# Raymondville Independent School District

# District Improvement Plan

# 2015-2016

**Accountability Rating: Met Standard**



**Board Approval Date:** October 13, 2015

# Mission Statement

At Raymondville Independent School District, our mission is to deliver a superior academic and technological education so that 100% of our students graduate and become productive citizens with a strong sense of social and civic responsibility in a multicultural society while integrating the agricultural, historical, recreational, and cultural aspects of South Texas and northern Mexico that are unique to the Gateway of the Rio Grande Valley.

# Vision

Raymondville Independent School District will strive for a powerful learning environment that is safe, non-threatening, and conducive to student success. The entire school community will reciprocate trust and mutual respect. Students will be challenged to their fullest potential and provided meaningful, lifelong skills and technology based educational opportunities. It is our goal to create proficient and competent members of society.

# Core Beliefs

Respect

Integrity

Commitment

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Demographics:

Raymondville Independent School District is home to 2,107 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). As reported on the 2013-2014 TAPR the district employed 167 teachers, 32 professional support staff, 11.1 campus administrators, 5.1 central administrators, 50.4 educational aids, 90.8 auxiliary staff , for a total staff count of 356.6. The turnover rate is 21.8. As reported on the PEIMS Fall Snapshot for 2014-2015, the student population includes; Hispanic 98.96%, White .76%, African American 0.19%, other 0.9%, Economically Disadvantaged 88.13%, Limited English Proficient (LEP) 8.83%, At-Risk 60.47%, Migrant 13.19%, Career & Technology 21.50%, Gifted and Talented 4.46%, Special Education 6.74%.  The attendance rate is 94.1%, and the annual drop out rate 2.5%.

Student Achievement:

The Texas Accountability Intervention System (TAIS) rates campuses based on four indexes, Index 1: Student Achievement, Index 2: Student Progress, Index 3: Closing Achievement Gaps, and Index 4: Post-Secondary Readiness. The target score for the indexes are 60%, 20%, 28%, and 57%, respectively. Based on the rating released by TEA in August 2015, Raymondville ISD exceeded standard on all indexes. RISD will be required to develop an improvement plan for Special Education and ELL students in multiple subjects and all students in Writing, in response to the TAIS system safeguards. The Raymondville ISD graduation rate is at 86.7%, which meets both state and federal accountability.

Culture and Climate:

RISD campus themes reflect expectations set for the academic school year. RISD continues to building on improving discipline management through the implementation of Positive Behavior Interventions and Supports (PBIS). The district police department ensures that student and staff safety are a priority and are visible at all campuses throughout the school day. This school year 3 security officers are available to the district campuses. Guidance and counseling services focus on bullying, confliction resolution, dating resolution, gang awareness and drug/alcohol awareness. 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.

Professional Development:

RISD has committed to focusing its efforts on areas of needs 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 training on our identified areas of need. Observation/assessment data indicate a need for training in 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 training across grade levels. The district continues to provide on-site consultants in the area of English Language Arts for all campuses. The district provides online professional development opportunities through the use of Edivate (PD360) and ASCD online PD.

Curriculum,Assessment and Instruction:

RISD uses the TEKS Resource System curriculum program and Spring Board for secondary ELAR. The South Texas Curriculum Project now hosts lessons designed with the TEKS Resource System curriculum program. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities. Teachers will be expected to utilize common assessments provided by the TEKS Resource System, STAAR One item bank and Eduphoria through Region One. This year 3 week common assessments will be utilized to monitor student progress. In addition to the district curriculum, Footsteps2Brilliance is an online early literacy program for grades Pre-K through 3rd available in the classroom and throughout the community; Odessyware is used by the high school and alternative campus for credit recovery purposes. Renaissance Learning is used district-wide as a universal screener for mathematics and reading. TPRI/Tejas LEE/CPALLS is used at the elementary campuses for grades PK-3 as the universal screener for reading. Renaissance Learning includes Accelerated Reader and is used by all campuses; Think Through Math (grades 3 – Algebra 1) and Istation (PK-8), are online interactive math and reading programs; DMAC is used by all teachers and administrators to disaggregate state assessment data as well as district benchmarks and common assessments. Lead4ward resources are also used by district campuses to disaggregate data. All campuses identified the need to focus on instructional strategies and student engagement. District wide implementation of the Fundamental 5 framework continues this school year. In 2013 the high school entered a partnership with Texas A&M in Kingsville offering a dual enrollment summer bridge program that led to dual enrollment courses being offered in the fall and spring of 2014 - 2015. Raymondville High School has two teachers teaching dual enrollment courses in Math and English.

Family and Community Involvement:

All campuses host various parent nights on their campuses (Meet the Teacher, Open House, and different academic nights). The district conducts parent conferences and will be using a district parent needs assessment to identify the areas of interest. Communication to parents occurs with web pages, newsletters, phone calls and emails. Coordinate Community events where members of the community and the school district come together. The district will continue to use "Strong Fathers, Strong Families" as part of its community engagement efforts. Campuses are encouraged to provide parent informational meetings throughout the school year.

Organizational Structures and Processes:

RISD is made up of five campuses. L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville High School (9-12), and Raymondville Options Academic Academy (9-12). This year marks the beginning of PK 3 at both elementary campuses in order to frontload our early literacy programs. Raymondville ISD is beginning the 3rd year of offering full day Pre-K 4 to better address student academic needs. 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 is a Title I district that provides free breakfast and lunch to all students. Both elementary campuses start at 7:40 a.m. and end at 3:30 p.m. The middle school starts school at 7:45 a.m. and ends at 3:52 p.m. The high school starts school at 7:45 a.m. and ends at 4:12 p.m. Raymondville Options Academy starts school at 8:45 a.m. and ends at 4:15 p.m. Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. This year ROAA will serve at risk 8th graders at their campus. Grades PK-1 are self-contained while grades 2 -5 are either team or departmentalize depending on the needs of the students and certifications of staff. Each elementary campus has one assistant principal and one counselor. The elementary campuses have extended their instructional day to include grade and/or department level meetings for staff planning and intervention time for students. The middle school and high school have two assistant principals and two counselors. Students identified as limited English proficiency at the elementary campus are provided services by certified bilingual teachers in either a self-contained or departmentalized setting. Students identified as needing special education supports at the elementary campus are provided services through the 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 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. At the secondary level, students identified as needing special education supports are provided services through inclusion and basic/life skills. Migrant students at Myra Green Middle School are provided services through the migrant lab utilizing the Achieve software. Migrant students at Raymondville High

School are provided services through Teen Leadership and a migrant lab utilizing Plato software.

