Raymondville Independent School District

District Improvement Plan

2024-2025

Mission Statement

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

Vision

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

Core Beliefs

Respect

Integrity

Commitment

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Needs Assessment Overview Summary

All Raymondville ISD campuses operate as a Title I School-Wide Program. For the 2024-2025 school year, RISD has chosen to use the Transferability option to transfer/coordinate Title II and Title IV funds to the Title I School-Wide Program.

Demographics

Demographics Summary

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

Raymondville ISD is an **innovative rural district** with 2 elementary schools, 1 middle school, 1 high school, and 1 alternative high school. The district currently serves 1,996 students on the eighth day of enrollment which is a decrease of 1 student as of September 6, 2023.

Enrollment by Grade	Pre-K 3	Pre-K 4	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total Enrollment
Day 8 2021	33	96	140	126	133	143	118	142	129	129	137	166	106	139	139	1876
Day 8 2022	58	116	142	171	131	146	142	120	151	135	141	151	144	118	133	1999
Day 8, 2023	74	117	121	163	161	132	145	145	119	147	133	144	139	140	114	1996

As reported on the 2021-2022 Texas Academic Performance Report (TAPR), the **student population** consists of Hispanic 98.1%, White 1.4%, African American 0.1%, Economically Disadvantaged 88.3%, Emergent Bilingual/English Learners 7.6%, At-Risk 62.8%, Migrant 8.0%, Dyslexia 2.2%, Section 504 students 4.0%, and Homeless 1.7%.

The **student enrollment by instructional program** for 2021-2022 consists of Bilingual/ESL Education 7.1%, Gifted and Talented 8.0%, Special Education 14.4%, and Career and Technical Education 8.0%.

As reported on the 2021-2022 Texas Performance Reporting System, the **district employed 151.3 teachers**, 24 professional support, 9.0 campus administrators, 5.2 central administrators, 54.5 educational aids, and 102.2 auxiliary staff for a total staff count of 346.3. Teachers serving the district are 88.4% Hispanic, 11.6% White, 33.5% Male, and 66.5% Female.

The breakdown for the highest degree held by teachers is 81.6% bachelors, 17.1% masters, and 1.3% no degree. The average years of experience of teachers is 14.0 compared to the state rate of 11.1, and the average years of experience of teachers with the district is 10.1 compared to the state rate of 7.2. The turnover rate for teachers is 10.2% compared to the state rate of 17.7%.

LONGITUDINAL STUDENT ENROLLMENT					
Student Information	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hispanic	98.4%	98.2%	97.3%	97.9%	98.1%
White	1.1%	1.3%	2.2%	1.7%	1.4%
African American	0.1%	0.1%	0.1%	0.1%	0.1%
Economically Disadvantaged	86.1%	89.6%	89.5%	89.2%	88.2%
Emergent Bilingual (EB) Students/ English Learners (EL)	8.0%	8.1%	7.2%	7.4%	7.6%
At-Risk	58.6%	54.9%	52.9%	54.9%	62.8%

LONGITUDINAL STUDENT ENROLLMENT					
Migrant	NR	NR	8.5%	8.8%	8.0%
Dyslexia	NR	0.3%	1.4%	1.4%	2.2%
Section 504	NR	3.0%	3.7%	3.8%	4.0%
Homeless	NR	NR	2.6%	1.6%	1.7%
Student Enrollment by Instructional Program					
Bilingual/ESL Education	7.1%	7.2%	6.0%	6.8%	7.1%
Gifted and Talented	7.0%	7.4%	7.8%	7.8%	8.0%
Special Education	8.8%	10.1%	12.7%	14.0%	14.5%
Career & Technical Education (GR 9-12)	NR	NR	94.2%	NR	NR

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

Enrollment:

2016 - 2023 ENROLLMENT DATA								
Campus	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022^	2022-2023	2023-2024
Raymondville Early College High School	509	529	511	536	549	509	508	481
Raymondville Options Academy	76	66	77	53	40	44	56	57
Grades 9-12 Total	**585**	**595**	**588**	**589**	**589**	**553**	564	538
Myra Green Middle School **Grades 6-8**	**440**	**436**	**437**	**444**	**451**	**409**	425	396
L.C. Smith Elementary	424	442	444	493	443	427	450	455
Pittman Elementary	617	615	584	614	597	573	579	589
Grades PK-5 Total	**1,041**	**1.057**	**1,028**	**1,107**	**1,040**	**1,000**	1,029	1,044
District Grades PK-12 Total	**2,067**	**2,088**	**2,054**	**2,140**	**2,080**	**1,962**	2,018	1,978

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

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

2016 - 2023 ATTENDANCE DATA (Grades EE-12)						
Campus	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Raymondville Early College High School	92.47%	91.91%	91.43%	97.43%	84.9%	88.5%
Myra Green Middle School	91.60%	92.34%	93.70%	97.37%	86.1%	90.4%
L.C. Smith Elementary	92.86%	94.03%	94.98%	88.98%	87.6%	90.3%
Pittman Elementary	94.67%	95.11%	94.60%	92.46%	89.1%	91.6%
Raymondville ISD	93.01%	93.37%	93.22%	94.08%	86.96%	90.2%

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

Dropout Rates: The state reports two rates for dropout, Grades 7-8 and Grades 9-12, as indicated on the 2021-22 Texas Academic Performance Report (TAPR). The dropout rate for the 2019-2020 school year is based on student attendance through the fourth six weeks due to the Covid-19 pandemic (TAPR Glossary, page 6).

Grades 7-8	District	Region	State	Grades 9-12	District	Region	State
2017-2018	0.3%	0.2%	0.4%	2017-2018	0.8%	1.7%	1.9%
2018-2019	0.0%	0.2%	0.4%	2018-2019	0.5%	1.4%	1.9%
2019-2020*	0.3%	0.1%	0.5%	2019-2020*	0.8%	0.9%	1.6%
2020-2021	0.6%	0.9%	0.9%	2020-2021	0.7%	2.0%	2.4%
2021-2022	0.0%	0.3%	0.7%	2021-2022	0.0%	1.3%	2.2%

Graduation Rates: The best 4-year longitudinal, 5-year extended longitudinal, or 6-year extended longitudinal graduation rate comprises 20% of the overall Domain I: Student Achievement for K-12 districts and high schools. The best graduation rate for the Class of 2021, 4-year; Class of 2020, 5-year extended; and Class of 2019, 6-year extended is used for the 2022 Accountability rating for the district. The state did not issue ratings for 2023 pending the current litigation. Data for the Class of 2022 is from the 2022-23 Texas Academic Performance Report (TAPR).

4-Year Rate	District	Region	State	5-Year Extended Rate	District	Region	State	6-Year Extended Rate	District	Region	State
Class of 2019	91.6%	90.7%	90.0%	Class of 2018	93.9%	93.1%	92.2%	Class of 2017	86.7%	93.1%	92.4%
Class of 2020	95.9%	92.1%	90.3%	Class of 2019	94.2%	92.7%	92.0%	Class of 2018	95.5%	93.6%	92.6%
Class of 2021	89.0%	92.1%	90.0%	Class of 2020	95.9%	93.8%	92.2%	Class of 2019	94.2%	93.3%	92.6%
Class of 2022	90.4%	92.9%	89.7%	Class of 2021	98.0%	94.1%	92.2%	Class of 2020	95.9%	94.2%	92.6%

Student Achievement

Student Achievement Summary

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

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

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

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

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

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

In 2023, Due to pending litigation, the state did not issue ratings for 2023.

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

2022 Campus Overall Accountability Ratings and Distinctions:

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

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

Raymondville ISD Longitudinal Accountability Data Summary				
Student Achievement Raw Component Score				
	2019	2021	2022	2023
STAAR Performance	45	36	51	Pending Litigation
College, Career, and Military Readiness	65	71	62	
Graduation Rate	88.7	96	95.9	
School Progress Raw Component Score				
Academic Growth	70	N/A	82	
Relative Performance (Eco Dis: 89.2%)	55	54	57	
Closing the Gaps % of Indicators Met				
Academic Achievement Status	64%	29%	100%	
Graduation Status (4-Year Federal Rate)	0%	100%	0%	
English Language Proficiency Status	0%	100%	100%	
School Quality Status	100%	100%	100%	

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

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

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

% Participation (All Tests)			
	District	Region	State
2018-19	99%	100%	99%
2020-21	73%	71%	89%
2021-22	98%	99%	99%
2022-23	99%	99%	99%

2023 Domain data is not included due to pending litigation.

Domain 1: Student Achievement: The **STAAR** component of the Student Achievement Domain is based on student level of performance for all tests at the Approaches Level, Meets Level, and Masters Level. The STAAR Component and Graduation Rate is used from 2019 to 2022 of comparison from accountability in 2020 and reporting in 2021 due to COVID.

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

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

In 2022, the district outperformed the region and the state at the approaches and meets level and outperformed the region at the master level for four years for all grades, all subjects.

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

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

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

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

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

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

Domain III: English Language Proficiency Component

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

English Language Proficiency Status			
	2021	2022	2023
LC Smith Elementary	46%	50%	Pending Litigation
Pittman Elementary	38%	64%	
Myra Green Middle School	30%	21%	
Raymondville Early College HS	53%	30%	
Raymondville Options Academic Academy	0%	*	

2022 Results-Driven Accountability:

District, Region, and State TELPAS Data											
2021 TELPAS Data					**2022 TELPAS Data**						
	2021 PL 0 Cut Points	**District Rate**	**Region One Rate**	**State Rate**	**2022 PL 0 Cut Points**	**District Rate**	**Region One Rate**	**State Rate**	**2023 PL 0 Cut Points**	**District Rate**	**Region One Rate**	**State Rate**
TELPAS Reading Beginning Proficiency Level Rate	0-7.5	8.5	12.7	12.3	0-7.5	15.7	11.1	11.0	0-7.5	11.5	Pending	Pending
TELPAS Composite Rating Level for Students in US schools, multiple years	0-19.4	34.2	28.9	26.4	0-19.4	26.5	25.5	24.2	0-19.4	25.6	30.8	Pending	Pending

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

Below is a summary of Raymondville ISD's **2023 Results Driven Accountability Report.** .

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

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

STAAR Grades 3-8 ESL Passing Rate	State Rate	District Rate	EB (Not Served in ESL) STAAR 3-8 Passing Rate	State Rate	District Rate	EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate	PL 0 Cut Points	District Rate	STAAR EOC Passing Rate	PL 0 Cut Points	District Rate
Mathematics	64.0	76.7	Mathematics	66.9	66.7	Mathematics	70.0-100	*	Algebra I	65.0-100	83.3
Reading	68.3	69.7	Reading	71.1	66.7	Reading	70.0-100	*	Biology	75.0-100	81.8
Science	58.3	65.0	Science	60.0	*	Science	65.0-100	*	US History	70.0-100	*
Social Studies	42.0	30.0	Social Studies	49.1	*	Social Studies	65.0-100	*	English I and II	60.0-100	36.8

Special Education (SPED)

Other Special Populations (OSP)

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

Based on the district's 2022 RDA Report, the performance of the identified populations is masked (*) based on the 2023 RDA Masking Rules for the RDA.

STAAR Grades 3-8 Passing Rate	PL 0 cut Points	District Rate	STAAR EOC Passing Rate	PL 0 Cut Points	District Rate
Mathematics	70.0-100	85.0	Algebra I	65.0-100	*
Reading	70.0-100	81.8	Biology	75.0-100	*
Science	65.0-100	66.7	US History	70.0-100	*
Social Studies	65.0-100	66.7	English I and II	60.0-100	77.8

The overall graduation rate is 60.0 which is a decrease from last year's rate of 83.3.

College Readiness:

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

Source: The Texas Education Agency: SAT and ACT Data Search and Data Downloads, located on the TEA Website, tea.texas.gov.

Four-Year Trend –SAT Participation and Performance															
	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Average ERW score (Evidenced-Based Reading and Writing)			Average Math Score			Average Total Score		
Grad Year	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State
2022	Data Not Available	32.8	62.9	Data Not Available	11.4	19.2	Data Not Available	495	506	Data Not Available	474	496	Data Not Available	969	1001
2021	4.3	29.6	60.3	*	11.0	19.3	427	483	504	423	470	498	850	953	1002
2020	22.2	50.4	66.2	8.8	11.2	21.0	502	489	513	473	475	506	975	964	1019
2019	19.2	43.5	63.2	3.4	12.1	22.4	499	496	517	470	483	510	968	979	1027
2018	43.8	43.0	61.7	10.7	13.0	23.4	494	500	521	481	487	515	976	987	1036

The **SAT Total Scores range from 400 to 1600** and the section scores for **Evidence-Based Reading and Writing and Mathematics range from 200 to 800**. The SAT sets benchmarks for each section to determine college readiness. The SAT Math benchmark is associated with a "75% chance of earning at least a C in first-semester, credit-bearing, college-level courses in algebra, statistics, precalculus, or calculus". The SAT Evidence-Based Reading and Writing (ERW) is associated with a "75% chance of earning at least a C in first-semester, credit-bearing, collegel-level courses in history, literature, social science, or writing. **SAT Benchmarks: Evidence-Based Reading and Writing 480 and Math 530.** In addition to the benchmarks for each section, the College Board developed a **color-coded system** for the section scores: Green means the score met or exceeded the benchmark; Yellow means the score is approaching the benchmark and is within one year's growth of meeting the benchmark; and Red means the score is below the benchmark and is more than one year's growth from meeting the benchmark. (Educator Brief: The College and Career Readiness Benchmarks for the SAT Suite of Assessments, https://satsuite.collegeboard.org/media/pdf/educator-benchmark-brief.pdf, page 11)

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

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

	Four-Year Trend –ACT Participation and Performance																			
	Participation rate (%)			Examinees scoring at or above criterion rate (%)			Avg. English Score			Avg. Math Score			Avg. Reading Score			Avg. Science Score			Avg. Composite Score		
Grad Year	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State	District	Region	State
2022	66.4	23.3	20.4	33	13.5	24.4	14.3	18.3	16.9	15.4	17.8	19.3	16.6	19.0	20.2	16.2	18.7	19.8	15.7	18.2	19.5
2021	82.0	25.3	22.0	*	13.2	26.5	12.5	16.5	18.6	15.2	18.0	19.9	13.8	18.3	20.5	15.1	18.5	20.3	14.3	18.0	20.0
2020	79.1	48.6	34.0	2.5	11.9	27.6	15.0	16.3	18.9	16.4	17.9	20.1	17.4	18.6	20.9	17.0	18.4	20.5	16.6	17.9	20.2
2019	82.1	51.9	35.5	4.0	11.6	28.6	14.2	16.4	19.3	16.3	18.0	20.4	16.1	18.5	21.2	16.2	18.5	20.8	15.8	17.9	20.6
2018	100	55.7	37.7	6.6	11.6	29.0	14.8	16.5	19.4	17.3	18.2	20.6	16.6	18.4	21.2	17.3	18.6	20.9	16.6	18.1	20.6

"The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a reasonable chance of success in first-year credit-bearing college courses at the typical college. Each benchmark is linked to success in a different college course or set or courses". The term "reasonable chance of success" is defined by ACT research as a "50% chance of earning a B or higher grade and approximately a 75-80% chance of earning a C or higher grade in the corresponding college course or courses". (Allen, J. and Radunzel, J., 2017, What are the ACT College Readiness Benchmarks?, pages 1-2, https://www.act.org/content/dam/act/unsecured/documents/pdfs/R1670-college-readiness-benchmarks-2017-11.pdf).

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

ACT College Readiness Benchmarks		
Science	Biology	23

College and Career Readiness: College Ready Annual Graduates: Annual graduates are students who graduate from a district or campus in a school year regardless of cohort.

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

College, Career or Military Ready (Annual Graduates)	State	Region 01	District
2021-22			
2020-21	65%	81%	62%
2019-20	63%	76%	71%
2018-19	73%	83%	77%
TSI Creiteria Graduates in Both Subjects			
2021-22			
2020-21	41%	45%	9%
2019-20	43%	47%	23%
2018-19	44%	46%	26%
Dual Course Credits in Any Subject			
2021-22			
2020-21	26%	35%	22%
2019-20	25%	33%	24%
2018-19	23%	32%	19%
Approved Industry-Based Certification			
2020-21	19%	37%	40%

College, Career or Military Ready (Annual Graduates)	State	Region 01	District
2019-20	13%	30%	46%
2018-19	11%	2%	43%
Graduates with Level I or II Certificate			
2021-22			
2020-21	1%	1%	-
2019-20	1%	2%	1%
2018-19	1%	2%	0%
Graduate with Completed IEP and Workforce Readiness			
2021-22			
2020-21	2%	3%	1%
2019-20	2%	2%	5%
2018-19	2%	2%	1%
Graduates under an Advanced Diploma plan and identified as a Current Special Education Student			
2020-21	4%	6%	6%
2019-20	4%	4%	8%
2018-19	3%	3%	0%

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

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

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

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

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

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

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

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

Kindergarten Readiness						
District/Campus	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Raymondville ISD						
Students assessed in KG	134	138	133	115	143	142
% Ready for Kindergarten	53.7%	53.6%	44.4%	79.1%	71.3%	44.4%
Number of Eligible PK Students Who Attended PK	85	89	86	76	99	50
% of PK Ready for Kindergarten	61.2%	67.4%	52.3%	89.5%	79.8%	56.8%
LC Smith Elementary						
Students assessed in KG	49	56	60	58	55	63

Kindergarten Readiness						
% Ready for Kindergarten	18.4%	42.9%	28.3%	75.9%	74.6%	49.2%
Number of Eligible PK Students Who Attended PK	29	31	41	38	38	26
% of PK Ready for Kindergarten	20.7%	58.1%	36.6%	86.8%	84.2%	68.4%
Pittman Elementary						
Students assessed in KG	85	82	73	57	88	32
% Ready for Kindergarten	74.1%	61.0%	57.5%	82.5%	69.3%	40.5%
Number of Eligible PK Students Who Attended PK	56	58	45	*	61	24
% of PK Ready for Kindergarten	82.1%	72.4%	66.7%	*	77.1%	48.0%

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

Student Programs to Close the Achievement Gap:

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

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

TCLAS Support Area	Key Decision Point	TEA (Texas Education Agency Awarded Amount
Strategic Planning	Strategic Planning Supports	Technical Assistance provided by the TEA
	Data Strategy FTE Position	$312,000

TCLAS Support Area	Key Decision Point	TEA (Texas Education Agency Awarded Amount
Instructional Materials	High Quality Instructional Materials (HQIM) Supplemental Approved Products	Decodable Tests for Learning to Read provided by the TEA
Teacher Pipelines	Paraprofessional Certification & Education	$81,000
	Education and Training (E&T) Courses	$11,000
	Funding for Implementation and growth of E&T programs	$8,000
More Time	Vetted Texas Tutor Corps (VTTC) Program Subsidy	$400,000
	Strong Summer Start Program	Technical Assistance and Learning Community Support provided by the TEA; Funding for ADSY Project Manager $187,500; and Operational Funding for Academic Calendar Adjustments $256,005
Innovative Models	P-TECH	P-Tech Network Success $200,000 and Dual Credit Faculty Expansion Grants $100,000

Student Achievement Strengths

1. The district performance on STAAR at the Meets Level for ELA/Reading (55%) exceeds the Region's performance (50%) and the State's performance (53%).
2. The district performance on STAAR at the Meets Level for Mathematics (50%) exceeds the Region's performance (40%) and the State's performance (42%).
3. The district performance on STAAR at the Meets Level for Science (47%) exceeds the Region's performance (44%) and the State's performance (42%).
4. The district's STAAR Performance for Current Students Served in Special Education for All Subjects is 35% at the Meets Level , which exceeds the Region's rate of 25% and the State's Rate of 24%.
5. The distrit's STAAR Performance for Current ELs for All Subjects is 32% at the Meets Level, which exceeds the State's Rate of 30%. The Region's rate is 32%.

