

Raymondville Independent School District
District Improvement Plan
2021-2022



Mission Statement

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

Vision

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

Core Beliefs

Respect

Integrity

Commitment

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Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.	32
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.	60
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.	73
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.	76
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.	78
Goal 6: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance.	84

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics

Demographics Summary

Raymondville Independent School District is 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 district** that 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. The district serves 1,962 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). 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%.

As reported on the **2021-2021 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.

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
Hispanic	98.4%	98.2%	97.3%	97.9%
White	1.1%	1.3%	2.2%	1.7%
African American	0.1%	0.1%	0.1%	0.1%
Economically Disadvantaged	86.1%	89.6%	89.5%	89.2%
Emergent Bilingual (EB) Students/ English Learners (EL)	8.0%	8.1%	7.2%	7.4%
At-Risk	58.6%	54.9%	52.9%	54.9%
Migrant	NR	NR	8.5%	8.8%
Dyslexia	NR	0.3%	1.4%	1.4%
Section 504	NR	3.0%	3.7%	3.8%
Homeless	NR	NR	2.6%	1.6%
Student Enrollment by Instructional Program				
Bilingual/ESL Education	7.1%	7.2%	6.0%	6.8%
Gifted and Talented	7.0%	7.4%	7.8%	7.8%

LONGITUDINAL STUDENT ENROLLMENT				
Special Education	8.8%	10.1%	12.7%	14.0%
Career & Technical Education (GR 9-12)	NR	NR	94.2%	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: As reported on the **2021-2022 PEIMS Fall Collection, First Submission**, the enrollment at Raymondville ISD decreased by 118 students from 2,080 in 2020-2021 to 1,962, which is a 5.7% decrease.

According to 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 increase 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 - 2021 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
Grades 9-12 Total	585	595	588	589	589	553
Myra Green Middle School Grades 6-8	440	436	437	444	451	409
L.C. Smith Elementary	424	442	444	493	443	427
Pittman Elementary	617	615	584	614	597	573
Grades PK-5 Total	1,041	1,057	1,028	1,107	1,040	1,000
District Grades PK-12 Total	2,067	2,088	2,054	2,140	2,080	1,962

2019 Distinction Designation Minimum Score for Attendance		
Campus	2019 Campus Attendance Score	2019 Minimum Score for Attendance
Raymondville Early College HS	92.5%	94.8%
Myra Green MS	91.6%	95.4%
L.C. Smith Elem.	93.7%	95.8%
Pittman Elem.	95.3%	95.9%

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

Dropout Rates: The state reports two rates for dropout, Grades 7-8 and Grades 9-12, as indicated on the 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).

Grades 7-8	District	Region	State	Grades 9-12	District	Region	State
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 2020, 4-year; Class of 2019, 5-year extended; and Class of 2018, 6-year extended is used for the 2021 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
Class of 2018	88.0%	91.2%	90.0%	Class of 2017	86.0%	92.5%	92.0%	Class of 2016	88.7%	92.7%	92.1%
Class of 2019	91.6%	90.7%	90.0%	Class of 2018	93.9%	93.1%	92.2%	Class of 2017	86.7%	93.1%	92.4%
Class of 2020	95.9%	92.1%	90.3%	Class of 2019	94.2%	92.7%	92.0%	Class of 2018	95.5%	93.6%	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 2021 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.

For 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**. The agency also reported the **participation rate** for 2018-19 and 2020-21. **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://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>).

Raymondville ISD Accountability 2021 Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	36
College, Career, and Military Readiness	71
Graduation Rate	96
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 89.2%)	54
Closing the Gaps % of Indicators Met	
Academic Achievement Status	29%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	13%
School Quality Status	100%
% Participation (All Tests)	
2018-19	99%
2020-21	71%

Participation Rate: State participation rate is 99% for 2018-19 and 71% for 2020-21 while the participation rate for Region One is 100% for 2018-19 and 74% for 2020-

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 Masters Level. Before COVID, the STAAR Component score, CCMR, and Graduation Rate increased from 2018 to 2019 for the district, region, and state. In 2021, the STAAR component score for the district decreased by 9, the region by 16, and state by 11 as compared to 2019; the CCMR score increased 14 for the district and 12 for the region, while the state decreased by 2. The Graduation Rate (Best of the 4-Year, 5-Year Extended, or 6-Year Extended) increased for the district by 7.3, the region by 0.9, and the state by 0.5.

	2018 Accountability			2019 Accountability			2021 Accountability		
Domain I Student Achievement	District	Region	State	District	Region	State	District	Region	State
STAAR Performance	41	48	49	45	50	51	36	34	42
College, Career, and Military Readiness (CCMR)	51	61	54	65	73	65	71	76	63

STAAR Performance:
The STAAR component score is the "Average Pass Rate" for the Approaches,

	2018 Accountability			2019 Accountability			2021 Accountability		
Graduation Rate (Best of 4-yr,5-yr, 6-yr)	88.1	92.1	91.8	88.7	92.7	92.1	96	93.6	92.6

Meets, and Masters level of performance calculated for All students across all grade levels and all subjects.

Performance for Raymondville ISD shows an increase from 2018 to 2019 of 6% Approaches, 4% Meets, and 2% Masters. The district performance at the approaches, meets, and masters level in 2019 decreased the variance of performance among the region and state. In 2021, performance for the district, region, and state decreased with a decrease of 6%-10% for the district, decrease of 10% - 20% for the region; and decrease of 6% - 11% for the state.

Domain I Student Achievement	2018 Accountability			2019 Accountability			2021 Accountability		
	District	Region	State	District	Region	State	District	Region	State
Approaches Grade Level Standard or Above	70%	77%	77%	76%	79%	78%	66%	59%	67%
Meets Grade Level Standard or Above	38%	47%	48%	42%	50%	50%	32%	32%	41%
Masters Level	14%	20%	22%	16%	22%	24%	10%	12%	18%

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. (2019 Accountability Manual, Chapter Six). Distinction Designations are not awarded for 2021.