Technology:

K-12  Raymondville ISD has been integrating technology into instruction through the use of software programs and student laptops, and has seen an increase in the use of both in the past two years. The district has an Instructional Technology Facilitator that will oversee integration of technology in the classrooms. The district has provided Pre-K and Kindergarten classrooms with iPads for school use. RISD is committed to providing a coordinated effort in the integration of technology at all campuses. Raymondville High School will provide a minimum of 4 of the 8 technology application courses such as Web-Mastering, Desktop Publishing, Independent Study  in Technology  Applications,  Business  Computer Information Systems (BCIS)  I, Media Technology, Multimedia, Video Technology and Introduction to Media Technology. RISD staff will continue to complete the Texas STaR Chart surveys to determine areas for staff development. Utilizing the Texas STaR Chart, RISD has a Developing Tech classification for the 2013-2014 school year. RISD should focus on strengthening three of 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 in order 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. The district will host its first iTech Day with the focus on technology integration in the classroom.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

**Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates

**Student Data: Student Groups**

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Highly qualified staff data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent surveys and/or other feedback

# 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 2016, the district will meet or exceed the state performance standard in Index 1:Student Achievement,Index 2:Student Progress, Index 3:Closing Performance Gaps and Index 4:Postsecondary Readiness.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **State System Safeguard Strategies** **Federal System Safeguard Strategies** **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 <br><br> 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. | 1, 2, 4, 7, 9, 10 | Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Region 1, Teacher(s) | Certificates Increase student achievement Implementation of programs of learning | | | |
| Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| **Critical Success Factors** CSF 4 CSF 7 <br><br> 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. | 1, 2, 4, 8 | Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s) | Master Schedule at Secondary Minutes of Meeting Horizontal alignment Vertical alignment | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND | | | | | | |

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| **Critical Success Factors**<br>CSF 1<br><br>3) Utilize the TEKS Resource System and South Texas Curriculum Project in all core content areas to ensure alignment in curriculum, instruction and assessment utilizing YAGs, IFDs, VADs, assessment generator, and STAAR One Item Bank. Implement 3 week common assessments in the core areas to monitor student achievement. | 1, 2, 8 | Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s) | Walkthrough documentation<br>DMAC<br>Reflection<br>Lesson plans<br>Assessments (Six Weeks, Benchmark) |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 212 - TITLE I, PART C-MIGRANT, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 263 - TITLE III, PART A-LEP, 199 - GENERAL FUND | | | |
| **Critical Success Factors**<br>CSF 1<br><br>4) Create RtI plan with assistance of Region I and continue to utilize universal screeners to identify student deficiencies for targeted interventions. | 1, 2, 7, 8, 9, 10 | Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Librarian, Principal, Teacher(s) | RtI plan<br>Meeting agendas and sign- in sheets<br><br>Results of class results. |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | |
| **State System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1 CSF 2<br><br>5) Implement district/campus data meetings that will utilize DMAC, TAPR, AYP, TANGO, RenLearn, Lead4ward and PBMAS data reports. | 1, 2, 3, 8, 9 | Assistant Principal(s), Curriculum & Instruction, Curriculum Director, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Librarian, Principal, Teacher(s) | Agenda and minutes,<br>Reports |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | |

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| **State System Safeguard Strategies**<br>**Federal System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>6) Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities. | 1, 2, 3, 4, 5, 8, 9 | Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s) | Pre-test, Post-test, LMB, Consultant observations, Reading interventions, Increase in STAAR/EOC/TELPAS results | | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | | |
| **State System Safeguard Strategies**<br>**Federal System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>7) Improve achievement in elementary and secondary math through professional development, on-site consultants, software programs and use of manipulatives. | 1, 2, 3, 4, 5, 8, 9 | Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher | classroom observations, increase in STAAR/EOC results. | | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | | |
| **State System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>8) Implement Writing Across the Curriculum in all elementary and secondary classrooms. | 1, 2, 3, 4, 5, 8, 9 | Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I and teachers | Increase in STAAR / TELPAS achievement results, Samples of student writing | | | | |
| **State System Safeguard Strategies**<br>**Federal System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>9) Improve achievement in elementary and middle school science through the use of TRS and STEMscopes | 1, 2, 3, 4, 5, 8, 9 | Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers | Increase STAAR achievement results | | | | |
| **Critical Success Factors**<br>CSF 1<br><br>10) Continue full day PK 4 and implement a half-day PK 3 program at both elementary campuses. | 1, 7 | Campus Administrators, Curriculum and Instruction, Teachers | Class Schedules<br>Screeners<br>BOY, MOY EOY Assessment | | | | |
| **Federal System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1 CSF 7<br><br>11) Implement and monitor Fundamental 5 framework in elementary and secondary classrooms. | 1 | Principals, Assistant Principals, Teachers, Curriculum and Instruction | Walkthroughs, Student engagement, 3 week common assessments | | | | |

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| **State System Safeguard Strategies**<br>**Critical Success Factors**<br>CSF 1<br><br>12) Provide intensive programs of instruction and accelerated instruction for students that do not perform satisfactorily on state assessments and in K-2 reading assessments. | 1 | Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors | Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Passing results | | | |
| 13) Ensure that alternative programs,services, and pre-referral interventions(such as RTI/SAP, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education. | 2 | Assistant Principal(s), Campus SAP Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal | SAP Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ | | | | | | |
| 14) Provide RTI/SAP training to all members of the committee at all campuses to ensure implementation of guidelines and procedures. | | Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff | Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals. | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 15) SAP Campus Committee will share and document activities and/or strategies through grade level department and faculty meetings. | | Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Programs Director, Teacher(s) | Sign in and Agendas | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| ✔ = Accomplished    = Considerable    = Some Progress    = No Progress    ✖ = 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 2:** ANNUAL PERFORMANCE OBJECTIVE:1.2 By the spring of 2016, students served in special education will meet or exceed the federal and state accountability standards.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **State System Safeguard Strategies**<br><br>1) Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations. | 2, 3, 8, 9, 10 | ARD Committee Members, Assistant Principal(s), Curriculum & Instruction, Principal, Special Ed Director, Teacher(s) | ARD minutes and forms, STAAR/EOC results | | | |
| Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 263 - TITLE III, PART A-LEP, 199 - GENERAL FUND | | | | | | |
| 2) Maintain documentation TO ENSURE that teachers are using accommodations and modifications in instruction for students receiving special education services as specified in the IEPs. | 2, 3, 4, 8, 9, 10 | Assistant Principal(s), Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff | Receipt of Modifications and IEP's | | | |
| Funding Sources: 166 - PI 23 SPECIAL EDUCATION | | | | | | |
| 3) Coordinate between Special Education teachers and regular education teachers to ensure that special education students are receiving the appropriate instruction as per the IEP. | 1, 2, 3, 5, 8, 9 | Assistant Principal(s), Department Heads, Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff | Co-ordination folder signatures, Lesson plans, Master Schedule (High School) | | | |
| Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 263 - TITLE III, PART A-LEP | | | | | | |
| 4) Provide staff development regarding Federal and State guidelines pertaining to special education; referral process, time-lines for completion of initial evaluation and re- evaluations accommodations, modifications, ARD Decision-making Committee Training for the Texas Assessment Program, and Confidentiality. | 1, 2, 3, 4, 5, 8, 9, 10 | Special Ed Director, Wil-Cam Staff | Agendas, Sign-in sheet, decrease in special ed referrals, STAAR/EOC results | | | |
| Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND | | | | | | |

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|---|---|---|---|---|---|---|
| 5) Provide Child Find awareness and activities to parents and community.<br>-District/Campus Parent Meetings<br>-District Web-site<br>-Local Newspaper<br>-District Newspaper | | Special Ed Director, Wil-Cam Staff | Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening | | | |
| | | Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 199 - GENERAL FUND | | | | |
| 6) Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System/South Texas Curriculum Project and ensure consistency in their implementation. | 1, 2, 3, 4, 5, 8, 10 | Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff | Agendas, Sign-in sheets | | | |
| | Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND | | | | | |
| 7) Develop transition plans for identified special education students on or by age 14. | 1, 2, 5 | ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff | Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan | | | |
| | Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | |
| ✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ✖ = 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 3:** ANNUAL PERFORMANCE OBJECTIVE:1.3 By the spring of 2016, students served in the CTE program will meet or exceed federal and state accountability standards and increase the number of students enrolled in Level III courses.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Involve community and business members in promoting academic success. | 1, 2, 4, 5 | Assistant Principal(s), CTE teacher(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal | Sign-in sheets, minutes | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 263 - TITLE III, PART A-LEP, 199 - GENERAL FUND | | | | | | |
| 2) Incorporate and document technology integration in lessons and lesson plans. -Virtual field trips -Presentations. | 1, 2, 4, 9, 10 | Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Teacher(s) | Sign-in sheets, Lesson plans | | | |
| 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 | | | | | | |
| 3) Evaluate CTE programs on a yearly basis to determine updates and changes. | 1, 2, 3, 4, 5 | Department Heads, Federal/Special Programs Director, Principal, Teacher(s) | Evaluation reports | | | |
| 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 | | | | | | |
| 4) Performance measures for CTE students will meet the statewide target in mathematics to improve CTE student performance. | | Counselor(s), Principal, Teacher(s) | EOC results, Student achievement results | | | |
| Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | | |

| State System Safeguard Strategies | | Counselor(s), Principal, Teacher(s) | ELA, Student achievement results | | | |
|---|---|---|---|---|---|---|
| 5) Performance measures for CTE students will meet the statewide target in reading/language arts to improve CTE student performance. | | | | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 6) Performance measures for CTE students will meet statewide target in secondary school completion to improve CTE student performance. | | Counselor(s), Principal | Completion rates for CTE | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 7) Performance measures for CTE students will meet the statewide target in student graduation rate to improve CTE student performance. | | Principal, Counselor(s), teachers | Performance measures | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 8) Performance measures for CTE students will meet the statewide target in Technical Skill Attainment to improve CTE student performance. | | Counselor(s), Principal | Student achievement results | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | |
| 9) Performance measures for CTE students will meet the statewide target in Secondary placement to improve CTE student performance. | | Principal, Counselor(s), teachers | Student achievement results | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 10) Performance measures for CTE students will meet the statewide target in Non-traditional prticipation to improve CTE students performance. | | Counselor(s), Principal, Teacher(s) | Student schedules | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 11) Performance measures for CTE students will meet the statewide target in Non-traditional completion to improve CTE students performance. | | Counselor(s), Principal, Teacher(s) | Student schedules, final course grade | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 12) Create a district timeline (PK-12) to begin college readiness and career development activities, including career fairs. (Career Cruising) | 1, 2, 3, 4, 5, 8, 9, 10 | Assistant Principal(s), Curriculum & Instruction, Principal | Career Inventory Reports, Flyers, Letters of Participation, Community Participation, Calendars. | | | |
| | Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | |
| 13) CTE Students will have the opportunity to receive certifications and/or licenses from approved programs or educational sites such as but not limited to RHS and TSTC. | 10 | Counselor(s), Principal | Enrollment, Certificates, number of certifications received by students | | | |
| | Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT | | | | | |
| 14) Administrators will get involved in RGV Lead activities. | 5 | Assistant Principal(s), Principal | Agendas, Meetings, e-mail | | | |
| | Funding Sources: 199 - GENERAL FUND | | | | | |
| 15) Utilize a Career Inventory Assessment to help students identify career pathways. (Kuder, Career Cruising) | 5 | CTE teacher(s), Federal/Special Programs Director, Principal | Student profiles and reports | | | |
| | Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND | | | | | |

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**Performance Objective 4:** ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2016, students served in the Bilingual/ESL program will meet or exceed the federal and state accountability standards.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **State System Safeguard Strategies** <br><br> **Critical Success Factors** <br> CSF 1 CSF 7 <br><br> 1) Implement a professional development plan that addresses the needs of ELLs as identified by STAAR/EOC and TELPAS results.(See Professional Development Plan) | 1, 2, 3, 4, 5, 8, 9 | Curriculum Director, Department Heads, District Testing Coordinator, Instructional Facilitator, LPAC Administrator, Principal, Teacher(s) | Sign-in sheets <br> Agendas <br> Student Achievement | | | |
| Funding Sources: 263 - TITLE III, PART A-LEP, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| **Critical Success Factors** <br> CSF 1 <br><br> 2) Ensure implementation of ELPS in every classroom in which ELL students are served. | 1, 2, 8, 9 | Curriculum & Instruction, Instructional Facilitator, Principal, Region I, Teacher(s) | Walkthrough observation, Language/content objectives | | | |
| **Critical Success Factors** <br> CSF 5 <br><br> 3) Conduct informational meetings for parents to discuss benefits of Bilingual/ESL program. | 1, 2, 4, 6, 8, 9 | Curriculum Director, Principal, Region I, Teacher(s) | Sign-in sheets, decrease in parent denials | | | |
| **Critical Success Factors** <br> CSF 1 <br><br> 4) Increase percentage of students making progress in learning English, attaining English proficiency and making yearly progress for Limited English proficient students by providing targeted interventions and supplemental software. | 1, 2, 8, 9 | Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Teacher(s) | TELPAS reports, OLPT results, Exit from Bil/ESL program, TPRI/Tejas LEE, STAAR/EOC results | | | |

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|---|---|---|---|
| **State System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>5) Ensure implementation of Bilingual/ ESL strategies in the core subjects through the use of the Sheltered Instruction model at the elementary/secondary campuses. | 1, 2, 8, 9 | Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s) | Walkthrough observations, TELPAS reports, number that exit the program |
| **State System Safeguard Strategies**<br><br>**Critical Success Factors**<br>CSF 1<br><br>6) Bilingual/ESL teachers, counselors and campus administrators will meet on a 2 or 3 week basis to ensure there is academic progress for ELL students. | 1, 2, 8, 9 | Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s) | Student Instructional Plan, Progress Reports, Coordination Review, Sign-in sheet, report card, increase student achievement, TELPAS/STAAR/EOC |
| **Critical Success Factors**<br>CSF 1 CSF 4<br><br>7) Monitor classroom implementation of Bilingual Time and Treatment Plan. (Elementary) | | Assistant Principal(s), LPAC Administrator, Principal | Walkthrough observation, class schedule |
| **Critical Success Factors**<br>CSF 1<br><br>8) Review and monitor ELL student's academic performance and factors affecting their performance towards meeting graduation requirements beginning their freshmen year and thereafter. | | Counselor(s), LPAC Coordinator, LPAC committee | PGP, TELPAS, STAAR/EOC |
| 9) Conduct folder audit of all ELL student cumulative folders to ensure all documents meet compliance. | | LPAC Coordinator, Principals, C&I, | Findings will show that paperwork in order and easily located in folder |
| **Critical Success Factors**<br>CSF 1 CSF 7<br><br>10) Conduct Bilingual/ESL classroom observations with on-site consultant to determine program needs. | | Principal, Curriculum and Instruction, On-site consultants | Increase student engagement and achievement |
| 11) Implement ELLevation ELL data platform to facilitate the LPAC processes and procedures at each campus. | | Principal, Assistant Principal(s), LPAC coordinator, Curriculum and Instruction | BOY, MOY and EOY LPAC report<br>ELL LPAC report |
| 12) Research Dual Language Model to determine if appropriate for district. | | Principals, Curriculum and Instruction, Teachers | Information on Dual Language,<br>Informational Meetings<br>Attend Dual Language PD |
| **Critical Success Factors**<br>CSF 1<br><br>13) Implement Bilingual/ESL Writing Portfolios to address TELPAS writing. | | Teachers, Principals, Assistant Principals, LPAC coordinator, Curriculum and Instruction | Student Writing Samples |