Problem Statements Identifying Student Achievement Needs

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

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

District Culture and Climate

District Culture and Climate Summary

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

Raymondville ISD Discipline Data

Source: The Texas Education Agency Website: Discipline Data Products Overview, www.tea.texas.org.

RISD	2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23	
Cumulative Year End Enrollment	2,279		2,270		2,230		2,294		2,213		2,142		2,172	
Number/% of Students Placed in DAEP	26	1.14%	68	3.00%	33	1.48%	35	1.53%	N/A		19	0.9%	25	1.15%
Number/% of Students Placed in Out of School Suspensions	71	3.12%	56	2.47%	46	2.06%	29	1.26%	N/A		22	1.03%	42	1.93%
Number/% of Students Placed In School Suspensions	226	9.92%	208	9.16%	114	5.11%	87	3.79%	N/A		72	3.4%	149	6.86%

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

Raymondville ISD Bullying Prevention and Intervention Plan: The plan is located on the district's website raymondvilleisd.org website, www.raymondvilleisd.org/155247_2.

Attendance Rates, Chronic Absenteeism, and Distinction Designations:

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

Source: Texas Education Website, Accountability Ratings (https://rptsvr1.tea.texas.gov/perfort/account and OnPoint..

2018 - 2023 ATTENDANCE DATA						
(Grades EE-12)						
Campus	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	***2022-2023 (OnPoint)**
Raymondville Early College High School	**92.47%**	**91.91%**	**91.43%**	**97.43%**	**84.89%**	**88.5%**
Myra Green Middle School	**91.60%**	**92.34%**	**93.70%**	**97.37%**	**86.13%**	**90.4%**
L.C. Smith Elementary	**92.86%**	**94.03%**	**94.98%**	**88.98%**	**87.61%**	**90.3%**
Pittman Elementary	**94.67%**	**95.11%**	**94.60%**	**92.46%**	**89.07%**	**91.6%**
Raymondville ISD	**93.01%**	**93.37%**	**93.22%**	**94.08%**	**86.96%**	**90.2%**

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

Dropout Rates: The state reports two rates for dropout, Grades 7-8 and Grades 9-12, as indicated on the 2022-23 Texas Academic Performance Report (TAPR). The dropout rate for the 2019-2020 school year is based on student attendance through the fourth six weeks due to the Covid-19 pandemic (TAPR Glossary, page 6). Raymondville ISD's Drop-out Plan includes the following:

Grades 7-8	District	Region	State	Grades 9-12	District	Region	State
2017-2018	**0.3%**	*0.2%*	*0.4%*	*2017-2018*	**0.8%**	*1.7%*	*1.9%*
2018-2019	**0.0%**	*0.2%*	*0.4%*	*2018-2019*	**0.5%**	*1.4%*	*1.9%*
*2019-2020**	**0.3%**	*0.1%*	*0.5%*	*2019-2020**	**0.8%**	*0.9%*	*1.6%*
2020-2021	**0.6%**	*0.9%*	*0.9%*	*2020-2021*	**0.7%**	*2.0%*	*2.4%*
2021-2022	**0.0%**	*0.3%*	*0.7%*	*2021-2022*	**0.0%**	*1.3%*	*2.2%*

Graduation Rates: The best 4-year longitudinal, 5-year extended longitudinal, or 6-year extended longitudinal graduation rate comprises 20% of the overall Domain I: Student Achievement for K-12 districts and high schools. The best graduation rate for the Class of 2021, 4-year; Class of 2020, 5-year extended; and Class of 2019, 6-year extended is used for the 2022 Accountability rating for the district. For 2023, the Texas Education Agency did not assign ratings due to pending litigation. The data for the graduation rates are from the Texas Academic Performance Report (TAPR).

4-Year Rate	District	Region	State	5-Year Extended Rate	District	Region	State	6-Year Extended Rate	District	Region	State
Class of 2019	91.6%	90.7%	90.0%	**Class of 2018**	93.9%	93.1%	92.2%	**Class of 2017**	86.7%	93.1%	92.4%
Class of 2020	95.9%	92.1%	90.3%	**Class of 2019**	94.2%	92.7%	92.0%	**Class of 2018**	95.5%	93.6%	92.6%
Class of 2021	89.0%	92.1%	90.0%	**Class of 2020**	95.9%	93.8%	92.2%	**Class of 2019**	94.2%	93.3%	92.6%
Class of 2022	90.4%	92.9%	89.7%	**Class of 2021**	98.0%	94.1%	92.2%	**Class of 2020**	95.9%	94.2%	92.7%

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

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

Calculation: current year four-year graduation rate – prior year four-year graduation rate ≥ (94.0 (long-term target) – prior year four-year graduation rate) / 10.

The Five-Year Federal Graduation Rate for Raymondville ISD shows an overall increase of 8% from 2017 - 2021; however, the district did not meet the 2022 Accountability Target for Domain III (Closing the Gaps) due to the 8% decrease from 2020 to 2021. Graduation rates for 2022 will reflect in the 2023 Accountability System. *Data for the graduating class of 2022 is from the 2022-23 Texas Academic Performance Report (TAPR).

Graduating Class	2017	2018	2019	2020	2021	2022*
RISD Federal Graduation Rate	80%	87%	91%	96%	88%	88%

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

District Culture and Climate Strengths

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

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

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

The district's mental health committee meets quarterly.

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

Problem Statements Identifying District Culture and Climate Needs

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

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

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RISD has focused efforts on areas of need identified through the Comprehensive Needs Assessment and Student Achievement Data. Narrowing the focus of staff development will strengthen the efforts of campus and district administrators in communicating, monitoring, and evaluating programs. The focus of staff development provided by the district will include job-embedded professional development in identified areas of need. Observation/assessment data indicates a need for training in curriculum implementation, technology integration, formative assessment, differentiated instruction, and student engagement. In addition to focusing on targeted areas of need, the district has made a concerted effort to provide instructional coaching in areas of need.

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

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

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

Teacher Incentive Allotment program

HB 3 established the Teacher Incentive Allotment (TIA) to recognize effective teachers on three different levels, recognized, exemplary, and master. These teacher designations will generate additional teacher-focused allotment funding for the district for them to reward their top performers. RISD is participating in the TIA Cohort D for the 2021-2022 school year with the following schools: LC Smith Elementary 1st grade teachers Reading; Myra Green Middle School 6th grade Reading and Math Teachers; and Raymondville Early College High School English I and English II. For the 2022-23 school year, the district expanded the TIA to include the following grades: LC Smith Elementary and Pittman Elementary K-5 Reading and 1-5 Math; Myra Green Middle School 6-8 Reading and Math; Raymondville Early College High School English I, English II, and Algebra I.

022 and to complete 2 of the NBTC Exam components for the 2021-2022 School Year. At the end of the 2022-2023 school year participants should have completed the 4 components needed to pass the NBTC.

Eureka Math (K-5) Support

The district worked with Eureka to provide teacher training in the following areas: Major Work with the Grade Bands, Addressing Unfinished Learning with Equipment, Using Exit Tickets to Inform Instruction, and How to Incorporate Zearn in your daily schedule.

Amplify (K-5) Support

The district worked with Amplify to provide teachers initial overview and initial training for Summer ADSY and K-5 teachers.

Leadership Coaching

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

RISD Wellness Program

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

RISD uses the TEKS Resource System as the district curriculum for Grades 6-12 English Language Arts, Science, Social Studies, and grades 6-12 Math. In Fall 2022, the district implemented Eureka Math for grades K-5 Teachers are allowed to attend six-week TEKS Resource System planning workshops and Eureka Math on-site planning sessions. District and campus administrators will be monitoring the implementation of the TEKS Resource System and Eureka Math through classroom observations and the monitoring of professional learning communities. In Fall 2023, the district continued with K-5 Eureka Math and expanded the implementation of High-Quality Instructional Materials by adopting Carnegie Math (GR 6-8) and Amplify (K-5).

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

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

Footsteps2Brilliance is an online early literacy program for grades Pre-K through 3rd available in the classroom and throughout the community; Imagine Learning is an online program for grades K-5 Reading and Mathematics, and Progress Learning (formerly Education Galaxy) is an online program for grades K-5 Reading, writing, Mathematics, and Science. Edgenuity is used by the high school and the alternative campus for credit recovery purposes. Edgenuity also provides intervention programs for middle school and high school. Renaissance Learning is used district-wide as a universal screener for mathematics and reading. TPRI/Tejas LEE is used at the elementary campuses for grades K-3 as the universal screener for reading. CLI Engage is used for PK Progress Monitoring. Renaissance Learning includes Star Reading and Accelerated Reader and is used by all campuses.

Raymondville Early College High School has staff that teaches dual enrollment courses in English Language Arts, Math, Science, Social Studies, and Electives. Raymondville Early College High School in partnership with Coastal Bend to offer Dual Enrollment courses to earn college credit before graduating from high school. CTE certifications being offered at Raymondville High are Certified Nurse's Assistant, Licensed Vocational Nurse, Security Services, NCCER Welding and Carpentry, American Welding Society, Informative Technology and CompTIA. Advancement Via Independent Determination (AVID) is being offered at Myra Green Middle School and Raymondville Early College High School is preparing students with college and career readiness skills.

Raymondville ISD provides the following programs to support classroom instruction:

Raymondville ISD uses Schoology as the Learning Management Platform. DMAC is used by all teachers and administrators to disaggregate state assessment data as well as district benchmarks and common assessments. Lead4ward Accountability Connect is used by administrators to disaggregate data. All campuses identified the need to focus on instructional strategies and student engagement. District-wide implementation of the Effective Instructional Framework, Fundamental 5 framework, and Foundation Trinity continue this school year.

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

Raymondville ISD Advance Course Enrollment Data by Subject												
(Honors, Advance Placement (AP), and Dual)												
	Science		Social Studies		Mathematics		English Language Arts		Foreign Language (Spanish)		CTE/Elective	
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24

Raymondville ISD Advance Course Enrollment Data by Subject (Honors, Advance Placement (AP), and Dual)												
Raymondville Early College High School	170	254	215	303	110	221	170	243	4	19	17	229
Myra Green Middle School	142	133	141	134	126	132	144	132				

Senate Bill 2124: Raymondville ISD offered the Middle School Advanced Mathematics program for sixth graders who performed in the top 40 percent on the fifth grade STAAR 2023 assessment. The middle school utilized the Accelerated Math program from Texas Math Solutions, Carnegie Math.

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

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

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

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

Course Enrollment	Law Enforcement		Certified Nurse Aide/Assistant		AWS Sense Welding		Education		
	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	2022-23	2023-24	
Raymondville ISD	147	212	112	371	136	296	Not Offered	303	

Raymondville ISD College and Career Readiness Grants:

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

Grant Descriptions are from the direct source from the Texas Workforce Commission, https://www.twc.texas.gov/, or the Texas Education Agency, tea.tx.gov.

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

PTECH Success Grant: The P-TECH and ICIA Planning and Implementation Grant is a competitive grant designed to provide students with a smooth transitional experience to postsecondary and the workforce. P-TECH models allow students the opportunity to earn a high school diploma while simultaneously earning industry certifications, level 1 or level 2 certificates, and/or an associate degree on or before the sixth anniversary of a student's first day of high school and at no cost to the student , www.tea.texas.gov.

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

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

Curriculum, Instruction, and Assessment Strengths

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

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Family and Community Engagement

Family and Community Engagement Summary

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

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

Parent Meetings: The district conducts parent conferences and will be using a district parent needs assessment to identify the areas of interest. All campuses host various parent nights (Meet the Teacher, Open House, and different academic nights). Elementary campuses have implemented Parent Teacher Organizations. Campuses are encouraged to provide parent informational meetings throughout the school year.

The **Annual Title I Meeting** will provide information about the Title I program to parents and family members. Parents will be surveyed at the end of the school year to evaluate the Title I parent and family engagement program. Migrant families will be invited to participate in the Parent Advisory Committee.

District Family Engagement Coordinator will conduct parent meetings and trainings in Nutrition and Wellness, and How to Assist their Children Academically at home.

District Organization

District Organization Summary

RISD is made up of five campuses. L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville Early College High School (9-12), and Raymondville Options Academic Academy (9-12). PK 3 is offered at both elementary campuses to frontload our early literacy programs. Raymondville ISD is in the 7th year of offering full-day Pre-K 4 to better address student academic needs. The district partners with Blooming Day Care and Headstart by providing access to a classroom at Pittman and Smith Elementary for the PK 3 program. Each campus has a site-based decision-making team to advise the administration. New teachers are supported at the district-level with a 3-day New Teacher Orientation. Each campus provides breakfast in the classroom and all have a 30-minute lunch break.

RISD has an economically disadvantaged rate of % (Pending: TSDS PEIMS Disaggregation Fall 2022, Fall Collection, First Submission) and provides free breakfast and lunch to all students under the Community Eligibility Provision (CEP). The cafeteria system will offer supper to all students after school.

Campus start and end times are the following:

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

RAYMONDVILLE INDEPENDENT SCHOOL DISTRICT			
Pittman Elementary	7:30 a.m. - 8:30 a.m. (Includes Breakfast, Announcements, Power Hour, and Advisory Period)	8:00 a.m. - 3:35 p.m.	7:30 a.m. - 4:00 p.m.

Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. ROAA provides acaemic support for at-risk 8th graders at their campus.

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

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

Technology

Technology Summary

Due to COVID-19 school closures, RISD implemented remote learning district-wide to ensure instructional continuity throughout the school year. There is a need to ensure that each student has access to a technology device i.e. laptop or digital tablet with applicable software and internet access or Wi-Fi hotspot. The district has an Instructional Technology Coordinator/Webmaster, Network Administrator and 2 Computer Technicians that oversees technology at five campuses, Wil-Cam, Police Department, Maintenance/Transportation and Central Office.

All professional staff received a MacBook Air in 2019 - 2020 school year. The district will provide Pre-K 3 - 2nd classrooms with iPads for classroom instructional use. 3rd - 5th-grade classrooms have access to Chromebooks and Computers on Wheels. Secondary campuses have iPads, Mac Books and Chromebooks that have been assigned or checked out through the media specialist. Selected classrooms utilize Interactive AVER panels for instructional purposes.

RISD is committed to providing a coordinated effort in the integration of technology at all campuses. Each campus has representatives on the District Instructional Technology Team. Blended learning is implemented at the elementary campuses. All district classrooms will be equipped with ceiling-mounted projectors by 2022.

Raymondville High School will provide the following technology application courses: Computer Maintenance I, Principles of Information Technology, Networking, Printing Imaging Technology and Digital Media, Networking and Practicum and Audio Video Productions I and II. RISD staff will review the Texas STaR Chart survey and will utilize the Star Chart to focus on strengthening the four key areas: Teaching and Learning (TL), Educator Preparation and Development (EP), Leadership, Administration and Instructional Support (L) to improve the level of technology integration to ensure the best possible teaching and learning for all students.

Today's students need technology to be active and productive learners in the 21st Century. Teachers must assist students by incorporating technology into their instruction. This will only be possible with support and training by the district and campus technology staff. Currently, the district has 12 Google Certified Educators Level 1, 3 Google Certified Educators Level 2 and 23 Apple Certified Educators. The district hosted the 5th annual iTech Day with the focus being technology integration in the classroom.

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

Priority Problem Statements

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

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

Problem Statement 3: The Federal Graduation Rate decreased from 96% in 2020 to 88% in 2021.
Root Cause 3: COVID
Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: The overall attendance rate for Grades EE-12 decreased from 94% in 2021 to 87% in 2022.
Root Cause 4: COVID
Problem Statement 4 Areas: District Culture and Climate

Problem Statement 5: The district's curriculum lacked socio-emotional lessons relevant to the effects of COVID.
Root Cause 5: Lack of updated material to address current needs
Problem Statement 5 Areas: District Culture and Climate

Problem Statement 6: The number of students placed in the DAEP increased from 26 in 2016-17 to 35 in 2020-21.
Root Cause 6: The district's curriculum lacks the socio-emotional skills to address student needs.
Problem Statement 6 Areas: District Culture and Climate

Problem Statement 7: The district's enrollment in Advance Social Math Courses decreased from 126 in middle school to 110 in high school.
Root Cause 7: The advance course offerings in mathematics is limited .
Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Support Systems and Other Data

- Organizational structure data

Goals

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 2025, the district will increase student performance at the Meets Level of Performance in ELA/Reading from 57% to 65%, Mathematics from 53% to 60%, Science from 50% to 55%, and Social Studies from 48% to 58%.

High Priority

HB3 Goal

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

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

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Professional Learning Communities at all campuses for teachers to work collaboratively to improve student outcomes.	**Formative**		
Strategy's Expected Result/Impact: Master Schedule	**Jan**	**Apr**	**July**
Agenda & Minutes of Meeting Horizontal alignment Vertical alignment			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s) **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement district/campus data meetings that will utilize progress monitoring data reports from web-based assessment and reporting systems, including TAPR, CLI Engage, and RDA data reports, along with the TEKS Resource System in all core content areas. This will also include Eureka Math and Amplify ELA for grades K-5 to ensure alignment in curriculum, instruction, and assessment. Additionally, implement Curriculum Mapping (YAGs, IFDs, VADs, assessment generator, test bank, and Scope and Sequence).	**Formative**		
	Jan	**Apr**	**July**
Implement three-week common assessments for grades 3-5 in core areas to monitor student achievement. Teacher-created assessments and progress monitoring checkpoints will also be utilized.			
Strategy's Expected Result/Impact: Walkthrough documentation DMAC Curriculum Maps Lesson plans Assessments (Six Weeks, Benchmark) 3 week checkpoints (Grades 3-5)			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s) **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,724, - 212 - TITLE I, PART C-MIGRANT, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 263 - TITLE III, PART A-LEP - $10,733, - 199 - GENERAL FUND - $4,600			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue to implement and monitor the MTSS plan as recommended by ESC I and continue to utilize universal screeners to identify student deficiencies for targeted interventions. Utilize Building MTSS, MTSS District Committee	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: MTSS plan Cutpoints Meeting agendas and sign- in sheets Class results. BME 3 Week Monitoring Online Student Monitoring **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Coordinator, Librarian, Principal, Teacher(s) **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,043, - 199 - GENERAL FUND			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement research-based literacy, phonics, and ELAR programs to build students' reading and literacy skills and abilities.	**Formative**		
Strategy's Expected Result/Impact: Pre-test, Post-test, Amplify, Consultant observations, Reading interventions, Increase in STAAR / TELPAS achievement results, Samples of student writing mCLASS Reading strategies	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s) **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,000, - 199 - GENERAL FUND - $0			

Strategy 6 Details	Formative Reviews		
Strategy 6: Improve achievement in elementary and secondary web-based instructional and academic software programs and use of manipulatives.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Classroom observations, increase in STAAR/EOC results. K-5 Eureka Math, Zearn Math, Amplify ELAR, 6-8 Carnegie Math, mCLASS Region One TRS Math, Science, Reading, & Writing, Social Studies **Staff Responsible for Monitoring:** Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher **Title I:** 2.4, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $12,600, - 199 - GENERAL FUND, - Blended Learning Grant - $100,000, - Additional Days School Year Grant - $100,000, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - $25,000, - State Comp			

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement full day PK3 and PK 4 High Quality Grant components at both elementary campuses. Support staff with professional development and instructional coaching.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Class Schedules Screeners BOY, MOY EOY Circle Assessment Observations **Staff Responsible for Monitoring:** Campus Administrators, Curriculum and Instruction, Teachers **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Funding Sources:** - 199 - GENERAL FUND - $3,600			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide well-rounded education opportunities for students to increase academic achievement with academic field trips, extracurricular activities, and character education.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student achievement on STAAR/EOC exams **Staff Responsible for Monitoring:** Principals **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 265-Title IV			

Strategy 9 Details	Formative Reviews		
Strategy 9: Assist schools in developing effective school library programs, Book Taco, to provide students an opportunity to develop digital literacy skills and improve academic achievement **Strategy's Expected Result/Impact:** Increase student achievement on STAAR/EOC exams **Staff Responsible for Monitoring:** Principals	**Formative**		
	Jan	**Apr**	**July**

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:1.2 By the spring of 2025, STAAR performance for students served in special education will increase from 39% to 45% for all subjects as measured by the Meets Level of Performance.

