

# Raymondville Independent School District

## Options Academy

### 2024-2025 Campus Improvement Plan



# Mission Statement

The Raymondville Options Academic Academy is committed to quality education in a way that allows for individualized, accelerated-paced, flexible curriculum promoting self-directed, intrinsically motivated and successful learning so that graduates of Raymondville Options Academic Academy are inquisitive, passionate, lifelong learners and productive members of society.

# Vision

The Academy believes that it is essential that we offer educational opportunities, which provide excellence and equity for all students. To meet our goals, we as professional educators, must dedicate ourselves to developing the unique gifts and talents of all of our students. Working collaboratively as teachers, administrators, board members, and community, we can assure that all students will have equal access to quality instructional programs which will enable them to develop to their full potential.

# Value Statement

"Our hardships and mistakes do not define us, but the hope in rising every time we fall gives us strength and success. One day at a time. One student at a time."

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The ROAA student enrollment has remained constant at approximately 56 students the past four years. Raymondville Options Academic Academy student population has remained consistent at 98%-Hispanic, 86.8%-At Risk, and 100%-Economically Disadvantaged. Other demographic information includes 58.5%-Males, 41.5%-Females, 3.8%-Migrant, 5%-ESL, 8%-504, 20%-Special Education, and 2%-Teen Parents.

The student attendance at ROAA averaged 57% translate to one million six hundred and eighty one thousand four hundred and fifty minutes.

The staff attendance rate for the year was 85%. Raymondville Options Academic Academy has not had a turnover rate in the past three years making the retention rate for the past three years 100%. Raymondville Options Academic Academy staff consists of one Principal, one Administrative Assistant, one English/ESL teacher, one Math teacher, one Science/SPED teacher, one Social Studies teacher, two paraprofessionals, and a part-time counselor.

### Demographics Strengths

Goals for 2024-2025: Raise student attendance rate from 57% to 70%, and raise staff attendance rate from 81% to 95%.

### Demographics Needs

Goals for 2016-2017: Raise student attendance rate to seventy percent and staff attendance to ninty-five percent.

## **Student Achievement**

### **Student Achievement Summary**

One credit at a time; one test at a time. Student achievement is self paced and always on the positive side. Students that attend classes daily show improvement in their classes and on their exams.

### **Student Achievement Strengths**

Goals for 2024-2025: Continue improvement in all testing areas by 5%.

### **Student Achievement Needs**

Goals for 2016-2017: Continue improvement in all testing areas by five percent.

## **District Culture and Climate**

### **District Culture and Climate Summary**

About 90% of the students at ROAA feel physically safe at school. Teachers have good rapport and discipline in the classroom. All teachers meet with student/parents regularly in regards to student achievement. Students visit with the counselor on a regular basis throughout the year. All students are invested in the school and are aware of the expectations set by the principal. The principal and teachers stress campus expectations throughout the year. The majority of the students feel that their classes are academically challenging and demanding due to academics and classroom demographics. Students feel their teachers go above and beyond to help them meet their educational goals. An approximate 10:1 student to teacher ratio maximizes one on one instruction necessary for success in our non-traditional high school setting. The principal visits classrooms frequently to monitor and promote learning. Most students know college is attainable.

School staff aspires to continue and increase guidance programs that address our students on social and relevant issues including: dating violence/resolution, domestic violence, drugs and alcohol, and college programs and opportunities.

### **District Culture and Climate Strengths**

Goals for 2024-2025: Staff wants to continue and increase guidance programs that come and visit with students in the areas of bullying, conflict resolution, dating violence/resolution, gang awareness, and college opportunities.

### **District Culture and Climate Needs**

Goals for 2016-2017: Staff wants to continue and increase guidance programs that come and visit with students in the areas of bullying, conflict resolution, dating violence/resolution, gang awareness, and college opportunities.

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

### **Curriculum, Instruction, and Assessment Summary**

Raymondville Options Academic Academy continues to use everything that has been made available to the students. Teachers continue to use Edgenuity, API Modules, TEKS Resource System, GSuite/Google Drive/Google Classroom, and Interdisciplinary Studies/projects for credit recovery.

Raymondville Options Academic Academy would like to continue and/or increase student opportunities to take educational field trips and college information tours.

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

Goals for 2024-2025: Incorporate additional classes such as agriculture, Welding/AWS (certification), Veterinarian Technician (certification), and CNA program in order to enhance educational opportunities.

### **Curriculum, Instruction, and Assessment Needs**

Goals for 2016-2017: Incorporate additional classes such as agriculture, welding, mechanics, and CNA programs in order to enhance educational opportunities.

## **Family and Community Engagement**

### **Family and Community Engagement Summary**

The campus hosts various parent nights such as Meet the Teachers Night, Open House, and the Fall/Spring Parent Conference. Parents are encouraged to visit the campus and talk with teachers and administrator(s) outside of the normal newsletters, phone calls, home visits, and parent-teacher meetings.

Communication with parents is ongoing throughout the year and is done through newsletters, phone calls, home visits, and parent-teacher meetings.