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**Performance Objective 5:** ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2016, there will be an increase from 15% to 20% in the number of students passing the Advanced Placement Exams and/or through Dual Enrollment courses.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) . Continue the required Advanced Academic programs to include:<br>-Elementary/Differentiated Instruction<br>-Texas Performance Standards<br>-Pre-AP/AP classes in the core areas<br>-Concurrent/Dual Enrollment<br>-Duke University Talent Identification. | 3 | Assistant Principal(s), Curriculum & Instruction, Curriculum Director, Department Heads, Principal, Teacher(s) | Class roster, schedule, transcripts, TSI, SAT/ACT/AP Exams, GT Project in May | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 2) Ensure that all special populations have access to G/T identification process and services. | 3 | Assistant Principal(s), Counselor(s), Curriculum & Instruction, Curriculum Director, Principal, Teacher(s) | PEIMS report, student schedule | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 3) Evaluate GT program annually and use data for modifications to the district and campus improvement plans. | 2, 9, 10 | Curriculum & Instruction, Curriculum Director, Principal, Teacher(s) | Survey evaluation results, changes to CIP/DIP | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 4) Provide new G/T teachers the initial 30 hour staff development in G/T education and provide a minimum of 6 hours annually in gifted education for all G/T teachers. | 4, 9 | Counselor(s), Curriculum & Instruction, Principal, Teacher(s | Certificate of Completion | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 5) Provide new administrators and new counselors 6 hours of staff development on the nature and needs of G/T students and on the program options. | 3, 6, 9, 10 | Counselor(s), Curriculum Director, Instructional Facilitator, Principal | Certificate of Completion | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |

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|---|---|---|---|---|---|---|
| 6) Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings, District/Campus Website and District Newsletter. | 3 | Counselor(s), Curriculum & Instruction, Principal | Agenda, sign-in sheet, end of year survey | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 7) Campuses will identify staff needing required GT training on an annual basis. | 3 | Principal | Certificate of Completion | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 8) Establish campus committee to review and monitor student academic performance in AP courses before every grading period. | 2, 3, 5, 8 | AP teachers, Assistant Principal(s), Counselor(s), Principal | Progress Report, Committee meeting | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 9) Assess all kindergarten students for GT identification. | | Principals, Assistant Principals, Counselors, Kinder Teachers | Identified GT students | | | |

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**Performance Objective 6:** ANNUAL PERFORMANCE OBJECTIVE: 1.6 By the spring of 2016, there will be a 10% increase in participation in the Fine Arts program.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) High School band will perform at all high school football games. | 9, 10 | Assistant Principal(s), Band Directors, Principal | Performance | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 2) Secondary bands will perform at various Pre/Post UIL concert/contest and solos and ensemble competitions. | 10 | Assistant Principal(s), Band Directors, Principal | Performance Ratings | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 3) Secondary bands will perform in the Raymondville Christmas Parade. | | Assistant Principal(s), Band Directors, Principal | Performance | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) RISD visual art students will participate in various community, school and UIL events. | | Assistant Principal(s), Principal, Teacher(s) | Participation in events | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 5) Provide opportunities for students to enroll in Fine Arts courses beyond the graduation requirements. | | Assistant Principal(s), Principal | class enrollment | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 6) Provide opportunities for extra-curricular performances or competitions. | | Band Directors, Principal, Teacher(s) | Performance participation and awards | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 7) Provide opportunities for elementary students to participate in theatre and art. | | Principal, Teacher(s) | UIL Activities Art Music Memory Story Telling, etc. | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |

| 8) Create Community Outreach Plan outlining various events and activities showcasing Fine Arts program. | Band Directors, Principal, Art Teacher(s) | | | | |
|---|---|---|---|---|---|
| | Funding Sources: 199 - GENERAL FUND | | | | |

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**Performance Objective 7:** ANNUAL PERFORMANCE OBJECTIVE:1.7 By the end of the 2016 school year, there will be an increase in the integration of technology tools and resources.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Improve network dependability and security to facilitate emerging technologies. | 10 | Curriculum Director, District Technology Committee, Technology Specialists | Network accessibility | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 2) Utilize Skyward Program capabilities to maintain district data. | 2, 9 | Curriculum & Instruction, PEIMS clerk, Technology Specialists | Reports | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 3) Maintain and update technology/hardware to support campus instructional programs including but not limited to: -computer/laptops for students and teachers via purchase or lease. -mobile devices (iPads) -COW (computers on wheels) -distance learning | 9, 10 | Curriculum Director, Technology Specialists, Network Administrator | Use of technology equipment, reports, requisitions completed | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 4) Review and update District Technology Plan in order to meet the demands of advancing technologies and be in compliance with E-rate. | 2 | Curriculum Director, District Site Based Committee, District Technology Committee, Technology Specialists Instructional Facilitator | Technology Plan | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |

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|---|---|---|---|---|---|---|
| **Critical Success Factors**<br>CSF 7<br><br>5) Ensure that staff is afforded various opportunities to participate in technology professional development activities to improve teaching and learning. (Teacher survey)<br>iTech Day | 4 | Curriculum & Instruction, District Technology Committee, Instructional Technology Facilitator, Principal, Technology Specialists | Teacher survey results Webinars | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 6) Teachers will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency to identity staff development needs. | 2, 4 | District Technology Committee, Principal, Teacher(s), Technology Specialists, Instructional Technology Facilitator | STaR Chart report | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 7) Provide staff development opportunities for media specialists to support the integration of technology in the classroom. | 3, 4, 9, 10 | Assistant Principal(s), Curriculum & Instruction, Department Heads, Media Specialists, Principal, Teacher(s) Instructional Technology Facilitator, Technology Specialist | Support of technology integration, certificate of completion | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |

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| 8) Integrate technology at campus level through the use of computer programs, on-line websites and other technologies. | 2, 10 | Assistant Principal(s), Curriculum & Instruction, Instructional Technology Facilitator, Media Specialist, Principal, Teacher(s), Technology Specialists | Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ | | | | | | |
| 9) Provide online optional supplemental services through the Texas Virtual School Network for students in grades 9-12 for credit recovery, acceleration and/or Advanced Placement credit. | 2, 9, 10 | Counselor(s), Curriculum Director, Principal, Technology Specialist | Option available as needed | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 10) Implement BYOD at secondary levels to provide student centered learning opportunities, increase student engagement in both teachers and students with active collaboration to help students become responsible digital citizens. | | Curriculum & Instruction, Instructional Technology Facilitator, Principal, Media Specialist, Technology Specialist, Teacher(s) | Walkthroughs observations, lesson plans, increase student engagement | | | |
| 11) As part of on ever merging world of social media and technology, teachers and students will participate in tri-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. | | Curriculum & Instruction, Instructional Technology Facilitator, Principal, Media Specialist, Counselor(s), Technology Specialist, Teacher(s) | Lesson Plans, certificate of completion, student/class digital citizenship contracts | | | |