High Priority

HB3 Goal

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System and ensure consistency in their implementation.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Agendas, Sign-in sheets **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff **Funding Sources:** - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Recruit, retain and monitor effective instructional staff and propose the Teacher Incentive Allotment for Cohort D.	**Formative**		
Strategy's Expected Result/Impact: More effective staff will improve instruction, and increase student learning	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal, DCSI **Title I:** 2.4, 2.5 **- Results Driven Accountability - Equity Plan**			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:1.3 By the spring of 2025, RISD will increase the number of students enrolled in CTE certification courses.

HB3 Goal

Evaluation Data Sources: Student Course Enrollment Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Recruit and partner with community and business members in promoting academic success and providing internships and work-based learning opportunities for CTE students.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Sign-in sheets, minutes **Staff Responsible for Monitoring:** Assistant Principal(s), CTE teacher(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Deputy Superintendent **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate CTE programs on a yearly basis to determine updates and changes and track and monitor performance measures for CTE students will meet the statewide target in mathematics, secondary school completion, graduation rate, and Technical School Attainment to improve CTE student performance	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Evaluation reports **Staff Responsible for Monitoring:** Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent **Funding Sources:** - 244 - CARL D. PERKINS BASIC FORMULA GRANT - $10,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: Performance measures for CTE students will meet the statewide target in Secondary placement and Non-traditional participation to improve CTE student performance.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Student achievement results **Staff Responsible for Monitoring:** Principal, Counselor(s), teachers **Funding Sources:** - 244 - CARL D. PERKINS BASIC FORMULA GRANT			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement college readiness, and career development activities, including career fairs.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Career Inventory Reports, Flyers, Letters of Participation, Community Participation, Calendars **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Principal **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 5 Details	Formative Reviews		
Strategy 5: CTE Students will have the opportunity to receive certifications and/or licenses from approved programs or educational sites such as but not limited to RECHS and TSC and administrators will participate and attend training on how to support CTE students.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: CBC Enrollment, Certificates, number of certifications received by students, RGV Lead **Staff Responsible for Monitoring:** Counselor(s), Principal, Special Programs Director **Funding Sources:** - 244 - CARL D. PERKINS BASIC FORMULA GRANT - $8,000, - PTECH Grant - $50,000, - Summer CTE Grant - $25,000			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2025, STAAR performance for Current Emergent Bilinguals (EBs)/English Learners (ELs) will increase from 32% to 40% for all subjects as measured by the Meets Level of Performance.

Evaluation Data Sources: STAAR Performance Data for EB/ELs (CURRENT)

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a professional development plan that addresses the needs of EBs as identified by STAAR/EOC and TELPAS results.(See Professional Development Plan) Instructional Coaching RDA (Results Driven Accountability)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: LPAC Meetings Sign-in sheets Agendas Student Achievement Observations Coordination Reviews Summit K-12 MyAccess **Staff Responsible for Monitoring:** Curriculum & Instruction, Department Heads, District Testing Coordinator, Instructional Coordinator, LPAC Administrator, Principal, Teacher(s) **Title I:** 2.4, 2.6 **Funding Sources:** - 263 - TITLE III, PART A-LEP, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of Sheltered Instruction model at elementary/secondary campuses using ESL strategies in the core subjects and ESL Writing practice e-portfolios to address TELPAS writing and support for secondary students in need of additional instruction of academic language.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Walkthrough observations, TELPAS reports, number that exit/reclassify the program Strong Foundation Grant Implementation, Sirius, Progress Learning **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s) **Title I:** 2.6 **Funding Sources:** Vision 2020 RDA - 263 - TITLE III, PART A-LEP			

Strategy 3 Details	Formative Reviews		
Strategy 3: EB teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for EB students; Monitor classroom implementation of ESL strategies; monitor EB student's academic performance and factors affecting their performance towards meeting graduation requirements	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Student Instructional Plan, Progress Reports, Coordination Reviews, Sign-in sheet, Agendas, progress report /report card, increase student achievement, TELPAS/STAAR/EOC DMAC-LPAC, CLI, mCLASS reports. **Staff Responsible for Monitoring:** Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s) **Title I:** 2.6 **- Results Driven Accountability** **Funding Sources:** - 263 - TITLE III, PART A-LEP			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Conduct folder audit of all EB student cumulative folders to ensure all documents meet compliance and utilize EB data platform to facilitate the LPAC processes and procedures through teacher collaboration at each campus.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: ESL documentation is in order in student record folder. BOY, MOY and EOY LPAC report 3 week coordination review report EB LPAC report 3 Week Bilingual Committee reviews. CLI **Staff Responsible for Monitoring:** LPAC Administrator, Principals, Curriculum & Instruction **Title I:** 2.6 - **Results Driven Accountability** **Funding Sources:** DMAC - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

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Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2025, there will be an increase in the enrollment in Advanced Academics from 553 in the middle school to 636 and 686 in high school to 789 as measured by the number of students enrolled in each advance course (Honors, AP, and Dual).

HB3 Goal

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the required Advanced Academic programs to include: Elementary/Differentiated Instruction/ Pull out Texas Performance Standards Honors/AP classes in the core areas Concurrent/Dual Enrollment Early College High School GT, TSI Talent Search/Upward Bound - UTRGV **Strategy's Expected Result/Impact:** Class roster, schedule, transcripts, TSI, SAT/ACT/AP Exams, GT Project in May **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Department Heads, Principal, Teacher(s) **Title I:** 2.5 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - $47,000, - 161 - PI 21- GIFTED & TALENTED, - PTECH Grant - $125,000, - Summer CTE Grant - $50,000	**Formative**		
	Jan	**Apr**	**July**

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review **Strategy's Expected Result/Impact:** Progress Report, Committee meeting **Staff Responsible for Monitoring:** AP teachers, Assistant Principal(s), Counselor(s), Principal **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	**Formative**		
	Jan	**Apr**	**July**

Strategy 3 Details		**Formative Reviews**		
Strategy 3: Offer additional advance mathematics courses at the high school.		**Formative**		
Strategy's Expected Result/Impact: Increase the enrollment in advance mathematics courses. **Staff Responsible for Monitoring:** Principals and Counselors		**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE:1.6 By the end of the 2025 school year, there will be an increase in the integration of technology tools and resources.

Strategy 1 Details	Formative Reviews		
Strategy 1:	**Formative**		
Improve network dependability and security to facilitate emerging technologies including but not limited to intercom systems, Wi-Fi, content filtering, battery backups, generator, cyber security, increase Bandwidth, increase number of IP addresses.	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Network accessibility **Staff Responsible for Monitoring:** Curriculum & Instruction, District Technology Committee, Network Administrator **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - eRate - $12,000, - Technology Lending Grant - $47,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize web-based data management and reporting program capabilities to maintain district data.	**Formative**		
Strategy's Expected Result/Impact: Skyward Reports	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Curriculum & Instruction, PEIMS Coordinator, Network Administrator, Instructional Technology Coordinator **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain and update technology/hardware to support campus instructional programs including but not limited to: -computer/tablets/laptops for students and professional staff via purchase or lease. -mobile devices -COW (computers on wheels) -distance learning/remote learning -interactive touch panels -Digital informational signage -STEM Programs	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Use of technology equipment, reports, requisitions completed **Staff Responsible for Monitoring:** Curriculum & Instruction, Instructional Technology Coordinator, Network Administrator **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - Technology Lending Grant - $47,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Ensure that staff is afforded various opportunities to participate in technology professional development activities to improve teaching and learning. Teacher Survey, MegaByte, Region 1, TCEA (Texas Computer Education Association), ISTE (International Society for Technology in Education), UTech Conference and Region One Technology Conference, Google Educator training, STEM Summit, TexQuest, Fall Media Conference, AI Summit, Instructional Technology Courses.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher survey results Webinars Certificate of Completion. **Staff Responsible for Monitoring:** Curriculum & Instruction, District Technology Committee, Instructional Technology Coordinator, Principal, Network Administrator **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - $9,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Complete an annual School Technology and Readiness. -Teacher Survey	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher Survey **Staff Responsible for Monitoring:** District Technology Committee, Principal, Teacher(s), Network Administrator, Instructional Technology Coordinator **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	Formative Reviews		
Strategy 6: Integrate technology at campus level through the use of computer programs, on-line websites and other technologies to include Edgenuity services for students in grades 9-12 for credit recovery, acceleration and/or Advanced Placement credit.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Instructional Technology Coordinator, Media Specialist, Principal, Teacher(s), Network Administrator			
Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - Blended Learning Grant - $100,000, - PTECH Grant			

Strategy 7 Details	Formative Reviews		
Strategy 7: Participate in bi-annual Digital Citizenship activities and lessons designed to introduce digital citizenship concepts such as but not limited to: Internet safety and security, privacy, plagiarism, and cyberbullying. Students will practice ethical, legal, and responsible use of technology to assure online safety. CyberSafety Course Common Sense Be Internet Awesome NetSmartz Kids	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Lesson Plans, certificate of completion, student/class digital citizenship contracts, and CyberSafety Course grades			
Staff Responsible for Monitoring: Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Counselor(s), Network Administrator, Teacher(s)			

Strategy 8 Details	Formative Reviews		
Strategy 8: Incorporate and document technology integration in lessons and lesson plans.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Sign-in sheets, Lesson plans			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Teacher(s), Deputy Superintendent			
Funding Sources: - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND, - JET Grant - $197,150			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:2.1 By the end of the 2024-2025 school year, the student attendance rate will increase from 90% to 95%.

High Priority

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Develop campus attendance goals that address procedures, roles, responsibilities and a formal monitoring system and utilize attendance incentives to increase student attendance.
    Strategy's Expected Result/Impact: District review of attendance percentage every six weeks. Review of campus weekly reports
    Staff Responsible for Monitoring: Assistant Principal(s), PEIMS clerk, Principal, Site Based Committee
 	
    Funding Sources: - 199 - GENERAL FUND
	Formative		

	Jan	Apr	July

Strategy 2 Details	Formative Reviews		

Strategy 2: Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators and utilize Skyward's system contact parents regarding absences.
    Strategy's Expected Result/Impact: Agendas, Improve attendance
Weekly campus attendance reports
Reduced dropout rate
TEA School Report Card
End of year Transition meetings w/counselors
    Staff Responsible for Monitoring: PEIMS Coordinator, PEIMS clerk
 	
    Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS
	Formative		

	Jan	Apr	July

Strategy 3 Details		**Formative Reviews**		
Strategy 3: Create, maintain and implement leaver procedures in the School Leavers and Under-reported students Policies and Procedures Manual. Each campus will maintain proper documentation for leaver records to meet state requirements and the district will conduct audit checks periodically.		**Formative**		
		Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Reduced dropout rate TEA School Report Card End of year Transition meetings w/counselors **Staff Responsible for Monitoring:** Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS				

Strategy 4 Details		**Formative Reviews**		
Strategy 4: The District will develop and implement an attendance policy in the Student Code of Conduct Handbook which addresses truancy guidelines as well as discipline/tardiness. Each campus will develop and monitor procedures for responses to student absences and tardies through the attendance review committee as per district policy.		**Formative**		
		Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Surveys Six weeks reports on discipline and attendance Attendance Review Committee minutes **Staff Responsible for Monitoring:** Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND				

Strategy 5 Details		**Formative Reviews**		
Strategy 5: Campus administrators will train staff on requirements for students being considered present or absent in accordance with the student accounting handbook, General Attendance Requirements and recruit district level staff member to assist campus personnel, students and parents in identifying and resolving problems affecting school attendance.		**Formative**		
		Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Sign-in Sheet Agenda **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 199 - GENERAL FUND				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:2.2 By the end of the 2024-2025 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for staff and assist students with issues interfering with learning, such as but not limited to, emotional distress, sexual abuse, sexual harassment, suicide, family problems, or alcohol and how intervention strategies will be created for students who are in need of assistance.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Reports on: Student academic performance Discipline reports Referrals to counselor **Staff Responsible for Monitoring:** Counselor(s), Principal, School Nurse, Teacher(s) **Title I:** 2.6 **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 265-Title IV			

Strategy 2 Details	Formative Reviews		
Strategy 2: Each campus will develop and implement a comprehensive developmental guidance and counseling program that is designed to serve all students to include but not limited to alcohol, drug and tobacco prevention. Child Abuse, Bullying, Violence, suicide, human trafficking, Dating Violence	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Counselor's logs Guidance and Counseling Program document and calendar of services provided. Counseling sessions/presentations Agendas/schedule **Staff Responsible for Monitoring:** Campus Police, Counselor(s), Principal **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Ensure that campus counselors provide guidance services for parents,students and staff that include:	**Formative**		
-student schedule modifications -graduation plans/career education -job readiness training-Career fair -college readiness -Texas Grant Program -Teach for Texas Grant -Gear Up (Cohort)	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Counselor's Log Sessions/Presentations Agendas Sign in sheets **Staff Responsible for Monitoring:** Counselor(s), Principal **Title I:** 2.6 **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, - 265-Title IV - $7,522, - PTECH Grant, - 282-TCLAS			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide transition support service and activities for students transitioning from Pre-K to Kindergarten, from elementary to middle school, and from middle school to high school to ensure students success as they promote each year.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Improve student awareness of next grade level and support student success **Staff Responsible for Monitoring:** Principals and teachers			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:2.3 In the 2024-2025 school year, the District will provide a safe learning environment for all students.

Strategy 1 Details	Formative Reviews		
Strategy 1: Adopt a District-wide Character Education Program to begin in the elementary grades and transition into the secondary schools; Educational Foundation.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Character Education Plan Decrease in discipline referrals Decrease in dropout rate Surveys Agenda/sign-in sheets of student, staff and parent trainings **Staff Responsible for Monitoring:** Assistant Principal(s), Athletic Director, Counselor(s), Deputy Superintendent, Principal, Teacher(s) **Title I:** 2.6 **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - $10,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue training and implementation of school-wide Positive Behavior Intervention and supports (PBIS) (Elementary and middle school campuses), classroom management that integrates restorative discipline	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Sign-in rosters Agendas Walkthroughs Decrease in discipline referrals **Staff Responsible for Monitoring:** Assistant Principal(s), Deputy Superintendent, Principal, Region I, Teacher(s) **Title I:** 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the Raptor system and staff Ids at all campuses. All District personnel will be required to wear an identification card and visitors will be required to present a valid picture ID when visiting campuses.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Visibility of use of identification cards by District personnel Visitors sign-in log/electronic reports that are generated via security system.(Raptor) **Staff Responsible for Monitoring:** Assistant Principal(s), Campus Police, Principal, Teacher(s) **Title I:** 2.6 **Funding Sources:** - 199 - GENERAL FUND			

Strategy 4 Details	Formative Reviews		
Strategy 4: 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.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Ads and notifications Signed receipt **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 5 Details	Formative Reviews		
Strategy 5: Review and revise the District Emergency Operations Plan and develop a crisis intervention plan to address emergency procedures which will be implemented by every department and campus.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: District Emergency Operations Plan, Crisis Intervention Plan **Staff Responsible for Monitoring:** Campus Police, Chief Accountant, Chief Financial Officer, Maintenance Director, Safety Coordinator, Superintendent			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of bullying intervention plan. District Bullying Prevention Committee will review Bully Reports as needed.	**Formative**		
Strategy's Expected Result/Impact: Bullying Intervention Plan	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: District Police, Deputy Superintendent, Campus Principal, District Bullying Prevention Committee			

Strategy 7 Details	Formative Reviews		
Strategy 7: Evaluate school climate for comprehensive needs assessment using a snapshot survey during the spring semester	**Formative**		
Staff Responsible for Monitoring: Principal, Staff Students Parents	**Jan**	**Apr**	**July**
Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $8,000			

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide BOY and MOY training for all staff on the identification and reporting of sexual harassment and sexual abuse.	**Formative**		
Strategy's Expected Result/Impact: Sign in sheets	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: District and campus administrators			

Strategy 9 Details	Formative Reviews		
Strategy 9: Conduct mandated drills.	**Formative**		
Strategy's Expected Result/Impact: Log sheets	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: District and campus administrators.			

Strategy 10 Details	Formative Reviews		
Strategy 10: Equip campus and district facilities with safety equipment to ensure the safety and security of students and staff.	**Formative**		
Strategy's Expected Result/Impact: Increase school safety and security	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Facilities and Operations, District Police			
Funding Sources: - School Safety & Security Grant - $25,000			

Strategy 11 Details	Formative Reviews		
Strategy 11: Provide health clinics for students, staff, and the community	**Formative**		
	Jan	**Apr**	**July**

Strategy 12 Details	Formative Reviews		
Strategy 12: Dating violence is not tolerated. If a report identifies a student as an alleged victim or perpetrator, the campus administrator or counselor will immediately notify the parent. The campus will follow guidelines for students who are victims, including a safety plan, enforcement of protective orders, campus alternatives to protective orders, and access to counseling.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Provide a safe learning environment for students who are victims of dating violence. **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers	**Formative**		
Strategy's Expected Result/Impact: Orientation Evaluations	**Jan**	**Apr**	**July**
Retention of new teachers Sign-in sheets Agendas **Staff Responsible for Monitoring:** Curriculum & Instruction, Federal/Special Programs Director, Principal, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study **Staff Responsible for Monitoring:** Chief Accountant, Superintendent **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			

Strategy 3 Details	Formative Reviews		

Strategy 3: Continue recruitment efforts by:
-Assign campus personnel
-Advertise in and out of Raymondville
-Utilize Region I support
 	
    Strategy's Expected Result/Impact: Decrease the number of vacancies prior to the commencement of school.
    Staff Responsible for Monitoring: Superintendent, Human Resources, Principal(s)
 	
    Funding Sources: - 199 - GENERAL FUND
	Formative		

	Jan	**Apr**	**July**

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide leadership training on, but not limited to, T-TESS, T-PESS for all Central Office staff and campus administrators.
    Strategy's Expected Result/Impact: Sign- in sheets
    Staff Responsible for Monitoring: Superintendent, Curriculum & Instruction, Special Programs Director
 	
    Funding Sources: - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS
	Formative		

	Jan	**Apr**	**July**

Strategy 5 Details	Formative Reviews		

Strategy 5: Implement the Teacher Incentive Allotment to provide a realistic pathway to pay outstanding teachers based on the ability to earn a designation through TIA and dramatically improve the recruitment and retention of highly effective teachers.
    Strategy's Expected Result/Impact: Recruit and retain highly effective teachers in the classroom.
    Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, HR, C&I, Principals
	Formative		

	Jan	**Apr**	**July**

Strategy 6 Details	Formative Reviews		

Strategy 6: Implement the Mentor Teacher Allotment in order to expand the mentoring program to address the needs of all teachers both experienced and inexperienced.
    Strategy's Expected Result/Impact: Strengthen the leadership skills by providing experienced and inexperienced teachers professional development and support and growing leaders within each campus.
    Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, HR, C&I, Principals
	Formative		

	Jan	**Apr**	**July**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:2.5 By the spring of 2025, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and maintain the School Health Advisory Council wellness guidelines at all campuses.	**Formative**		
Strategy's Expected Result/Impact: Sign-in rosters	**Jan**	**Apr**	**July**
Agendas			
Fall Review			
Staff Responsible for Monitoring: Principal, District RN, SHAC committee members, Federal Programs			
Funding Sources: - 199 - GENERAL FUND - $500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: Assess student fitness annually in grades 3 - 12	**Formative**		
Fitness Gram	**Jan**	**Apr**	**July**
R.O.A.A.			
Strategy's Expected Result/Impact: Physical fitness reports on students			
Staff Responsible for Monitoring: Athletic Director, Coaches, Principal, School Nurse			
Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide students in grades PK-8 with moderate to vigorous activities each day in Physical Education for at least 30 minutes a day.	**Formative**		
(Middle school students for at least a total of 4 semesters)	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Schedules			
Fitness reports			
Staff Responsible for Monitoring: Athletic Director, Coaches, Principal			
Funding Sources: - 199 - GENERAL FUND			

Strategy 4 Details	Formative Reviews		
Strategy 4: District /Campuses will conduct training for all staff to include auxiliary, and central office staff on safety, sexual harassment, allergy management and how to deal with difficult students.	**Formative**		
Strategy's Expected Result/Impact: Training Agendas Sign-in sheets **Staff Responsible for Monitoring:** Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,200, - 166 - PI 23 SPECIAL EDUCATION	**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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 2025, the district will implement strategies to increase the Federal Graduation Rate from 88.4% to 90%.

