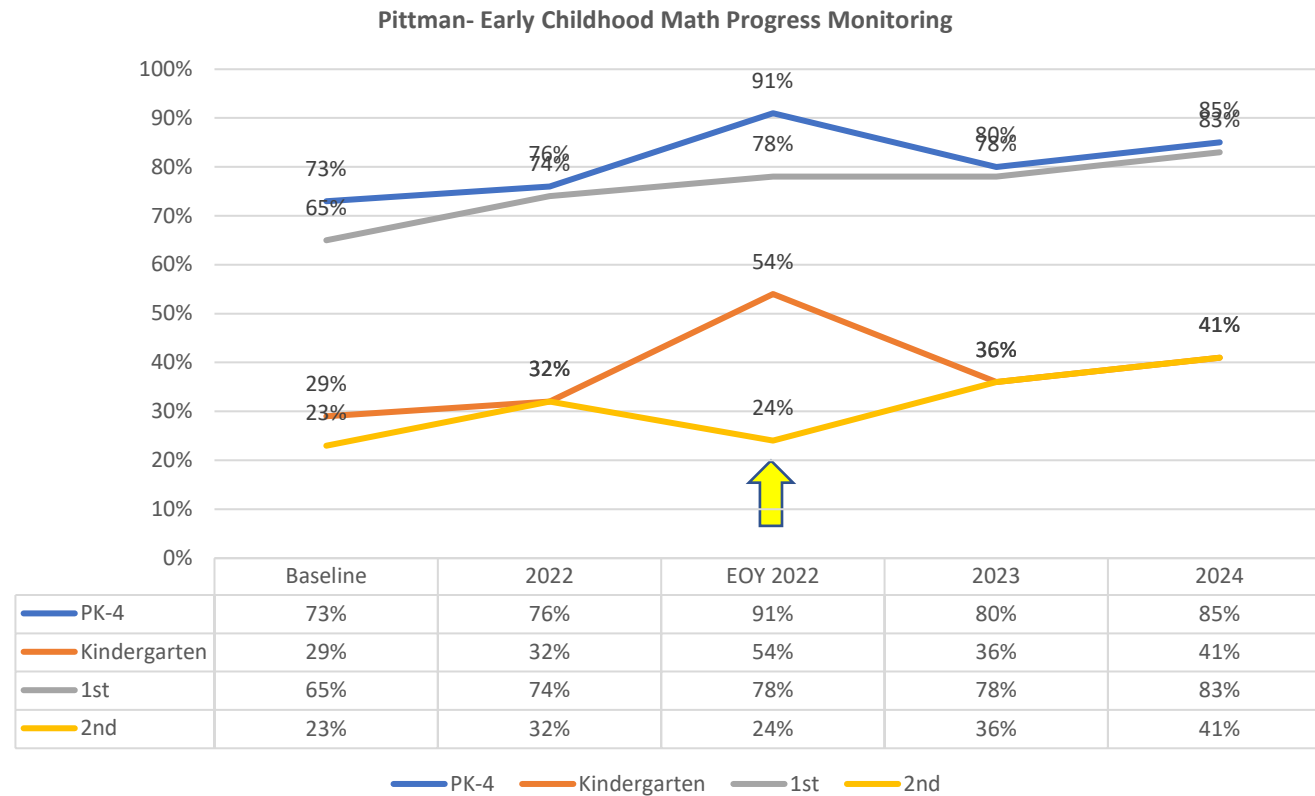
## Smith - Early Childhood Math Progress Monitoring



### Progress Measures:

- % of Pre K-4 students “on track” on the CIRCLE PM Math
- % of Kindergarten students “on track” the TX-KEA Math
- % of 1<sup>st</sup> grade students that score 70% or higher on a District Alternate Math assessment
- % of 2<sup>nd</sup> grade students that score 70% or higher on a District Alternate Math assessment

# Pittman Early Childhood Math Progress Measures for Pre K-4, Kindergarten, 1st and 2<sup>nd</sup> Grade



## Progress Measures:

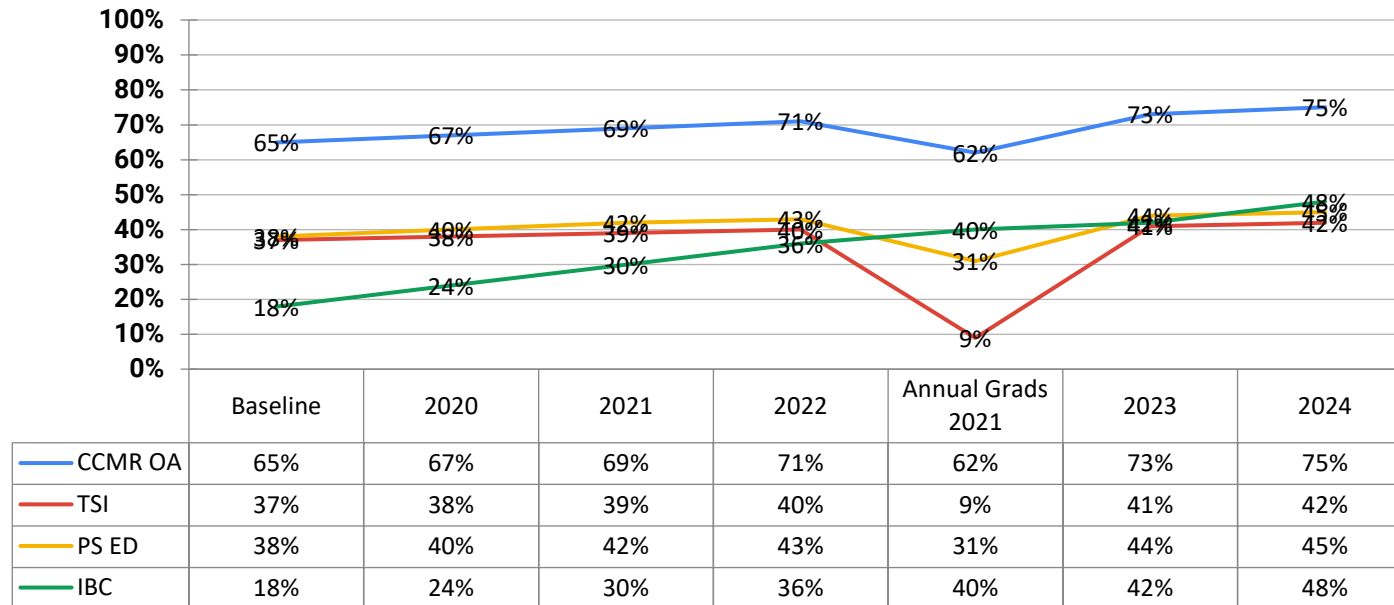
- % of Pre K-4 students “on track” on the CIRCLE PM Math
- % of Kindergarten students “on track” the TX-KEA Math
- % of 1<sup>st</sup> grade students that score 70% or higher on a District Alternate Math assessment
- % of 2<sup>nd</sup> grade students that score 70% or higher on a District Alternate Math assessment





**CCMR Board Outcome Goal: The percentage of annual graduates that meet the criteria for CCMR will increase from 65% to 75% by June 2024.**

### RISD - CCMR

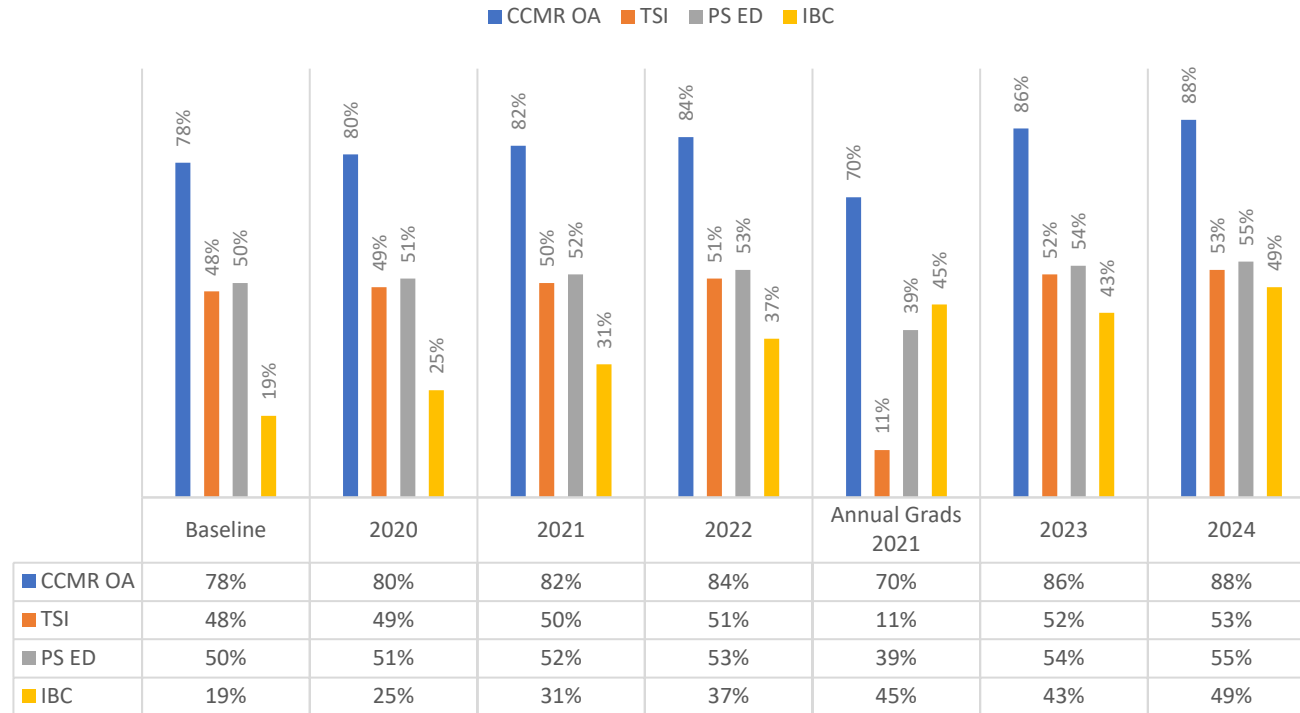


— CCMR OA — TSI — PS ED — IBC

Target CCMR	Year	Actual CCMR Data
67%	2020	77% Annual Grads 2019
69%	2021	71% Annual Grads 2020 (Current Data)
71%	2022	62%