## District Organization

### District Organization Summary

Raymondville Options Academic Academy is a credit recovery school to help Raymondville High School and Raymondville Independent School District raise their completion and graduations rate for the district. Raymondville Options Academic Academy also receives students from neighboring school districts around the area - these students are looking for help in achieving their goals in earning credit and graduating. The teachers at ROAA are one team. Raymondville Options Academic Academy provides an optional flexible schedule plan, instruction is self paced along with teacher guided instruction, students can be provided with individualized timelines/deadlines for reaching specific goals. Raymondville Options Academic Academy also provides cross-curricular instruction. At ROAA, students are held to high expectations and goals.

Refer to Addendum 1 - ROAA Student Application

# Technology

## Technology Summary

Raymondville Options Academic Academy uses technology for a variety of things; from lectures to presentations, to online learning to creating "products" for an assignment. Raymondville Options Academic Academy has access to Chromebooks for the majority of the students to use while on campus, Eiki projectors, document cameras, laptops for their teachers, calculators for their students, internet access (WiFi and LANline), and access to Edgenuity (online courses). Technology is used as an aid to help students and teachers reach their goals/achievements.

# 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**

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

## **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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **Student Data: Student Groups**

- Dyslexia data

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

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

# Goals

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 1:** Raymondville Options Academic Academy will compile and analyze disaggregated reports for the campus and all students.

**Evaluation Data Sources:** Assessment Report Disseminated to Teachers, E.O.C. Scores, Instructional Strategies Lists on P.G.P.s and C.I.P., Revised Timelines, Mid-Year Evaluation, Review, Service Record, Teaching Position

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> E.O.C. scores will be dis-aggregated to include a breakdown of scores by teacher, by objective, and by any other method that will demonstrate strengths and needs. This information will be discussed with the teachers to insure that appropriate strategies are being implemented to reach the stated goal and objective. <b>Strategy's Expected Result/Impact:</b> Strategies Listed on C.I.P. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> TAKS/EOC Scores - 199 - GENERAL FUND, TAKS/EOC Scores - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> An individual profile of every student who maybe at-risk of failing any portion of the E.O.C. tests will be made. The Raymondville Options Academic Academy will use the updated profile documentation to increase E.O.C. scores. Emphasis will be placed on Eco. Disadvantaged, At Risk, Sp. Ed., 504, Migrant, L.E.P., Bilingual/ESL, G.T., and Title I students. <b>Strategy's Expected Result/Impact:</b> Student Profiles at Campus. <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Student TAKS/EOC Profile Sheets - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Student who did not meet the passing standard on the E.O.C. A determination of the causes for the low scores will be made and strategies set to reach scores of the stated goal or objective. Emphasis will be placed on Eco. Disadvantaged, At Risk, Sp. Ed., 504, Migrant, L.E.P., Bilingual/ESL, G.T., and Title I students. <b>Strategy's Expected Result/Impact:</b> Student Profiles. <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> DMAC, TAKS/EOC Student Reports - 199 - GENERAL FUND, DMAC, TAKS/EOC Student Reports - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> The Principal will direct the teachers to align the benchmark timelines utilizing T.E.K.S., T.E.K.S. Resource, South Texas Curriculum Project, and E.O.C. <b>Strategy's Expected Result/Impact:</b> Copies of Timelines, Meeting Agendas <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The Principal will conduct walkthroughs for class observation at campus to monitor the effectiveness of teachers. <b>Strategy's Expected Result/Impact:</b> Walkthrough Documentation <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Staff, Time - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Record highly qualified statuses of Teachers to ensure students are being taught by a highly qualified staff. <b>Strategy's Expected Result/Impact:</b> Service Record, Teaching Position <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 2:** Raymondville Options Academic Academy will implement E.O.C. strategies to increase scores at all grade levels and all subject areas.

**Evaluation Data Sources:** Agendas, Sign-in Sheets, D.M.A.C. Report, Student Transcript & Credits earned, E.O.C. Scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will make decisions regarding teacher-made benchmarks, state released tests, and/or assessment instruments which will be used to assess students during their common planning and reflection period. <b>Strategy's Expected Result/Impact:</b> Meeting Agendas, Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Benchmark Tests, Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raymondville Options Academic Academy will review and implement the Required Improvement Percent Per Year (R.P.P.Y.) in all subject areas tested by E.O.C. test. <b>Strategy's Expected Result/Impact:</b> Curriculum Benchmark Analysis Report <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> A Personal Graduation Plan will be completed for all students who enroll at R.O.A.A.. P.G.P. - will address all areas of need. <b>Strategy's Expected Result/Impact:</b> Personal Graduation Plan <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Raymondville Options Academic Academy will implement two class periods in a teacher's master schedule to tutor students who have yet to meet E.O.C. testing standards. <b>Strategy's Expected Result/Impact:</b> Student Rosters <b>Staff Responsible for Monitoring:</b> Principal, Teachers	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will implement summer school to provide extended learning opportunities. <b>Strategy's Expected Result/Impact:</b> Student Rosters <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Raymondville Options Academic Academy will ensure that parents will be contacted after the E.O.C. benchmarks with the test results and tutoring will be scheduled for all failing students. <b>Strategy's Expected Result/Impact:</b> Tutoring Rosters, Bi-Annual Review <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor  <b>Title I:</b> 2.4, 4.1 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			



**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 3:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve 70% on the English I and English II E.O.C. exams.