HB3 Goal

Evaluation Data Sources: 2023 STAAR Closing the Gaps Federal Graduation Rate

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement strategic truancy prevention plan at each campus. This plan should include student/parent contacts, school truancy officer contacts, home visits and truancy court records.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase Completion Rate Decrease Dropout rate Student Schedules/Credits **Staff Responsible for Monitoring:** Counselor(s), Principal, Deputy Superintendent, Superintendent **Title I:** 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $5,000, - 199 - GENERAL FUND - $10,000, - State Comp			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide flexible hours and days of attendance for students in grades 9-12 who have dropped out of school or are at risk of dropping out through the Optional Flexible School Day Program offered at Raymondville Options Academic Academy.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Student Attendance Log Increased Completion Rate Decreased Drop-out Rate **Staff Responsible for Monitoring:** Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $30,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff training on the Edgenuity, PEIMS and Skyward Management System.	Formative		
Strategy's Expected Result/Impact: Sign-in Rosters Increase in graduation rate	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor(s), Lab Manager, Principal, PEIMS clerk **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide on-site support and guidance to the campus administrative team to implement structured processes and procedures that will support the campus accountability standards for graduation and completion rates at both campuses.	Formative		
Strategy's Expected Result/Impact: Sign-in Rosters Agendas Increased Completion Rate Decrease Dropout Rates	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Deputy Superintendent, Federal/Special Programs Director, Principal **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement a targeted drop-out prevention program, including the development of an individual plans to encourage students who have dropped out, been retained or are at high risk of dropping out, to stay on school and graduate.	Formative		
Strategy's Expected Result/Impact: Decrease in students coded as (98) dropouts during the school year	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor(s), Principals **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000, - 199 - GENERAL FUND - $1,000, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL - $15,000, - PTECH Grant, - State Comp			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide CTE courses that lead to industry certification	Formative		
Strategy's Expected Result/Impact: Increase number of certifications earned	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal **Funding Sources:** - 244 - CARL D. PERKINS BASIC FORMULA GRANT - $40,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000, - JET Grant - $197,150			

Strategy 7 Details	Formative Reviews

Strategy 7: Offer dual enrollment opportunities on campus		Formative	
Strategy's Expected Result/Impact: increase in college credits earned	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor			
Funding Sources: - 199 - GENERAL FUND - $30,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,000, - 428 - HIGH SCHOOL ALLOTMENT - $30,000, - Summer CTE Grant - $50,000, - PTECH Grant			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:4.1 By the end of the 2024-2025 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.

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

Strategy 2 Details	Formative Reviews		
Strategy 2: High school campuses will conduct parent meetings to explain graduation requirements for all grade levels.	**Formative**		
Strategy's Expected Result/Impact: Sign-in sheets	**Jan**	**Apr**	**July**
Parent participation **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Federal/Special Programs Director, Principal **Title I:** 4.2			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: The District and campuses will notify parents of programs available to reduce dropout rate via parent meetings, brochures, newsletters, newspaper and District web-site. Elementary and Secondary.	**Formative**		
Strategy's Expected Result/Impact: Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits **Staff Responsible for Monitoring:** Counselor(s), Federal/Special Programs Director, Principal **Title I:** 4.2	**Jan**	**Apr**	**July**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: All campuses will conduct parent meetings to discuss the ESSA Title I requirements related to parental involvement and a parent's right to participate in their child's education and Fall and Spring Parent/Community Conference.	**Formative**		
Strategy's Expected Result/Impact: Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate. **Staff Responsible for Monitoring:** Federal/Special Programs Director, Principal **Title I:** 4.2	**Jan**	**Apr**	**July**

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses.	**Formative**		
Strategy's Expected Result/Impact: Agenda/ Sign-in sheets District Website Parent Meeting Flyers **Staff Responsible for Monitoring:** Curriculum and Instruction Principal Assistant Principal **Title I:** 4.2	**Jan**	**Apr**	**July**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 5.1 For the 2024-2025 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: The District will provide appropriate training opportunities on purchasing/purchase orders and cash handling procedures for secretaries, finance personnel, department heads, new personnel to include principals.	**Formative**		
Strategy's Expected Result/Impact: Training Agendas/ Sign-in Sheets	**Jan**	**Apr**	**July**
Efficient PO Processing			
Staff Responsible for Monitoring: Budget Coordinator, Purchasing Agent Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND - $250			

Strategy 2 Details	Formative Reviews		
Strategy 2: The District will create and implement a time-line for creating and monitoring budgets.	**Formative**		
Strategy's Expected Result/Impact: Actual budget time-line and monitoring audit reports	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: The District will make on site visitations of campuses and departments to assess financial and facility needs.	**Formative**		
Strategy's Expected Result/Impact: Campus Visit Logs with Documentation of needs. District facility Needs Study	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent and Special Programs Director			
Funding Sources: - 199 - GENERAL FUND			

Strategy 4 Details	Formative Reviews		

Strategy 4: The District will provide appropriate training on, but not limited to,for secretaries, finance personnel, department heads and principals.	**Formative**		

Strategy 4: The District will provide appropriate training on, but not limited to,for secretaries, finance personnel, department heads and principals.
-Student Activity Funds
-Audit Items
-Account Codes
-Budget Monitoring
-Purchasing Procedures
--Payroll Procedures
-Internal Controls
-Travel Procedures
-Bank Reconciliation

	Jan	Apr	July

Strategy's Expected Result/Impact: Training Agendas, Sign-in Sheets, Spot checks at campuses/departments with documentation. Quarterly finance meetings.

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

Funding Sources: - 199 - GENERAL FUND - $250

Strategy 5 Details	Formative Reviews		

Strategy 5: Review local staffing formulas and staffing patterns to strive for campus equity, taking into account student special populations.

	Formative		
	Jan	Apr	July

Strategy's Expected Result/Impact: Staffing schedules

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

Funding Sources: - 199 - GENERAL FUND

Strategy 6 Details	Formative Reviews		

Strategy 6: Provide technical assistance and guidance for the use of all funds, i.e. grants local and federal funding.

	Formative		
	Jan	Apr	July

Strategy's Expected Result/Impact: Finance software training, agendas, sign-in sheets, Grants - allowable and unallowable expenditures

Staff Responsible for Monitoring: Budget Coordinator, Federal Programs Director, Chief Financial Officer, Superintendent

Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 244 - CARL D. PERKINS BASIC FORMULA GRANT, Contracted Services - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, Contracted Services - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, Contracted Services - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL, Contracted Services - 265-Title IV

Strategy 7 Details	Formative Reviews		
Strategy 7: The District will monitor student and staffing attendance through PEIMS.	Formative		
Strategy's Expected Result/Impact: Quarterly PEIMS reports; Monitoring of attendance after every six weeks using excel worksheet provided by Region One. Daily Enrollment/Attendance Reports	Jan	Apr	July
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

Strategy 8 Details	Formative Reviews		
Strategy 8: The District will continue to adhere to TASB compensation plan for administrators, teachers, clerical, paraprofessional, auxiliary staff and an incentive plan relative to the market values.	Formative		
Strategy's Expected Result/Impact: Compensation Plan and Incentive Plan	Jan	Apr	July
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

Strategy 9 Details	Formative Reviews		
Strategy 9: The District will review salaries annually for all staff, competitive to market values.	Formative		
Strategy's Expected Result/Impact: Teacher Pay Scale, Human Resource and Payroll reports to market values using TASB services.	Jan	Apr	July
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

Strategy 10 Details	Formative Reviews		
Strategy 10: The District will adhere to the rental agreement plan when renting our buildings, fields and facilities.	Formative		
Strategy's Expected Result/Impact: Lease Schedule, Rental Forms	Jan	Apr	July
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

Strategy 11 Details	Formative Reviews		
Strategy 11: The District will adhere to procurement procedures to include but not limited to: Purchasing Cooperatives, District Bids and Price Quotes.	Formative		
Strategy's Expected Result/Impact: Bid Calendar, Annual Audit. Finance Advisory Council (FAC), Purchasing Advisory Council (PAC)	Jan	Apr	July
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Purchasing Agent, Superintendent			
Funding Sources: - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   Continue/Modify   X Discontinue

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 5.2 For the 2024-2025 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

Strategy 1 Details	Formative Reviews		
Strategy 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 (Americans with Disabilities Act) requirements	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Assessment reports Prioritized schedules of work projects, (if needed) Safety Inspections Weekly operation directors meeting **Staff Responsible for Monitoring:** Campus Police, Maintenance Director, Safety Coordinator, Superintendent, Network Administrator, Special Programs Director, and Deputy Superintendent **Funding Sources:** - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: The District will pursue grant opportunities to enhance programs and materials for RISD.	**Formative**		
Strategy's Expected Result/Impact: Grant Applications Weekly operation directors meeting	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Budget Coordinator, Chief Financial Officer, Federal/Special Programs Director, Food Service Director, Maintenance Director, Superintendent, Network Administrator and Deputy Superintendent **Funding Sources:** - 199 - GENERAL FUND, - School Safety & Security Grant - $25,000			

Strategy 3 Details	Formative Reviews
Strategy 3: The District will continue to improve the aesthetics of all district facilities. Major areas to be addressed:	**Formative**

	Jan	Apr	July
a) parking lots b) demolition projects c) landscaping d) renovations e) surplus f) roofing, etc. **Strategy's Expected Result/Impact:** Prioritized schedules of work projects (if needed), District Auction **Staff Responsible for Monitoring:** Budget Coordinator, Chief Financial Officer, Maintenance Director, Superintendent and Deputy Superintendent **Funding Sources:** - 199 - GENERAL FUND			

Strategy 4 Details	Formative Reviews
Strategy 4: The District will conduct annual assessments of vehicles to identify and create replacement schedule.	**Formative**

	Jan	Apr	July
Strategy's Expected Result/Impact: Vehicle Schedule, Depreciation Schedule, District Auction **Staff Responsible for Monitoring:** Campus Police, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent **Funding Sources:** - 199 - GENERAL FUND			

Strategy 5 Details	Formative Reviews
Strategy 5: The District will conduct an annual assessment of equipment and supplies.	**Formative**

	Jan	Apr	July
Strategy's Expected Result/Impact: Inventory/Fixed Asset reports, District Auction **Staff Responsible for Monitoring:** Campus Police, Campus SAP Contact, Chief Financial Officer, Fixed Assets Coordinator, Maintenance Director, Superintendent and Deputy Superintendent **Funding Sources:** - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   Continue/Modify   ✖ Discontinue

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 6.1 By the spring of 2025, the district will increase leadership and collaboration opportunities among administrators, teachers, and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: Organize and support Leadership Academy for all administrative staff which will include but not limited to the following topics:	**Formative**		
-District Philosophy -Instructional Process	**Jan**	**Apr**	**July**

-Accountability Systems
-District Improvement Plan
-District Grading policies/procedures
-PEIMS Data
-Student Attendance
-Budget and Finance Procedures.
 	
    Strategy's Expected Result/Impact: Leadership Academy Presenters and Presentations
    Agendas
    Sign In Sheets
    Staff Responsible for Monitoring: Curriculum & Instruction, Deputy Superintendent, Superintendent, CFO, Fixed Assets, PEIMS Coordinator, Human Resources, District Testing Coordinator, Network Administrator
 	
    Funding Sources: - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide opportunities for administrators, board members and staff to attend conferences, training and online resources.	**Formative**		
Accountability Connect Leading Learning.	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Conference Agendas and Individual Campus Agendas
    Staff Responsible for Monitoring: Curriculum and Instruction, Superintendent, Deputy Superintendent, Principals
 	
    Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Provide training for SHAC.	**Formative**		
Strategy's Expected Result/Impact: Sign-in sheets	**Jan**	**Apr**	**July**
Handouts			
Staff Responsible for Monitoring: Superintendent, Deputy Superintendent, Region I, Health Coordinator			
Funding Sources: - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide documentation awareness for all District personnel and supervisory capacity.	**Formative**		
Strategy's Expected Result/Impact: District Legal Counsel - sign-in sheet	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Superintendent, Deputy Superintendent			
Funding Sources: - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 6.2 During the 2024-2025 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance. Discuss findings of campus activities at DEIC meeting.	**Formative**		
Strategy's Expected Result/Impact: DEIC sign-in sheets and agendas **Staff Responsible for Monitoring:** Curriculum & Instruction, District Site Based Committee, Superintendent, Cabinet Members **Funding Sources:** - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Formative Review section to determine completion of strategies.	**Formative**		
Strategy's Expected Result/Impact: Formative review ratings **Staff Responsible for Monitoring:** Curriculum & Instruction, District Site Based Committee, Cabinet Members **Funding Sources:** - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure that campus site based committees meet on a quarterly basis to review the Campus Improvement Plan.	**Formative**		
Strategy's Expected Result/Impact: Campus site based committee sign-in sheets and agendas **Staff Responsible for Monitoring:** Principal, Site Based Committee **Funding Sources:** - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 4 Details	Formative Reviews		
Strategy 4: Develop school calendar.	**Formative**		
Strategy's Expected Result/Impact: Calendar **Staff Responsible for Monitoring:** Curriculum & Instruction, DEIC **Funding Sources:** - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 5 Details	Formative Reviews

Strategy 5: Review and Implement District Strategic Plan	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Timeline Agendas Sign in Sheets **Staff Responsible for Monitoring:** Superintendent, Deputy Superintendent, Curriculum & Instruction, Design Teams **Funding Sources:** - 199 - GENERAL FUND			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the accommodations section of the district and campus coordinator resources to ensure appropriate assessment recommendations.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: ARD minutes and forms, STAAR/EOC results			
Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Curriculum & Instruction, Principal, Special Ed Director, Teacher(s)			
Funding Sources: - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: MEP staff will work cooperatively with the PEIMS staff to ensure accuracy of coding of migrant students and provide monthly New Generation System Priority for Service Reports to campus principals. The NGS PFS report will be used to give priority placement to the PFS students into MEP activities.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher receives list of reports Priority for Service			
Staff Responsible for Monitoring: New Generation System Clerk, Federal/Special Programs Director, Migrant Recruiter, Campus Principals			
Funding Sources: - 212 - TITLE I, PART C-MIGRANT			

Strategy 3 Details	Formative Reviews		
Strategy 3: Train Director, NGS Specialists, and Recruiter on identification and recruitment procedures; training on migrant eligibility, NGS, and required migrant forms and logs for MEP staff. Work with regional ESC to provide training support to MEP recruiter, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Certificates of Completion Identification & recruitment of migrant students **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 4 Details	Formative Reviews		
Strategy 4: Supplemental instruction will be conducted regarding extended-day EOC, STAAR tutorials (before school, after school, or on Saturdays to all migrant students grade 1-12 (K-12). Summer Programs will be conducted and must be supplemental to the district's summer program offerings. ACE Program, Project Smart (Elementary middle school).	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Sign-in logs **Staff Responsible for Monitoring:** Principal, Teacher(s), Migrant Staff **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 5 Details	Formative Reviews		
Strategy 5: Coordinate between Special Education teachers and regular education teachers to ensure that special education students are receiving the appropriate instruction as per the IEP and maintain documentation to ensure accommodations and modifications are implemented according to IEPs.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Documentation Coordination Meetings, Lesson plans, Master Schedule (High School) **Staff Responsible for Monitoring:** Assistant Principal(s), Department Heads, Principal, Special Ed Director, Special Education Teachers, Wil-Cam Staff **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 166 - PI 23 SPECIAL EDUCATION - $638,000, - 263 - TITLE III, PART A-LEP - $14,519			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of ELPS in every classroom in which EB students are served and provide targeted interventions, learning opportunities and supplemental software for EBs.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough observation, Language/content objectives, TELPAS reports, OLPT results, Exit / Reclassification from ESL program, TPRI/CLI, STAAR/EOC results **Staff Responsible for Monitoring:** Curriculum & Instruction, Instructional Coordinator, Principal, Region I, Teacher(s), LPAC Administrator, **Title I:** 2.6 **Funding Sources:** - 263 - TITLE III, PART A-LEP - $14,519, - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE	**Jan**	**Apr**	**July**

Strategy 7 Details	Formative Reviews		
Strategy 7: Meet with eligibility reviewers, recruiter and clerks to brainstorm and plan recruitment strategies to include in ID & R plan.	**Formative**		
Strategy's Expected Result/Impact: Revision to ID & R plan Minutes **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT	**Jan**	**Apr**	**July**

Strategy 8 Details	Formative Reviews		
Strategy 8: 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, Decision-making Training from the Texas SPED support, and Confidentiality; differentiation on instruction for special education students in inclusion.	**Formative**		
Strategy's Expected Result/Impact: Agendas, Sign-in sheet, decrease in special ed referrals, STAAR/EOC results **Staff Responsible for Monitoring:** Special Ed Director, Wil-Cam Staff **Funding Sources:** - 166 - PI 23 SPECIAL EDUCATION - $18,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 9 Details	Formative Reviews		
Strategy 9: Conduct informational meetings for parents to discuss benefits of ESL program.	**Formative**		
Strategy's Expected Result/Impact: Sign-in sheets, Agendas, decrease in parent denials. Increase parent/community involvement. **Staff Responsible for Monitoring:** Curriculum & Instruction, ESL Coordinator, Principal, Region I, Teacher(s) **Title I:** 4.2	**Jan**	**Apr**	**July**

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide quarterly meetings for parents of Priority for Service students and document federal, state, and local academic programs that provide services to migrant Priority for Service students. Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase number of participating parents and increase communication Agenda Sign-in sheets **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Title I:** 4.2 **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 11 Details	Formative Reviews		
Strategy 11: Assign recruiter, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out-of-school youth, including pre-school-aged children, and other state and federal agencies that serve migrant families. Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Contact logs Assignment schedule **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 12 Details	Formative Reviews		
Strategy 12: Provide Child Find awareness and activities to parents and community. -District/Campus Outreach Activities -District Web-site -Local Newspaper	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening **Staff Responsible for Monitoring:** Special Ed Director, Wil-Cam Staff **Funding Sources:** - 166 - PI 23 SPECIAL EDUCATION, - 199 - GENERAL FUND			