# Raymondville Early College High School CCMR Goal and Progress Measures

RAYMONDVILLE EARLY COLLEGE HIGH SCHOOL CCMR GOAL AND  
PROGRESS MEASURES

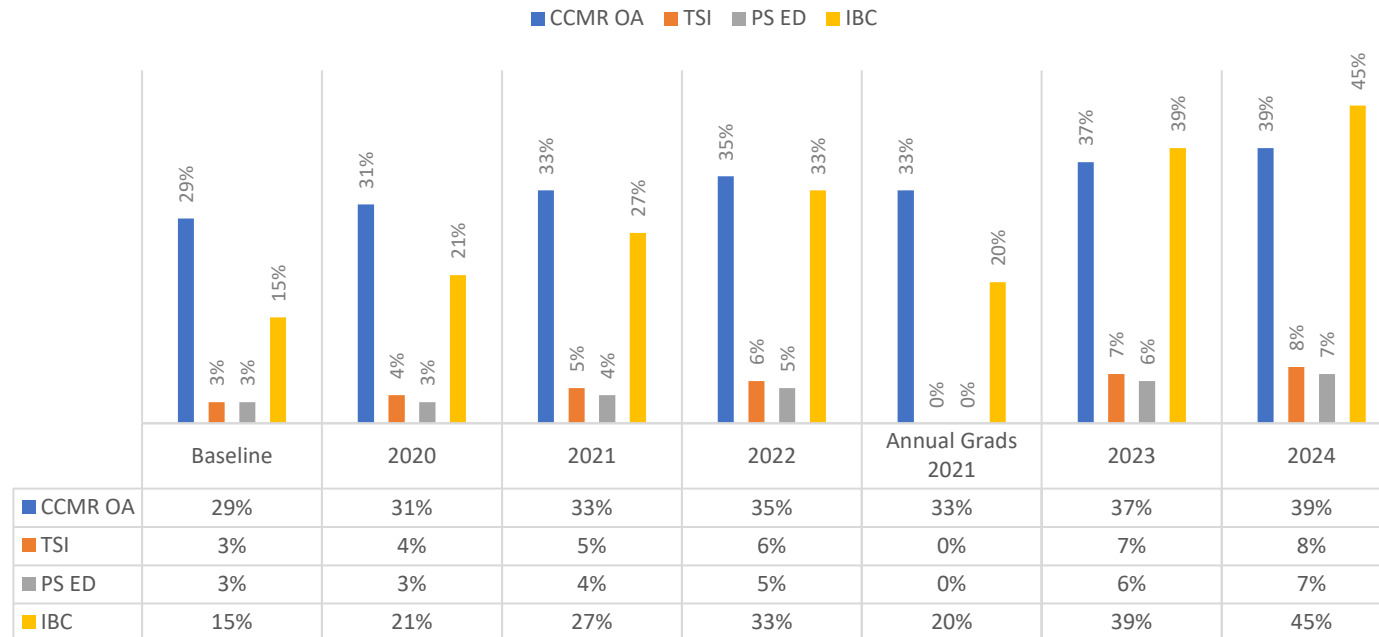


Target CCMR	Year	Actual CCMR Data
80%	2020	86% Annual Grads 2019
82%	2021	80% Annual grads 2020
84%	2022	70%

# Raymondville Options Academic Academy

## CCMR Progress Measures

RAYMONDVILLE OPTIONS ACADEMIC ACADEMY CCMR GOAL AND PROGRESS MEASURES



Target CCMR	Year	Actual CCMR Data
31%	2020	45% Annual Grads 2019
33%	2021	37% Annual Grads 2020
35%	2022	33%

**Coastal Bend College**  
**Dual Enrollment Course Crosswalk**

Course Number	Coastal Bend College Course Title	College Credit	High School TEKS Course*	High School Credit	PEIMS
Communication (Core Requirement 6 SCH)					
ENGL1301	Composition I	3	ENG III AP/ENG IV AP	0.5	A3220100/ A3220200
ENGL1302	Composition II	3	ENG III AP/ ENG IV AP	0.5	A3220100/ A3220200
SPCH1315	Public Speaking	3	PROFESSIONAL COMS	0.5	13009900
Mathematics (Core Requirement 3 SCH)					
MATH1314	College Algebra	3	ALG II AP/ALGEBRAIC REASONING	1	3100600/ 03102540
Life & Physical Sciences (Core Requirement 6 SCH) Please note, we recommend the lab as well for students that require a 4 SCH science as part of their intended undergraduate degree program and/or prereq requirement for future courses. The lab credit fulfills part of the Component Option B of the core.					
BIOL2301/2301LAB	Anatomy & Physiology I-LAB	4	ANATOMY & PHYSIOLOGY	1	13020600
BIOL2302/2302LAB	Anatomy & Physiology II-LAB	4	MEDICAL MICROBIOLOGY	1	13020700
BIOL1322	Life & Wellness	3	LIFETIME NUTRITION AND WELLNESS	0.5	13024500
Language, Philosophy and Culture (Core requirement 3 SCH)					
SPAN1411/1412	Beginning Spanish I /Beginning Spanish II	3	SPANISH I /II	1	3440100/ 03440200
SPAN2311/2312	Intermediate Spanish I/Intermediate Spanish II	3	SPANISH II/III	1	03440200/ 03440300
HUMA1301	Introduction to Humanities I	3	HUMANITIES (ENGLISH)	1	3221600
Creative Arts (Core Requirement 3 SCH)					
ARTS1301	Art Appreciation	3	ART I/ART APPRECIATION	1	3500100/ 03500110
American History (Core Requirement 6 SCH)					
HIST1301	United States History I	3	US HISTORY AP	0.5	A3340100
HIST1302	United States History II	3	US HISTORY AP	0.5	A3340100
Government/Political Science (Core Requirement 3 SCH)					
GOVT2305	Federal Government	3	US GOVERNMENT AP	0.5	A3330100
GOVT2306	Texas Government	3	SPECIAL TOPICS IN SS	0.5	3380002
Social and Behavioral Science (Core Requirement 3 SCH)					
ECON2301	Principles of Macroeconomics	3	ECONOMICS	0.5	A3310200
PSYC2314	Lifespan Growth & Development	3	HUMAN GROWTH & DEVELOPMENT	1	13014300
SOCI1301	Principles of Sociology	3	SOCIOLOGY	0.5	3370100
Occupational Skills: Certified Nursing Assistant and/or Associate of Science					
HPRS1201	Introduction to Health Terminology	3	PRINCIPLES OF HEALTH SCIENCE	1	13020200
HPRS2301	Medical Terminology	3	MEDICAL TERMINOOGY	1	13020300
NURA1301	Nurse Aide and Health Care	3	PRACTICUM IN HEALTH SCIENCE	2	13020500
NURA1160	Nurse Aide and Patient Care Aide	3			
Component Area Options -					
EDUC1300	Learning Framework( My Cougar Course)	3	READINESS AND STUDY SKILLS	0.5	3270100
BCIS1305	Business Computer Application	3	BUSINESS ONFORMATION MANAGEMENT	1	13011400

\*High School course is subject to change. Alignment of the high school course is determined and approved by the High School/District.



**Raymondville Independent School District  
Pathways in Technology Early College High School**



Crosswalk/ Student Pathway										
	8th - 9th Grade	9th Grade		10th grade		11th grade		12th grade		Total
	Summer	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
1	Summer Bridge EDUC 1300	English I		English 2		ENGL 1301	ENGL 1302	English 4		
2		Algebra I		Algebra II		Geometry		MATH1314 (Math TSI)	Pre-Cal	
3		Biology I or IPC		Biology I or Chemistry		BIOL 2301	BIOL 2302	Physics		
4		World Geography		World History		BIOL 2101 LAB	BIOL 2102 LAB	GOVT 2305	GOVT 2306	
5		AVID/Pathway		AVID 2/Pathway 2		US HIST 1301	US HIST 1302	ECON 2301	HUMA 1301	
6		P.E.		Elective		US History Review	US History Review	AVID 3/4 or Pathway 3/4		
7		HPRS 1201 (ELAR TSI)	BCIS1305 (No TSI)	HPRS 2302 (ELAR TSI)	PSYC2314 (Reading TSI)	NURA 1160	SOCI 1301	Elective		
8		ART1301 (No TSI)	SPAN DUAL (No TSI)	SPCH1315 (No TSI)	SPAN DUAL (No TSI)	NURA 1301	BIOL 1322	Elective		
HS Credits	0.5	10		9.5		8		8		36
Nursing College Credits	3	5		6		15				29
AS College Credits	3	9		9		24		15		60
Total College Credits	3	11		12		30		15		71
CTE		Introduction to Health Science - Level 1		Medical Terminology - Level 2		Anatomy and Physiology - Level 4				
		Business Information Management - Level 1		Professional Communications - Level 1		Medical Microbiology - Level 3				
						Practicum in Health Science - Level 4				
						Lifetime Nutrition and Wellness - Level 4				
Certifications and Degrees						Nursing Assistant		Associate of Science		
						Pre-Nursing				
						CNA				

It All Starts Here!