**Evaluation Data Sources:** D.M.A.C., E.O.C. Scores, E.O.C. Class Rosters, Benchmarks

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Benchmarks will be developed by teachers to assess student mastery in English language arts and writing. <b>Strategy's Expected Result/Impact:</b> Principal Observation End Of Course Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Student portfolios will be developed for all students to monitor their progress on English I and English II benchmark tests. <b>Strategy's Expected Result/Impact:</b> Student Portfolios End Of Course Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Student Portfolios - 199 - GENERAL FUND, Student Portfolios - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Raymondville Options Academic Academy will implement E.O.C. English-Practical/Technical Writing classes. <b>Strategy's Expected Result/Impact:</b> EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Reading E.L.A. Teachers will implement the revised E.L.A. T.E.K.S., I.F.D.s, and will use such resources as, but not limited to, E.O.C. Coach, KAMICO, SIRIUS, and S.T.A.A.R. Connection. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Benchmarks, End Of Course Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will utilize the E.O.C. Information Booklets and released exams to prepare students for the E.O.C. exams. <b>Strategy's Expected Result/Impact:</b> Benchmarks, End Of Course Scores <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The campus will ensure that scores in reading and writing are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance. <b>Strategy's Expected Result/Impact:</b> Agendas, Strategies, Teacher Collaboration <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time, EOC Scores - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Raymondville Options Academic Academy will conduct a one or/to two week intense in-class E.O.C. review prior to the E.O.C. testing. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Targeted Instruction <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer various options for credit accrual and recovery on all students - special emphasis on migrant students arriving late and leaving early. Ensure the consolidation of partial credit and proper course placement and credit accrual for on time graduation. <b>Strategy's Expected Result/Impact:</b> Course Completion Forms, Student Credits <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Raymondville Options Academic Academy will send their English teachers to E.O.C. Writing/Reading trainings to improve student scores. In-services and workshops are not limited to within district, they can also be out of district or region (travel opportunity and funds can/will be provided). <b>Strategy's Expected Result/Impact:</b> Certificate of Attendance/Completion <b>Staff Responsible for Monitoring:</b> Teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Materials, Workshops, Travel - 199 - GENERAL FUND, Time, Materials, Workshops, Travel - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Raymondville Options Academic Academy English teachers will use available technology in lessons to engage students such as, but not limited to, smart-boards, projector, document cameras, laptops, and computers. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Teacher  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Writing across the curriculum. One day a week English will have the students write an essay to help improve their writing skills. <b>Strategy's Expected Result/Impact:</b> Improved essays, Targeted Instruction <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4	Formative		
	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 4:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve 92% on the U.S. History E.O.C. exam.

**Evaluation Data Sources:** D.M.A.C., Teacher Observation, E.O.C. Scores, Vocabulary List, E.O.C. Class Rosters, Benchmarks

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Benchmarks will be developed by teacher to assess student mastery in Social Studies. <b>Strategy's Expected Result/Impact:</b> Principal's Observation <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All Social Studies classes will use E.O.C. writing format on weekly assignments. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Teacher  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Time, Staff - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize the E.O.C. Information Booklets, released exams, and the E.O.C. Blueprints to prepare students for the end of course exam. <b>Strategy's Expected Result/Impact:</b> Benchmarks <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> E.O.C. Social Studies vocabulary will be distributed and reviewed to help prepare students for the E.O.C. test. <b>Strategy's Expected Result/Impact:</b> Vocabulary/Terminology List <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will implement E.O.C. Social Studies classes along with Edgenuity. The teacher will also align the Social Studies class using the T.E.K.S. Resource. <b>Strategy's Expected Result/Impact:</b> EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The campus will ensure that scores in Social Studies are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance. Offer after-school tutoring, study guides, review games, and teacher created study packet. <b>Strategy's Expected Result/Impact:</b> Agendas, Strategies <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time, EOC Scores - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Offer various options for credit accrual and recovery on all students - special emphasis on migrant students arriving late and leaving early. Ensure the consolidation of partial credit and proper course placement and credit accrual for on time graduation. <b>Strategy's Expected Result/Impact:</b> Course Completion Forms, Student Credits <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Improve achievement in Social Studies E.O.C. with software programs (Lowman Eduction, Kahoot, Sirius, Blookit), technology, the use of T.E.A. E.O.C. programs, including websites from Educational Networks, document camera, laptops, and Eiki projector. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Teacher  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Student portfolios will developed for all students to monitor their progress on U.S. History benchmark tests. Students create a portfolio based on classwork that has been worked on. Binders are used for this purpose. <b>Strategy's Expected Result/Impact:</b> Student Portfolios <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Raymondville Options Academic Academy Social Studies/History teacher will provide supplemental materials to their students to aid them in their preparation for the STAAR End of Course exams. Teacher researched exam reviews and worksheet pertaining to the EOC will be used. <b>Staff Responsible for Monitoring:</b> Principal, Teacher	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Raymondville Options Academic Academy will conduct a mandatory one or/to two week-long E.O.C. review prior to the E.O.C. exams. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July