Strategy 13 Details	Formative Reviews

Strategy 13: The academic progress of PFS students will be monitored to ensure that their academic needs are being met and monitor credit accrual of secondary Migrant students. Secondary migrant students will be provided instructional assistance in core subject areas with the opportunity to gain the needed credit for graduation.	Formative		
Strategy's Expected Result/Impact: Increase reading and math performance and post-secondary readiness **Staff Responsible for Monitoring:** Counselor(s), New Generation System Clerk, Teacher(s) and Principal, Special Programs Director **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT	Jan	Apr	July

Strategy 14 Details	Formative Reviews

Strategy 14: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollee (ages 0-21). Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADS. Submit completed COE and COE supplemental documentation form to eligibility reviewer for review. Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Formative		
Strategy's Expected Result/Impact: Contact Log **Staff Responsible for Monitoring:** Migrant Recruiter, NGS Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT	Jan	Apr	July

Strategy 15 Details	Formative Reviews

Strategy 15: 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.	Formative		
Strategy's Expected Result/Impact: Parent Contact Log **Staff Responsible for Monitoring:** Counselor(s), Teacher(s)	Jan	Apr	July

Strategy 16 Details	Formative Reviews

Strategy 16: Make home visits and /or conduct cluster meetings to update migrant parents of their children's academic progress. Provide MEP awareness for parents of PFS migrant students regarding PFS Criteria, reports and regulations.	Formative		
Strategy's Expected Result/Impact: Progress report/Report Card Documentation Home Visit Log Follow up phone calls Attendance report **Staff Responsible for Monitoring:** Counselor(s), NGS Clerk, Principal, Teacher **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT	Jan	Apr	July

Strategy 17 Details	Formative Reviews		
Strategy 17: Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Formative**		
Strategy's Expected Result/Impact: COE Review Updates	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 18 Details	Formative Reviews		
Strategy 18: Early Childhood/School Readiness: Within the first 60 days of school year that eligible pre-school migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.) A Bright Beginning for migrant three year old students will be implemented at the district.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Recruiters Log, Parent Survey **Staff Responsible for Monitoring:** Migrant Recruiters, NGS Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT, - Additional Days School Year Grant, - State Comp			

Strategy 19 Details	Formative Reviews		
Strategy 19: Develop transition plans for identified special education students on or by age 14.	**Formative**		
Strategy's Expected Result/Impact: Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff **Funding Sources:** - 166 - PI 23 SPECIAL EDUCATION, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 20 Details	Formative Reviews		
Strategy 20: Ensure that PFS students receive priority access to social workers and community social service agencies.	**Formative**		
Strategy's Expected Result/Impact: Sign-in sheets Documentation of home visits Copies of referral forms	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor(s), Migrant Recruiter, New Generation System Clerk, Principal, Teacher(s) **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 21 Details	Formative Reviews		
Strategy 21: Make recruiter assignments for contacting growers within districts boundaries regarding hiring practices, crops and growing seasons. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiter highlighting all areas/neighborhoods where migrant families reside. Maintain updated active and inactive records. File COEs in alphabetical order by mother's current last name and retain records for seven years from the date eligibility ends.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Contact log with growers **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 22 Details	Formative Reviews		
Strategy 22: Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services. Conduct an evaluation of your Migrant Education Program with parent surveys.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Agenda, Sign-in, Minutes **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiters, NGS Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 23 Details	Formative Reviews		
Strategy 23: Network with agencies that serve migrant families, UMOS. 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.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Documentation of meeting and service referrals **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 24 Details	Formative Reviews		
Strategy 24: Develop written procedures that outline ID&R quality control within the LEA and ESC. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement during PAC meetings.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Written procedures PAC Meeting Agenda and minutes **Staff Responsible for Monitoring:** Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 25 Details	Formative Reviews		
Strategy 25: Utilize dyslexia program and identify students that need services through diagnostic reading assessments.	Formative		
Strategy's Expected Result/Impact: Accelerated Instruction Plan,	**Jan**	**Apr**	**July**
Minutes of meetings Progress Monitoring Schedules Passing results **Staff Responsible for Monitoring:** Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors, Dyslexia Teacher, SPED Director **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL			

Strategy 26 Details	Formative Reviews		
Strategy 26: Validate eligibility through re-interview process according to instructions set forth by TEA.	Formative		
Strategy's Expected Result/Impact: Activity log of interview	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Migrant Recruiter, NGS Clerk, and Special Programs Director Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant) **Funding Sources:** - 212 - TITLE I, PART C-MIGRANT			

Strategy 27 Details	Formative Reviews		
Strategy 27: Ensure that alternative programs, services, and pre-referral interventions (such as MTSS, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: MTSS Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster **Staff Responsible for Monitoring:** Assistant Principal(s), Campus MTSS Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - State Comp			

Strategy 28 Details	Formative Reviews		
Strategy 28: Provide MTSS training to all members of the committee at all campuses to ensure implementation of guidelines and procedures.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals. **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff **Title I:** 2.5, 2.6 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 29 Details	Formative Reviews		
Strategy 29: Implement accelerated instruction, tutoring and academic and non-academic intervention support services for students at-risk of falling behind in core content areas.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Close achievement gaps Increase student achievement **Staff Responsible for Monitoring:** Teachers **Funding Sources:** - 265-Title IV, - State Comp, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, - 270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL			

Strategy 30 Details	Formative Reviews		
Strategy 30: Evaluate GT program annually and use data for modifications to the district and campus improvement plans and ensure that all special populations have access to G/T identification process and services.	Formative		
Strategy's Expected Result/Impact: Survey evaluation results, changes to CIP/DIP, PEIMS report, student schedule Policy On-line **Staff Responsible for Monitoring:** Curriculum & Instruction, Principal, Teacher(s) **Title I:** 2.5 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Jan	Apr	July

Strategy 31 Details	Formative Reviews		
Strategy 31: Provide new G/T teachers the initial 30 hour staff development in G/T education and provide a minimum of 6 hours annually in gifted education for G/T teachers providing the service to students.	Formative		
Strategy's Expected Result/Impact: Certificate of Completion **Staff Responsible for Monitoring:** Counselor(s), Curriculum & Instruction, Principal, Teacher(s **Funding Sources:** - 199 - GENERAL FUND	Jan	Apr	July

Strategy 32 Details	Formative Reviews		
Strategy 32: Provide new administrators and new counselors 6 hours of staff development on the nature and needs of G/T students and on the program options; identify staff needing required GT training on an annual basis.	Formative		
Strategy's Expected Result/Impact: Certificate of Completion **Staff Responsible for Monitoring:** Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal **Funding Sources:** - 199 - GENERAL FUND	Jan	Apr	July

Strategy 33 Details	Formative Reviews		
Strategy 33: Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website.	Formative		
Strategy's Expected Result/Impact: Agenda, sign-in sheet, end of year survey **Staff Responsible for Monitoring:** Counselor(s), Curriculum & Instruction, Principal **Title I:** 4.2 **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Jan	Apr	July

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

District Calendar Committee

Committee Role	Name	Position
Classroom Teacher	April Castillo	ROAA Teacher
Classroom Teacher	Eloy Zamorano	RECHS Teacher
Non-classroom Professional	Sandy Andaverde	RECHS Counselor
Classroom Teacher	Melinda Hernandez	Pittman Teacher
Classroom Teacher	Lydia Chavarria	Pittman Teacher
Classroom Teacher	Yadirah Herrera-Martinez	MGMS Teacher
Administrator	Raul Gonzalez	Pittman Asst. Principal
Non-classroom Professional	Christina Castillo	MGMS Counselor

District Improvement & Planning Committee

Committee Role	Name	Position
Classroom Teacher	Elisa Rios	L.C. Smith Teacher
Classroom Teacher	Corina Ruiz	L.C. Smith Teacher
Administrator	Dr. Dana Yates	Part-time Director of Student Learning
Administrator	Dr. Sandra Nieto	C&I Director
District-level Professional	Joann Lopez	RISD Healthcare Coordinator
Non-classroom Professional	Marisol Herrera	DTC/MGMS Dean of Instruction
District-level Professional	Christina Gonzalez	Family Engagement
District-level Professional	David Flores	RISD Network Administrator
District-level Professional	Dr. Ben Clinton	Deputy Superintendent
Classroom Teacher	Michele Maschler	RECHS Teacher
Non-classroom Professional	Jennifer Zamorano	LC Smith Student Counselor
Classroom Teacher	Robert Howell	ROAA Teacher
Classroom Teacher	Ana Jannette	MGMS Teacher

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Robert Howell	ROAA Teacher
Classroom Teacher	April Castillo	ROAA Teacher
Classroom Teacher	Eloy Zamorano	RECHS Teacher
Non-classroom Professional	Sandy Andaverde	RECHS Student Counselor
Classroom Teacher	Michele Maschler	RECHS Teacher
Classroom Teacher	Melinda Hernandez	Pittman Teacher
Classroom Teacher	Lydia Chavarria	Pittman Teacher
Administrator	Raul Gonzalez	Pittman Asst. Principal
Classroom Teacher	Yadirah Herrera-Martinez	MGMS Teacher
Non-classroom Professional	Cristina Castillo	MGMS Counselor
Classroom Teacher	Aza Janette	MGMS Teacher
Non-classroom Professional	Jennifer Zamorano	LC Smith Student Counselor
Classroom Teacher	Elisa Rios	LC Smith Classroom Teacher
Classroom Teacher	Corina Ruiz	LC Smith Classroom Teacher

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

161 - PI 21- GIFTED & TALENTED

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			$0.00
				Sub-Total	$0.00

163 - PI 25 BILINGUAL & SPECIAL LANGUAGE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	6			$0.00
				Sub-Total	$0.00

166 - PI 23 SPECIAL EDUCATION

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	4			$0.00
6	3	1			$0.00
6	3	5			$638,000.00
6	3	8			$18,000.00
6	3	12			$0.00
6	3	19			$0.00
				Sub-Total	$656,000.00

199 - GENERAL FUND

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$140,000.00
1	1	2			$0.00
1	1	3			$4,600.00
1	1	4			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	1	7			$3,600.00
1	2	1			$0.00
1	3	1			$0.00

199 - GENERAL FUND

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			$0.00
1	3	4			$0.00
1	4	4	DMAC		$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	8			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	3			$0.00
2	3	4			$0.00
2	3	12			$0.00
2	4	1			$0.00
2	4	2			$0.00
2	4	3			$0.00
2	5	1			$500.00
2	5	2			$0.00
2	5	3			$0.00

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

199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	8			$0.00
6	3	12			$0.00
6	3	19			$0.00
6	3	28			$0.00
6	3	30			$0.00
6	3	31			$0.00
6	3	32			$0.00
6	3	33			$0.00
				Sub-Total	$190,200.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$46,420.00
1	1	2			$0.00
1	1	3			$10,724.00
1	1	4			$1,043.00
1	1	5			$10,000.00
1	1	6			$12,600.00
1	1	8			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	4			$0.00
1	4	1			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	6	1			$0.00
1	6	2			$0.00
1	6	3			$0.00
1	6	4			$0.00
1	6	5			$0.00
1	6	6			$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	2	1			$0.00
2	2	2			$0.00
2	2	3			$0.00
2	3	1			$0.00
2	3	2			$0.00
2	3	4			$0.00
2	3	7			$8,000.00
2	3	12			$0.00
2	4	1			$0.00
2	4	2			$0.00
2	4	4			$0.00
2	5	1			$0.00
2	5	2			$0.00
2	5	4			$1,200.00
3	1	1			$5,000.00
3	1	2			$30,000.00
3	1	3			$6,000.00
3	1	4			$2,000.00
3	1	5			$1,000.00
3	1	6			$6,000.00
3	1	7			$10,000.00
4	1	1			$12,949.00
5	1	6	Contracted Services		$0.00
5	1	6			$0.00
6	1	2			$0.00
6	1	3			$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	3	1			$0.00
6	3	5			$0.00
6	3	8			$0.00
6	3	19			$0.00
6	3	27			$0.00
6	3	28			$0.00
6	3	29			$0.00
6	3	30			$0.00
6	3	33			$0.00
				Sub-Total	**$162,936.00**
212 - TITLE I, PART C-MIGRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
5	1	6			$0.00
6	3	2			$0.00
6	3	3			$0.00
6	3	4			$0.00
6	3	7			$0.00
6	3	10			$0.00
6	3	11			$0.00
6	3	13			$0.00
6	3	14			$0.00
6	3	16			$0.00
6	3	17			$0.00
6	3	18			$0.00
6	3	20			$0.00
6	3	21			$0.00
6	3	22			$0.00
6	3	23			$0.00
6	3	24			$0.00

212 - TITLE I, PART C-MIGRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	3	26			$0.00
				Sub-Total	$0.00

244 - CARL D. PERKINS BASIC FORMULA GRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$10,000.00
1	3	3			$0.00
1	3	5			$8,000.00
1	6	8			$0.00
2	2	3			$0.00
3	1	6			$40,000.00
5	1	6			$0.00
				Sub-Total	$58,000.00

255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$9,000.00
1	1	2			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	6	4			$9,000.00
1	6	6			$0.00
2	4	2			$0.00
2	4	4			$0.00
5	1	6	Contracted Services		$0.00
6	3	8			$0.00
6	3	27			$0.00
6	3	29			$0.00
				Sub-Total	$18,000.00

263 - TITLE III, PART A-LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$10,733.00

263 - TITLE III, PART A-LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			$0.00
1	3	2			$0.00
1	4	1			$0.00
1	4	2	Vision 2020 RDA		$0.00
1	4	3			$0.00
1	6	8			$0.00
6	3	1			$0.00
6	3	5			$14,519.00
6	3	6			$14,519.00
				Sub-Total	$39,771.00

270 - TTL VI, B, SP 2, RURAL & LOW INCOME SCHOOL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$25,000.00
2	3	1			$10,000.00
3	1	5			$15,000.00
5	1	6	Contracted Services		$0.00
6	3	25			$0.00
6	3	29			$0.00
				Sub-Total	$50,000.00

428 - HIGH SCHOOL ALLOTMENT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	7			$30,000.00
				Sub-Total	$30,000.00

State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$0.00
2	4	2			$0.00
3	1	1			$0.00
3	1	5			$0.00
6	3	18			$0.00

State Comp

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	25			$0.00
6	3	27			$0.00
6	3	29			$0.00
				Sub-Total	$0.00

State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			$0.00
				Sub-Total	$0.00

Blended Learning Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$100,000.00
1	6	6			$100,000.00
				Sub-Total	$200,000.00

School Safety & Security Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	10			$25,000.00
5	2	2			$25,000.00
				Sub-Total	$50,000.00

Additional Days School Year Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$100,000.00
6	3	18			$0.00
				Sub-Total	$100,000.00

eRate

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$12,000.00
				Sub-Total	$12,000.00

Technology Lending Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			$47,000.00

Technology Lending Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$47,000.00
1	6	3			$47,000.00
				Sub-Total	$141,000.00

PTECH Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			$50,000.00
1	5	1			$125,000.00
1	6	6			$0.00
2	2	3			$0.00
3	1	5			$0.00
3	1	7			$0.00
				Sub-Total	$175,000.00

Summer CTE Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5			$25,000.00
1	5	1			$50,000.00
3	1	7			$50,000.00
				Sub-Total	$125,000.00

265-Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$0.00
2	2	1			$0.00
2	2	3			$7,522.00
5	1	6	Contracted Services		$0.00
6	3	29			$0.00
				Sub-Total	$7,522.00

JET Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8			$197,150.00
3	1	6			$197,150.00

JET Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$394,300.00
282-TCLAS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	3			$0.00
				Sub-Total	$0.00

Addendums

Raymondville ISD Board Goals

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

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

Raymondville ISD Early Childhood Literacy Progress Measures:

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

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

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

Raymondville ISD Early Childhood Math Progress Measures:

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

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

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

Raymondville ISD CCMR Progress Measures:

- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who meet the **TSI Criteria for both subjects**, will increase from **37% to 42%** by August 2024.

Revised 2_10_22

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

Revised February 10, 2022

Coastal Bend College
Dual Enrollment Course Crosswalk

Course Number	Coastal Bend College Course Title	College Credit	High School TEKS Course*	High School Credit	PEIMS
Communication (Core Requirement 6 SCH)					
ENGL 1301	Composition I	3	ENG III AP/ENG IV AP	0.5	A3220100/ A3220200
ENGL 1302	Composition II	3	ENG III AP/ ENG IV AP	0.5	A3220100/ A3220200
SPCH1315	Public Speaking	3	PROFESSIONAL COMS	0.5	13009900
Mathematics (Core Requirement 3 SCH)					
MATH1314	College Algebra	3	ALG II AP/ALGEBRAIC REASONING	1	3100600/ 03102540
Life & Physical Sciences (Core Requirement 6 SCH) Please note, we recommend the lab as well for students that require a 4 SCH science as part of their intended undergraduate degree program and/or prereq requirement for future courses. The lab credit fulfills part of the Component Option B of the core.					
BIOL 2301/2301LAB	Anatomy & Physiology I-LAB	4	ANATOMY & PHYSIOLOGY	1	13020600
BIOL 2302/2302LAB	Anatomy & Physiology II-LAB	4	MEDICAL MICROBIOLOGY	1	13020700
BIOL 1322	Life & Wellness	3	LIFETIME NUTRITION AND WELLNESS	0.5	13024500
Language, Philosophy and Culture (Core requirement 3 SCH)					
SPAN 1411/1412	Beginning Spanish I /Beginning Spanish II	3	SPANISH I /II	1	3440100/ 03440200
SPAN 2311/2312	Intermediate Spanish I/Intermediate Spanish II	3	SPANISH II/III	1	03440200/ 03440300
HUMA1301	Introduction to Humanities I	3	HUMANITIES (ENGLISH)	1	3221600
Creative Arts (Core Requirement 3 SCH)					
ARTS 1301	Art Appreciation	3	ART I/ART APPRECIATION	1	3500100/ 03500110
American History (Core Requirement 6 SCH)					
HIST 1301	United States History I	3	US HISTORY AP	0.5	A3340100
HIST 1302	United States History II	3	US HISTORY AP	0.5	A3340100
Government/Political Science (Core Requirement 3 SCH)					
GOVT2305	Federal Government	3	US GOVERNMENT AP	0.5	A3330100
GOVT2306	Texas Government	3	SPECIAL TOPICS IN SS	0.5	3380002
Social and Behavioral Science (Core Requirement 3 SCH)					
ECON 2301	Principles of Macroeconomics	3	ECONOMICS	0.5	A3310200
PSYC 2314	Lifespan Growth & Development	3	HUMAN GROWTH & DEVELOPMENT	1	13014300
SOCI 1301	Principles of Sociology	3	SOCIOLOGY	0.5	3370100
Occupational Skills: Certified Nursing Assistant and/or Associate of Science					
HPRS1201	Introduction to Health Terminology	3	PRINICPLES OF HEALTH SCIENCE	1	13020200
HPRS2301	Medical Terminology	3	MEDICAL TERMINOOGY	1	13020300
NURA1301	Nurse Aide and Health Care	3	PRACTICUM IN HEALTH SCIENCE	2	13020500
NURA1160	Nurse Aide and Patient Care Aide	3			
Component Area Options -					
EDUC 1300	Learning Framework(My Cougar Course)	3	READINESS AND STUDY SKILLS	0.5	3270100
BCIS 1305	Business Computer Application	3	BUSINESS ONFORMATION MANAGEMENT	1	13011400

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

Raymondville Independent School District

Raymondville Independent School District
Pathways in Technology Early College High School

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

It All Starts Here!