Dual Enrollment

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**RAYMONDVILLE ISD (245903) - WILLACY COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>92</b>	<b>A</b>
<b>Student Achievement</b>		<b>86</b>	<b>B</b>
STAAR Performance	51	82	
College, Career and Military Readiness	62	91	
Graduation Rate	95.9	85	
<b>School Progress</b>		<b>93</b>	<b>A</b>
Academic Growth	82	93	<b>A</b>
Relative Performance (Eco Dis: 88.3%)	57	91	<b>A</b>
<b>Closing the Gaps</b>	<b>90</b>	<b>91</b>	<b>A</b>

**Distinction Designations**

✓ **Postsecondary Readiness**

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**RAYMONDVILLE H S (245903001) - RAYMONDVILLE ISD - WILLACY COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>90</b>	<b>A</b>
<b>Student Achievement</b>		<b>86</b>	<b>B</b>
STAAR Performance	51	78	
College, Career and Military Readiness	70	93	
Graduation Rate	97.3	90	
<b>School Progress</b>		<b>91</b>	<b>A</b>
Academic Growth	81	91	<b>A</b>
Relative Performance (Eco Dis: 78.7%)	61	89	<b>B</b>
<b>Closing the Gaps</b>	<b>87</b>	<b>86</b>	<b>B</b>

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

- ✓ ELA/Reading
- ✓ Mathematics
- ✓ Science
- ✓ Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**MYRA GREEN MIDDLE (245903041) - RAYMONDVILLE ISD - WILLACY COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>89</b>	<b>B</b>
<b>Student Achievement</b>		<b>80</b>	<b>B</b>
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>90</b>	<b>A</b>
Academic Growth	77	86	<b>B</b>
Relative Performance (Eco Dis: 88.5%)	49	90	<b>A</b>
<b>Closing the Gaps</b>	<b>80</b>	<b>85</b>	<b>B</b>

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

- ✓ ELA/Reading
- ✓ Mathematics
- ✓ Science
- ✗ Social Studies
- ✓ Comparative Academic Growth
- ✓ Postsecondary Readiness
- ✓ Comparative Closing the Gaps



Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**SMITH EL (245903105) - RAYMONDVILLE ISD - WILLACY COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>89</b>	<b>B</b>
<b>Student Achievement</b>		<b>75</b>	<b>C</b>
STAAR Performance	47	75	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>93</b>	<b>A</b>
Academic Growth	87	93	<b>A</b>
Relative Performance (Eco Dis: 97.6%)	47	85	<b>B</b>
<b>Closing the Gaps</b>	<b>81</b>	<b>78</b>	<b>C</b>

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

✓ ELA/Reading

✓ Mathematics

✓ Science

Not Eligible **Social Studies**

✓ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**PITTMAN EL (245903102) - RAYMONDVILLE ISD - WILLACY COUNTY**

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>97</b>	<b>A</b>
<b>Student Achievement</b>		<b>90</b>	<b>A</b>
STAAR Performance	61	90	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>96</b>	<b>A</b>
Academic Growth	93	96	A
Relative Performance (Eco Dis: 89.2%)	61	92	A
<b>Closing the Gaps</b>	<b>100</b>	<b>100</b>	<b>A</b>

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

✓ ELA/Reading

✓ Mathematics

✓ Science

Not Eligible **Social Studies**

✓ Comparative Academic Growth

✓ Postsecondary Readiness

✓ Comparative Closing the Gaps

Texas Education Agency  
**2022 Accountability Ratings Overall Summary**  
**RAYMONDVILLE OPTIONS ACADEMIC ACADEMY (245903004) - RAYMONDVILLE ISD - WILLACY COUNTY**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>100</b>	<b>A</b>
<b>Student Achievement</b>		<b>93</b>	<b>A</b>
STAAR Performance	43	91	
College, Career and Military Readiness	33	91	
Graduation Rate	100	100	
<b>School Progress</b>			<b>Not Rated</b>
Academic Growth			Not Rated
Relative Performance (Eco Dis: 95.5%)			Not Rated
<b>Closing the Gaps</b>			<b>Not Rated</b>

\* This is an Alternative Education campus. This campus was evaluated by alternative education accountability provisions.

	Percent	Bonus Points Earned
<b>AEA Bonus Points</b>		
RHSP/DAP/FHSP-E/FHSP-DLA Graduates	66%	2
EOC Retest Assessments at Approaches Grade Level or Above	61%	5

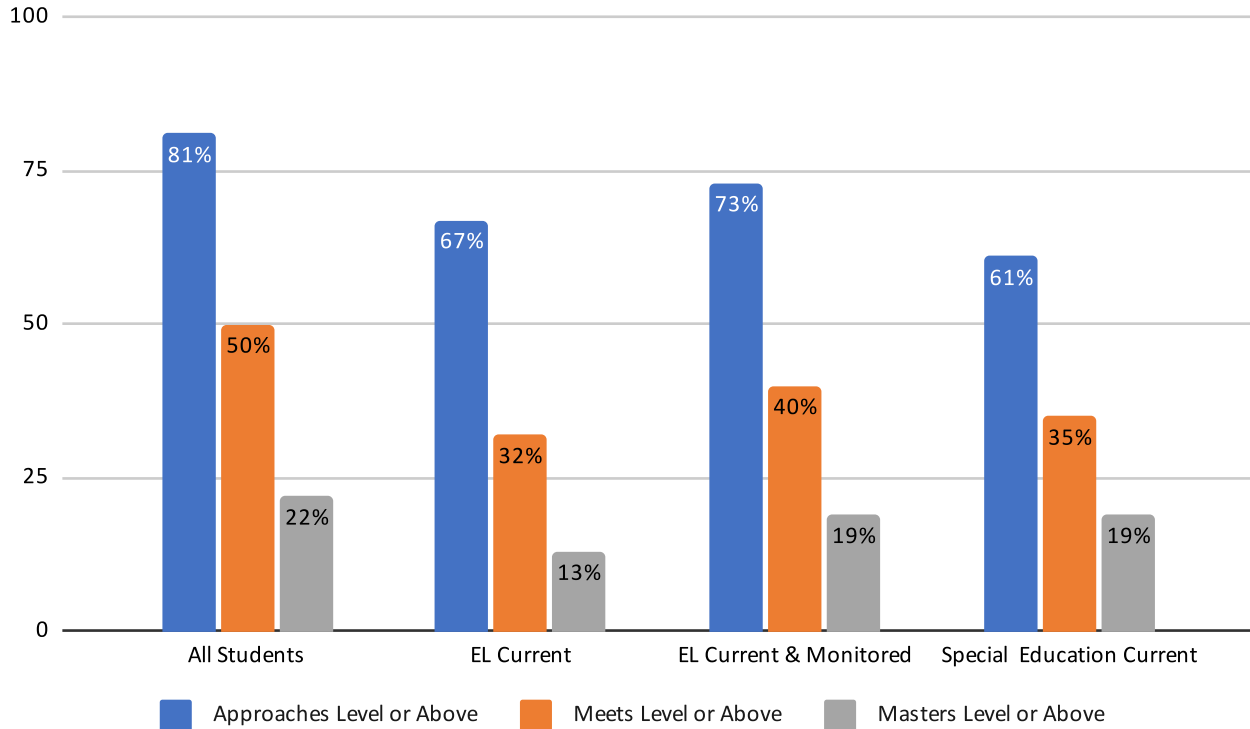
**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