Strategy 12 Details		Formative Reviews		
<b>Strategy 12:</b> Writing across the curriculum. One day a week, Social Studies students will write an essay to help improve their writing skills.  <b>Title I:</b> 2.4		Formative		
		Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				



**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 5:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve 75% on the Biology E.O.C. exam.

**Evaluation Data Sources:** D.M.A.C., E.O.C. Scores, E.O.C. Class Roster, Benchmarks, Rubric

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Benchmarks will be developed by teachers to assess student mastery in Science. <b>Strategy's Expected Result/Impact:</b> Principal's Observation <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> In-service and workshops will be provided for Science teachers to enhance instructional strategies for end of course exams and courses. In-services and workshops are not limited to within district, they can also be out of district or region (travel opportunity and funds can/will be provided). <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principal, C&I, Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Materials, Workshops, Travel - 199 - GENERAL FUND, Time, Materials, Workshops, Travel - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize the T.E.K.S. Resources, E.O.C. Information Booklets, Sirius Workbooks, Sirius Online, and the E.O.C. Blueprints to prepare students for the E.O.C. exams. <b>Strategy's Expected Result/Impact:</b> Benchmarks <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Raymondville Options Academic Academy will distribute and review E.O.C. questions. <b>Strategy's Expected Result/Impact:</b> Vocabulary/Terminology List, EOC Science Questions <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will implement E.O.C. Science classes along with Edgenuity and the teacher will align the science curriculum using T.E.K.S. Resources. <b>Strategy's Expected Result/Impact:</b> EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> The campus will ensure that scores in Science are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance. <b>Strategy's Expected Result/Impact:</b> Agendas, Strategies <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time, EOC Scores - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Raymondville Options Academic Academy will conduct a mandatory a one or/to two weeks-long E.O.C. review prior to the E.O.C. exams. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer various options for credit accrual and recovery on all students - special emphasis on migrant students arriving late and leaving early. Ensure the consolidation of partial credit and proper course placement and credit accrual for on time graduation. <b>Strategy's Expected Result/Impact:</b> Course Completion Forms, Student Credits <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> The use of technology, such as but not limited to, the SmartBoard, projector (Eiki), document camera, calculators, laptops, and computers. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Teacher  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Student portfolios will be developed for all students to monitor their progress on Biology benchmark tests. <b>Strategy's Expected Result/Impact:</b> Student Portfolios <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Raymondville Options Academic Academy Science teacher will provide Dyna Notes and Sirius Workbooks to her students to aid them in their preparation for the STAAR End of Course exams. <b>Staff Responsible for Monitoring:</b> Principal, Teacher	Formative		
	Jan	Apr	July

Strategy 12 Details	Formative Reviews		
Strategy 12: Writing across the curriculum. One day a week Science will have the students write an essay to help improve their writing skills.  Title I: 2.4	Formative		
	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><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>			

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 6:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve 75% on the Algebra I E.O.C. exam.

**Evaluation Data Sources:** D.M.A.C., E.O.C. Scores, E.O.C. Class Roster, Benchmarks, Lesson Plans, Walk-throughs, Student Score

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Benchmarks will be developed by teachers to assess student mastery in Math. <b>Strategy's Expected Result/Impact:</b> Principal's Observation <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raymondville Options Academic Academy will provide End of Course math vocabulary as needed. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Vocabulary/Terminology List <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Teachers will utilize the E.O.C. Information Booklets, released exams, and the E.O.C. Blueprints to prepare students for the E.O.C. <b>Strategy's Expected Result/Impact:</b> Benchmarks <b>Staff Responsible for Monitoring:</b> Teachers	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Raymondville Options Academic Academy will implement E.O.C. math classes. <b>Strategy's Expected Result/Impact:</b> EOC Scores <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> The campus will ensure that scores in math are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance. <b>Strategy's Expected Result/Impact:</b> Agendas, Strategies <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time, EOC Scores - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Raymondville Options Academic Academy will conduct a mandatory week-long E.O.C. review prior to the E.O.C. exams. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Staff, Time - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> In-service and workshops will be provided for math teachers to enhance instructional strategies for the E.O.C. and meeting the needs of all students. In-services and workshops are not limited to within district, they can also be out of district or region (travel opportunity and funds can/will be provided). <b>Strategy's Expected Result/Impact:</b> Certificate of Attendance/Completion, Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principal, C&I, Staff  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Time, Materials, Workshops, Travel - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, Time, Materials, Workshops, Travel - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Offer various options for credit accrual and recovery on all students - special emphasis on migrant students arriving late and leaving early. Ensure the consolidation of partial credit and proper course placement and credit accrual for on time graduation. <b>Strategy's Expected Result/Impact:</b> Course Completion Forms, Student Credits <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 212 - TITLE I, PART C-MIGRANT, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Raymondville Options Academic Academy Math teacher will implement the use of online videos (tutoring) to help improve math scores as needed. <b>Strategy's Expected Result/Impact:</b> Logs (Computer and/or Teacher logs) <b>Staff Responsible for Monitoring:</b> Teacher, Principal  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 10 Details	Formative Reviews		
<b>Strategy 10:</b> Student portfolios will be developed for all students to monitor their progress on Algebra I benchmark tests. <b>Strategy's Expected Result/Impact:</b> Student Portfolios <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 11 Details	Formative Reviews		
<b>Strategy 11:</b> Raymondville Options Academic Academy Math teacher will provide SIRIUS workbooks or SIRIUS Online to her students to aid them in their preparation for the STAAR End of Course exams. <b>Staff Responsible for Monitoring:</b> Principal, Teacher	Formative		
	Jan	Apr	July