Dual Enrollment

Raymondville Options

Academic   Academy

Rising from the Ashes

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

512 East Rodriguez Avenue

Raymondville, Texas 78580

Phone: 956-689-8185

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

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

Please contact Frank L. Garcia, Special Programs Director, at garciaf@raymondvilleisd.org, with any questions.

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

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

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

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

Our program initiatives:
- Self - Regulated Learners
- Data-Driven Instruction
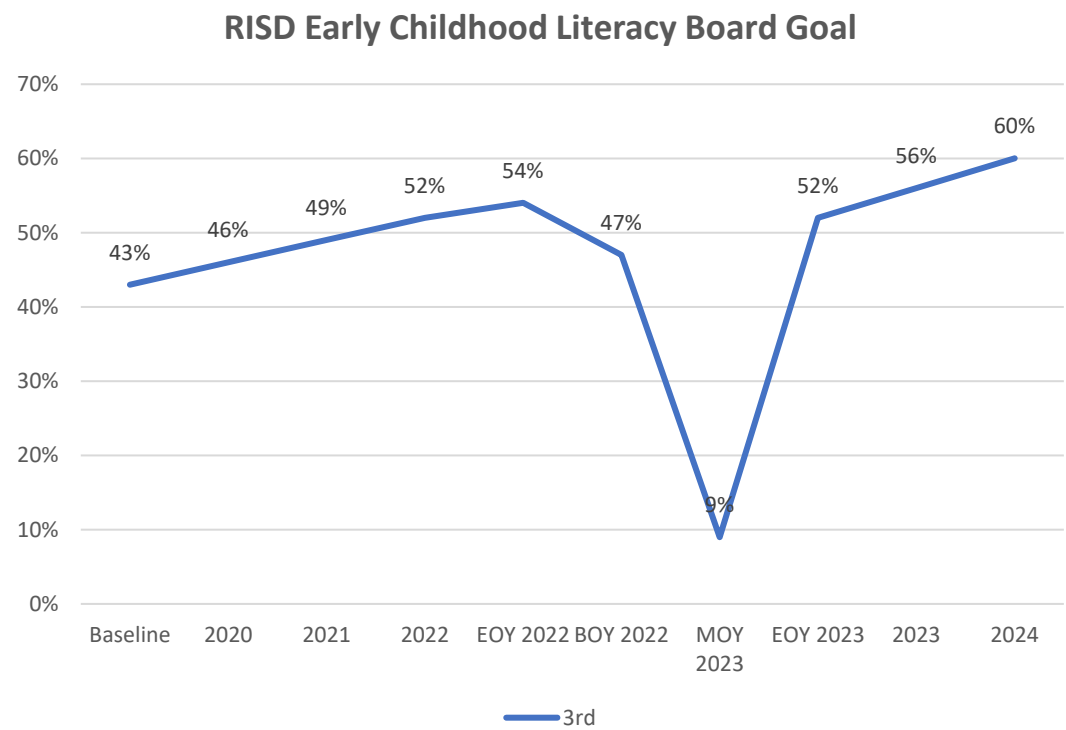- Student-Centered / Personalized Instruction

Checklist used to assure student success:

1. Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out

    ☐ Use longitudinal, student-level data to get an accurate read of graduation and dropout rates.

☐ Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions.
☐ Monitor the academic and social performance of all students continually.
☐ Review student-level data to identify students at risk of dropping out before key academic transitions.
☐ Monitor students' sense of engagement and belonging in school.
☐ Collect and document accurate information on student withdrawals.

2. Provide academic support and enrichment to improve academic performance

☐ Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math.
☐ Provide extra study time and opportunities for credit recovery and accumulation through school and a three-week summer program.

3. Personalize the learning environment and instructional process

☐ Establish small learning communities.
☐ Establish team teaching.
☐ Create smaller classes.
☐ Create extended time in the classroom through changes to the school schedule.
☐ Encourage student participation in extracurricular activities

4. Provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school

☐ Provide teachers with ongoing ways to expand their knowledge and improve their skills.
☐ Integrate academic content with career and skill-based themes through career academies or multiple pathways models.
☐ Host career days and offer opportunities for work-related experiences and visits to postsecondary campuses.
☐ Provide students with extra assistance and information about the demands of college

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

RISD Early Childhood Literacy Board Goal

Data points on chart (3rd): Baseline 43%, 2020 46%, 2021 49%, 2022 52%, EOY 2022 54%, BOY 2022 47%, MOY 2023 9%, EOY 2023 52%, 2023 56%, 2024 60%

Target	Year	Actual Performance
46%	2020	STAAR cancelled
49%	2021	33% (LC Smith assessed 60% and Pittman 64% of enrolled students)
52%	2022	54% TAPR
55%	2023	52% TAPR

LC Smith Early Childhood Literacy Goal for 3rd Grade
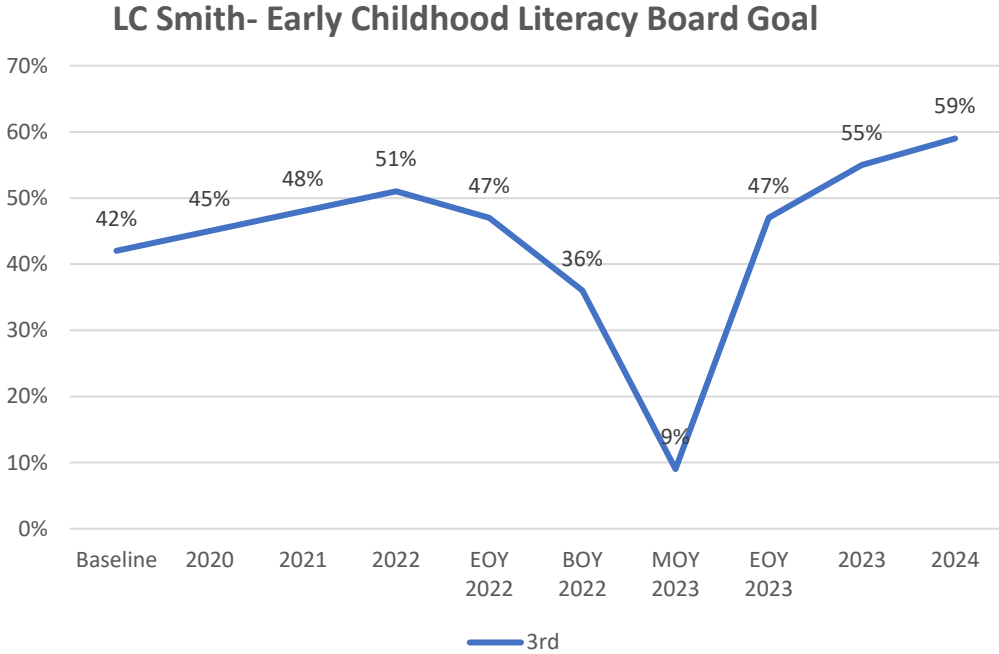
LC Smith- Early Childhood Literacy Board Goal

Literacy Goal:

The percent of 3rd grade students that score "Meets Grade Level or above" on the STAAR Reading will increase from 42% in 2019 to 59% in 2024.
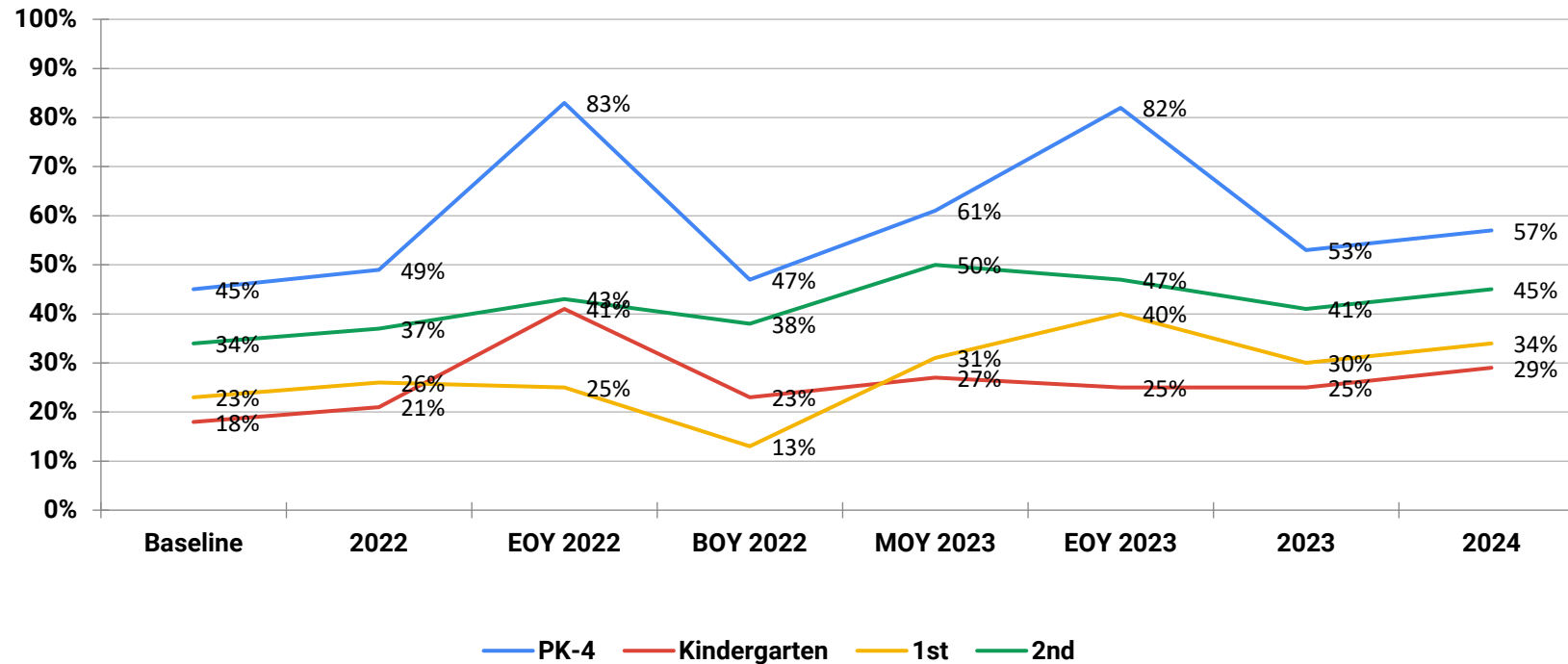
Target	Year	Actual Performance
45%	2020	STAAR cancelled
48%	2021	35% (LC Smith assessed 60% of enrolled students)
51%	2022	48% TAPR
55%	2023	47% TAPR

Pittman Early Childhood Literacy Goal for 3ʳᵈ Grade

Pittman- Early Childhood Literacy Board Goal

Chart data points: 51% (Baseline), 54% (2020), 57% (2021), 60% (2022), 67% (EOY 2022), 55% (BOY 2022), 8% (MOY 2023), 64% (2023), 68% (2024) — Legend: 3rd

Literacy Goal:

The percent of 3ʳᵈ grade students that score "Meets Grade Level or above" on the STAAR Reading will increase from 51% in 2019 to 68% in 2024.
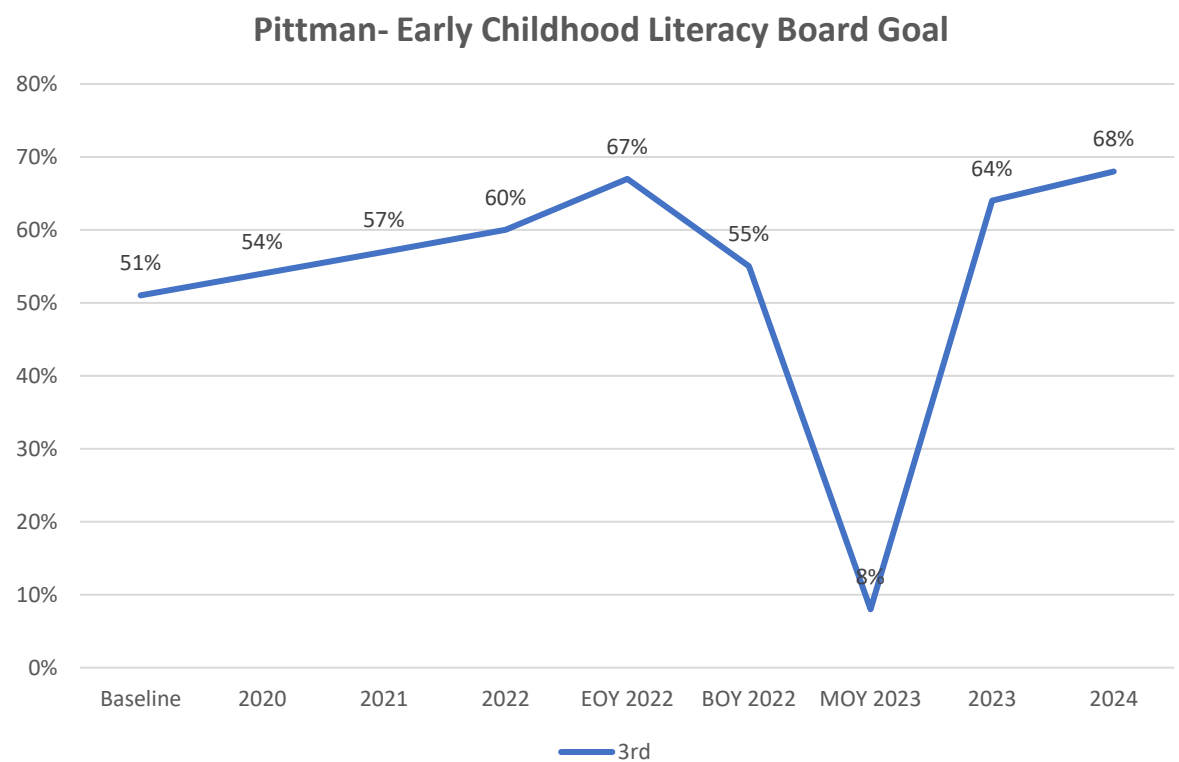
Target	Year	Actual Performance
54%	2020	STAAR cancelled
57%	2021	33% (Pittman assessed 64% of enrolled students)
60%	2022	59% TAPR
64%	2023	57%

Raymondville ISD Early Childhood Literacy Progress Measures:

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

RISD - Early Childhood Literacy Progress Monitor

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

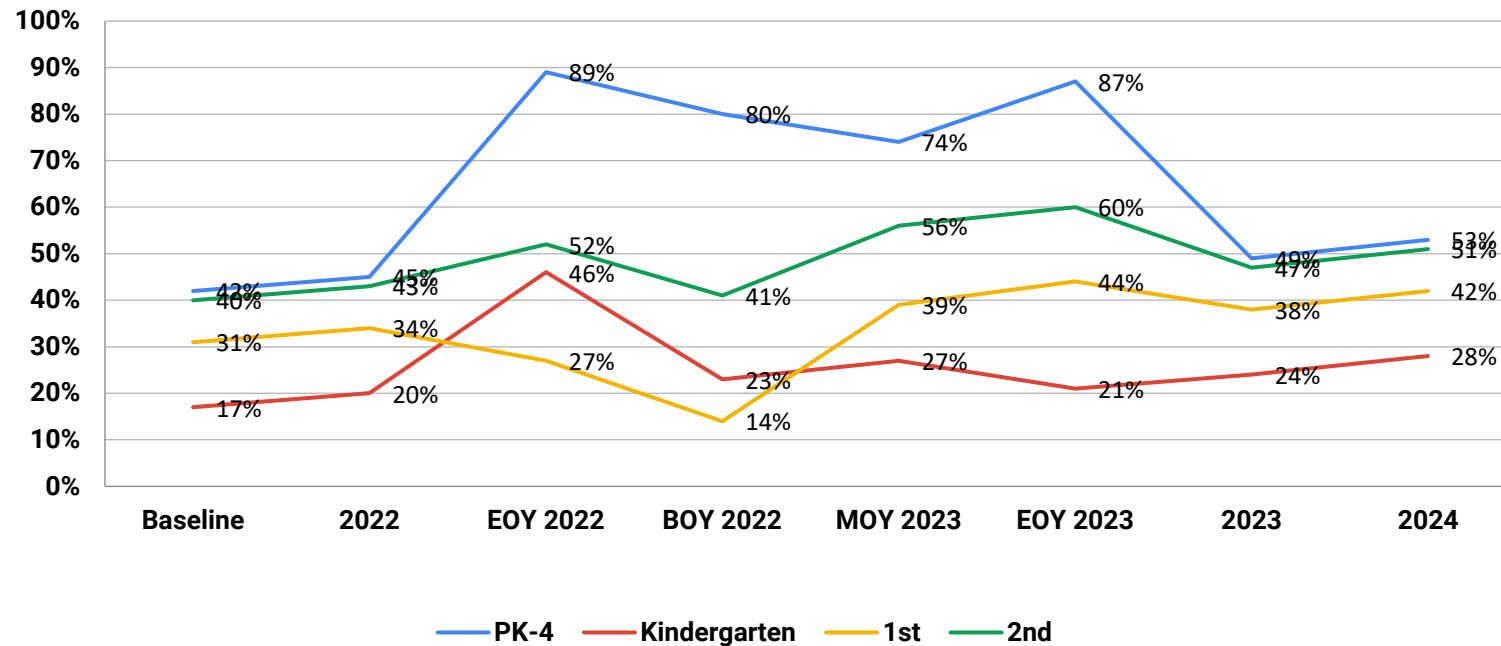## Smith - Early Childhood Literacy Progress Monitoring
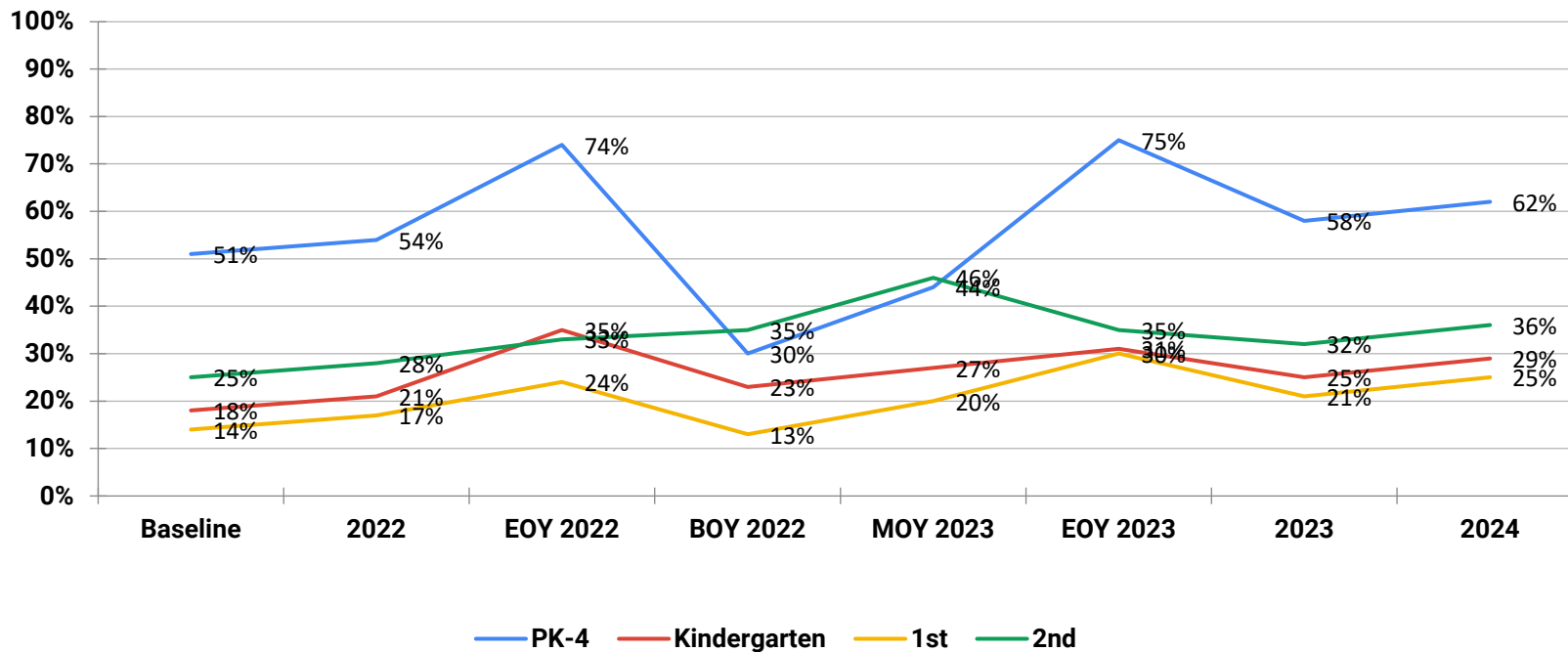
PK-4 data: Baseline 51%, 2022 54%, EOY 2022 74%, BOY 2022 30%, MOY 2023 46%/44%, EOY 2023 75%, 2023 58%, 2024 62%