ACT/SAT: Three-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.

Three Year Trend –SAT Participation and Performance															
Grad Year	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Average ERW score (Evidenced-Based Reading and Writing)			Average Math Score			Average Total Score		
	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State
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, collegel-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

Three Year Trend –ACT Participation and Performance																						
Grad Year	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Avg. English Score			Avg. Math Score			Avg. Reading Score			Avg. Science Score			Avg. Composite Score			
	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	
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	

"The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a reasonable chance of success in first-year credit-bearing college courses at the typical college. Each benchmark is linked to success in a different college course or set of courses". The term "reasonable chance

of success" is defined by ACT research as a "50% chance of earning a B 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

2021 Results Driven Accountability: The Results Driven Accountability Report indicate the district passing rate for **Reading ESL STAAR 3-8** is 50.0%, Region One rate is 41.6% and State rate is 48.7%. The district rate for **Reading EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate** is 50.0%, Region One rate is 56.0%, and State rate is 50.3%. The district rate for **Reading EL Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate** is 84.4%, Region One rate is 84.3%, and State rate is 84.4%. The district rate for **English I and II EL STAAR EOC Passing Rate** of 25.0%, Region One rate is 40.2%, and State rate is 37.9%.

2019 Results Driven Accountability: The district passing rate for **Reading BE STAAR 3-8** is 56.3%, Region One rate is 78.0%, and State rate is 73.0%. The district passing rate for **Reading ESL STAAR 3-8** is 18.2%, Region rate is 56.5, and State rate is 57.5%. The district served students in the Bilingual and ESL program in 2019. The district transitioned to an ESL only program for grades PK-12 in the 2019-2020 school year. The district passing rate for **Reading ELs (Not Served in BE/ESL) STAAR 3-8** is 57.1%, Region One rate is 66.9%, and State rate is 63.7%. The district rate for **Reading EL Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate** is 88.6%, Region One rate is 93.0%, State rate is 93.7%; and the district rate for **English I and II EL STAAR EOC Passing Rate** of 22.9%, Region One rate is 37.1%, State rate is 34.5%. Note: The statement "not reported" is used in this report to reflect the asterisk used by the Texas Education agency to protect student confidentiality.

2021 Results Driven Accountability: The Results Driven Accountability Report indicate the district passing rate for **Mathematics ESL STAAR 3-8** is 43.1%, Region One rate is 39.2% and State rate is 53.4%. The district rate for **Mathematics EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate** is 50.0%, Region One rate is 47.8%, and State rate is 48.5%. The district rate for **Mathematics EL Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate** is 80.0%, Region One rate is 68.1%, and State rate is 80.6%. The district rate for **Mathematics (Algebra) EL STAAR EOC Passing Rate** was

not reported, Region One rate is 50.7%, and State rate is 56.1%.

2019 Results Driven Accountability: The district passing rate for **Mathematics BE STAAR 3-8** is 65.6%, Region One rate is 83.5%, and State rate is 79.8%. The district passing rate for **Mathematics ESL STAAR 3-8** is 47.8%, Region One rate is 73.7%, and State rate is 70.7%. The district served students in the Bilingual and ESL program in 2019. The district transitioned to an ESL only program for grades PK-12 in the 2019-2020 school year. The district passing rate for **Mathematics ELs (Not Served in BE/ESL) STAAR 3-8** is 71.4%, Region One rate is 76.0%, and State rate is 72.5%. The district rate for **Mathematics EL Years-After Reclassification (YsAR) STAAR 3-8**

Passing Rate is 91.4%, Region One rate is 94.6%, State rate is 94.4%. The district rate for **Mathematics (Alg. I) STAAR EOC** Passing Rate of 91.7%, Region One rate is 83.5%, State rate is 76.2%. Note: The statement "not reported" is used in this report to reflect the asterisk used by the Texas Education agency to protect student confidentiality.

2021 Results Driven Accountability: The Results Driven Accountability Report indicate the district passing rate for **Writing ESL STAAR 3-8** is 29.4%, Region One rate is 32.3% and State rate is 35.9%. The district rate for **Writing EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate** is not reported, Region One rate is 41.1%, and State rate is 37.1%. The district rate for **Writing EL Years-After Reclassification (YsAR) STAAR 3-8** Passing Rate is 72.7%, Region One rate is 76.3%, and State rate is 83.6%. The district rate for **English I and II EL STAAR EOC** Passing Rate is 25.0%, Region One rate is 40.2%, and State rate is 37.9%.

2019 Results Driven Accountability: The district passing rate for **Writing BE STAAR 3-8** is 50.0%, Region One rate is 69.2%, and State rate is 64.3%. The district passing rate for **Writing ESL STAAR 3-8** is 40.0%, Region One rate is 52.1%, and State rate is 46.4%. The district served students in the Bilingual and ESL program in 2019. The district transitioned to an ESL only program for grades PK-12 in the 2019-2020 school year. The district passing rate for **Writing ELs (Not Served in BE/ESL) STAAR 3-8** is not reported, Region One rate is 54.7%, and State rate is 52.6%. The district rate for **Writing EL Years-After Reclassification (YsAR) STAAR 3-8** Passing Rate is 85.7%, Region One rate is 91.2%, State rate is 88.8%. The district rate for **English Language Arts STAAR EOC** Passing Rate of 22.9%, Region One rate is 37.1%, State rate is 34.5%. Note: The statement "not reported" is used in this report to reflect the asterisk used by the Texas Education agency to protect student confidentiality.

2021 Results Driven Accountability: The Results Driven Accountability Report indicate the district passing rate for **Science ESL STAAR 3-8** is 22.2%, Region One rate is 34.3% and State rate is 42.7%. The district rate for **Science EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate** is not reported, Region One rate is 47.6%, and State rate is 42.8%. The district rate for **Science EL Years-After Reclassification (YsAR) STAAR 3-8** Passing Rate is 90.9%, Region One rate is 73.9%, and State rate is 81.9%. The district rate for **Biology EL STAAR EOC** Passing Rate is not reported, Region One rate is 58.2%, and State rate is 59.4%.