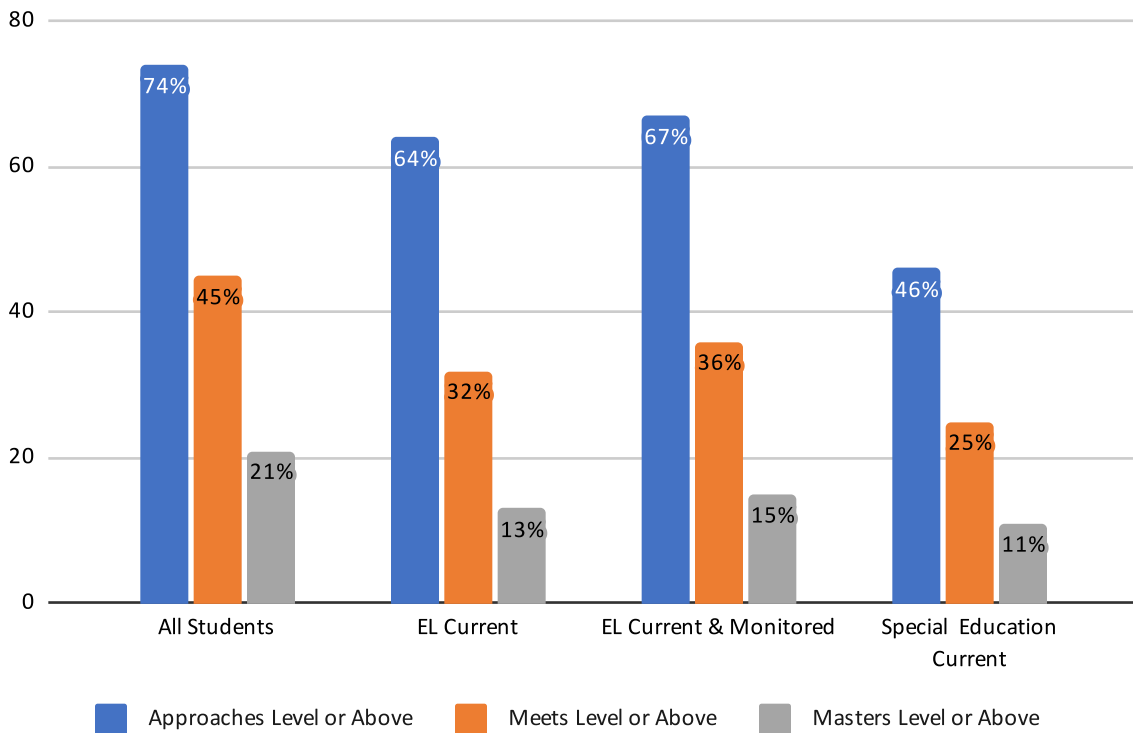
**Distinction Designations**

Not Eligible **ELA/Reading**  
 Not Eligible **Mathematics**  
 Not Eligible **Science**  
 Not Eligible **Social Studies**  
 Not Eligible **Comparative Academic Growth**  
 Not Eligible **Postsecondary Readiness**  
 Not Eligible **Comparative Closing the Gaps**

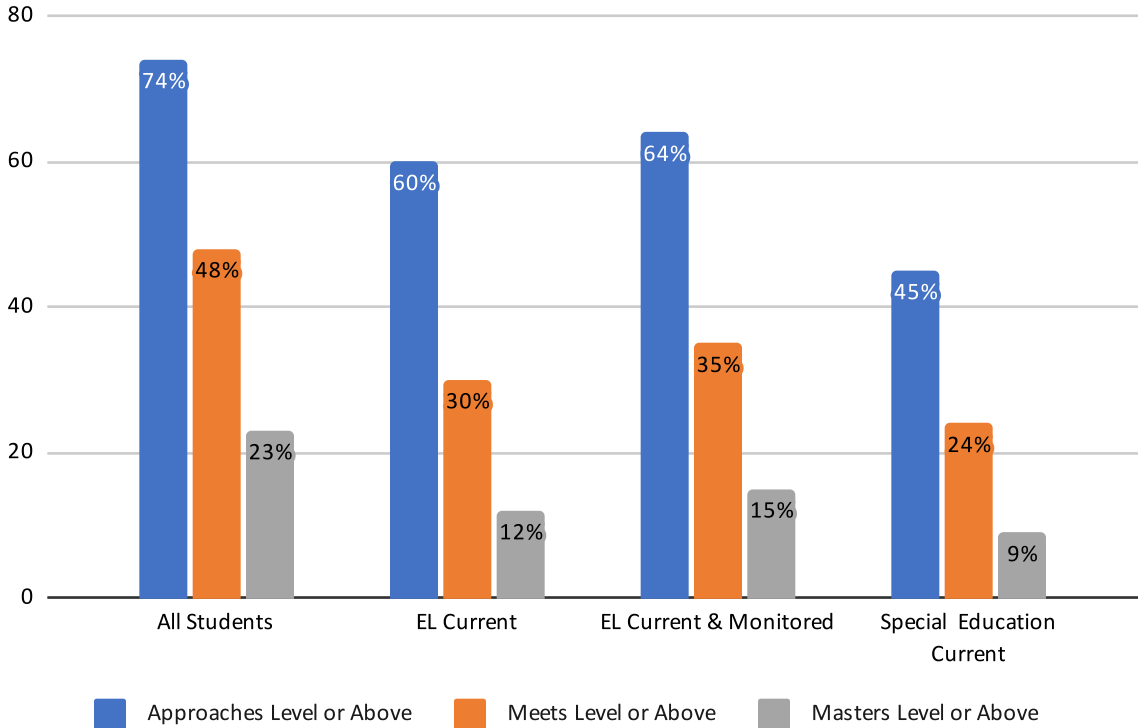
# Raymondville ISD 2022 STAAR Performance by Student Population



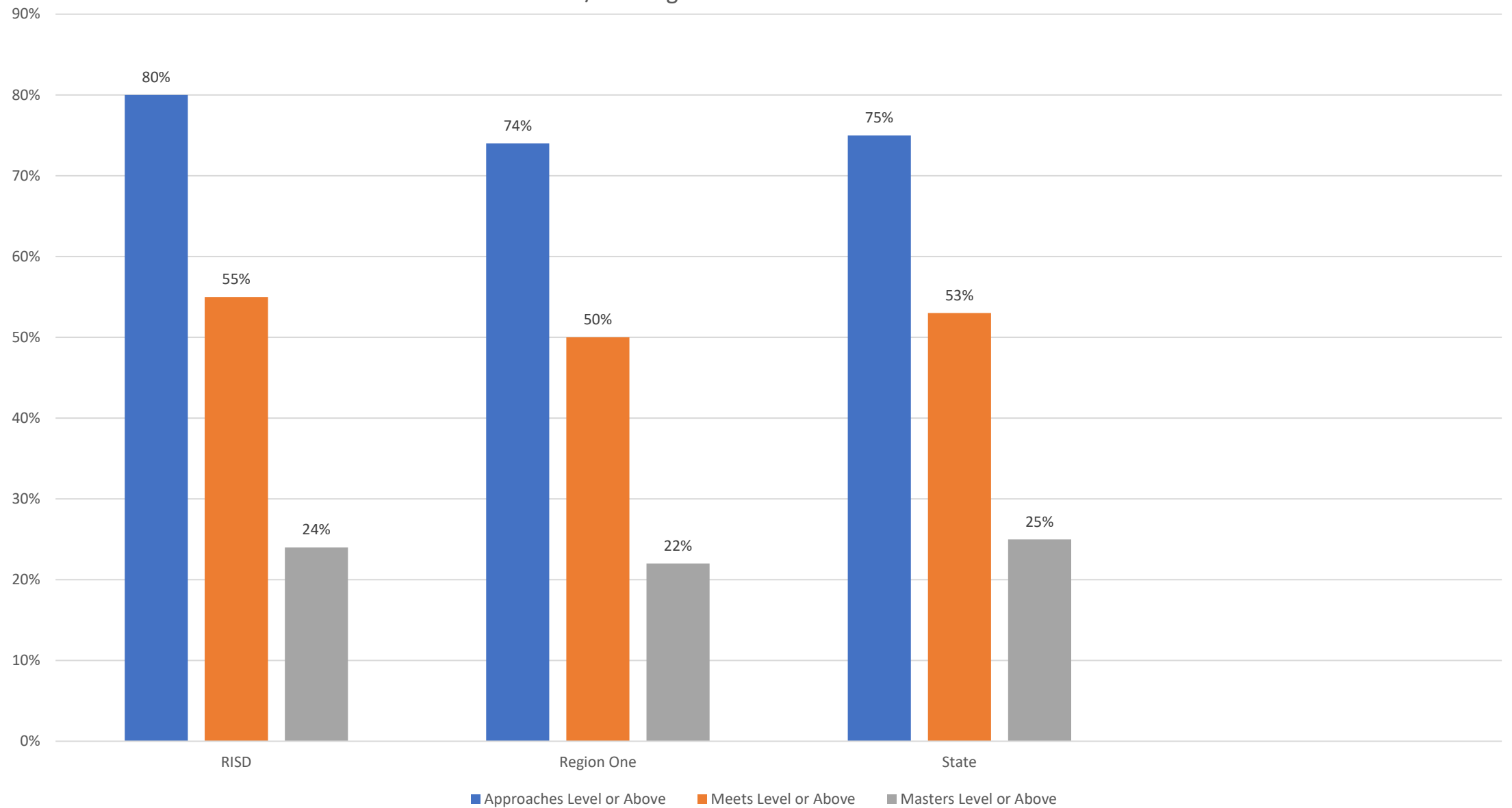
## Region One 2022 STAAR Performance by Student Population



