

Raymondville Independent School District
Raymondville High School
2024-2025 Campus Improvement Plan



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 ECHS, 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.

Value Statement

Respect

Integrity

Commitment

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Comprehensive Needs Assessment

Demographics

Demographics Summary

On October 17, 2024, Raymondville Early College High School completed a Comprehensive Needs Assessment with campus committees and stakeholders to provide input on the needs and priorities for the 2024-2025 school year. The information below provides a summary of the needs and priorities that will align with the strategies and activities included in the Campus Improvement Plan.

Demographics Strengths

- very few fluctuations in enrollment and drops
- This year appears to have more students than last year.
- Most of our migrant students do not leave during the summer but rather stay with relatives, therefore starting and ending the school year on time.
- Students appear to want to come to Raymondville because of hte certifications and programs available to them. Students come from Lyford, San Perlita, Lasara, Port Mansfield.
- Teacher turnover rate was .02%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Programs need assignments and student lists communicated to teachers.

Root Cause: Changes in administration has resulted in less attention to continued support in special programs as needed.

Problem Statement 2: Core classes need at least 4 teachers to make the student/teacher ratio more practical.

Root Cause: Loss of teacher resulted i not hiring an additional teacher in Social Studies raised enrollment to 30-33 students in some classrooms where 17+ courses have over 25 students. Due to changes in math area, 6 teachers have been identified.

Student Achievement

Student Achievement Summary

Campus received exceptional ratings in STAAR/EOC that propelled the campus to a campus A rating.

Student Achievement Strengths

- DMAC is available for STAAR/EOC data tracking for tested subjects.
- TSI ready student numbers has risen
- Tutoring is being offered for all TSI student interventions in Reading, Writing, and Math
- SPED population has shown growth
- Most students in CTE are invested and pass the certification

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: At-risk students need interventions that are intentional to meet state standards.

Root Cause: Differentiation for at-risk students need to be addressed to receive the intervention they need.

Problem Statement 2: Programs are needed to track data in other areas besides tested subjects and this data needs to be available for all teachers to see.

Root Cause: Focus has been on core subjects only. Students need systems in place that will track their progress in all classes.

Problem Statement 3: Make PSAT./SAT/AP/ ACT/ TSI priority tests for students.

Root Cause: Campus has begun with TSI, others need to be incorporated.

Problem Statement 4: CTE students and all students need more guidance to understand certifications and who to talk to at college fairs depending on interests.

Root Cause: Campus normally focuses efforts on students who have decided a career path. We also need to help educate those that need assistance with this decision.

Problem Statement 5: Support practice tests for CTE to help increase passing rates and testing exposure in order to maintain 95% threshold for certification tests.

Root Cause: Programs are changing and there is minimal information to prepare students for testing.

District Culture and Climate

District Culture and Climate Summary

The informal expectations and values of our campus is a true testament of the collaboration of many to help guide those beliefs and traditions.

District Culture and Climate Strengths

- Participation and collaboration in various school activities.
- Student physical altercation and minimal if not at all.
- Student and staff take pride in extracurricular activities.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Need beautification projects for campus outside and inside such as TVs, landscaping, and teacher supplies.

Root Cause: Possibly not looked at in a couple of years. Needs update.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff has the knowledge and desire to provide personal success for our campus that in turn allows for collective organizational success.

Staff Quality, Recruitment, and Retention Strengths

- Teacher and staff turnover is low all around
- EOC scores and campus ratings are at a high level, which could be a reflection of the quality of teachers and staff employed
- Departments and supportive and help each other

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Possible need to provide bonuses and stipends to assist in attendance increase and create an example for our students.

Root Cause: Teacher and staff absence are at a high level.

Problem Statement 2: Send select teachers and staff to professional development trainings per six weeks and require follow up to campus during common planning.

Root Cause: Teacher are attending professional development but follow ups to campus are not being completed.

Problem Statement 3: CIP will discuss the need for trainings for: struggling areas, 6-week lesson planning or similar, AP Institute training, GT training

Root Cause: The focus in other areas has diverted attention to training mentioned above.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teacher know their craft and will do anything to help students learn what they need to.