2019 Results Driven Accountability: The district passing rate for **Science BE STAAR 3-8** is 77.8%, Region One rate is 75.7%, and State rate is 66.5%. The district passing rate for **Science ESL STAAR 3-8** is 33.3%, Region One rate is 63.5%, and State rate is 57.5%. The district served students in the Bilingual and ESL program in 2019. The district transitioned to an ESL only program for grades PK-12 in the 2019-2020 school year. The district passing rate for **Science ELs (Not Served in BE/ESL) STAAR 3-8** is not reported, Region One rate is 66.5%, and State rate is 60.0%. The district rate for **Science EL Years-After**

Reclassification (YsAR) STAAR 3-8 Passing Rate is not reported, Region One rate is 93.6%, State rate is 92.6%. The district rate for **Science STAAR EOC** Passing Rate of 66.7%, Region One rate is 74.3%, State rate is 71.2%. Note: The statement "not reported" is used in this report to reflect the asterisk used by the Texas Education agency to protect student confidentiality.

2021 Results Driven Accountability: The Results Driven Accountability Report indicate the district passing rate for **Social Studies ESL STAAR 3-8** is not reported, Region One rate is 19.8% and State rate is 26.7%. The district rate for **Social Studies EL (Not Served in BE/ESL) STAAR 3-8 Passing Rate** is not reported, Region One rate is 37.5%, and State rate is 29.9%. The district rate for **Social Studies EL Years-After Reclassification (YsAR) STAAR 3-8** Passing Rate is 22.2%, Region One rate is 54.0%, and State rate is 65.6%. The district rate for **Social Studies EL STAAR EOC** Passing Rate is 50.0%, Region One rate is 62.3%, and State rate is 64.0%.

2019 Results Driven Accountability: The district passing rate for **Social Studies BE STAAR 3-8** is not reported since the Bilingual Program for the district is grades PK-5. The district passing rate for **Social Studies ESL STAAR 3-8** is not reported, Region One rate is 45.7%, and State rate is 39.5%. The district served students in the Bilingual and ESL program in 2019. The district transitioned to an ESL only program for grades PK-12 in the 2019-2020 school year. The district passing rate for **Social Studies ELs (Not Served in BE/ESL) STAAR 3-8** is not reported, Region One rate is 60.3%, and State rate is 45.2%. The district rate for **Social Studies EL Years-After Reclassification (YsAR) STAAR 3-8** Passing Rate is not reported, Region One rate is 83.5%, State rate is 80.2%. The district rate for **Social Studies STAAR EOC** Passing Rate of 71.4%, Region One rate is 77.7%, State rate is 75.0%.

Note: The statement "not reported" is used in this report to reflect the asterisk used by the Texas Education agency to protect student confidentiality.

Please See the Addendums for STAAR Performance by Student Population: (EL Current, EL Current & Monitored, Special Education Current)

Source: 2021 STAAR Performance Data Tables for Raymondville ISD, Region One and the State.

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 will expand 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
	Education and Training (E&T) Courses	\$11,000
	Funding for Implementation and growth of E&T programs	\$8,000

TCLAS Support Area	Key Decision Point	TEA (Texas Education Agency Awarded Amount)
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

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 2021 with a score of 40%.** The table below indicates three of the five campuses met or exceeded the target.

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

Results Driven Accountability:

District, Region, and State TELPAS Data								
2019 TELPAS Data					2021 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

District, Region, and State TELPAS Data

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
TELPAS Composite Rating Level for Students in US schools, multiple years	Not Assigned for 2019	34.0	29.2	25.5	0-19.4	34.2	28.9	26.4

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.

College and Career Readiness: College Ready Annual Graduates: Reported for students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades (2021 TAPR Glossary: <https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/glossary.pdf>).

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://texascrcsmdesignation.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>).

Career or Military Ready (Annual Graduates)	State	Region 01	District
2019-20	18.7%	36.4%	52.3%
2018-19	40.4%	58.9%	70.5%
Approved Industry-Based Certification			
2019-20	13.2%	30.3%	45.8%
2018-19	10.7%	2.4%	43.0%
Graduates with Level I or II Certificate			
2019-20	0.7%	2.4%	4.6%

Career or Military Ready (Annual Graduates)	State	Region 01	District
2018-19	0.6%	2.1%	0.0%
Graduate with Completed IEP and Workforce Readiness			
2019-20	2.4%	2.4%	4.6%
2018-19	2.3%	1.9%	1.3%
Graduates under an Advanced Diploma plan and identified as a Current Special Education Student			
2019-20	3.7%	4.4%	7.8%
2018-19	2.7%	2.8%	0.0%

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

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
Raymondville ISD			
Number Assessed	134	138	133
% Ready for Kindergarten	53.7%	53.6%	44.4%
Number of Eligible PK Students Who Attended PK Prior Year	85	89	86
% Ready for Kindergarten	61.2%	67.4%	52.3%
LC Smith Elementary			
Number Assessed	49	56	60
% Ready for Kindergarten	18.4%	42.9%	28.3%
Number of Eligible PK Students Who Attended PK Prior Year	29	31	41

Kindergarten Readiness

% Ready for Kindergarten	20.7%	58.1%	36.6%
Pittman Elementary			
Number Assessed	85	82	73
% Ready for Kindergarten	74.1%	61.0%	57.5%
Number of Eligible PK Students Who Attended PK Prior Year	56	58	45
% Ready for Kindergarten	82.1%	72.4%	66.7%

District Culture and Climate

District Culture and Climate Summary

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

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

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

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.

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.

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.