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**Performance Objective 8:** ANNUAL PERFORMANCE OBJECTIVE: 1.8 A Priority for Service plan will be implemented to assisst Migrant Priority for Service students reach academic success.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Provide monthly New Generation System Priority for Service Reports to campus principals. | | New Generation System Clerk | Teacher receives list of reports Priority for Service | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 2) Provide tutorials or other instruction services for Priority for Service students. | | Principal, Teacher | Increase in Progress Reports Assessments | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 3) Provide quarterly meetings for parents of Priority for Service students. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Number of parents in attendance Agenda Sign-in sheets | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 4) MEP staff will work cooperatively with the PEIMS staff to ensure accuracy of coding of migrant students. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Match between migrant NGS and PEIMS | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 5) MEP will document federal, state, and local academic programs that provide services to migrant Priority for Service students. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk, Principal, Counselor, Teacher(s) | Sign-in sheets Participation | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT, 199 - GENERAL FUND | | | | | | |
| 6) The NGS PFS report will be used to give priority placement to the PFS students into MEP activities. | | Federal/Special Programs Director, Principal, Counselor, Teacher(s) | PFS report | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |

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| 7) The academic progress of PFS students will be monitored to ensure that their academic needs are being met. | | Counselor(s), Migrant Teacher, New Generation System Clerk, Teacher(s) | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 8) Make home visits and /or conduct cluster meetings to update migrant parents of their children's academic progress. | | Counselor(s), Migrant Recruiter, Principal, Teacher | Progress report Documentation Home Visit Log Follow up phone calls Attendance report | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 9) Monitor Credit Accrual of Secondary Migrant Students. | | Counselor(s), New Generation System Clerk, Principal | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 10) Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 11) Secondary migrant students will be provided instructional assistance in core subject areas with the opportunity to gain the needed credit for graduation. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s) | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 12) Ensure that PFS students receive priority access to social workers and community social service agencies. | | Counselor(s), Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s) | Sign-in sheets Documentation of home visits Copies of referral forms | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 13) Monitor priority of services students to ensure success. Assign to migrant lab for additional instructional support. | 2, 3, 9 | Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Migrant Recruiter, Migrant Teacher, Principal, Teacher(s) | Migrant lab schedule Progress reports | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |

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**Performance Objective 9:** ANNUAL PERFORMANCE OBJECTIVE: 1.9 A plan will be implemented for Identification and Recruitment of migrant students eligible for MEP services.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Train Director, NGS Specialists, and Recruiter on identification and recruitment procedures. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Certificates of Completion Identification & recruitment of migrant students | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 2) Attend Eligibility Review Training. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Certificate | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 3) Attend NGS Training. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Certificate | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 4) Meet with eligibility reviewers, recruiter and clerks to brainstorm and plan recruitment strategies to include in ID & R plan. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Revision to ID & R plan Minutes | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 5) Disseminate and train on all forms, logs, etc. That will be used by MEP staff. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |

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| 6) Assign recruiter, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth, including pre-school-aged children, and other state and federal agencies that serve migrant families. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 7) Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollee (ages 0-21). Complete COEs as needed. | | Migrant Recruiter | | | |
| | | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | |
| 8) Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADS. Submit completed COE and COE supplemental documentation form to eligibility reviewer for review. | 10 | Migrant Recruiter | | | |
| | | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | |
| 9) Eligibility reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and supplemental documentation form to recruiter if additional information is needed. Submit to NGS terminal site after eligibility review is completed. | | Migrant Recruiter, Teacher(s) | | | |
| | | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | |
| 10) Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 11) Make recruiter assignments for contacting growers within districts boundaries regarding hiring practices, crops and growing seasons. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Contact log with growers | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 12) Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiter highlighting all areas/neighborhoods where migrant families reside. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System, Clerk | Profiles Calendar Map | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 13) Network with agencies that serve migrant families, TMC, Workforce. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Documentation of meeting | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |

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| 14) Develop written procedures that outline ID&R quality control within the LEA and ESC. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Written procedures | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 15) Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Copies of COE's | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 16) Work with regional ESC to provide training support to MEP recruiter, eligibility reviewers and other MEP staff as specific needs are observed throughout the year. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Certificates of training, Agenda, Sign-in sheets | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 17) Maintain updated active and inactive records. File COEs in alphabetical order by mothers current last name and retain records for seven years from the date eligibility ends. | | Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk | Student files | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 18) Validate eligibility through re-interview process according to instructions set forth by TEA. | | Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant) | Recruiter, Activity log of interview | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 19) Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. | | Federal/Special Programs Director, Migrant Parent Advisory Council, Migrant Recruiter, New Generation System Clerk | PAC Meeting Agenda and minutes | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = 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 10:** ANNUAL PERFORMANCE OBJECTIVE: 1.10 A plan will be implemented for required Migrant program activities.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Supplemental instruction will be conducted regarding extended-day TAKS, EOC, STAAR tutorials (before school, after school, or on Saturdays to all migrant students grade 1-12) | | Lab Manager, Principal, Teacher(s) | | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 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. | | Principal, Teacher(s) | Home Visit Logs, Pre-K, K Student progress reports | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 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. | | Principal, Teacher(s) | Tutorial Logs, 1st Progress Reports | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 4) Summer Programs will be conducted and must be supplemental to the district's summer program offerings. MARS ( Secondary), Project Smart (Elementary middle school), PLATO | | Federal/Special Programs Director, Principal | Sign-in sheets, PGP, Progress Reports | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |
| 5) Within the first grading period of the school year that the child who is eligible for migrant services is in the district,(1)determine individual needs for instructional and support services, (2)identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) provide supplemental health screenings and clothing(4)coordinate with entities to ensure that the child has access to the appropriate services, and (4)follow up to monitor and document progress. | | Counselor(s), Principal, Teacher(s) | Referral forms, Counselor reports | | | |
| Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | | | |

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|---|---|---|---|---|---|
| 6) Secondary students: (1)Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2)Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS. | Counselor(s), New Generation System Clerk, Principal, Teacher(s) | PGP-Personal Graduation Plan | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 7) Middle School students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2)collaborating with existing programs and organizations to coordinate student access to resources, and (3)providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed. | Counselor(s), Teacher(s) | Parent Contact Log | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 8) Early Childhood/School Readiness: Within the first 60 days of school year that eligible pre-school migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.) | | Recruiters Log, Parent Survey | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 9) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations. | Federal/Special Programs Director | NGS District Summer Contact | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 10) Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. | Federal/Special Programs Director | Agenda, Sign-in, Minutes | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 11) Conduct an evaluation of your Migrant Education Program. | Federal/Special Programs Director | MEO Evaluation | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |
| 12) A Bright Beginning for migrant three year old students will be implemented at the district. | Migrant Recruiter | Bright beginnings log | | | |
| | Funding Sources: 212 - TITLE I, PART C-MIGRANT | | | | |

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# 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 2016, school year, the student attendance rate will increase to 94.4%.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Develop campus attendance goals that address procedures, roles, responsibilities and a formal monitoring system. | | Assistant Principal(s), PEIMS clerk, Principal, Site Based Committee | District review of attendance percentage every six weeks. Review of campus weekly reports | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 2) Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators. | | Federal/Special Programs Director, PEIMS clerk | Agendas, Improve attendance Weekly campus attendance reports | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 3) Ensure that incentives are being utilized to increase student attendance. | | Principal, Site Based Committee | Campus reports Perfect attendance student lists | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 4) Create, maintain and implement leaver procedures in the School Leavers and Underreported students Policies and Procedures Manual. | 9 | Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal | Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 5) Each campus will maintain proper documentation for leaver records to meet state requirements and the district will conduct audit checks periodically. | 9 | Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal, Teacher(s) | Reduced dropout rate TEA School Report Card Leaver records | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |