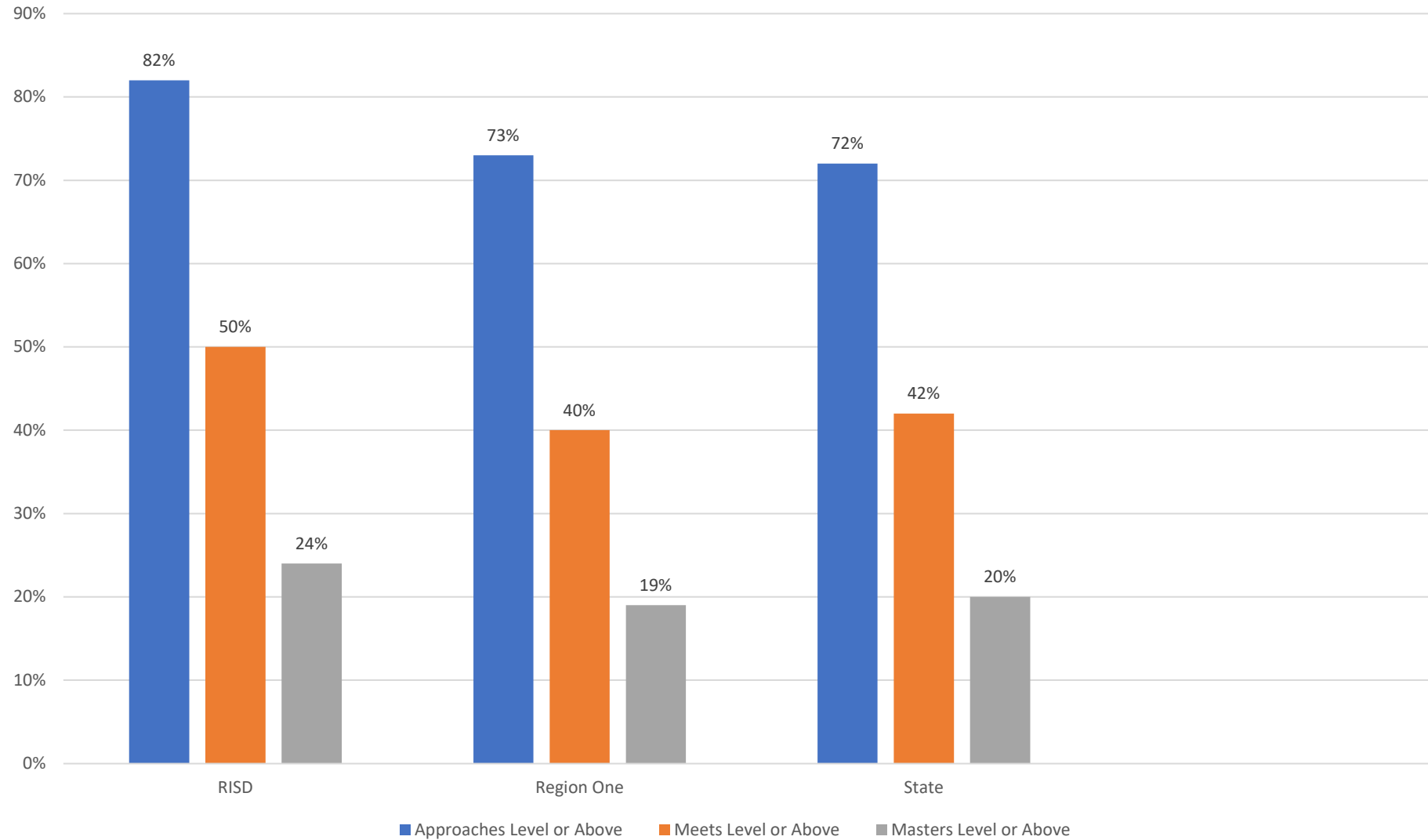
## State 2022 STAAR Performance by Student Population