Strategy 12 Details		Formative Reviews		
<b>Strategy 12:</b> Writing across the curriculum. One day a week Math will have the students write an essay to help improve their writing skills.  <b>Title I:</b> 2.4		Formative		
		Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				



**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 7:** Raymondville Options Academic Academy will implement supplementary program using State Compensatory Funds to help At-Risk students improve their academic performance at all grade levels.

**Evaluation Data Sources:** State Compensatory Program Evaluation, E.O.C. Scores, Counselor's Log, Schedules, Home-bound Schedule, Sign-in Sheets/Logs, Alternative Education D.M.A.C. Report, Report on Student Academic Performance, Counselor Referrals, Presentations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> State Compensatory Funds will be used for salaries to supplement regular educational program through the use of tutoring programs. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Sign-in Sheets, Schedules <b>Staff Responsible for Monitoring:</b> Principal, Federal Program Director, Teachers	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> State Compensatory Funds will be used for salaries for teachers to supplement the regular instructional program with E.O.C. classes for At-Risk students who have failed any part of their previous E.O.C. tests. <b>Strategy's Expected Result/Impact:</b> Class Schedules <b>Staff Responsible for Monitoring:</b> Principal, Teachers	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> State Compensatory Funds will be used for salaries to supplement to the regular instructional program for At-Risk students by providing supplemental instruction by teacher aids in the classroom. <b>Strategy's Expected Result/Impact:</b> Class Schedules <b>Staff Responsible for Monitoring:</b> Federal Program Director, Principal, Teachers	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> State Compensatory Funds will be used for counselor's salaries to provide for supplementary counseling services to At-Risk students. <b>Strategy's Expected Result/Impact:</b> Logs, Schedules <b>Staff Responsible for Monitoring:</b> Counselor  <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - SCF	Formative		
	Jan	Apr	July

Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> State Compensatory Funds will be used to support a program for pregnant girls that will include counseling services, homebound instruction, and Pregnancy related services. <b>Strategy's Expected Result/Impact:</b> Teacher, Homebound Instruction <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Funding Sources:</b> Instructional Staff, Time, Materials, Travel - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Ensure that counselor provide guidance services for parents, students, and staff that include: student schedule modification, graduation plans, career education, job readiness training, college readiness, Texas Grant Program, Teach for Texas Grant, College Night (Admissions and Financial Aid), college visitation field trips. <b>Strategy's Expected Result/Impact:</b> Counselor <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Order and provide supplies needed to maintain/update daily functions within the campus. *classroom* office * technology (Target Group: All) <b>Strategy's Expected Result/Impact:</b> Purchase orders <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> State Compensatory Funds will be used to supplement the Raymondville Options Academic Academy. <b>Strategy's Expected Result/Impact:</b> Alternative Education DMAC Report <b>Staff Responsible for Monitoring:</b> Federal Programs Director	Formative		
	Jan	Apr	July





Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Ensure that the campus counselor can work with outside agency's or personnel when needed to better assist students with issues interfering with learning, such as but no limited to: emotional distress, sexual abuse, suicide, family problems, dating violence, or alcohol/ substance abuse and how intervention strategies will be created for students who are in need of assistance. Target all.  <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Nurse, Federal Programs Director  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> ESSA - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
<div><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></div>			

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 8:** Raymondville Options Academic Academy will improve Special Education/504 students' performance and will ensure that they receive appropriate instruction.