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|---|---|---|---|---|---|---|
| 6) The District will develop and implement an attendance policy in the Student Code of Conduct Handbook which addresses truancy guidelines as well as discipline. | 9 | Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent | Surveys<br>Six weeks reports on discipline and attendance<br>Attendance Review Committee minutes | | | |
| | Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | |
| 7) Utilize Skyward's Skylert System to contact parents regarding absences. | 6 | Principal | Campus reports | | | |
| | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | |
| 8) Each campus will develop and monitor procedures for responses to student absences and tardies. | | Principal | Attendance reports<br>Written procedures per campus | | | |
| | Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | |
| 9) Campus administrators will train staff on requirements for students being considered present or absent in accordance with the student accounting handbook, General Attendance Requirements. | | Principal | Sign-in Sheet<br>Agenda | | | |
| | Funding Sources: 199 - GENERAL FUND | | | | | |

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**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 2016 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Assist students with issues interfering with learning, such as but not limited to, emotional distress, sexual abuse, suicide, family problems, or alcohol and how intervention strategies will be created for students who are in need of assistance. | 9 | Counselor(s), Principal, School Nurse, Teacher(s) | Reports on student academic performance<br>Discipline reports<br>Referrals to counselor | | | |
| | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | |
| 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.<br>-Bullying, Violence<br>-Dating Violence, Gang Awareness, Sexting. | | Campus Police, Counselor(s), Principal | Counselor's logs<br>Guidance and Counseling Program document and calendar of services provided.<br>Counseling sessions/presentations agendas/schedule | | | |
| | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | |
| 3) Ensure that campus counselors provide guidance services for parents,students and staff that include:<br>-student schedule modifications | 9, 10 | Counselor(s), Principal | Counselor's Log<br>Sessions/Presentations<br>Agendas<br>Sign in sheets | | | |
| -graduation plans/career education<br>-job readiness training<br>-college readiness<br>-Texas Grant Program<br>-Teach for Texas Grant<br>-College Readiness Class(Admissions and Financial Aid) | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | |
| 4) Research, review and implement Character Education curriculum and conflict resolution curriculum | 1, 9 | Counselor, PE Coach, Teacher, Principals | Counselor's log<br>Lesson plans | | | |
| | Funding Sources: 199 - GENERAL FUND | | | | | |
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**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.
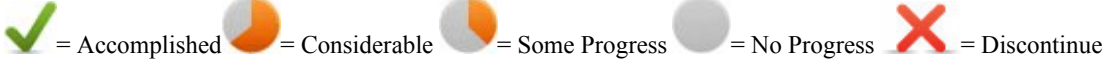
**Performance Objective 3:** ANNUAL PERFORMANCE OBJECTIVE:2.3 By the end of 2016 school year, the number of students and staff who feel safe at school will increase by 10% as measured by the Spring Snapshot Survey.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Create, adopt a District-wide Character Education Program to begin in the elementary grades and transition into the secondary schools; Educational Foundation. | 1, 2, 4, 6, 9 | Assistant Principal(s), Athletic Director, Counselor(s), Federal/Special Programs Director, Principal, Teacher(s) | Actual Character Education Plan Decrease in discipline referrals Decrease in dropout rate Surveys Agenda/sign-in sheets of student, staff and parent trainings | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 2) Provide training and implementation of School-wide Positive Behavior Intervention and Supports (PBIS) pbis.org | | Assistant Principal(s), Federal/Special Programs Director, Principal, Region I, Teacher(s) | Sign-in rosters Agendas Walkthroughs decrease in discipline referrals | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 3) 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. | 2, 9 | Assistant Principal(s), Campus Police, Principal, Teacher(s) | Visibility of use of indentification cards by District personnel Visitors sign-in log/electronic reports that are generated via security system.(Raptor) | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) Parent and staff presentations will be conducted periodically at each campus pertaining to safety issues.( security cameras, aiphone video entry intercom system. | 2, 4, 6, 9 | Assistant Principal(s), Campus Police, Counselor(s), Principal | Sign-in sheets/agendas Sessions/Presentations | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |

| 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 marquees. | 2, 9 | Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists | Ads and notifications Signed receipt | | | |
|---|---|---|---|---|---|---|
| | | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | |
| 6) 6) Adhere to safety checks of all campus visitors through the Raptor system. | | Chief Financial Officer, Maintenance Director, Campus Police, Safety Coordinator, Superintendent | Safety checks | | | |
| 7) Review and revise the District Emergency Operations Plan. | | Campus Police, Chief Accountant, Chief Financial Officer, Maintenance Director, Safety Coordinator, Superintendent | District Emergency Operations Plan | | | |
| 8) Develop a crisis intervention plan to address emergency procedures which will be implemented by every department and campus. | | Campus Police, Maintenance Director, Principal, Superintendent | Crisis Intervention Plan | | | |
| 9) Develop, provide and implement a bullying intervention plan. | | Campus SAP Contact, District Police, Federal/Special Programs Director | Bullying Intervention Plan | | | |

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**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 Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **Critical Success Factors** CSF 7 <br><br> 1) Conduct new teacher orientation sessions. | | Curriculum Director, Federal/Special Programs Director, Principal, Teacher(s) | Orientation Evaluations<br>Retention of new teachers<br>Sign-in sheets<br>Agendas | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 2) Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students. | | Chief Accountant, Superintendent | Increase student achievement,<br>100% highly qualified teaching staff report(s) | | | |
| 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 | | | | | | |
| 3) Continue recruitment efforts by:<br>-Assign campus personnel<br>-Advertise in and out of Raymondville.<br>Utilize Region I support. | 3 | Superintendent, Human Resources, Principal(s) | Decrease the number of vacancies prior to the commencement of school. | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) Utilize classroom reduction monies at the elementary campuses. | | Principal, Special Programs Director | Class roster | | | |
| Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, State Comp | | | | | | |
| 5) Hire Teach for America Teachers. | | Principal | Contracts | | | |
| Funding Sources: 199 - GENERAL FUND, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, State Comp | | | | | | |
| **Critical Success Factors** CSF 3 <br><br> 6) Provide leadership training on, but not limited to, Crucial Conversations, T-TESS and T-PESS for all directors and campus administrators. | | Superintendent, Curriculum and Instruction Director, Special Programs Director | Sign- in sheets | | | |
| Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
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**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 2016, the number of discipline referrals leading to student removal from class (ISS/OSS/DAEP) will decrease by 20%.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Provide conflict resolution skills for students M.G.M.S and R.O.A.A. | 9 | Assistant Principal(s), Counselor(s), Principal | Student academic progress Number of student discipline referrals. Student Sessions | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 2) Submit discipline report to superintendent in weekly update and on a six week basis. | | Assistant Principal(s), Principalion | Weekly update report Six week report | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 3) Provide training for administrators, teachers and staff: -to effectively handle classroom management. | | Federal/Special Programs Director, Principal, Special Ed Director, Wil-Cam Staff | Sign-in rosters Agendas Walkthroughs CPI logs | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND, 166 - PI 23 SPECIAL EDUCATION | | | | | | |
| 4) Provide training for administrators and staff to assure student rights and due process are afforded. | | Special Programs Director, Principal | Referral form | | | |
| ✔ = Accomplished  🟠 = Considerable  🟠 = Some Progress  ⚪ = No Progress  ❌ = 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 6:** ANNUAL PERFORMANCE OBJECTIVE:2.6 By the spring of 2016, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Implement and maintain the School Health Advisory Council wellness guidelines at all campuses. | | Federal/Special Programs Director, Principal, SHAC committee members | Sign-in rosters Agendas Fall Review | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | | | |
| 2) Assess student fitness annually in grades 3 - 12 Fitness Gram R.O.A.A. | | Athletic Director, Coaches, Principal, School Nurse | Physical fitness reports on students | | | |
| Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | | | |
| 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) | | Athletic Director, Coaches, Principal | Schedules Fitness reports | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) District /Campuses will conduct training for all staff to include auxilary, and central office staff on safety, sexual harrassment, allergy management and how to deal with difficult students. | | Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff | Training Agendas Sign-in sheets | | | |
| Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 166 - PI 23 SPECIAL EDUCATION | | | | | | |

| 5) The District will implement an allergy management plan District-wide. | Campus SAP Contact, Federal/Special Programs Director, Food Service Director Nurse | Actual Plan | | | |