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, Raymondville Independent School District
Generated by Plan4Learning.com

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.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Mentor Allotment program

The Mentor Teachers participating in the Mentor Program will participate in the Micro-Endorsement courses that consists of a set of 7 micro-credentials and corresponding coaching support. The program is designed to ensure that mentors complete one micro-credential-based training before the school year begins, and additional micro-credential-based trainings each semester. The combination of each of the micro-credentials is explicitly focused 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. The following campuses have mentors:

- LC Smith Elementary 1 Mentor
- Pittman Elementary 2 Mentors
- Myra Green Middle School 1 Mentor
- Raymondville High School Early College 1 Mentor

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
- Raymondville Early College High School English I and English II

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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

RIISD uses the TEKS Resource System as the K-12 district curriculum for Math, English Language Arts, Science, and Social Studies. Teachers are allowed to attend six-week TEKS Resource System planning workshops. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities. Teachers will be expected to utilize **common assessments** using **TEKS Resource System, Euphoria, and TAG through Region One**. Grades 3, 4 and 5 will utilize common assessments created by **Forde-Ferrier** in Reading, Writing, and Science. The 3-week common assessments will be utilized to monitor student progress.

The district provides SpringBoard English Language Arts for grades 9-12, Sharon Wells for grades 3-5, and Pearlized Math for Kindergarten and 1st grade. Teachers in 3rd through 5th grade math will be expected to use **Sharon Wells Mathematics** for lessons and three-week common assessments. The teachers in Kindergarten and 1st grade will utilize **Pearlized Mathematics** for lessons and three-week common assessments.

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 **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. This year the **High-Quality PK Grant** expectations will continue to be used in Pre-Kindergarten. CLI Engage in professional development opportunities for PK teachers and paraprofessionals will be utilized.

Raymondville ISD Advance Placement (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 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)

Parent and Community Engagement

Parent and Community Engagement Summary

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

District Context and Organization

District Context and Organization Summary

RISD is made up of five campuses. L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville 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 88.18% (TSDS PEIMS Disaggregation Fall 2021, 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. - 7:55 a.m.	8:00 a.m. - 3:30 p.m.	7:30 a.m. - 4:00 p.m.
Pittman Elementary	7:30 a.m. - 8:00 a.m.	8:00 a.m. - 3:30 p.m.	7:30 a.m. - 4:00 p.m.

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

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3

Accountability Data

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



Student Data: Assessments





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





Goals





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







Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2022, the district will meet or exceed the state performance standard in the State Accountability System.


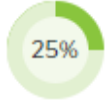



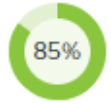

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a professional development plan that includes on-site professional development that will support identified areas of need for each campus to improve student achievement. Scientifically-based research modeling strategies; Writing, Reading,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









Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement Professional Learning Communities at all grade levels to include, but not limited to, common planning periods for job-embedded staff development and will include professional development courses and the use of online instructional materials. CLI Engage, Texas Gateway</p> <p>Strategy's Expected Result/Impact: Master Schedule at Secondary Minutes of Meeting Horizontal alignment Vertical alignment</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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 to ensure alignment in curriculum, instruction and assessment. Curriculum Mapping (YAGs, IFDs, VADs, assessment generator, and test bank) Implement 3 week common assessments in the core areas to monitor student achievement. Teacher created and progress monitoring checkpoints</p> <p>Strategy's Expected Result/Impact: Walkthrough documentation DMAC Curriculum Maps Lesson plans Assessments (Six Weeks, Benchmark) 3 week checkpoints</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,724, - 212 - TITLE I, PART C-MIGRANT, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 263 - TITLE III, PART A-LEP - \$10,733, - 199 - GENERAL FUND - \$4,600, - 282-ESSER III, - 282-TCLAS</p>	Formative		
	Nov	Jan	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to implement and monitor the RtI plan as recommended by ESC I and continue to utilize universal screeners to identify student deficiencies for targeted interventions. Utilize Bulding RTI (https://buildingrti.utexas.org/), RtI District Committee</p> <p>Strategy's Expected Result/Impact: RtI plan Cutpoints Meeting agendas and sign- in sheets Class results. BME 2 Week Monitoring Online Student Monitoring</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Coordinator, Librarian, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,043, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement research-based literacy, phonics, and ELAR programs and Writing Workshops to build students' reading and literacy skills and abilities.</p> <p>Strategy's Expected Result/Impact: Pre-test, Post-test, LMB, Consultant observations, Reading interventions, Increase in STAAR / TELPAS achievement results, Samples of student writing Forde-Ferrier Writing strategies</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000, - 199 - GENERAL FUND - \$0</p>	Formative		
	Nov	Jan	May
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Improve achievement in elementary and secondary web-based instructional and academic software programs and use of manipulatives.</p> <p>Strategy's Expected Result/Impact: Classroom observations, increase in STAAR/EOC results. Sharon Wells/Pearlized Math Region One TRS Math, Science, Reading, & Writing</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$12,600, - 199 - GENERAL FUND, - Blended Learning Grant - \$100,000, - Additional Days School Year Grant - \$100,000, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - \$25,000, - State Comp, - 282-TCLAS, - 282-ESSER III</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide instructional coaching and professional development to Improve achievement in all campuses and content areas through the use of research based programs and contracted services</p> <p>Strategy's Expected Result/Impact: Increase STAAR achievement results TRS @ Region One Classroom Observations Forde-Ferrier Instructional Strategies STEMscopes Foundation Trinity Fundamental 5 framework Quality Questioning</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Jan	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement full day PK 4 High Quality Grant components and half-day PK 3 at both elementary campuses. Support staff with professional development and instructional coaching.</p> <p>Strategy's Expected Result/Impact: Class Schedules Screeners BOY, MOY EOY Assessment Observations</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum and Instruction, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: - 199 - GENERAL FUND - \$3,600</p>	Formative		
	Nov	Jan	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Utilize dyslexia program and identify students that need services through diagnostic reading assessments.</p> <p>Strategy's Expected Result/Impact: Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Schedules Passing results</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors, Dyslexia Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - State Comp, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL</p>	Formative		
	Nov	Jan	May
			