## 2022 District, Region, and State STAAR Performance for ELA/Reading

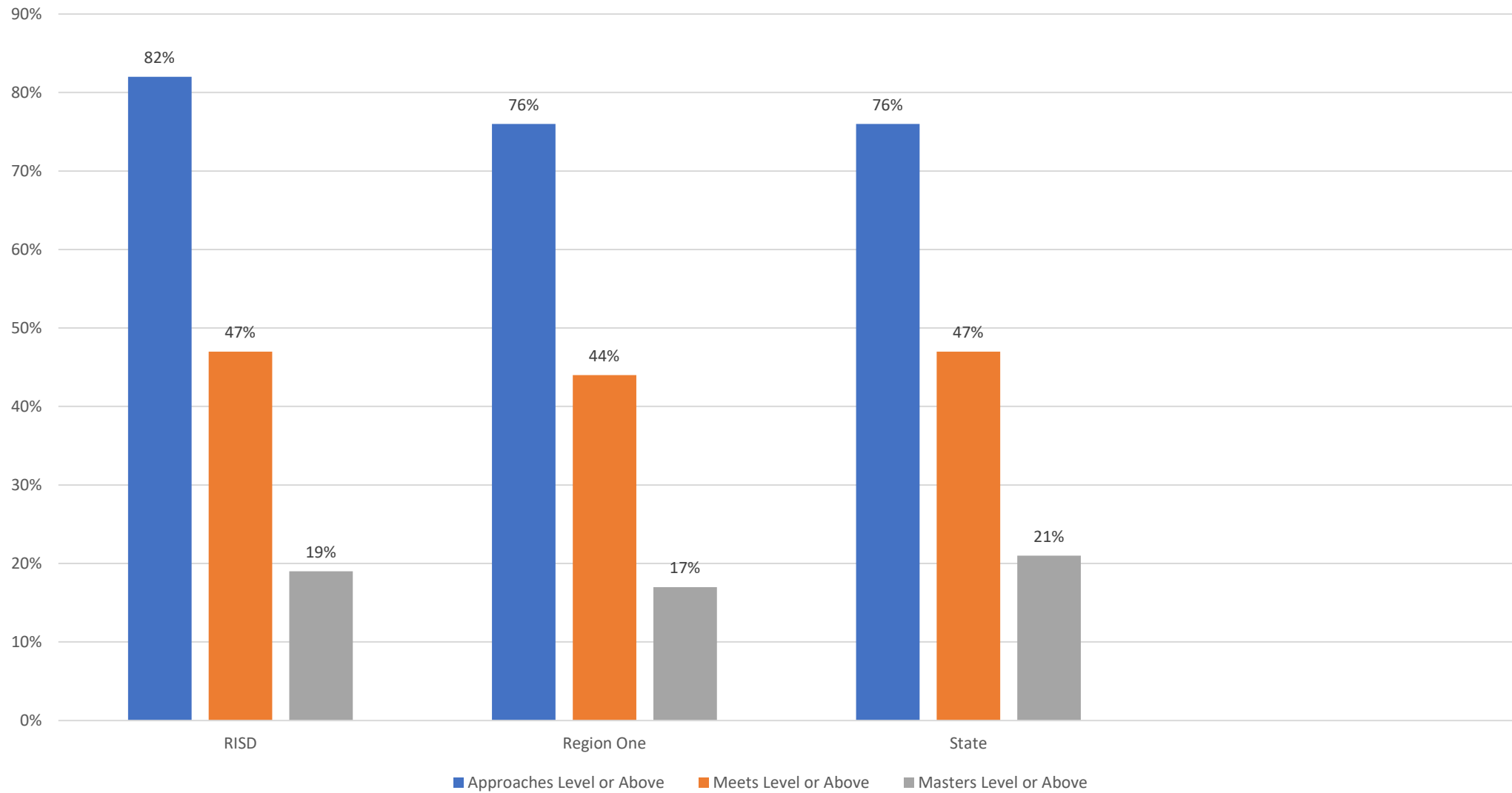


## 2022 District, Region, and State STAAR Performance for Math

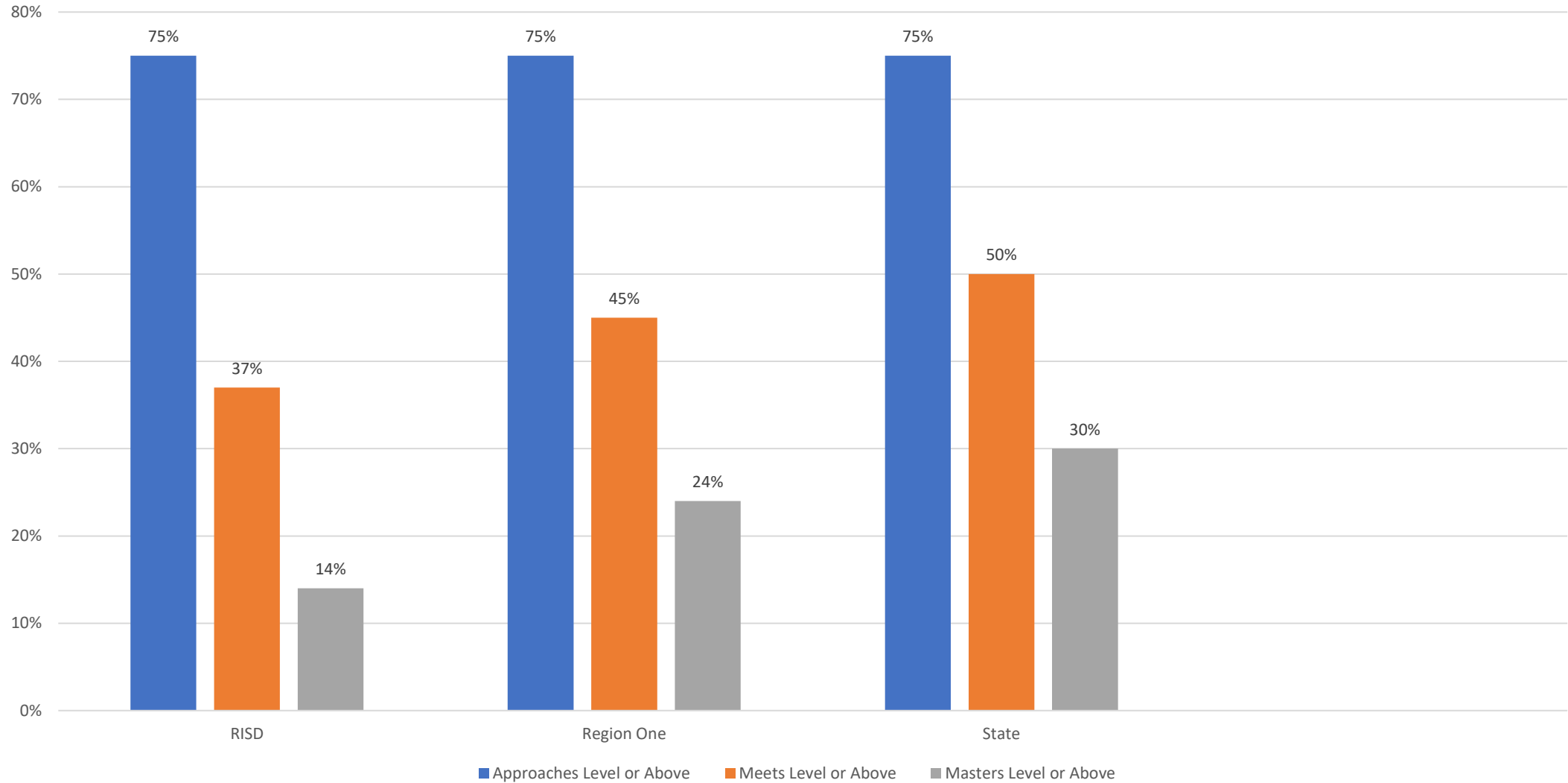




## 2022 District, Region, and State STAAR Performance for Science



2022 District, Region, and State STAAR Performance for  
Social Studies



Texas Education Agency  
2022 Closing the Gaps  
RAYMONDVILLE ISD (245903) - WILLACY COUNTY

### Calculation Report

indicator	Total Met	Total Evaluated	% Met	Weight	Score
Academic Achievement	14	14	100%	50%	50.0
Graduation Status	0	3	0%	10%	0.0
ELP Status	1	1	100%	10%	10.0
School Quality Status	5	5	100%	30%	30.0
<b>Closing the Gaps Score</b>					<b>90</b>

### Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	55%	-	55%	44%	*	-	-	-	52%	39%	36%	50%	56%	48%		
# at Meets GL Standard or Above	625	-	613	**	*	-	-	-	514	49	65	4	535	90		
Total Tests (Adjusted)	1,140	-	1,115	**	*	-	-	-	983	126	180	8	954	186		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
% at Meets GL Standard or Above	50%	-	50%	40%	*	-	-	-	47%	47%	39%	67%	51%	45%		
# at Meets GL Standard or Above	490	-	483	**	*	-	-	-	405	48	57	4	423	67		
Total Tests (Adjusted)	974	-	957	**	*	-	-	-	853	103	148	6	826	148		
<b>Total Indicators</b>															<b>14</b>	<b>14</b>
<b>Growth Status</b>																
<b>ELA/Reading Target</b>	<b>66%</b>	<b>62%</b>	<b>65%</b>	<b>69%</b>	<b>67%</b>	<b>77%</b>	<b>67%</b>	<b>68%</b>	<b>64%</b>	<b>64%</b>	<b>59%</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	81%	-	81%	88%	-	-	-	-	80%	83%	82%	80%	80%	86%		
Growth Points	447.0	-	439.0	7.0	-	-	-	-	379.0	54.0	71.5	4.0	377.5	69.5		
Total Tests	551	-	542	8	-	-	-	-	472	65	87	5	470	81		
<b>Mathematics Target</b>	<b>71%</b>	<b>67%</b>	<b>69%</b>	<b>74%</b>	<b>71%</b>	<b>86%</b>	<b>74%</b>	<b>73%</b>	<b>68%</b>	<b>68%</b>	<b>61%</b>	<b>70%</b>	<b>71%</b>	<b>70%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
Academic Growth Score	83%	-	84%	55%	-	-	-	-	84%	83%	82%	80%	85%	75%		
Growth Points	466.0	-	459.5	5.5	-	-	-	-	409.5	59.0	76.5	4.0	404.0	62.0		
Total Tests	561	-	550	10	-	-	-	-	490	71	93	5	478	83		
<b>Total Indicators</b>															<b>14</b>	<b>14</b>

Texas Education Agency  
2022 Closing the Gaps  
RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	No		No						No							
2020 % Graduated	95.9%	-	95.8%	-	-	-	-	-	95.2%	-	-					
2021 % Graduated	88.4%	-	88.2%	*	-	-	-	-	87.2%	93.8%	76.9%					
2021 # Graduated	137	-	**	*	-	-	-	-	123	15	10					
2021 Total in Class	155	-	**	*	-	-	-	-	141	16	13					
Total Indicators															0	3
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										43%						
TELPAS Progress										49						
TELPAS Total										115						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	Yes		Yes	No					Yes	Yes	Yes		Yes	Yes		
STAAR Component Score	51	-	51	46	*	*	-	-	49	44	38	48	52	46		
% at Approaches GL Standard or Above	81%	-	81%	76%	*	*	-	-	79%	73%	61%	75%	82%	72%		
% at Meets GL Standard or Above	50%	-	50%	43%	*	*	-	-	48%	40%	35%	50%	51%	45%		
% at Masters GL Standard	22%	-	22%	19%	*	*	-	-	21%	19%	19%	20%	22%	21%		
Total Tests	2,810	-	2,740	37	*	*	-	-	2,408	303	425	20	2,358	452		
Total Indicators															7	8
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met	Yes		Yes						Yes				Yes	Yes		
% Students Meeting CCMR	58%	-	59%	*	-	-	-	-	55%	57%	86%	*	61%	47%		
# Students Meeting CCMR	88	-	**	*	-	-	-	-	77	8	12	*	74	14		
Total Students	152	-	**	*	-	-	-	-	139	14	14	*	122	30		
Total Indicators															5	5
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	73%	-	73%	76%	-	*	-	-	72%	90%	73%	88%	72%	78%		
# Participants	907	-	893	**	-	*	-	-	788	139	132	7	727	180		

Texas Education Agency  
2022 Closing the Gaps  
RAYMONDVILLE ISD (245903) - WILLACY COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Tests	1,242	-	1,224	**	-	*	-	-	1,092	155	180	8	1,011	231		
<b>Mathematics</b>																
% Participation	71%	-	70%	79%	-	-	-	-	70%	79%	70%	83%	70%	74%		
# Participants	743	-	732	11	-	-	-	-	648	94	112	5	606	137		
Total Tests	1,053	-	1,039	14	-	-	-	-	930	119	159	6	869	184		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	98%	-	98%	94%	*	*	-	-	98%	99%	97%	90%	98%	97%		
# Participants	1,198	-	1,160	17	*	*	-	-	1,026	147	186	9	957	241		
Total Tests	1,226	-	1,185	18	*	*	-	-	1,051	148	191	10	978	248		
<b>Mathematics</b>																
% Participation	98%	-	98%	94%	*	*	-	-	98%	98%	98%	100%	98%	96%		
# Participants	1,022	-	992	16	*	*	-	-	886	118	152	8	827	195		
Total Tests	1,044	-	1,013	17	*	*	-	-	906	120	155	8	841	203		

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes	No	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
% at Meets GL Standard or Above	50%	61%	50%	67%	38%	87%	45%	71%	46%	39%	25%	43%	51%	47%		
# at Meets GL Standard or Above	129,997	287	126,712	1,987	30	657	10	128	102,075	48,350	7,686	1,130	102,520	27,477		
Total Tests (Adjusted)	260,282	468	255,183	2,947	79	754	22	181	221,220	123,133	30,778	2,620	202,271	58,011		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	Yes	Yes	No	No	Yes		Yes	Yes	No	Yes	No	No	No		
% at Meets GL Standard or Above	40%	44%	40%	54%	31%	86%	57%	65%	37%	36%	25%	40%	41%	38%		
# at Meets GL Standard or Above	87,675	194	85,386	1,337	21	548	8	99	68,610	36,446	6,627	947	69,191	18,484		
Total Tests (Adjusted)	216,641	441	212,452	2,494	67	640	14	153	184,017	101,912	26,080	2,348	168,297	48,344		
Total Indicators															18	26
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Academic Growth Score	82%	85%	82%	84%	85%	88%	78%	79%	81%	81%	72%	84%	82%	83%		
Growth Points	101,672.0	222.5	99,753.5	1,124.0	30.5	374.5	7.0	67.5	84,767.5	47,226.0	9,890.5	1,058.5	78,861.0	22,811.0		
Total Tests	123,926	263	121,642	1,346	36	426	9	85	104,141	58,112	13,651	1,256	96,289	27,637		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes	Yes	No	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Academic Growth Score	80%	81%	80%	79%	69%	90%	*	81%	79%	79%	69%	80%	80%	78%		
Growth Points	90,733.5	195.0	89,169.0	906.5	**	303.0	*	60.0	76,524.5	45,107.0	9,254.0	996.5	70,209.5	20,524.0		
Total Tests	114,097	242	112,156	1,147	**	337	*	74	97,216	57,166	13,462	1,248	87,844	26,253		
Total Indicators															25	26
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	No	Yes (3)	No	No		Yes (1)		Yes (1)	No	No	Yes (3)					
2020 % Graduated	92.1%	86.9%	92.1%	92.0%	-	97.9%	-	87.9%	92.5%	85.5%	80.7%					
2021 % Graduated	92.1%	87.8%	92.1%	90.4%	88.9%	98.6%	85.7%	96.3%	92.0%	86.0%	83.1%					
2021 # Graduated	28,247	72	27,571	422	8	142	6	26	23,040	6,076	2,091					