Curriculum, Instruction, and Assessment Strengths

- DMAC provides exceptional reports such as quintiles and item analysis on checkpoints and benchmarks to guide tested subject areas.
- Curriculum linked to TEKS and other standards- TEKS Resource System, teacher resource alignment, lesson plans, assessments, professional development, student work.
- Data is used to inform curriculum, instruction, and assessment decisions though curriculum evaluation, instructional decisions, assessment decisions (formative, summative, benchmark).
- Teachers use differentiation to align instruction and activities.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Need true intervention for both high and low students, this includes at-risk.

Root Cause: Focus is not given fully to both high or low at the same time.

Problem Statement 2: GT program needs focus

Root Cause: Changes had prevented campus from servicing these students adequately.

Problem Statement 3: Camus needs assistance with curriculum development and instruction

Root Cause: Teacher trainings are given, follow-through is necessary

Problem Statement 4: Online assessments are needed outside of tested subjects.

Root Cause: Teachers need to be given an opportunity to track data and build the culture of data analysis with all students.

Family and Community Engagement

Family and Community Engagement Summary

Family dynamics are challenging but students are for the most part supported in positive learning environments.

Family and Community Engagement Strengths

- Campus has activities for the community such as Million Dads March, Meet the Bearkats, Senior Sunrise/sunset, FAFSA Day, tailgates, among others that are extremely successful for the community.
- Community and family members are never short of ideas and like to get involved.
- Campus is receptive to ensuring that parents and community get communication
- Support staff are always helpful

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Have presentations that encourage healthy relationships, encourage parental involvement, and student learning.

Root Cause: Campus has a strong focus on academics and needs to turn their focus on community involvement areas.

Problem Statement 2: Campus/district needs business partnership outreach.

Root Cause: District has closely tied relationship with business owners and can benefit from partnerships and sponsorships.

District Organization

District Organization Summary

Personal growth is encouraged, expected, and recognized as it helps our district thrive from the inside out.

District Organization Strengths

- Teachers have a voice in committees from curriculum to school governance.
- The school is perceived well with good communication, safety, support, and school involvement programs.
- The school incorporates dual enrollment, high graduation rates, and high school involvement.
- Tutoring, after school program, TSI opportunities, student support available for all students
- Attendance committee has been created to track attendance

Problem Statements Identifying District Organization Needs

Problem Statement 1: Need student advisory, safety, other committees to help listen to different perspectives.

Root Cause: The changes in other areas kept a focus from student and teacher/staff voice.

Problem Statement 2: Look into have more electives available for the student body.

Root Cause: The small number of teacher involvement and hold in hiring has kept this idea from evolving.

Problem Statement 3: More campus committees- ask for participation but then assign those that need to be assigned and reward on TTESS.

Root Cause: Changes prevented focus on committees and their effectiveness.

Problem Statement 4: Conduct PLCs to allow for teachers to talk about student and their needs.

Root Cause: Changes have prevented focus on PLCs.

Technology

Technology Summary

The district does an extraordinary job at producing globally competitive students that can adapt to the world around them.

Technology Strengths

- Campus has 5 testing carts with 25 laptops in them- total of 161 laptops.
- Charging stations are currently being installed in every core class with a class set of 25-30.
- Teachers have mac books.
- Science department has access to Anatomage Science table in nursing wing.
- Campus has several apple TVs, graphing calculators, lab equipment

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus needs yearly apple training and refresher, launchpad orientation for all teachers.

Root Cause: These trainings were given but stopped at some point.

Problem Statement 2: Campus needs google classroom and application trainings for all teachers (best practices).

Root Cause: Teachers help each other which will in turn assist the campus.

Problem Statement 3: Keyboarding, work, power point training and email creating for students.

Root Cause: This could add to the additional electives that are needed.

Problem Statement 4: All students are afforded a laptop.

Root Cause: This initiative has been started with dual credit and ensuring that all student have a laptop they can use.