Funding Sources: 199 - GENERAL FUND

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

**Performance Objective 1:** ANNUAL PERFORMANCE OBJECTIVE:3.1 By the spring of 2016, the district will implement strategies to increase Graduation Rate to > 88%.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Provide students in grades 9-12 who are in danger of dropping out or who have dropped out of school an alternative instructional setting to meet their graduation requirements through Raymondville Options Academic Academy. | | Counselor(s), Federal/Special Programs Director, Principal, Superintendent | Increase Completion Rate Decrease Dropout rate Student Schedules/Credits | | | |
| 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. | | Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals | Student Attendance Log Increased Completion Rate Decreased Drop-out Rate | | | |
| 3) Provide staff training on the Odessey Ware Credit Recovery Program to appropriate secondary staff. | | Counselor(s), Lab Manager, Principal | Sign-in Rosters | | | |
| 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. | | Federal/Special Programs Director, Principal | Sign-in Rosters Agendas Increased Completion Rate Decrease Dropout Rates | | | |
| 5) Provide counseling opportunities at the middle school to target students at-risk of dropping out of school. | | Counselor(s), Principals | Student Schedules PGP's | | | |
| 6) Provide on-going staff development for staff on PEIMS/Skyward Management System. | | Counselor(s), PEIMS clerk, Principal | Sign-In Rosters Increased Completion Rate Decreased Dropout Rated | | | |
| ✔ = Accomplished ◓ = Considerable ◐ = Some Progress ⬤ = No Progress ✘ = 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 2016 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **Critical Success Factors**<br>CSF 1 CSF 5<br><br>1) Provide parent workshops in English and Spanish on topics that will help their children succeed in school. | | Assistant Principal(s), Campus Police, Counselor(s), Curriculum Director, Federal/Special Programs Director, Principal | Agendas/Sign-in sheets Evaluations Increase in parental daily involvement Increase in student academic success Decrease in dropout rate | | | |
| **Critical Success Factors**<br>CSF 1 CSF 5<br><br>2) High school campuses will conduct parent meetings to explain graduation requirements for all grade levels. | | Assistant Principal(s), Counselor(s), Curriculum Director, Federal/Special Programs Director, Principal | Sign-in sheets Parent participation | | | |
| **Critical Success Factors**<br>CSF 1 CSF 5<br><br>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. (Walk for Success) Elementary and Secondary. | | Counselor(s), Federal/Special Programs Director, Principal | Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits, Walk for Success | | | |
| **Critical Success Factors**<br>CSF 1 CSF 5<br><br>4) All campuses will conduct parent meetings to discuss the NCLB Title I requirements related to parental involvement and a parent's right to participate in their child's education. | | Federal/Special Programs Director, Principal | Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate. | | | |

| Critical Success Factors<br>CSF 1 CSF 5<br><br>5) Coordinate a Fall and Spring Parent/Community Conference. | | Curriculum & Instruction, Federal/Special Programs Director, Principal, Social Worker, Special Ed Director, Superintendent, Technology Specialists, Truant Officer | Agenda/Sign-in Sheets, Evaluations, Increase in Parent daily involvement, increase in student academic success, decrease in dropout rate | | | |
|---|---|---|---|---|---|---|
| | ✔ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = 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: 3.1 For the 2015-2016 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 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. | | Budget Coordinator, Purchasing Agent Chief Financial Officer, Superintendent | Training Agendas/ Sign-in Sheets Efficient PO Processing | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 2) The District will create and implement a time-line for creating and monitoring budgets. | | Budget Coordinator, Chief Financial Officer, Superintendent | Actual budget time-line and monitoring audit reports | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 3) The District will make on site visitations of campuses and departments to assess financial and facility needs. | | Budget Coordinator, Chief Financial Officer, Superintendent | Campus Visit Logs with Documentation of needs. | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) The District will provide appropriate training on, but not limited to,for secretaries, finance personnel, department heads and principals.<br>-Student Activity Funds<br>-Audit Items<br>-Account Codes<br>-Budget Monitoring<br>-Purchasing Procedures<br>--Payroll Procedures<br>-Internal Controls<br>-Travel Procedures | | Budget Coordinator, Chief Financial Officer, Superintendent | Training Agendas, Sign-in Sheets, Spot checks at campuses/departments with documentation. | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 5) Review local staffing formulas and staffing patterns to strive for campus equity, taking into account student special populations. | | Budget Coordinator, Chief Financial Officer, Superintendent | Staffing schedules | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |

| | | | |
|---|---|---|---|
| 6) Provide technical assistance and guidance for the use of all funds, i.e. grants local and federal funding. | Budget Coordinator, Federal Programs Director, Chief Financial Officer, Superintendent | Finance software training, agendas, sign-in sheets, Grants - allowable and unallowable expenditures | |
| 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 | | | |
| 7) The District will monitor student and staffing attendance through PEIMS. | Budget Coordinator, Chief Financial Officer, Superintendent | Quarterly PEIMS reports; Monitoring of attendance after every six weeks using excel worksheet provided by Region One. | |
| Funding Sources: 199 - GENERAL FUND | | | |
| 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. | Budget Coordinator, Chief Financial Officer, Superintendent | Compensation Plan and Incentive Plan | |
| Funding Sources: 199 - GENERAL FUND | | | |
| 9) The District will review salaries annually for all staff, competitive to market values. | Budget Coordinator, Chief Financial Officer, Superintendent | Teacher Pay Scale, Human Resource and Payroll reports to market values using TASB services. | |
| Funding Sources: 199 - GENERAL FUND | | | |
| 10) The District will adhere to the rental agreement plan when renting our buildings, fields and facilities. | Budget Coordinator, Chief Financial Officer, Superintendent | Lease Schedule, Rental Forms | |
| Funding Sources: 199 - GENERAL FUND | | | |
| 11) The District will adhere to procurement procedures to include but not limited to: Purchasing Cooperatives, District Bids and Price Quotes. | Budget Coordinator, Chief Financial Officer, Purchasing Agent, Superintendent | Bid Calendar, Annual Audit | |
| Funding Sources: 199 - GENERAL FUND | | | |
| ✔ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue | | | |

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

**Performance Objective 2:** ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2015-2016 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) The District will conduct annual assessments of facilities to identify and schedule renovation projects. Major areas to be assessed include the following: a)flooring b)roofs c)fencing d)HVAC systems e)Security/Surveillance systems f)ADA(America with Disabilities Act)requirements. | | Campus Police, Maintenance Director, Safety Coordinator, Superintendent, Network Administrator | Assessment reports Prioritized schedules of work projects, (if needed) Safety Inspections. Weekly operation directors meeting | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 2) The District will pursue grant opportunities to enhance programs and materials for RISD. | | Budget Coordinator, Chief Financial Officer, Federal/Special Programs Director, Food Service Director, Maintenance Director, Superintendent, Network Administrator | Grant Applications Weekly operation directors meeting | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 3) The District will continue to improve the aesthetics of all district facilities. Major areas to be addressed: a)parking lots b) demolition projects c) landscaping d )renovations e) surplus f) roofing, etc. | | Budget Coordinator, Chief Financial Officer, Maintenance Director, Superintendent | Prioritized schedules of work projects (if needed), District Auction | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| 4) The District will conduct annual assessments of vehicles to identify and create replacement schedule. | Campus Police, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent | Vehicle Schedule, Depreciation Schedule, District Auction | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | |
| 5) The District will conduct an annual assessment of equipment and supplies. | Campus Police, Campus SAP Contact, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent | Inventory/Fixed Asset reports, District Auction | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | |

✔ = Accomplished ◐ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = 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: 4.1 By the spring of 2016, the district will increase leadership and collaboration opportunities among administrators, teachers and staff.

| Strategy Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| **Critical Success Factors** CSF 3 <br><br> 1) Organize and support Leadership Academy for all administrative staff which will include but not limited to the following topics: <br> -District Philosophy <br> -Instructional Process <br> -Accountability Systems <br> -District Improvement Plan <br> -District Grading policies/procedures <br> PEIMS Data <br> Student Attendance <br> Budget and Finance Procedures. | 1, 2, 9, 10 | Curriculum Director, Federal/Special Programs Director, Superintendent | Leadership Academy Presentors and Presentations | | | |
| | | Funding Sources: 199 - GENERAL FUND | | | | |
| **Critical Success Factors** CSF 3 <br><br> 2) Provide opportunities for administrators, board members and staff to attend conferences and training | 1, 2, 4, 9, 10 | Curriculum and Instruction Superintendent Special Programs | Conference Agendas and Individual Campus Agendas | | | |
| | | Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS | | | | |
| **Critical Success Factors** CSF 3 <br><br> 3) Provide training for SHAC. | | Superintendent Special Programs Director, Region I | Sign-in sheets | | | |
| | | Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND | | | | |
| **Critical Success Factors** CSF 3 <br><br> 4) Provide documentation awareness for all District personnel and supervisory capacity. | | Superintendent | District Legal Counsel - sign-in sheet | | | |
| | | Funding Sources: 199 - GENERAL FUND | | | | |
| **Critical Success Factors** CSF 3 <br><br> 5) Provide ASCD online courses for directors and campus principals to build instructional leader capacity. | | Superintendent, Curriculum and Instruction Director | Online progress reports Completion of course | | | |
| ✔ = Accomplished    ◕ = Considerable    ◔ = Some Progress    ⬤ = No Progress    ✖ = 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: 4.2 During the 2015-2016 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 Description | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---|---|---|---|---|---|
| | | | | Nov | Jan | Apr |
| 1) Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance. | 1, 2, 8, 9, 10 | Curriculum Director, District Site Based Committee, Site Based Committee, Superintendent | DEIC sign-in sheets and agendas | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 2) Utilize Formative Review section to determine completion of strategies. | 1, 10 | Curriculum Director, District Site Based Committee | Formative review ratings | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 3) Ensure that campus site based committees meet every 4 weeks to review the Campus Improvement Plan. | 1, 2, 8, 9, 10 | Principal, Site Based Committee | Campus site based committee sign-in sheets and agendas | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 4) Discuss findings of campus activities at DEIC meeting. | 1, 2, 8, 9, 10 | Curriculum Director, District Site Based Committee | DEIC sign-in sheets and agendas | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| 5) Develop school calendar. | 1, 2, 8, 10 | Curriculum Director DEIC | Calendar | | | |
| Funding Sources: 199 - GENERAL FUND | | | | | | |
| **Critical Success Factors** CSF 1 CSF 5 CSF 6  6) Begin District Strategic Plan Process | | Superintendent, Curriculum and Instruction Director and Consultant | Timeline Agendas Sign in Sheets | | | |
| ✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue | | | | | | |

# State System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 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. |
| 1 | 1 | 5 | Implement district/campus data meetings that will utilize DMAC, TAPR, AYP, TANGO, RenLearn, Lead4ward and PBMAS data reports. |
| 1 | 1 | 6 | Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities. |
| 1 | 1 | 7 | Improve achievement in elementary and secondary math through professional development, on-site consultants, software programs and use of manipulatives. |
| 1 | 1 | 8 | Implement Writing Across the Curriculum in all elementary and secondary classrooms. |
| 1 | 1 | 9 | Improve achievement in elementary and middle school science through the use of TRS and STEMscopes |
| 1 | 1 | 12 | Provide intensive programs of instruction and accelerated instruction for students that do not perform satisfactorily on state assessments and in K-2 reading assessments. |
| 1 | 2 | 1 | Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations. |
| 1 | 3 | 5 | Performance measures for CTE students will meet the statewide target in reading/language arts to improve CTE student performance. |
| 1 | 4 | 1 | Implement a professional development plan that addresses the needs of ELLs as identified by STAAR/EOC and TELPAS results.(See Professional Development Plan) |
| 1 | 4 | 5 | Ensure implementation of Bilingual/ ESL strategies in the core subjects through the use of the Sheltered Instruction model at the elementary/secondary campuses. |
| 1 | 4 | 6 | Bilingual/ESL teachers, counselors and campus administrators will meet on a 2 or 3 week basis to ensure there is academic progress for ELL students. |

# Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 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. |
| 1 | 1 | 6 | Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities. |
| 1 | 1 | 7 | Improve achievement in elementary and secondary math through professional development, on-site consultants, software programs and use of manipulatives. |
| 1 | 1 | 9 | Improve achievement in elementary and middle school science through the use of TRS and STEMscopes |
| 1 | 1 | 11 | Implement and monitor Fundamental 5 framework in elementary and secondary classrooms. |

# Title I

**Schoolwide Program Plan**

**Ten Schoolwide Components**

**1:  Comprehensive Needs Assessment**

**2:  Schoolwide Reform Strategies**

**3:  Instruction by highly qualified professional teachers**

**4:  High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

**5:  Strategies to attract highly qualified teachers**

**6:  Strategies to increase parental involvement**

**7:  Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

**8:  Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

**9:  Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

**10:  Coordination and integration of federal, state and local services and programs**

# 2015-2016 District Educational Improvement Council

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Dolly Barrera | |
| Classroom Teacher | April Castillo | |
| Classroom Teacher | Rebecca Cervantes | |
| Classroom Teacher | Staci Hamlinck | |
| Classroom Teacher | Clarissa Olivarez | |
| Classroom Teacher | Samantha Phillips | |
| Classroom Teacher | Noemi Cordero Reyna | |
| Classroom Teacher | Angelica Ruiz Sanchez | |
| Classroom Teacher | Manuel Tijerina | |
| Classroom Teacher | Carlos Ybarra | |
| Non-classroom Professional | Andrea Loya | |
| Non-classroom Professional | Adrian Montemayor | |
| Non-classroom Professional | Maria Rodriguez | |
| Non-classroom Professional | Dena Salinas | |
| Parent | Elva Saenz | |