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Ensure that alternative programs, services, and pre-referral interventions(such as RTI, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education.</p> <p>Strategy's Expected Result/Impact: RTI Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Campus RTI Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 282-ESSER III, - 282-TCLAS, - State Comp</p>	Formative		
	Nov	Jan	May
			

Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Provide RTI training to all members of the committee at all campuses to ensure implementation of guidelines and procedures.</p> <p>Strategy's Expected Result/Impact: Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals.</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Implement Early College High School/PTECH Model that will offer dual credit to students working with an IHE partner, and offer student supports.</p> <p>Strategy's Expected Result/Impact: Graduation Rates Course completions Increase of student enrollment</p> <p>Staff Responsible for Monitoring: RECHS Principal, Assistant Principals, Counselors, Teachers, IHE, Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>Funding Sources: - PTECH Grant - \$125,000, - Technology Lending Grant - \$47,000</p>	Formative		
	Nov	Jan	May
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Implement and monitor research-based college readiness and success programs for secondary students.</p> <p>Strategy's Expected Result/Impact: Graduation Rates Increase Student Achievement College and Career Ready AVID WICOR strategies</p> <p>Staff Responsible for Monitoring: AVID District Director, RECHS Principal, MGMS Principal, AVID Elective Teachers, Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 428 - HIGH SCHOOL ALLOTMENT - \$10,000, - PTECH Grant, - 282-TCLAS</p>	Formative		
	Nov	Jan	May
			





Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Implement district-wide instructional technology integration for COVID-19 school closures to provide instructional continuity during school closures. Support Migrant students with access to enhanced technology for continuity of course work during travel for migrant work.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers, District Administrators</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND, - 410 - INSTRUCTIONAL MATERIALS ALLOTMENT</p>	Formative		
	Nov	Jan	May
			
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Implement accelerated instruction, tutoring and academic and non-academic intervention support services for students at-risk of falling behind in core content areas.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps Increase student achievement</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: - 265-Title IV, - State Comp, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL, - 282-TCLAS, - 281-ESSER II, - 282-ESSER III</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:1.2 By the spring of 2022, students served in special education will meet or exceed the state accountability standards, and will improve by 10% each area rated PL 3 or 4 in 2022 Results Driven Accountability







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations.</p> <p>Strategy's Expected Result/Impact: ARD minutes and forms, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Curriculum & Instruction, Principal, Special Ed Director, Teacher(s)</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Coordination folder signatures, Lesson plans, Master Schedule (High School)</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Department Heads, Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP - \$14,519, - 166 - PI 23 SPECIAL EDUCATION - \$638,000</p>	Formative		
	Nov	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheet, decrease in special ed referrals, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Special Ed Director, Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION - \$18,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide Child Find awareness and activities to parents and community. -District/Campus Parent Meetings -District Web-site -Local Newspaper -District Newspaper</p> <p>Strategy's Expected Result/Impact: Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening Staff Responsible for Monitoring: Special Ed Director, Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System and ensure consistency in their implementation.</p> <p>Strategy's Expected Result/Impact: Agendas, Sign-in sheets Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Develop transition plans for identified special education students on or by age 14.</p> <p>Strategy's Expected Result/Impact: Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff</p> <p>Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Recruit, retain and monitor effective instructional staff and propose the Teacher Incentive Allotment for Cohort D.</p> <p>Strategy's Expected Result/Impact: More effective staff will improve instruction, and increase student learning Staff Responsible for Monitoring: Principal, DCSI</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - Results Driven Accountability - Equity Plan</p>	Formative		
	Nov	Jan	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide an opportunity for teachers to participate in the National Board Teacher Certification training program through the National Board Teacher Certification grant.</p> <p>Strategy's Expected Result/Impact: More effective staff will improve instruction and increase student learning</p> <p>Staff Responsible for Monitoring: Deputy Superintendent, Principals, C&I Coordinators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:1.3 By the spring of 2022, students served in the CTE program will meet or exceed federal and state accountability standards and increase the number of students enrolled in CTE certification courses.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Recruit and partner with community and business members in promoting academic success and providing internships and work-based learning opportunities for CTE students.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), CTE teacher(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Deputy Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Incorporate and document technology integration in lessons and lesson plans.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Lesson plans</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND, - JET Grant - \$197,150</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Evaluate CTE programs on a yearly basis to determine updates and changes 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</p> <p>Strategy's Expected Result/Impact: Evaluation reports</p> <p>Staff Responsible for Monitoring: Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$10,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Performance measures for CTE students will meet the statewide target in Secondary placement and Non-traditional participation to improve CTE student performance.</p> <p>Strategy's Expected Result/Impact: Student achievement results</p> <p>Staff Responsible for Monitoring: Principal, Counselor(s), teachers</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement college readiness, college assessment/finder program, and career development activities, including career fairs.</p> <p>Strategy's Expected Result/Impact: Career Inventory Reports, Flyers, Letters of Participation, Community Participation, Calendars, Xello</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: CBC Enrollment, Certificates, number of certifications received by students, RGV Lead</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Special Programs Director</p> <p>Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT - \$8,000, - PTECH Grant - \$50,000, - Summer CTE Grant - \$25,000</p>	Formative		
	Nov	Jan	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2022, students served in the ESL program will meet or exceed the federal and state accountability standards.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a professional development plan that addresses the needs of ELLs as identified by STAAR/EOC and TELPAS results. (See Professional Development Plan) Instructional Coaching RDA (Results Driven Accountability)</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Agendas Student Achievement Observations</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Department Heads, District Testing Coordinator, Instructional Coordinator, LPAC Administrator, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of ELPS in every classroom in which EL students are served and provide targeted interventions, learning opportunities and supplemental software for Els.</p> <p>Strategy's Expected Result/Impact: Walkthrough observation, Language/content objectives, TELPAS reports, OLPT results, Exit / Reclassification from ESL program, TPRI/CLI, STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Coordinator, Principal, Region I, Teacher(s), LPAC Administrator,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP - \$14,519, - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE</p>	Formative		
	Nov	Jan	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Conduct informational meetings for parents to discuss benefits of ESL program.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets, Agendas, decrease in parent denials. Increase parent/community involvement.</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, ESL Coordinator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Walkthrough observations, TELPAS reports, number that exit/reclassify the program</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher (s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: Vision 2020 RDA - 263 - TITLE III, PART A-LEP</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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</p> <p>Strategy's Expected Result/Impact: Student Instructional Plan, Progress Reports, Coordination Reviews, Sign-in sheet, Agendas, progress report /report card, increase student achievement, TELPAS/STAAR/EOC DMAC-LPAC, CLI reports.</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability</p> <p>Funding Sources: - 263 - TITLE III, PART A-LEP</p>	Formative		
	Nov	Jan	May