Demographics

Demographics Summary

Enrollment	
Grade	TOTAL
9	129
10	138
11	105
12	149
TOTAL	521

Ethnicity & Gender	
Ethnicity	TOTAL
Hispanic	512
White	8
Gender	TOTAL
Male	275
Female	246

Special Programs	
Program	TOTAL
At-Risk	245
Dyslexia	16
EB	33
GT	43
Home bound	4
Homeless	6

Staff Demographics	
Gender	TOTAL
Female	16
Male	25.5
Ethnicity	TOTAL
Hispanic	36
White	5.5
Degrees	TOTAL
No Degree	2
Bachelor's	32.6
Master's	7
Doctor's	0
Years of Experience	TOTAL
0-5 years	6.5
6-10 years	5.8
11-20 years	7.3
21-30 years	10
Over 30 years	6

Student Learning

Student Learning Summary

English I	2022	2023	2024
Masters	11%	14%	17%
Meets	48%	54%	54%
Approaches	63%	71%	67%
English II	2022	2023	2024
Masters	9%	9%	9%
Meets	57%	56%	60%
Approaches	71%	74%	74%
Algebra I	2022	2023	2024
Masters	30%	24%	25%
Meets	46%	45%	45%
Approaches	74%	78%	78%
Biology	2022	2023	2024
Masters	23%	22%	19%
Meets	57%	57%	58%
Approaches	82%	89%	91%
US History	2022	2023	2024
Masters	44%	39%	37%
Meets	71%	71%	69%
Approaches	89%	95%	95%

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results
- Other additional data





Goals

Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 1: By Spring 2025, the high school will increase performance at the meets and masters level in all areas 2-3 percentage points.

- Evaluation Data Sources:** STAAR/EOC Results for district and state.
- Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement professional development plan that supports identified areas of need to improve student achievement. Strategy's Expected Result/Impact: Increase student achievement Implementation of programs of learning Instructional coaching in content areas Staff Responsible for Monitoring: Assistant Principal, Department Heads, Principal, Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	July

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Professional Learning Communities so that teachers use collaboration to improve student outcomes. Strategy's Expected Result/Impact: Master Schedule \Agenda and Minutes of Meetings Horizontal alignment Vertical alignment Implementation of data reading and monitoring supports DMAC Lesson plans Assessments (Benchmarks) Checkpoints (3 weeks) Staff Responsible for Monitoring: Assistant Principal, Department Heads, Principal, Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Teach on the use of online web based resources to use in classroom setting. Strategy's Expected Result/Impact: classroom, STAAR/EOC results, DMAC, online resources available Staff Responsible for Monitoring: Assistant Principal, Principal, Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 2: STAAR performance for special education students will increase in the Approaches are a by 5%.

Evaluation Data Sources: STAAR Performance data for special education students

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide guidance and training for teachers in implementing strategies, as well as seeking out resource help only when needed to assist in developing independent and successful students. Strategy's Expected Result/Impact: Professional Development Staff Responsible for Monitoring: Assistant Principal, Principal, Teachers, Wil-Cam, Region One Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			





Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 3: By Spring 2025, RHS will increase number of CTE students enrolled and completing certification courses.

Evaluation Data Sources: Student Courses Enrollment Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Educate students and parents about the opportunities for certification that each CTE program has. Strategy's Expected Result/Impact: orientations parent meetings sign-in sheets/minutes Staff Responsible for Monitoring: Assistant Principals, CTE Teachers, Teachers, Counselors, Principal Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate CTE programs on a yearly basis to communicate updates and track performance measures to improve CTE student performance and target statewide in Secondary and Non-traditional participation. . Strategy's Expected Result/Impact: Evaluation Reports Student achievement results Staff Responsible for Monitoring: Department Heads, CTE Teachers. Teachers, Assistant Principal, Principal, Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement college readiness and career development activities. Strategy's Expected Result/Impact: career fairs inventory reports on careers, flyers, participation letters, calendars Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor, College Readiness, Gear Up	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
Strategy 4: Opportunities for CTE students to receive certifications or licenses from approved programs. Strategy's Expected Result/Impact: Enrollment, Certificates, Certification Data Staff Responsible for Monitoring: Assistant Principal, Counselors, Principal, CTE Director and Teachers,	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 4: By the Spring 2025, STAAR and TELPAS performance for current emergent bilinguals will increase to be able to exit TELPAS and allow focus on STAAR performance standards.