Kindergarten data: Baseline 18%, 2022 21%, EOY 2022 35%/33%, BOY 2022 23%, MOY 2023 27%, EOY 2023 31%/30%, 2023 25%, 2024 29%

1st data: Baseline 14%, 2022 17%, EOY 2022 24%, BOY 2022 13%, MOY 2023 20%, EOY 2023 30%, 2023 21%, 2024 25%

2nd data: Baseline 25%, 2022 28%, EOY 2022 35%/33%, BOY 2022 35%, MOY 2023 46%/44%, EOY 2023 35%, 2023 32%, 2024 36%

Legend: PK-4, Kindergarten, 1st, 2nd

Progress Measures:

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

Pittman Early Childhood Literacy Progress Measures for Pre K-4, Kindergarten, 1st and 2nd Grade

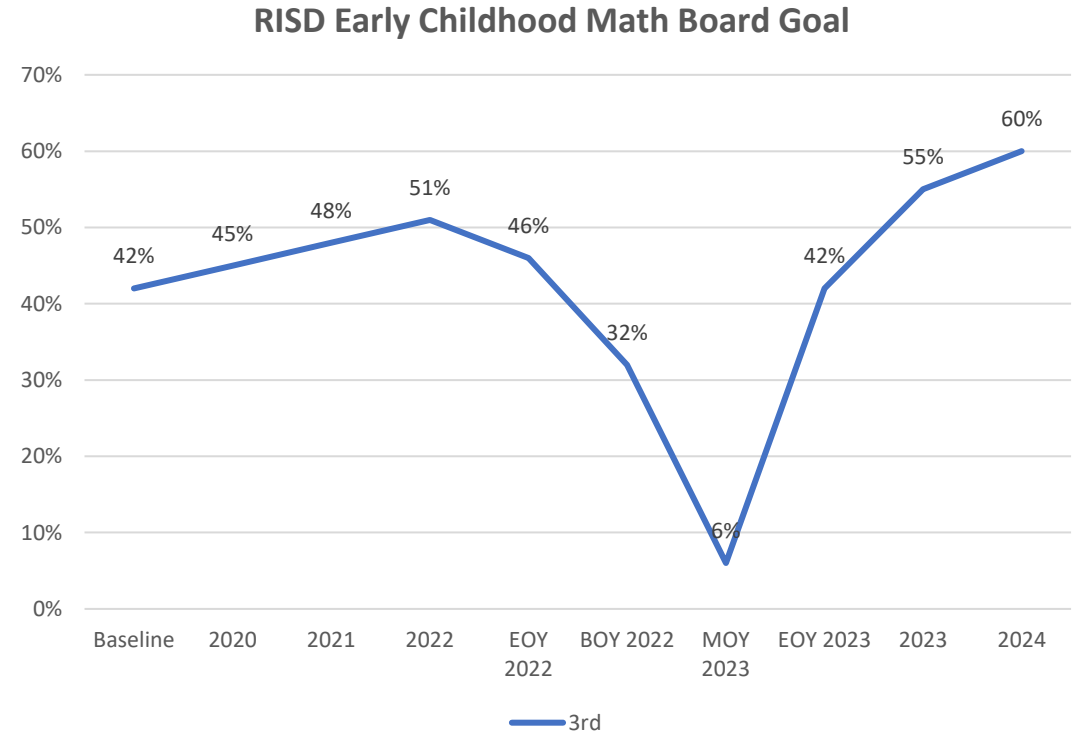**Pittman - Early Childhood Literacy Progress Monitoring**

Legend: PK-4, Kindergarten, 1st, 2nd

Data points (by period: Baseline, 2022, EOY 2022, BOY 2022, MOY 2023, EOY 2023, 2023, 2024):

- PK-4: 42%, 45%, 89%, 80%, 74%, 87%, 49%, 53%
- Kindergarten: 17%, 20%, 46%, 23%, 27%, 21%, 24%, 28%
- 1st: 31%, 34%, 27%, 14%, 39%, 44%, 38%, 42%
- 2nd: 40%, 43%, 52%, 41%, 56%, 60%, 47%, 51%

Progress Measures:

- % of Pre K-4 students "on track" for Phonological Awareness on CIRCLE PM Literacy Diagnostic
- % of Kindergarten students "on track" for Letter Sounds, Blending, and Decoding on TX-KEA
- % of 1st grade students "developed" for Fluency and Reading Comprehension
- % of 2nd grade students "developed" for Fluency and Reading Comprehension.
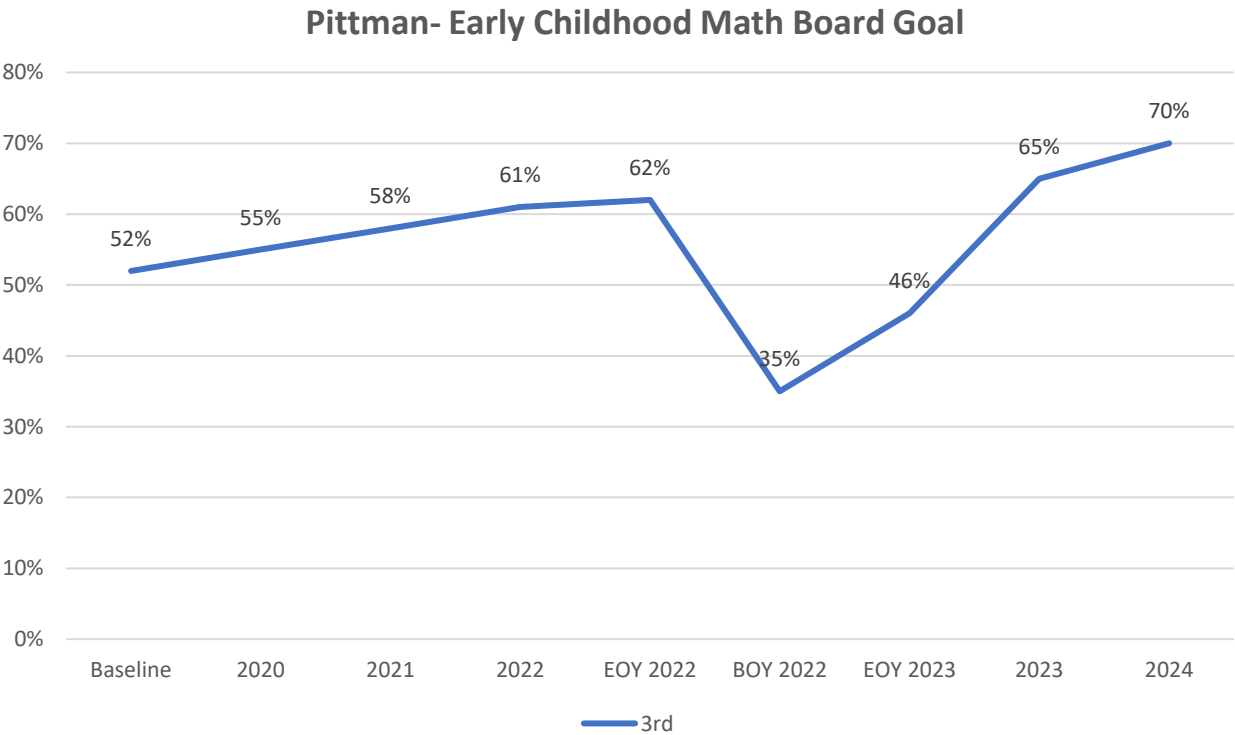
Early Childhood Math Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 60% by June 2024.

RISD Early Childhood Math Board Goal

3rd: Baseline 42%, 2020 45%, 2021 48%, 2022 51%, EOY 2022 46%, BOY 2022 32%, MOY 2023 6%, EOY 2023 42%, 2023 55%, 2024 60%

Target	Year	Actual Performance
45%	2020	STAAR cancelled
48%	2021	20% (LC Smith assessed 60% and Pittman 64% of enrolled students)
51%	2022	46% TAPR
55%	2023	42% TAPR

LC Smith Early Childhood Math Goal for 3rd Grade

LC Smith- Early Childhood Math Board Goal

Math Goal:

The percent of 3rd grade students that score "Meets Grade Level or above" on the STAAR Math will increase from 38% in 2019 to 56% in 2024.
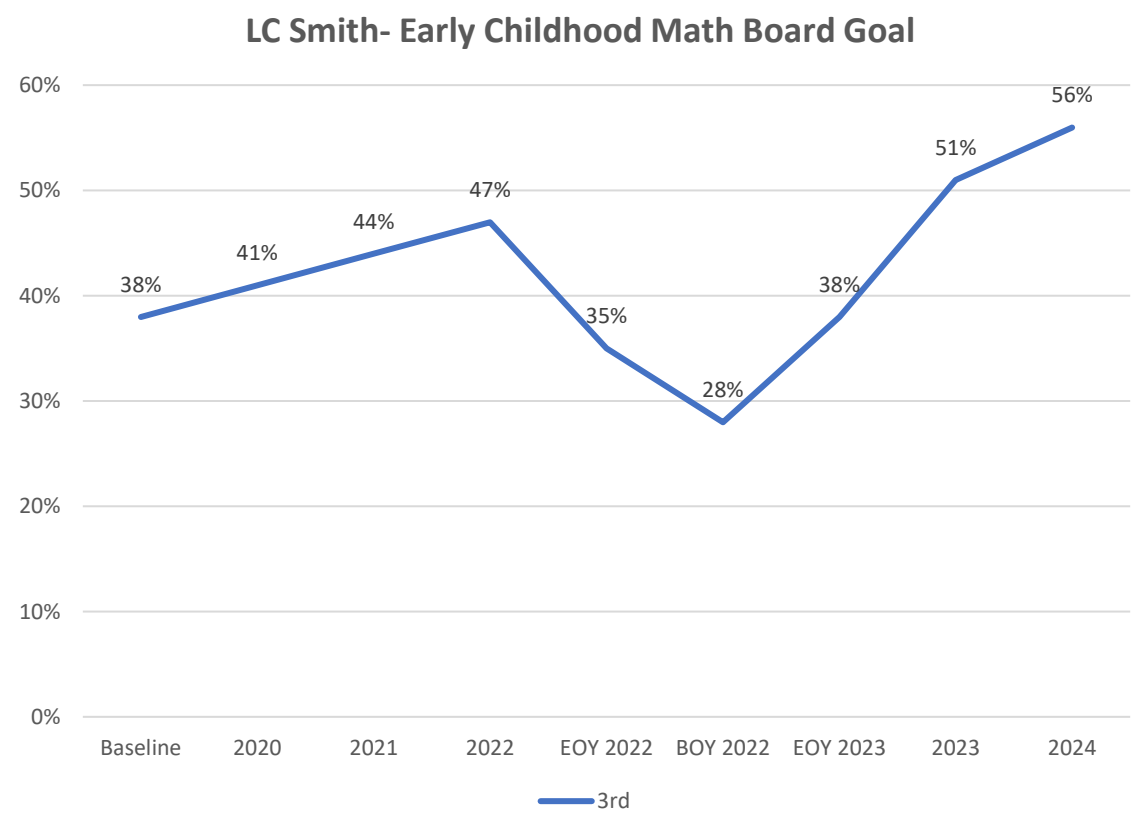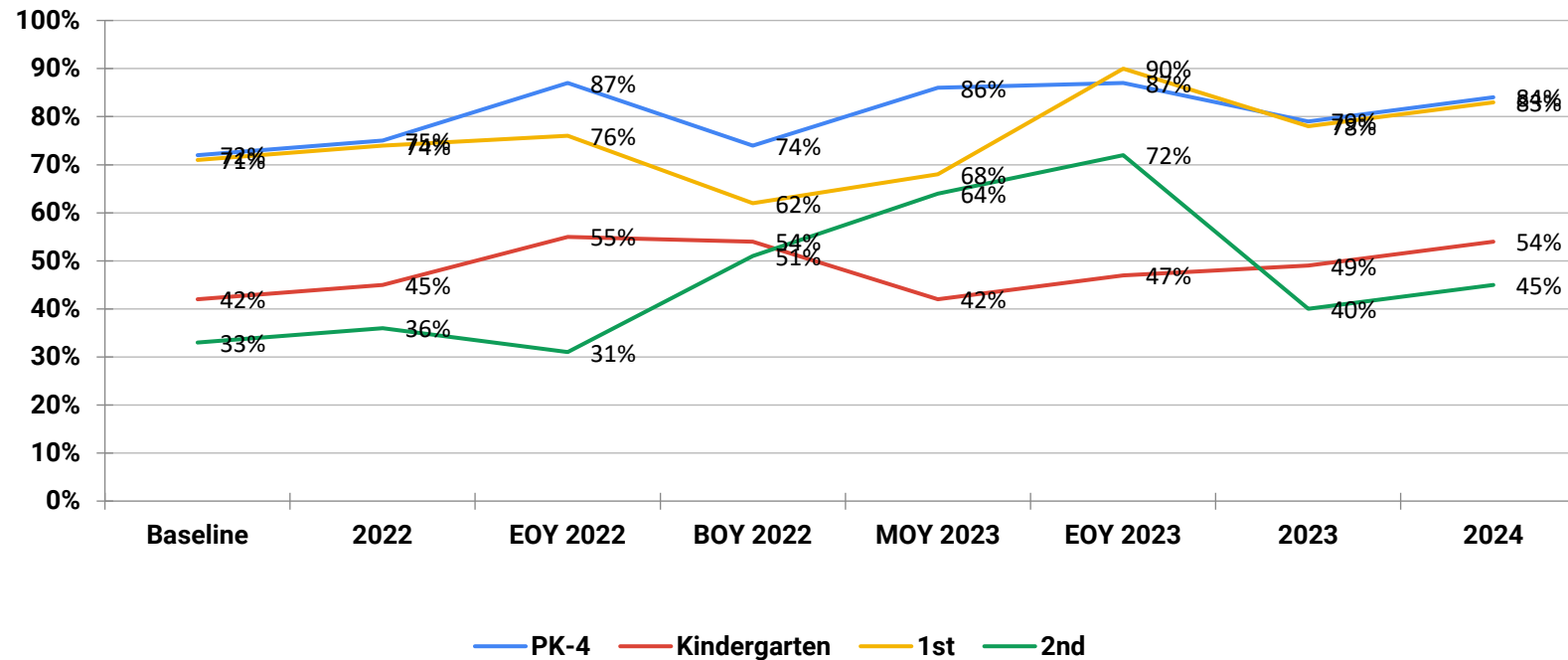
Target	Year	Actual Performance
41%	2020	STAAR cancelled
44%	2021	19% (LC Smith assessed 60% of enrolled students)
47%	2022	36% TAPR
51%	2023	38%

Pittman Early Childhood Math Goal for 3rd Grade

Pittman- Early Childhood Math Board Goal

Math Goal:

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

Target	Year	Actual Performance
55%	2020	STAAR cancelled
58%	2021	20% (Pittman assessed 64% of enrolled students)
61%	2022	54% TAPR
65%	2023	46% TAPR

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

RISD - Early Childhood Math Progress Monitoring

	Baseline	2022	EOY 2022	BOY 2022	MOY 2023	EOY 2023	2023	2024
PK-4	72%	75%	87%	74%	86%	87%	79%	84%
Kindergarten	42%	45%	55%	54%	42%	47%	49%	54%
1st	71%	74%	76%	62%	68%	90%	78%	83%
2nd	33%	36%	31%	51%	64%	72%	40%	45%

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

LC Smith - Early Childhood Math Progress Monitoring
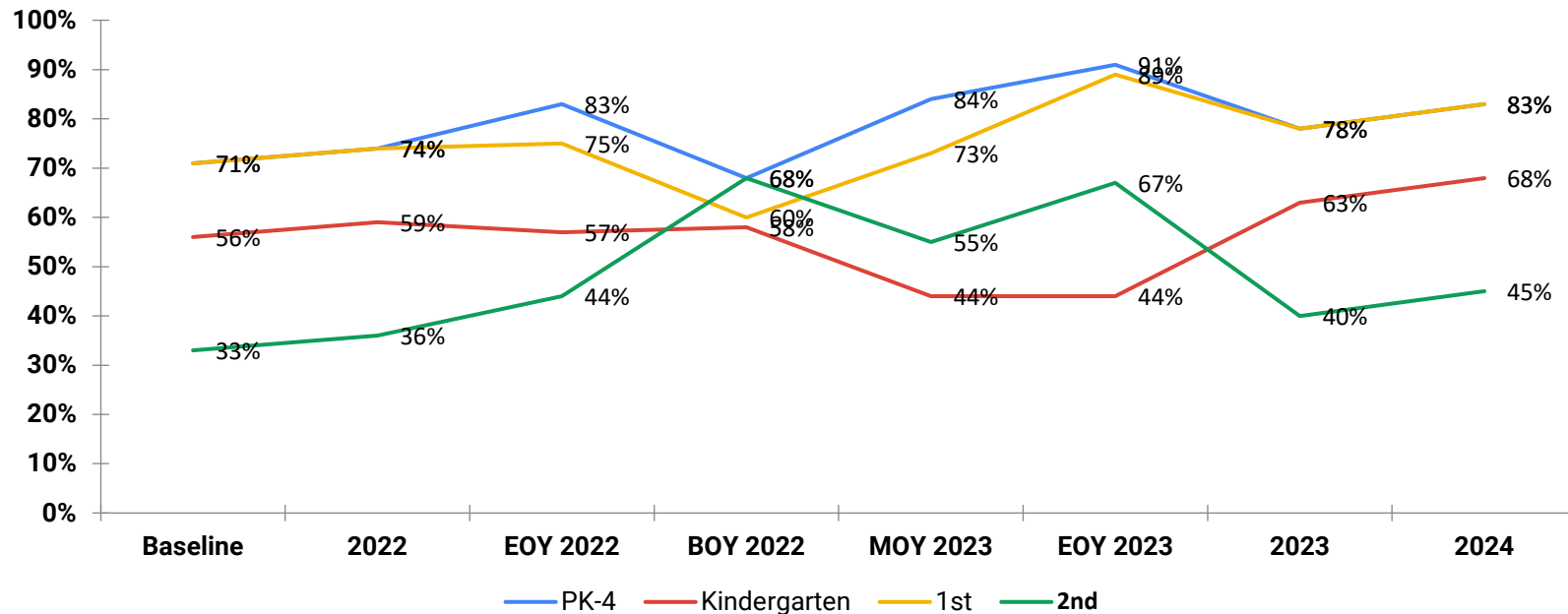
	Baseline	2022	EOY 2022	BOY 2022	MOY 2023	EOY 2023	2023	2024
PK-4		74%	83%	68%	84%	91%		
Kindergarten	56%	59%	57%	58%	44%	44%	63%	68%
1st	71%		75%	60%	73%	89%	78%	83%
2nd	33%	36%	44%		55%	67%	40%	45%