**Evaluation Data Sources:** Special Education Referral Packages, Number of Referrals, Sign-in Sheets, Training Agenda, Student Performance, Student Performance Scores

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> The referral packages will continue to be monitored at Raymondville Options Academic Academy. <b>Strategy's Expected Result/Impact:</b> Principal Six Weeks Report, Sign-in Sheets <b>Staff Responsible for Monitoring:</b> WIL-CAM Staff, Director of Special Education  <b>Funding Sources:</b> WIL-CAM - 166 - PI 23 SPECIAL EDUCATION	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All parents will be provided with a copy of the rights of parents to request a Special Education referral for the child. The notice will be provided through a handout or the student handbook. The pre-referral process will be explained to parents as students are referred during the 2023-2024 school year. <b>Strategy's Expected Result/Impact:</b> Handouts, Student Handbook <b>Staff Responsible for Monitoring:</b> Principal, Director of Special Education, 504 Coordinator  <b>Title I:</b> 4.1 <b>Funding Sources:</b> WIL-CAM - 166 - PI 23 SPECIAL EDUCATION, WIL-CAM - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Staff development in "Consideration of Modifications and Support for Students with Special needs in the Mainstream Setting" will be implemented for all staff alongside with all training on the A.R.D. decision-making. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Training Agenda <b>Staff Responsible for Monitoring:</b> WIL-CAM Staff, Director of Special Education  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> WIL-CAM - 166 - PI 23 SPECIAL EDUCATION, WIL-CAM - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July





Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide staff and faculty opportunities to attend training in areas pertaining to Special Education that include: Differentiated Instruction, Continuing Services, Writing I.E.P.'s and B.I.P.'s, 504s, C.P.I., C.P.R., S.A.P., and the R.T.I. process. <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-in Sheets, Certificates <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Provide manipulatives and real-life situations to help students understand the T.E.K.S. in Math, Science, English, and Social Studies. <b>Strategy's Expected Result/Impact:</b> Student Performance <b>Staff Responsible for Monitoring:</b> Principal, Teachers, WIL-CAM  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 9:** Raymondville Options Academic Academy will improve ESL Education students' performance and will ensure that they receive appropriate instruction.

**Evaluation Data Sources:** Sign-in Sheets, Agenda, P.B.M.A.S., Bi-Annual Review, Evaluations, Certificates, Placement Decision

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> A training session will be provided for the L.P.A.C. members and LAS test administrators. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Agenda <b>Staff Responsible for Monitoring:</b> C&I Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Place, Staff - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE, Time, Place, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Parents will receive information on the benefits of the ESL program and will be given time to reconsider denying their child access to the ESL program. <b>Strategy's Expected Result/Impact:</b> Documentation Forms <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.4, 4.1 <b>Funding Sources:</b> Time, Staff, Written Explanation Forms - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> A parent awareness session concerning the Bilingual/ESL Program and services will be provided for students during the Raymondville I.S.D. Annual Parent Conference. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Agendas, Evaluations, Programs <b>Staff Responsible for Monitoring:</b> C&I Staff, Federal Program Director  <b>Title I:</b> 2.4, 4.1 <b>Funding Sources:</b> Time, Staff, Place - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Raymondville Options Academic Academy will send ESL teacher to professional development to gain training to offer other teachers in assisting the ESL population to pass the End of Course exams. <b>Strategy's Expected Result/Impact:</b> Agendas, Certificates <b>Staff Responsible for Monitoring:</b> C&I Staff, Region One Bilingual Department  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 263 - TITLE III, PART A-LEP	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will hold an L.P.A.C. for any student who has been exited within the last two years and who has received a failing grade in any core subject area. The L.P.A.C. will reevaluate the student and determine which service will provide the greatest acceleration and academic success. <b>Strategy's Expected Result/Impact:</b> Skyward, LPAC Minutes <b>Staff Responsible for Monitoring:</b> Principal, LPAC Committee  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Time, Staff, Skyward - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** By 2024-2025, the students at Raymondville Options Academic Academy will achieve an overall of 70% mastery in English I, English II, Algebra I, Biology, and U.S. History as measured by the E.O.C. exams.

**Performance Objective 10:** Raymondville Options Academic Academy will improve Migrant Student's performance and will ensure student success.

**Evaluation Data Sources:** Test Scores, Credits

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Secondary migrant students will be provided instructional assistance in core areas with the opportunity to gain the credit needed for graduation. <b>Strategy's Expected Result/Impact:</b> Attendance, Grades, Credits, Student Rosters <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers, MEP  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Modules, Tutorials, Labs, Credit by Exam, Summer School, - 212 - TITLE I, PART C-MIGRANT , Modules, Tutorials, Labs, Credit by Exam, Summer School, - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Secondary Migrant Students will be provided with clothing and reading enrichment books. <b>Strategy's Expected Result/Impact:</b> Migrant Student attendance <b>Staff Responsible for Monitoring:</b> Counselor, Principal, MEP  <b>Title I:</b> 2.5, 2.6 <b>Funding Sources:</b> - 212 - TITLE I, PART C-MIGRANT	Formative		
	Jan	Apr	July
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>			







**Goal 2:** Raymondville Options Academic Academy will maintain the school climate and positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual Effective Schools Assessment results.

**Performance Objective 1:** Raymondville Options Academic Academy will promote programs that communicate with students, parents, staff, and community in a positive way.