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: LPAC Administrator, Principals, Curriculum & Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Results Driven Accountability</p> <p>Funding Sources: DMAC - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2022, there will be an increase of 15% in the number of students participating in Advanced Academics.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: . Continue the required Advanced Academic programs to include: -Elementary/Differentiated Instruction/ Pull out -Texas Performance Standards -Honors/AP classes in the core areas -Concurrent/Dual Enrollment -Duke University Talent Identification. AVID Early College High School GT, TSI</p> <p>Strategy's Expected Result/Impact: Class roster, schedule, transcripts, TSI, SAT/ACT/AP Exams, GT Project in May Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - \$47,000, - 161 - PI 21- GIFTED & TALENTED, - PTECH Grant - \$125,000, - Summer CTE Grant - \$50,000</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Survey evaluation results, changes to CIP/DIP, PEIMS report, student schedule Policy On-line Staff Responsible for Monitoring: Curriculum & Instruction, Principal, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide new G/T teachers the initial 30 hour staff development in G/T education and provide a minimum of 6 hours annually in gifted education for G/T teachers providing the service to students.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Principal, Teacher(s)</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website.</p> <p>Strategy's Expected Result/Impact: Agenda, sign-in sheet, end of year survey</p> <p>Staff Responsible for Monitoring: Counselor(s), Curriculum & Instruction, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review</p> <p>Strategy's Expected Result/Impact: Progress Report, Committee meeting</p> <p>Staff Responsible for Monitoring: AP teachers, Assistant Principal(s), Counselor(s), Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Assess all kindergarten students with a screener that will identify need for GT assessments for identification.</p> <p>Strategy's Expected Result/Impact: Identified GT students</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors, Kinder Teachers</p>	Formative		
	Nov	Jan	May





Strategy 8 Details	Formative Reviews		
Strategy 8: Provide identified Gifted & Talented students the opportunity to attend training sessions at Region One ESC Strategy's Expected Result/Impact: Sign-in sheet, student product Staff Responsible for Monitoring: Curriculum & Instruction, Campus Principal, Teacher(s), Assistant Principal(s)	Formative		
	Nov	Jan	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE:1.6 By the end of the 2022 school year, there will be an increase in the integration of technology tools and resources.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve network dependability and security to facilitate emerging technologies including but not limited to intercom systems, Wi-Fi, content filtering, battery backups, generator, cyber security, increase Bandwidth.</p> <p>Strategy's Expected Result/Impact: Network accessibility</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, District Technology Committee, Network Administrator</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - eRate - \$12,000, - Technology Lending Grant - \$47,000, - 282-ESSER III, - 281-ESSER II</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize web-based data management and reporting program capabilities to maintain district data.</p> <p>Strategy's Expected Result/Impact: Skyward Reports</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, PEIMS Coordinator, Network Administrator, Instructional Technology Coordinator</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May

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

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Instructional Technology Coordinator, Media Specialist, Principal, Teacher(s), Network Administrator</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - Blended Learning Grant - \$100,000, - 282-ESSER III, - 281-ESSER II, - PTECH Grant</p>	Formative		
	Nov	Jan	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Participate in bi-annual Digital Citizenship activities and lessons designed to introduce digital citizenship concepts such as but not limited to: Internet safety and security, privacy, plagiarism, and cyberbullying. Students will practice ethical, legal, and responsible use of technology to assure online safety.</p> <p>CyberSafety Course Common Sense Be Internet Awesome NetSmartz Kids</p> <p>Strategy's Expected Result/Impact: Lesson Plans, certificate of completion, student/class digital citizenship contracts, and CyberSafety Course grades</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Counselor(s), Network Administrator, Teacher(s)</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Teacher receives list of reports Priority for Service</p> <p>Staff Responsible for Monitoring: New Generation System Clerk, Federal/Special Programs Director, Migrant Recruiter</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide Migrant students with access to technology resources and internet-enabled devices to complete tutorials or other instruction services for all Migrant students that will also allow students to maintain instructional continuity when traveling with Migrant parents for work and provide tutorials/accelerated instruction opportunities or other instruction services for Priority for Service students.</p> <p>Strategy's Expected Result/Impact: Increase reading and math achievement</p> <p>Staff Responsible for Monitoring: Principal, teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplies & Materials - 212 - TITLE I, PART C-MIGRANT - \$20,000, Tutoring support - 212 - TITLE I, PART C-MIGRANT - \$53,439</p>	Formative		
	Nov	Jan	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Increase number of participating parents and increase communication Agenda Sign-in sheets</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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. Migrant lab for additional instructional support; Credit Recovery Lab at the high school.</p> <p>Strategy's Expected Result/Impact: Increase reading and math performance and post-secondary readiness</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Teacher, New Generation System Clerk, Teacher(s) and Principal</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Progress report Documentation Home Visit Log Follow up phone calls Attendance report</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Recruiter, Principal, Teacher</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May





Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Ensure that PFS students receive priority access to social workers and community social service agencies.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets Documentation of home visits Copies of referral forms</p> <p>Staff Responsible for Monitoring: Counselor(s), Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