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
2021 Total in Class	30,684	82	29,948	467	9	144	7	27	25,045	7,069	2,516					
<b>Total Indicators</b>															<b>4</b>	<b>9</b>
<b>English Language Proficiency Status</b>																
<b>Target</b>										<b>36%</b>						
<b>Target Met</b>										<b>Yes</b>						
TELPAS Progress Rate										41%						
TELPAS Progress										53,925						
TELPAS Total										131,876						
<b>Total Indicators</b>															<b>1</b>	<b>1</b>
<b>Student Success Status</b>																
<b>Target</b>	<b>47</b>	<b>36</b>	<b>41</b>	<b>58</b>	<b>46</b>	<b>73</b>	<b>48</b>	<b>55</b>	<b>38</b>	<b>37</b>	<b>23</b>	<b>43</b>	<b>48</b>	<b>45</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>		
STAAR Component Score	47	52	46	59	39	81	52	63	44	39	27	44	47	45		
% at Approaches GL Standard or Above	74%	79%	74%	84%	69%	96%	80%	86%	71%	67%	46%	72%	75%	71%		
% at Meets GL Standard or Above	45%	53%	45%	61%	36%	86%	56%	66%	42%	36%	25%	41%	46%	43%		
% at Masters GL Standard	21%	24%	20%	33%	13%	62%	20%	38%	18%	15%	11%	19%	21%	20%		
Total Tests	641,200	1,131	628,493	7,346	189	1,959	45	447	543,402	297,524	74,815	6,267	499,694	141,506		
<b>Total Indicators</b>															<b>12</b>	<b>14</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>		<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		
% Students Meeting CCMR	78%	86%	78%	76%	57%	95%	60%	83%	77%	73%	77%	64%	81%	61%		
# Students Meeting CCMR	23,552	62	22,976	345	4	138	3	24	18,960	5,783	2,149	58	20,934	2,618		
Total Students	30,207	72	29,494	454	7	146	5	29	24,779	7,904	2,804	91	25,920	4,287		
<b>Total Indicators</b>															<b>12</b>	<b>12</b>
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	76%	79%	76%	79%	79%	85%	81%	74%	76%	80%	72%	76%	76%	78%		
# Participants	210,818	1,733	203,946	3,677	88	972	54	232	180,411	112,187	22,642	1,859	159,245	51,573		
Total Tests	276,515	2,205	267,882	4,636	112	1,139	67	314	236,631	139,729	31,247	2,440	210,379	66,136		
<b>Mathematics</b>																
% Participation	71%	78%	71%	77%	74%	84%	78%	73%	71%	74%	67%	71%	71%	74%		
# Participants	157,910	1,578	152,153	2,993	65	818	43	200	134,076	78,647	17,016	1,517	119,351	38,559		
Total Tests	221,356	2,024	213,961	3,910	88	972	55	273	188,615	106,690	25,394	2,135	169,172	52,184		

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<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	99%	99%	99%	99%	100%	100%	96%	100%	99%	99%	99%	98%	99%	98%		
# Participants	284,000	544	277,717	3,248	89	802	24	199	241,285	141,274	33,509	2,955	211,427	72,573		
Total Tests	286,837	547	280,346	3,292	89	803	25	199	243,772	142,300	33,966	3,001	213,126	73,711		
<b>Mathematics</b>																
% Participation	99%	99%	99%	98%	100%	99%	100%	97%	99%	99%	99%	99%	99%	99%		
# Participants	228,793	512	223,682	2,723	75	674	16	167	193,647	109,283	27,358	2,604	169,885	58,908		
Total Tests	231,966	519	226,742	2,772	75	680	16	173	196,345	110,236	27,702	2,632	172,252	59,714		

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Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

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Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
% at Meets GL Standard or Above	53%	41%	46%	67%	51%	81%	52%	62%	42%	38%	25%	50%	54%	48%		
# at Meets GL Standard or Above	1,739,149	171,447	807,878	564,477	5,018	125,989	2,570	54,952	837,209	318,434	105,065	33,466	1,293,220	445,929		
Total Tests (Adjusted)	3,304,340	416,094	1,768,641	843,157	9,789	154,954	4,926	88,749	1,987,224	846,519	427,673	67,010	2,381,551	922,789		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No	No	No	No	No	No	No	Yes	Yes	No	No		
% at Meets GL Standard or Above	42%	27%	35%	56%	40%	79%	44%	49%	32%	34%	23%	44%	44%	36%		
# at Meets GL Standard or Above	1,160,540	94,123	518,562	399,155	3,270	103,340	1,795	36,988	530,892	242,764	82,343	25,985	879,870	280,670		
Total Tests (Adjusted)	2,761,117	346,180	1,467,908	716,017	8,161	130,809	4,123	76,156	1,666,684	709,753	365,522	59,431	1,988,328	772,789		
Total Indicators															16	28
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Academic Growth Score	78%	76%	78%	78%	77%	86%	77%	78%	77%	78%	69%	79%	78%	77%		
Growth Points	1482309.5	171,659.5	759,560.0	418,291.5	4,366.5	80,153.0	2,053.0	40,674.0	848,597.0	358,380.0	163,430.0	32,484.0	1113133.5	369,176.0		
Total Tests	1,898,286	226,174	978,163	533,110	5,685	93,058	2,656	51,851	1,108,025	461,386	236,164	41,221	1,420,790	477,496		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	No	No	Yes	No	No	Yes	No	No	No	Yes	No	No	No	No		
Academic Growth Score	69%	66%	69%	70%	67%	86%	72%	70%	67%	69%	60%	69%	70%	68%		
Growth Points	1249468.0	141,173.5	652,015.5	345,801.0	3,586.0	67,115.5	1,774.0	34,042.5	729,767.0	334,666.5	142,296.5	28,698.5	932,099.0	317,369.0		
Total Tests	1,799,687	215,188	949,865	493,502	5,392	78,363	2,459	48,428	1,087,085	482,410	237,538	41,305	1,332,480	467,207		
Total Indicators															17	28
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met	No	No	No	No	Yes (3)	Yes (1)	No	No	No	No	No					

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
2020 % Graduated	90.3%	87.0%	88.6%	94.0%	86.3%	96.7%	89.2%	91.1%	87.5%	79.3%	78.9%					
2021 % Graduated	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	80.0%	79.7%					
2021 # Graduated	349,496	42,752	177,591	102,074	1,164	17,752	530	7,633	178,455	37,020	27,785					
2021 Total in Class	388,517	49,534	201,491	108,806	1,332	18,350	600	8,404	205,940	46,261	34,865					
<b>Total Indicators</b>															2	11
<b>English Language Proficiency Status</b>																
<b>Target</b>										36%						
<b>Target Met</b>										Yes						
TELPAS Progress Rate										39%						
TELPAS Progress										349,048						
TELPAS Total										896,280						
<b>Total Indicators</b>															1	1
<b>Student Success Status</b>																
<b>Target</b>	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
<b>Target Met</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		
STAAR Component Score	48	37	43	60	48	76	49	55	40	38	26	48	50	44		
% at Approaches GL Standard or Above	74%	63%	70%	85%	74%	93%	76%	80%	67%	64%	45%	74%	76%	70%		
% at Meets GL Standard or Above	48%	35%	41%	62%	47%	80%	48%	56%	37%	35%	24%	46%	50%	43%		
% at Masters GL Standard	23%	14%	17%	34%	22%	56%	22%	30%	15%	15%	9%	24%	25%	20%		
Total Tests	8,137,562	1,023,623	4,344,603	2,089,009	24,074	383,282	12,065	218,053	4,868,975	2,043,518	1,035,292	161,815	5,877,669	2,259,893		
<b>Total Indicators</b>															13	14
<b>School Quality Status</b>																
<b>Target</b>	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
<b>Target Met</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
% Students Meeting CCMR	63%	47%	60%	71%	58%	84%	51%	63%	56%	51%	64%	45%	67%	45%		
# Students Meeting CCMR	235,877	21,949	116,664	75,576	724	15,517	304	5,143	110,232	25,010	23,170	1,244	203,468	32,409		
Total Students	374,520	46,330	193,112	106,703	1,244	18,388	592	8,151	195,582	48,969	36,276	2,785	302,650	71,870		
<b>Total Indicators</b>															14	14
<b>Participation 2020-21</b>																
<b>Target</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
<b>ELA/Reading</b>																

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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% Participation	89%	86%	87%	93%	89%	89%	85%	89%	88%	90%	86%	89%	89%	87%		
# Participants	3,029,720	370,590	1,617,249	806,583	9,466	140,400	4,566	75,308	1,800,163	836,081	354,186	49,473	2,150,388	879,332		
Total Tests	3,420,266	433,241	1,850,901	870,640	10,577	157,877	5,398	84,831	2,052,025	928,646	409,921	55,754	2,411,683	1,008,583		
<b>Mathematics</b>																
% Participation	88%	85%	86%	93%	89%	89%	85%	89%	87%	88%	86%	88%	88%	87%		
# Participants	2,485,452	308,626	1,291,345	688,260	7,812	116,488	3,785	64,928	1,466,449	647,148	299,359	43,525	1,765,940	719,512		
Total Tests	2,827,599	361,935	1,499,498	743,214	8,773	131,250	4,473	73,251	1,690,468	734,115	348,983	49,198	1,997,816	829,783		
<b>Participation 2021-22</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	99%	98%	99%	99%	99%	100%	98%	99%	99%	99%	98%	99%	99%	98%		
# Participants	3,553,427	448,383	1,918,990	878,481	10,646	166,964	5,392	94,257	2,133,534	970,046	455,841	73,247	2,458,606	1,094,821		
Total Tests	3,596,900	456,283	1,943,132	886,127	10,804	167,787	5,489	95,430	2,163,886	979,324	463,537	74,268	2,480,766	1,116,134		
<b>Mathematics</b>																
% Participation	99%	99%	99%	99%	99%	99%	98%	99%	99%	99%	99%	99%	99%	98%		
# Participants	2,923,260	373,290	1,550,764	745,042	8,774	138,823	4,487	80,852	1,752,807	764,354	383,843	64,527	2,019,136	904,124		
Total Tests	2,956,319	378,246	1,569,313	752,042	8,900	139,706	4,556	81,802	1,775,013	770,542	388,763	65,118	2,037,784	918,535		

\* Indicates results are masked due to small numbers to protect student confidentiality.