**Evaluation Data Sources:** Compiled Assessment Reports, Copies of the R.O.A.A. newsletter, Bi-Annual Review, Teacher Evaluations, Sign-in Sheets, Certificates, HR Reports, Advertisement Website Posting

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Conduct a needs assessment to help create a school profile analyzing data to ensure that the learning needs of every child are addressed and met. <b>Strategy's Expected Result/Impact:</b> Compiled Assessment Reports <b>Staff Responsible for Monitoring:</b> Principal, C&I Staff, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Assessment Finding - 199 - GENERAL FUND, Assessment Finding - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Raymondville Options Academic Academy will submit positive articles that recognize students. Campuses will ensure that, at a minimum, one article is translated into Spanish for our Spanish speaking constituents. <b>Strategy's Expected Result/Impact:</b> Articles Submitted <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Articles, computers - 199 - GENERAL FUND, Articles, computers - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July





Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Raymondville Options Academic Academy will have positive recognition programs. <b>Strategy's Expected Result/Impact:</b> Log of Positive Recognition Programs <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> Incentives - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Will select and provide professional development to meet the needs of the principal, teachers, paraprofessionals, parents, and others as appropriate. <b>Strategy's Expected Result/Impact:</b> Sign-in Sheets, Certificates <b>Staff Responsible for Monitoring:</b> Principal, C&I Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> District will advertise in newspaper/website and provide salary based incentives in the areas of math and science. <b>Strategy's Expected Result/Impact:</b> HR Reports, Advertisement, Website Posting <b>Staff Responsible for Monitoring:</b> HR Department, Business Office  <b>Title I:</b> 2.4 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
<div> <div>  0% No Progress           </div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			

**Goal 2:** Raymondville Options Academic Academy will maintain the school climate and positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual Effective Schools Assessment results.

**Performance Objective 2:** Raymondville Options Academic Academy will promote a safe and disciplined environment. The principal will ensure that students, parents, and staff have and understand the Discipline Management Plan, Campus Discipline Management Plans, and all rules and procedures.

**Evaluation Data Sources:** D.M.P. Receipt on File, Increased Positive Responses on Parents Surveys, Decrease of Behavioral Reports, Behavioral Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Raymondville Options Academic Academy will ensure that every parent signs a student/parent compact and a discipline management receipt statement. <b>Strategy's Expected Result/Impact:</b> DMP Receipt on File <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1 <b>Funding Sources:</b> DMP, Student Compact - 199 - GENERAL FUND, DMP, Student Compact - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> The principal will coordinate and disseminate campus discipline rules and regulations to all campus personnel to ensure consistency. <b>Strategy's Expected Result/Impact:</b> Agenda of Meeting <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> DMP, Campus Rules, Time, Staff - 199 - GENERAL FUND	Formative		
	Jan	Apr	July

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Raymondville Options Academic Academy will explain to parents the Student Code of Conduct, Parent Compacts, and other school rules and procedures during the Fall Open House in the dominate language of the parent. <b>Strategy's Expected Result/Impact:</b> Agenda of Meeting <b>Staff Responsible for Monitoring:</b> Principal, Teachers  <b>Title I:</b> 4.1, 4.2 <b>Funding Sources:</b> DMP, Campus Rules, Times, Staff - 199 - GENERAL FUND, DMP, Campus Rules, Times, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Character Education will be monitored and evaluated. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will provide their staff with opportunities to be trained in safety techniques and equipment like, but not limited to, CPR, EpiPen usage, and AED defibrillator.  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 2:** Raymondville Options Academic Academy will maintain the school climate and positive atmosphere for students, teachers, parents, and community members. Success will be measured by 90% of staff answering positively on the annual Effective Schools Assessment results.

**Performance Objective 3:** Raymondville Options Academic Academy will promote a comprehensive program of health education that is designed to promote healthful living and discourage health-risk behaviors.

**Evaluation Data Sources:** Monthly Menu, Lesson Plans, Counselor Logs, Presentations, Agenda's Counseling Sessions

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> During each school day, each student will be provided with breakfast and lunch. Students will be encouraged to participate in the distinct nutritional program. <b>Strategy's Expected Result/Impact:</b> Daily lunch menu <b>Staff Responsible for Monitoring:</b> Health Nutrition Department  <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - National School Lunch	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Students will be provided information based on the knowledge and skills necessary to avoid tobacco, vaping, and drug use. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Counselor Logs <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor  <b>Title I:</b> 2.5	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Raymondville Options Academic Academy will promote good conduct, including abstinence from the use of violence, alcohol and other harmful drugs. <b>Strategy's Expected Result/Impact:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor  <b>Title I:</b> 2.5 <b>Funding Sources:</b> Time, Staff - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Raymondville Options Academic Academy will develop and implement a guidance and counseling program to serve all students in bullying, violence/conflict resolution, dating violence, gang awareness, and sexting. <b>Strategy's Expected Result/Impact:</b> Counselor Logs <b>Staff Responsible for Monitoring:</b> Campus Police, Counselor, Principal  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Raymondville Options Academic Academy will implement and manage a guidance and counseling program to address behavior problems and underlying risks. (Ripple Effect) <b>Strategy's Expected Result/Impact:</b> Counselor Logs <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Raymondville Options Academic Academy will implement and manage a guidance and counseling program to address teen suicide. <b>Strategy's Expected Result/Impact:</b> Counselor Logs <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Raymondville Options Academic Academy will implement and manage a guidance and counseling program to encourage district and community service to other students and adults. <b>Strategy's Expected Result/Impact:</b> Counselor Logs <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I:</b> 2.5 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July