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

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





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Contact Log</p> <p>Staff Responsible for Monitoring: Migrant Recruiter</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.</p> <p>Strategy's Expected Result/Impact: COE Review Updates</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Contact log with growers</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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.</p> <p>Strategy's Expected Result/Impact: Documentation of meeting and service referrals</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Written procedures PAC Meeting Agenda and minutes</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Validate eligibility through re-interview process according to instructions set forth by TEA.</p> <p>Strategy's Expected Result/Impact: Recruiter, Activity log of interview</p> <p>Staff Responsible for Monitoring: Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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








Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplemental instruction will be conducted regarding extended-day EOC, STAAR tutorials (before school, after school, or on Saturdays to all migrant students grade 1-12 (K-12). Summer Programs will be conducted and must be supplemental to the district's summer program offerings. MAARS (Secondary), Project Smart (Elementary middle school), PLATO Labs</p> <p>Strategy's Expected Result/Impact: Sign-in logs</p> <p>Staff Responsible for Monitoring: Lab Manager, Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT, - 282-ESSER III, - 281-ESSER II, - 282-TCLAS</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplemental instructional support by a teacher for Migrant Pre-K or Kindergarten students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.</p> <p>Strategy's Expected Result/Impact: Home Visit Logs, Pre-K, K Student progress reports</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplemental instructional support by a teacher for Migrant First grade students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.</p> <p>Strategy's Expected Result/Impact: Tutorial Logs, 1st Progress Reports</p> <p>Staff Responsible for Monitoring: Principal, Teacher(s)</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Middle School students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2)collaborating with existing programs and organizations to coordinate student access to resources, and (3)providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p> <p>Strategy's Expected Result/Impact: Parent Contact Log</p> <p>Staff Responsible for Monitoring: Counselor(s), Teacher(s)</p> <p>Funding Sources: - 282-TCLAS, - 281-ESSER II, - 282-ESSER III</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Recruiters Log, Parent Survey</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT, - Additional Days School Year Grant, - 282-ESSER III, - 282-TCLAS, - State Comp</p>	Formative		
	Nov	Jan	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Agenda, Sign-in, Minutes</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director</p> <p>Funding Sources: - 212 - TITLE I, PART C-MIGRANT</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





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










Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop campus attendance goals that address procedures, roles, responsibilities and a formal monitoring system and utilize attendance incentives to increase student attendance.</p> <p>Strategy's Expected Result/Impact: District review of attendance percentage every six weeks. Review of campus weekly reports</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), PEIMS clerk, Principal, Site Based Committee</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators and utilize Skyward's system contact parents regarding absences.</p> <p>Strategy's Expected Result/Impact: Agendas, Improve attendance Weekly campus attendance reports Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors</p> <p>Staff Responsible for Monitoring: PEIMS Coordinator, PEIMS clerk</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Surveys Six weeks reports on discipline and attendance Attendance Review Committee minutes</p> <p>Staff Responsible for Monitoring: Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheet Agenda</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:2.2 By the end of the 2021-2022 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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.</p> <p>Strategy's Expected Result/Impact: Reports on: Student academic performance Discipline reports Referrals to counselor</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, School Nurse, Teacher(s)</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 265-Title IV, - 282-ESSER III, - 281-ESSER II</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each campus will develop and implement a comprehensive developmental guidance and counseling program that is designed to serve all students to include but not limited to alcohol, drug and tobacco prevention. Child Abuse, Bullying, Violence, suicide, human trafficking, Dating Violence</p> <p>Strategy's Expected Result/Impact: Counselor's logs Guidance and Counseling Program document and calendar of services provided. Counseling sessions/presentations Agendas/schedule</p> <p>Staff Responsible for Monitoring: Campus Police, Counselor(s), Principal</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Ensure that campus counselors provide guidance services for parents, students and staff that include:</p> <ul style="list-style-type: none"> -student schedule modifications -graduation plans/career education -job readiness training-Career fair -college readiness-AVID 6-12 -Texas Grant Program -Teach for Texas Grant -Xello (CC Spark) -Gear Up (8th Grade) <p>Strategy's Expected Result/Impact: Counselor's Log Sessions/Presentations Agendas Sign in sheets</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 265-Title IV - \$7,522, - PTECH Grant, - 282-TCLAS</p>	Formative		
	Nov	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Improve student awareness of next grade level and support student success</p> <p>Staff Responsible for Monitoring: Principals and teachers</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






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

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:2.3 In the 2021-2022 school year, the District will provide a safe learning environment for all students.

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


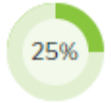
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Raptor system and staff Ids at all campuses. All District personnel will be required to wear an identification card and visitors will be required to present a valid picture ID when visiting campuses.</p> <p>Strategy's Expected Result/Impact: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











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







Strategy 13 Details	Formative Reviews		
<p>Strategy 13: 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.</p> <p>Strategy's Expected Result/Impact: Provide a safe learning environment for students who are victims of dating violence.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers</p> <p>Strategy's Expected Result/Impact: Orientation Evaluations Retention of new teachers Sign-in sheets Agendas</p> <p>Staff Responsible for Monitoring: Curriculum & Instruction, Federal/Special Programs Director, Principal, Teacher(s)</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study</p> <p>Staff Responsible for Monitoring: Chief Accountant, Superintendent</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND, - State Comp, - State Bilingual, - 281-ESSER II, - 282-ESSER III</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue recruitment efforts by: -Assign campus personnel -Advertise in and out of Raymondville -Utilize Region I support</p> <p>Strategy's Expected Result/Impact: Decrease the number of vacancies prior to the commencement of school.</p> <p>Staff Responsible for Monitoring: Superintendent, Human Resources, Principal(s)</p> <p>Funding Sources: - 199 - GENERAL FUND</p>	Formative		
	Nov	Jan	May