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS EB/ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

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

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<p>• Who have made a qualifying move within the previous 1-year period;</p> <p><u>AND</u></p> <p>• Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</p>
Grades K-3	<p>• Who have made a qualifying move within the previous 1-year period;</p> <p><u>AND</u></p> <p>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></p> <p>• For students in grades K-2, who have been retained, or are overage for their current grade level.</p>

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

\*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

<b>School District:</b> Raymondville
<b>Region:</b> One

## Priority for Service (PFS) Action Plan

<b>Filled Out By:</b> Frank L. Garcia
<b>Date:</b> 8/17/22

**School Year: 2022 - 2023**

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

<b>Goal(s):</b>  To better serve Priority for Services (PFS) students by providing instructional and support services that will ensure student success.	<b>Objective(s):</b> <b>Objective 1:</b> The Priority for Service Action Plan will be included in the district and campus improvement plan/(D/CIPs) as a separate section appropriately labeled and identified. 100% of PFS students will have access to instructional opportunities. <b>Objective 2:</b> Priority for Service report criteria and updates will be provided to campus principals, staff and parents of PFS students. <b>Objective 3:</b> Meet with PEIMS staff to review accuracy of Migrant Student Data. <b>Objective 4:</b> Description of federal, state and local programs that serve PFS students. <b>Objective 5:</b> PFS reports will be used to give priority placements to PFS students into the MEP activities. <b>Objective 6:</b> Community and/or home visits will be made by the MEP staff to update the parents of PFS students on their child's progress. <b>Objective 7:</b> PFS students will receive priority access to instructional services and community social services/agencies.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	Monthly August 2022-July 2023	Special Programs, Director, NGS Clerk	Principal Sign In Sheet, Special Programs Director Sign In Sheet
<ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>	August 2022-June 2023	Special Programs Director, NGS Clerk	Migrant Priority for Service Action Plan

<ul style="list-style-type: none"> <li>The academic progress and attendance of PFS students will be monitored to ensure that their academic needs are being met.</li> </ul>	August 2022-June 2023	Counselors, Teachers, MEP Staff	Student Progress reports, counselor
<ul style="list-style-type: none"> <li>Monitor Credit Accrual of Secondary Migrant Students</li> </ul>	August 2022-July 2023	Special Programs Director, Principals, NGS Clerk, Counselors	Credit Accrual Form, Transcripts, Counselor Documentation
<ul style="list-style-type: none"> <li>Student progress and success will be measured based on teacher assignments and tests, campus assessments, District benchmark assessments, and state assessment results.</li> </ul>	August 2022-June 2023	Special Programs Director, Campus Administrators, Teachers	State Assessment Results, Report cards
<h2 style="text-align: center;">Required Strategies</h2>			
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	August 2022-June 2023	Special Programs Director, NGS Clerk, Principals	PFS Monthly Report Monthly Receiving Signed Sheet
<ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	August 2022-June 2023	MEP Staff, Parents	PFS Student Action Plan, Sign In sheet
<ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	August 2022-June 2023	MEP Staff	Parent Meetings, Sign In Sheets, Contact Log
<b>Additional Activities</b>			
<ul style="list-style-type: none"> <li>Each campus will include the Priority for Service Action Plan, separate and apart from the District/Campus Improvement Plan and will appropriately identify as such.</li> </ul>	August 2022-July 2023	Special Programs Director, Campus Administrators	PFS Action Plan, District/Campus Improvement Plan Addendum
<ul style="list-style-type: none"> <li>MEP Staff will work cooperatively with the PEIMS staff to ensure accuracy of coding migrant students.</li> </ul>	August 2022-June 2023	MEP Staff, PEIMS Staff	PEIMS Reports

**Provide services to PFS migrant students.**

<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	August 2022-June 2023	Campus Principals, Teachers, Special Programs Director	Attendance Sheets
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services and community social services/agencies.</li> </ul>	August 2022-June 2023	Campus Principals, Counselors, MEP Staff, Teachers	Copy of referral form, Follow up phone call to agency
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	August 2022-June 2023	Special Programs Director, Campus Principal, MEP Staff	Sign In Logs, Attendance Sheets

**Additional Activities**

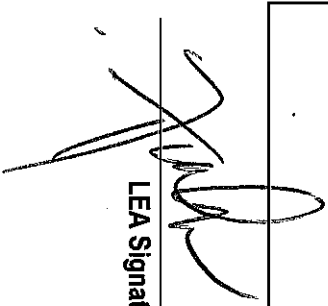
<ul style="list-style-type: none"> <li>Provide tutorials or other instructional services for PFS students.</li> </ul>	August 2022-June 2023	Principals, Teachers, Counselors	Student Rosters
<ul style="list-style-type: none"> <li>Secondary migrant students will be provided instructional assistance in core subject areas with the opportunity to gain the needed credit for graduation.</li> </ul>	August 2022-June 2023	Principals, Counselors, Teachers	Attendance Sheets, Student Rosters, Report Cards, Transcripts, Progress Reports
<ul style="list-style-type: none"> <li>PFS Academic Reviews &amp; Monitoring</li> </ul>	September 2022-June 2023	MEP Staff, Teachers	Individual PFS Action Plans
<ul style="list-style-type: none"> <li>Edgenuity 2020 Online Self-paced instruction software program</li> </ul>	August 2022-July 2023	Teachers, Principals, Counselors	Student Rosters, Attendance Sheets, Grades

LEA Signature

Date Completed

ESC Signature

Date Received

  
8/17/22



08/17/2022



*No Excuses... Just Results*  
*Pride + Belief + Determination*  
*+ Resilience = Graduation*

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512 East Rodriguez Avenue  
Raymondville, Texas 78580

Phone: 956-689-8185



For the 2010 – 2011 school year, Raymondville ISD established Raymondville Options Academic Academy to meet the needs of RISD students who, due to circumstances in their lives, needed an alternative to the traditional high school schedule to earn a diploma.

The program is based upon an accelerated graduation plan that will allow program participants to complete core requirements, enhance reading/math skills, earn industry certifications, and pursue credits toward high school graduation. This learning experience is a stand-alone non-traditional high school.

Please contact Frank L. Garcia, Special Programs Director, at [garciaf@raymondvilleisd.org](mailto:garciaf@raymondvilleisd.org), with any questions.

**Purpose:**

The primary goal is to provide an accelerated program for students who are off-track to graduate with their cohort. ROAA facilitates student learning and mastery of objectives in core/elective courses using a digital curriculum provided by Edgenuity Digital Learning and regular course enrollment. Highly qualified teachers teach each course and learning objective. The combination of our instruction allows learning to be facilitated and customized to meet the needs of our students.

**Eligible Students:**

Eight-grade – high school students who are off-track to graduate with their original cohort.

**Program Benefits:**

Credit Recovery  
Accelerated original credits  
EOC Remediation / Intervention  
SAT / ACT / TSI Preparation  
Increased graduation rate  
Increased student retention/dropout prevention

We enhanced classroom instruction through blended learning with a focus on at-risk students.

**Our program initiatives:**

- Self - Regulated Learners
- Data-Driven Instruction
- Student-Centered / Personalized Instruction

**Checklist used to assure student success:**

1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out
  - ☐ Use longitudinal, student-level data to get an accurate read of graduation and dropout rates.

- ☐ Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions.
  - ☐ Monitor the academic and social performance of all students continually.
  - ☐ Review student-level data to identify students at risk of dropping out before key academic transitions.
  - ☐ Monitor students' sense of engagement and belonging in school.
  - ☐ Collect and document accurate information on student withdrawals.
2. Provide academic support and enrichment to improve academic performance
- ☐ Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math.
  - ☐ Provide extra study time and opportunities for credit recovery and accumulation through school and a three-week summer program.
3. Personalize the learning environment and instructional process
- ☐ Establish small learning communities.
  - ☐ Establish team teaching.
  - ☐ Create smaller classes.
  - ☐ Create extended time in the classroom through changes to the school schedule.
  - ☐ Encourage student participation in extracurricular activities
4. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school
- ☐ Provide teachers with ongoing ways to expand their knowledge and improve their skills.
  - ☐ Integrate academic content with career and skill-based themes through career academies or multiple pathways models.
  - ☐ Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses.
  - ☐ Provide students with extra assistance and information about the demands of college