Progress Measures:

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

Pittman Early Childhood Math Progress Measures for Pre K-4, Kindergarten, 1st and 2nd Grade
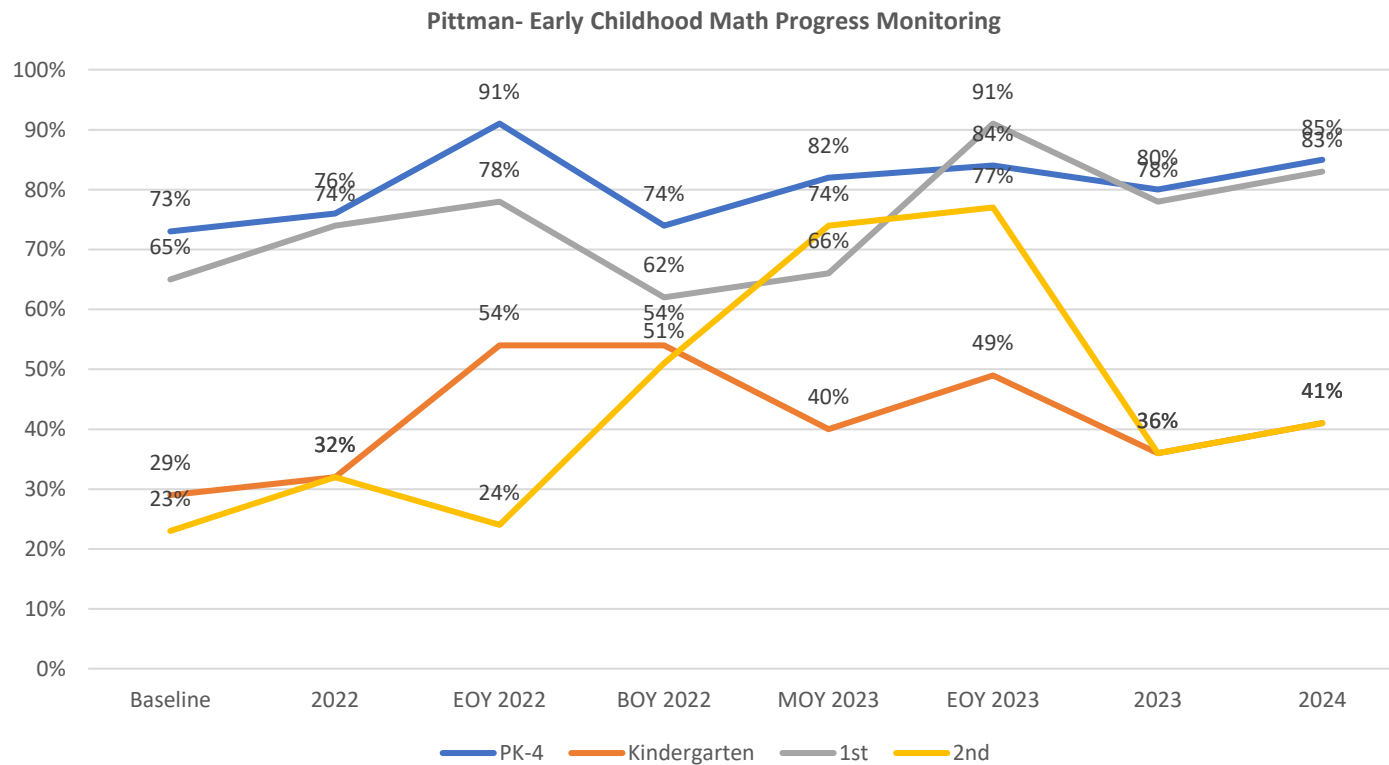
Pittman- Early Childhood Math Progress Monitoring

Progress Measures:

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

Raymondville ISD
It All Starts Here!

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

RISD - CCMR

CCMR OA values: Baseline 65%, 2020 67%, 2021 69%, 2022 71%, Annual Grads 2021 62%, Annual Grads 2022 61%, 2023 73%, 2024 75%

TSI values: 37%, 38%, 39%, 40%, 9%, 7%, 41%, 42%

PS ED values: 39%, 40%, 42%, 43%, 31%, 36%, 44%, 45%

IBC values: 18%, 24%, 30%, 36%, 40%, 50%, 44%, 48%

Legend: CCMR OA, TSI, PS ED, IBC
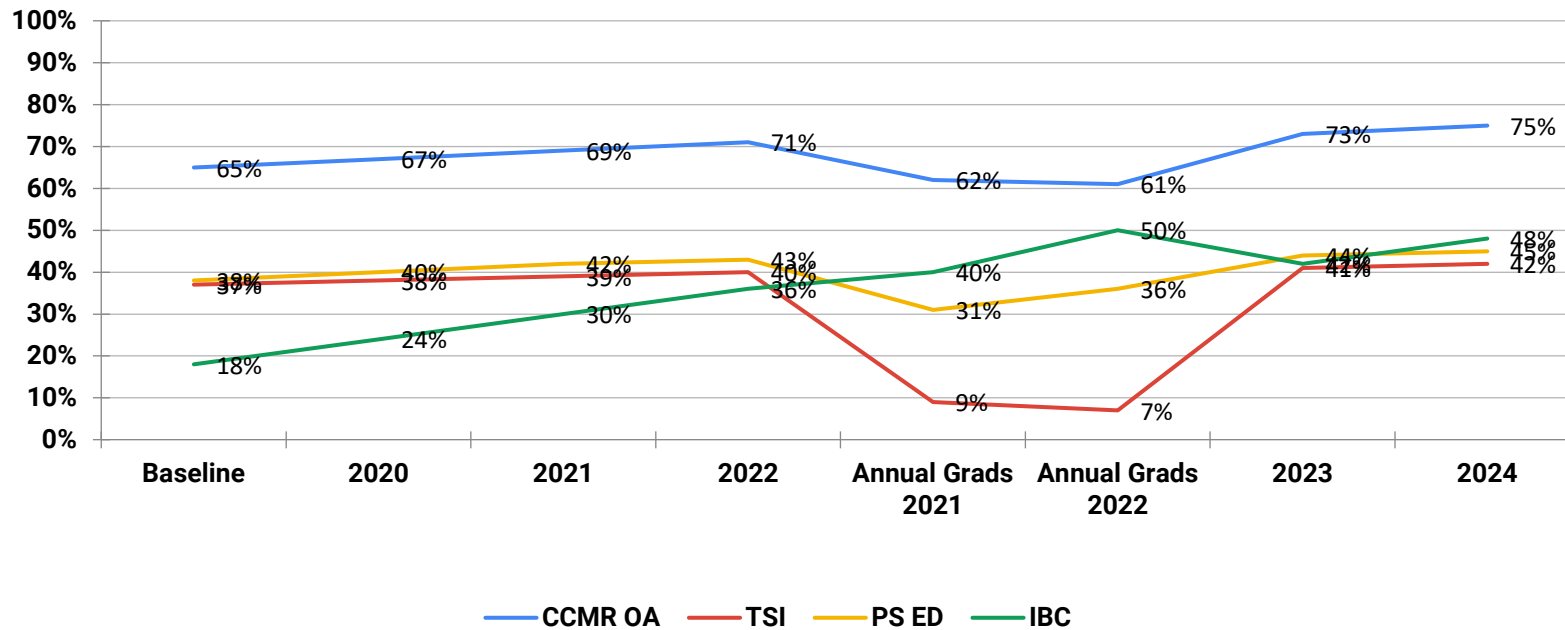
Target CCMR	Year	Actual CCMR Data
67%	2020	77% Annual Grads 2019
69%	2021	71% Annual Grads 2020
71%	2022	62% Annual Grads 2021
73%	2023	61% Annual Grads 2022

Raymondville Early College High School
CCMR Goal and Progress Measures

Raymondville Early College High School
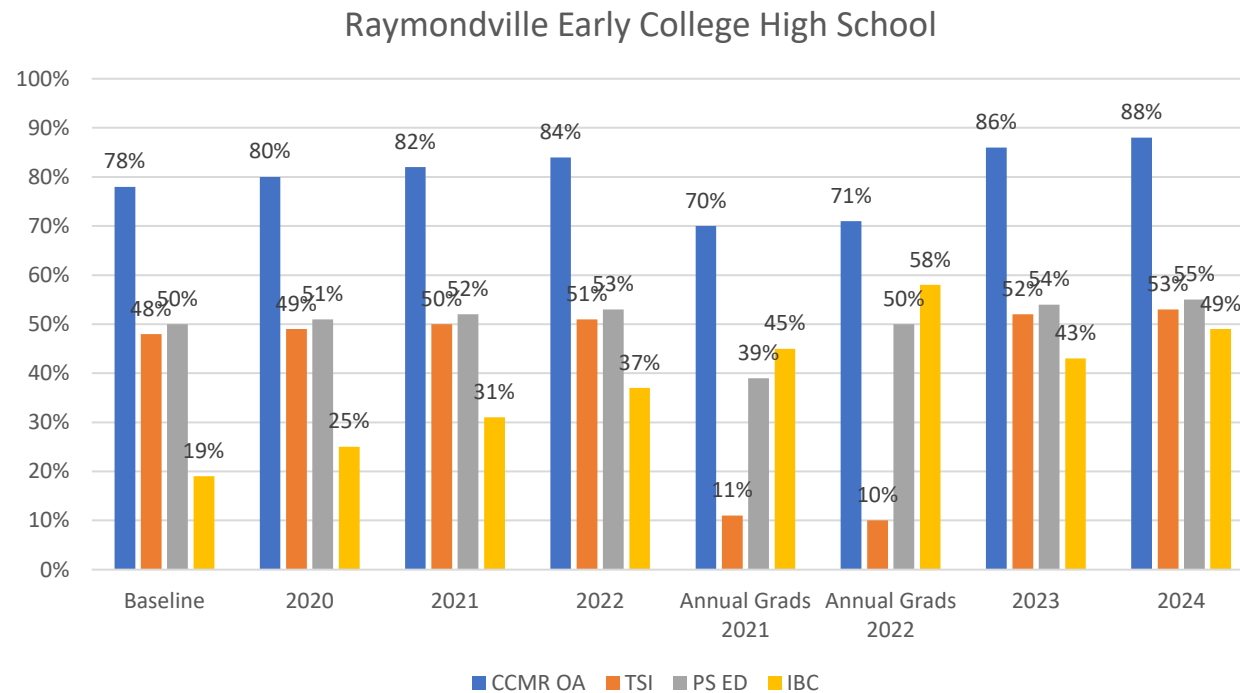
Target CCMR	Year	Actual CCMR Data
80%	2020	86% Annual Grads 2019
82%	2021	80% Annual Grads 2020
84%	2022	70% Annual Grads 2021
86%	2023	71% Annual Grads 2022

Raymondville Options Academic Academy
CCMR Progress Measures

Raymondville Options Academic Academy
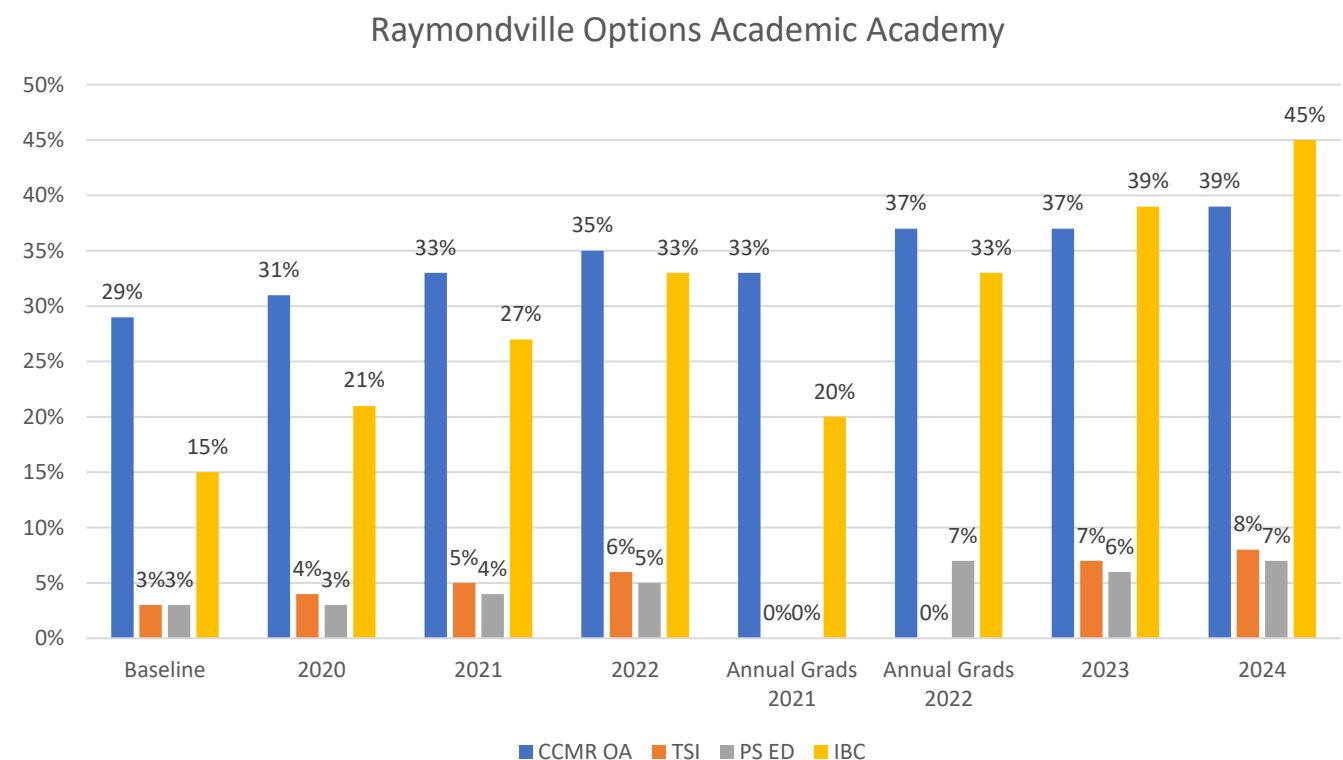
Target CCMR	Year	Actual CCMR Data
31%	2020	45% Annual Grads 2019
33%	2021	37% Annual Grads 2020
35%	2022	33% Annual Grads 2021
37%	2023	37% Annual Grads 2022

Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application but allows room for districts to add additional activities. Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: Raymondville ISD	Priority for Service (PFS) Action Plan	Completed By: Frank L. Garcia Denise Ramos/Anna Nieto
Region: One		Date: 8/21/2023

School Year: 2023- 2024

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

Goal(s):

To better serve Priority for Services (PFS)Students by providing Instructional and support services that will ensure student success.

Objective(s):

Objective 1: The Priority for Service Action Plan will be included in the district and campus improvement plan (DIP/CIP) as a separate section appropriately labeled and identified. 100% of PFS students will have access to instructional opportunities.
Objective 2: Priority for Service report, criteria and updates will be provided to campus principals and parents of PFS students.
Objective 3: Meet with PEIMS staff to review accuracy of Migratory Student data.
Objective 4: Description of federal, state and local program that service PFS students.
Objective 5: PFS reports will be used to give priority placement to PFS students into the MEP activities.
Objective 6: Home visits & phone calls will be made by the MEP staff to update the parents of PFS students on the child's progress.
Objective 7: PFS student will receive priority access community social services/agencies and any other referrals needed.

Required Strategies

Monitor the progress of MEP students who are PFS.	Timeline	Person(s) Responsible	Documentation
• Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services.	Monthly August 2023-July 2024	NGS Clerk, Principals, Teachers, Special Programs Director	Special Programs Director Sign in sheet, Principal sign in sheet
• Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2023	Special Programs Director, NGS Clerk, Migrant Recruiter	PFS Action Plan

Texas Education Agency, Federal Program Compliance Division, 2022-2023

2

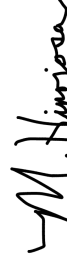| Required Strategies	Timeline	Person(s) Responsible	Documentation
• The academic progress and attendance of PFS students will be monitored to ensure their academic needs are being met.	August 2023-June 2024	MEP Staff, Counselors, Teachers	Student progress reports, report cards, Student service action plans
• Monitor Credit accrual of secondary migratory students	August 2023-July 2024	Special Programs Director, Principals, MEP staff, Counselors	Transcripts, Report Cards, Counselor Documentation
• Student progress will be measured based on teacher assignments and tests, campus assessments, district benchmark assessments and state assessments results.	September 2023-June 2024	Special Programs Director, Campus Administrators, Teachers, MEP Staff	State Assessment Results, Report cards

Required Strategies

Communicate the progress and determine needs of PFS migratory students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	August 2023-May 2024	Special Programs Director, MEP Staff, Principals, Teachers	PFS Monthly Report Receiving Signed sheet
• During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	August 2023-June 2024	MEP Staff, Teachers, Special Programs Director	PFS Student Service Plan with Parent Signature
• During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home and or community visits to update parents on the academic progress of their children.	August 2023-June 2024	MEP Staff	Parent Meeting Logs, Home visit logs, Contact Log, Report cards, progress reports
• Each campus will include the Priority for Service Action Plan, separate and apart from the District and Campus Improvement Plan and will appropriately identify as such.	August 2023-June 2024	Special Programs Director, Principals	PFS Action Plan, District and Campus Improvement Plan
• MEP Staff will work cooperatively with the PEIMS staff to ensure accuracy of coding migrant students.	August 2023-June 2024	MEP Staff, PEIMS Staff	PEIMS reports, Skyward, Certificate of Eligibility

Provide services to PFS migratory students			
• The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	August 2023-June 2024	Campus Principals, Teachers, Special Programs Director, MEP Staff	Rosters, Attendance sheets
• The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to social workers and community social services/agencies.	August 2023-June 2024	MEP Staff, Counselors, Campus Administrators, Teachers	Copy of Referral form, follow up with phone call to agency
• The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	August 2023-June 2024	Special Programs Director, Campus Principal, Teachers	Sign in Logs, Attendance sheets
Additional Activities			
▪ Provide tutorials or other instructional services for PFS students	August 2023-June 2024	Teachers, Counselors, Principals	Student Rosters
• Secondary migrant students will be provided instructional assistance in core subjects with the opportunity to gain the needed credit for graduation.	August 2023-June 2024	Teachers, Counselors, Principals	Attendance sheets, student rosters, Transcripts, report cards
• PFS Academic Reviews & Monitoring	September 2023-May 2024	MEP Staff, Teachers, Principals, Special Programs Director	Individual PFS Actions Service Plans, Report cards, progress reports
• Edgenuity 2020 Online Self-paced instruction software program	August 2023-June 2024	Teachers, Principals, Counselors	Student rosters, Attendance sheets, Report cards, Transcripts

(signature)

LEA Signature

8-21-23

Date Completed

(signature)

ESC Signature

08/21/2023

Date Received