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide leadership training on, but not limited to, T-TESS, T-PESS for all Central Office staff and campus administrators.</p> <p>Strategy's Expected Result/Impact: Sign- in sheets</p> <p>Staff Responsible for Monitoring: Superintendent, Curriculum & Instruction, Special Programs Director</p> <p>Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>	Formative		
	Nov	Jan	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement Talent Transformation Model.</p> <ul style="list-style-type: none"> -Recruitment/Retention -Strategic Staffing -Rigorous Evaluation <p>Strategy's Expected Result/Impact: Agendas Sign in logs Documents</p> <p>Staff Responsible for Monitoring: Assistant Superintendent, HR Coordinator, Curriculum & Instruction, Principals</p> <p>Funding Sources: - 282-TCLAS</p>	Formative		
	Nov	Jan	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</p> <p>Strategy's Expected Result/Impact: Recruit and retain highly effective teachers in the classroom.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, HR, C&I, Principals</p>	Formative		
	Nov	Jan	May
			
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement the Mentor Teacher Allotment in order to expand the mentoring program to address the needs of all teachers both experienced and inexperienced.</p> <p>Strategy's Expected Result/Impact: Strengthen the leadership skills by providing experienced and inexperienced teachers professional development and support and growing leaders within each campus.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, HR, C&I, Principals</p>	Formative		
	Nov	Jan	May
			

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement the National Board Teacher Program Allotment that is designed to develop, retain, and recognize accomplished teachers and to generate ongoing improvement in schools.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, HR, C&I, Principals</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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








Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:2.5 By the spring of 2022, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness








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










Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District /Campuses will conduct training for all staff to include auxiliary, and central office staff on safety, sexual harassment, allergy management and how to deal with difficult students.</p> <p>Strategy's Expected Result/Impact: Training Agendas Sign-in sheets</p> <p>Staff Responsible for Monitoring: Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff</p> <p>Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$1,200, - 166 - PI 23 SPECIAL EDUCATION</p>	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: GRADUATION RATE - Raymondville I.S.D. will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement strategic truancy prevention plan at each campus. This plan should include student/parent contacts, school truancy officer contacts, home visits and truancy court records.</p> <p>Strategy's Expected Result/Impact: Increase Completion Rate Decrease Dropout rate Student Schedules/Credits</p> <p>Staff Responsible for Monitoring: Counselor(s), Principal, Deputy Superintendent, Superintendent</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$5,000, - 199 - GENERAL FUND - \$10,000, - State Comp, - 282-ESSER III, - 281-ESSER II</p>	Formative		
	Nov	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide flexible hours and days of attendance for students in grades 9-12 who have dropped out of school or are at risk of dropping out through the Optional Flexible School Day Program offered at Raymondville Options Academic Academy.</p> <p>Strategy's Expected Result/Impact: Student Attendance Log Increased Completion Rate Decreased Drop-out Rate</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$30,000</p>	Formative		
	Nov	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide staff training on the Edgenuity, PEIMS and Skyward Management System.</p> <p>Strategy's Expected Result/Impact: Sign-in Rosters Increase in graduation rate</p> <p>Staff Responsible for Monitoring: Counselor(s), Lab Manager, Principal, PEIMS clerk</p> <p>Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$6,000</p>	Formative		
	Nov	Jan	May
			





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

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide quality college readiness instruction and support including AVID. AVID includes Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:</p> <p>a. High-quality, college readiness instruction with strong academic and social supports</p> <p>b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion and ensures transition counseling</p> <p>c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success</p> <p>Strategy's Expected Result/Impact: improve college readiness</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - GENERAL FUND - \$20,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$15,000, - 428 - HIGH SCHOOL ALLOTMENT - \$30,000, - Summer CTE Grant - \$50,000</p>	Formative		
	Nov	Jan	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Offer dual enrollment opportunities on campus</p> <p>Strategy's Expected Result/Impact: increase in college credits earned</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 199 - GENERAL FUND - \$30,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - \$10,000, - 428 - HIGH SCHOOL ALLOTMENT - \$30,000, - Summer CTE Grant - \$50,000, - PTECH Grant, - 282-ESSER III, - 281-ESSER II, - 282-TCLAS</p>	Formative		
	Nov	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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



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



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


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District and campuses will notify parents of programs available to reduce dropout rate via parent meetings, brochures, newsletters, newspaper and District web-site. Elementary and Secondary.</p> <p>Strategy's Expected Result/Impact: Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits</p> <p>Staff Responsible for Monitoring: Counselor(s), Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All campuses will conduct parent meetings to discuss the ESSA Title I requirements related to parental involvement and a parent's right to participate in their child's education and Fall and Spring Parent/Community Conference.</p> <p>Strategy's Expected Result/Impact: Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate.</p> <p>Staff Responsible for Monitoring: Federal/Special Programs Director, Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses.</p> <p>Strategy's Expected Result/Impact: Agenda/ Sign-in sheets District Website Parent Meeting Flyers</p> <p>Staff Responsible for Monitoring: Curriculum and Instruction Principal Assistant Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Nov	Jan	May
 No Progress  Accomplished  Continue/Modify  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 1: ANNUAL PERFORMANCE OBJECTIVE: 5.1 For the 2021-2022 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

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

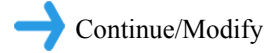
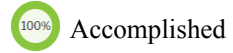
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The District will provide appropriate training on, but not limited to, for secretaries, finance personnel, department heads and principals.</p> <ul style="list-style-type: none"> -Student Activity Funds -Audit Items -Account Codes -Budget Monitoring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

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

(PAC)







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








Funding Sources: - 199 - GENERAL FUND



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 2021-2022 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.





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

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

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 6.1 By the spring of 2022, the district will increase leadership and collaboration opportunities among administrators, teachers, and staff.





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

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

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 6.2 During the 2021-2022 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

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

Strategy 5 Details	Formative Reviews		
Strategy 5: Review and Implement District Strategic Plan Strategy's Expected Result/Impact: Timeline Agendas Sign in Sheets Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Curriculum & Instruction, Design Teams Funding Sources: - 199 - GENERAL FUND	Formative		
	Nov	Jan	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			