Evaluation Data Sources: STAAR Performance Data
TELPAS Data





Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Offer instructional coaching and support to teachers that teach EBs in their classroom. Strategy's Expected Result/Impact: LPAC Coordination Reviews Student Achievement Observations Summit K-12 My Access Staff Responsible for Monitoring: Assistant Principal, Principal, LPAC Coordinator, Teachers with EB students Title I: 2.4, 2.6	Formative		
	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 5: By the Spring 2025, there will be an increase in enrollment of advanced academics (AP, Dual) from 686 to 789 as measured by students enrolled in advanced courses.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that teachers receive professional development for both Dual and AP to help raise the rigor and interest for student academic success. Strategy's Expected Result/Impact: AP trainings Dual credit instructor meetings Meetings and minutes Staff Responsible for Monitoring: AP Teachers, Assistant Principal, Principal	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Create pathways with the assistance of TSC to better understand and educate teachers, parents, and students on requirements. Strategy's Expected Result/Impact: communication with TSC director Meeting and minutes to complete the pathways Staff Responsible for Monitoring: Assistant Principal, Counselor, Principal	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: ACADEMIC PROGRAM -Raymondville align curriculum, instruction and assessment programs that promote high levels of learning that encourage and challenge their potential.

Performance Objective 6: By the end of 2025 school year, there will be an increase on integration of technology tools and resources.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure that staff and students are afforded opportunities to participate in technology professional development activities to improve teaching and learning. on technology resources in learning. Strategy's Expected Result/Impact: Staff development implementation of necessary technology classes on master schedule webinars digital badges and completion certificates Staff Responsible for Monitoring: Assistant Principal, Principal, Counselors, Teachers, IT Coordinator, Network Administrator	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Incorporate and document technology integration in lesson and lesson plans. Strategy's Expected Result/Impact: Lesson plans webinars Staff Responsible for Monitoring: Assistant Principal, Department Heads, Principal, Teachers	Formative		
	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville ECHS 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: By the end of 2025, the student attendance rate will increase from 90% to 95%.





Evaluation Data Sources: PIEMS
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop campus attendance goals that address procedures, roles, responsibilities, and formal monitoring system that will communicate to parents the consequences in order to increase attendance. Strategy's Expected Result/Impact: review of attendance data contracts letters to parents expectations Staff Responsible for Monitoring: Assistant Principals, Principals, Counselor, PIEMS, Attendance Clerk selected staff and teachers.	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Consistently monitor and communicate daily attendance with administrators to call for action from parents. Strategy's Expected Result/Impact: Daily attendance reports Phone calls to parents Contract signing Staff Responsible for Monitoring: PIEMS, attendance clerk, Assistant Principal, Principal	Formative		
	Jan	Apr	July
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

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

Performance Objective 1: Focus on Industry based certifications or core complete and beyond for graduating students.





Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide CTE courses that lead to industry based certifications. Strategy's Expected Result/Impact: increase number of certifications Staff Responsible for Monitoring: Principal, Assistant Principal, CTE Coordinator and Teachers, Counselor TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Offer dual enrollment opportunities on campus Strategy's Expected Result/Impact: Increase in college credits earned Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal, CTE Coordinator and Teachers TEA Priorities: Connect high school to career and college	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: By the end of 2025, the school will provide opportunities for parents and community members minimum of 3 per year.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide parent workshops in English and Spanish on topics that will help their children succeed in school. Strategy's Expected Result/Impact: Agendas/Sign-in sheets increase in parental activities on campus Staff Responsible for Monitoring: Assistant Principal, Counselors, Principal	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Conducting parent meetings to explain graduation requirements for all grades. Strategy's Expected Result/Impact: sign in sheets parent attendance Staff Responsible for Monitoring: Assistant Principal, Principal, Counselor	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct ESSA Title I parent meeting. Strategy's Expected Result/Impact: Agendas/Sign-In Sheets Increase in parent involvement Staff Responsible for Monitoring: Principal, Assistant Principal	Formative		
	Jan	Apr	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: For 2024-2025 RECHS will improve the quality of support services.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct annual assessment of facilities to identify renovations where needed. Strategy's Expected Result/Impact: floors, roofs, HVAC, walls, general appearance Staff Responsible for Monitoring: Principal, Maintenance	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
Strategy 2: Improve aesthetically of district facilities. Strategy's Expected Result/Impact: landscaping, renovations Staff Responsible for Monitoring: Principal, Maintenance	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct annual assessment of equipment and supplies Strategy's Expected Result/Impact: TVs, equipment Staff Responsible for Monitoring: Technology specialist, Principal	Formative		
	Jan	Apr	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			