No Progress



Accomplished



Continue/Modify



Discontinue

### Goal 3: High School Completion / Graduation

**Performance Objective 1:** Raymondville Options Academic Academy will help provide every student with the opportunity to complete high school and graduate under their recommended graduation plan and class. A minimum of 33% of all student safeguard components will earn a graduation diploma reflecting 4 year, 5 year or 6 year graduate.

**Evaluation Data Sources:**

Graduation Plan, Documentation of Conferences, Administrations Phone Logs, Teacher Phone Logs, Teacher Home Visits, Test Registration, Walk-Through's, Lesson Plans, Counselor Logs, Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> All students entering the Raymondville Options Academic Academy will have a graduation plan established for them with emphasis on graduation cohorts. <b>Strategy's Expected Result/Impact:</b> Improved Graduation Rate <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Graduation Plans will be reviewed upon each course completion. <b>Strategy's Expected Result/Impact:</b> Graduation Plans, Documentation of Conferences <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> All students enrolling in the Raymondville Options Academic Academy will be monitored very closely in regards to attendance. <b>Strategy's Expected Result/Impact:</b> Weekly Reports <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	Formative		
	Jan	Apr	July



Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide opportunities for students that encourage high school graduation. These might include field trips to career possibilities, software for college entrance exams, registration for tests, visit colleges or universities. <b>Strategy's Expected Result/Impact:</b> Counselor Logs, Student Sign-in Sheets <b>Staff Responsible for Monitoring:</b> Principal, Counselor  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 199 - GENERAL FUND	Formative		
	Jan	Apr	July
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Establish a calendar timeline to conduct a collaborative meeting between Raymondville High School and R.O.A.A. counselors to discuss struggling students' academic progress. <b>Staff Responsible for Monitoring:</b> Principals, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2	Formative		
	Jan	Apr	July
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Maintain effective communication between schools to ensure struggling students are identified along with an educational plan. <b>Staff Responsible for Monitoring:</b> Principals, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Transition struggling students from Raymondville High School to R.O.A.A. along with academic records. <b>Staff Responsible for Monitoring:</b> Principals, Counselors  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
Strategy 8 Details	Formative Reviews		
<b>Strategy 8:</b> Establish a calendar timeline to assess struggling students and adjust educational plan. <b>Staff Responsible for Monitoring:</b> Principals, Counselors  <b>Title I:</b> 4.2	Formative		
	Jan	Apr	July

Strategy 9 Details	Formative Reviews		
<b>Strategy 9:</b> Raymondville Options Academic Academy will provide their students with opportunities to participate in programs like, but not limited to, Building Construction, Electrician Apprenticeship Program, and CNA (Certified Nurses Assistant). <b>Staff Responsible for Monitoring:</b> Principal, Counselor, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6	Formative		
	Jan	Apr	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

# State Compensatory

## Personnel for Options Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anahi Vazquez	Administrative Assistant	0

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anahi Vazquez	Administrative Assistant		
April Marie Castillo	Science/SPED	Science/SPED	
Christina Cabrera	English/ESL	English/ESL	
Elizabeth Mendoza	Math		
Frank Garcia	Principal/Special Programs Director	Special Programs/Migrant	
Lorraine Burns	Counselor/ESL/504	Counselor/ESL/504	
Robert Howell	History		

# Campus Funding Summary

163 - PI 25 BILINGUAL & SPECIAL LANGUAGE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	1	Time, Place, Staff		\$0.00
Sub-Total					\$0.00
166 - PI 23 SPECIAL EDUCATION					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	WIL-CAM		\$0.00
1	8	2	WIL-CAM		\$0.00
1	8	3	WIL-CAM		\$0.00
Sub-Total					\$0.00
199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TAKS/EOC Scores		\$0.00
1	1	3	DMAC, TAKS/EOC Student Reports		\$0.00
1	3	1			\$0.00
1	3	2	Student Portfolios		\$0.00
1	3	8			\$0.00
1	3	9	Time, Materials, Workshops, Travel		\$0.00
1	4	1			\$0.00
1	4	2	Time, Staff		\$0.00
1	4	7			\$0.00
1	4	9			\$0.00
1	5	1			\$0.00
1	5	2	Time, Materials, Workshops, Travel		\$0.00
1	5	8			\$0.00
1	5	10			\$0.00
1	6	1			\$0.00
1	6	7	Time, Materials, Workshops, Travel		\$0.00

199 - GENERAL FUND					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	8			\$0.00
1	6	10			\$0.00
1	7	6			\$0.00
1	7	7			\$0.00
1	8	4			\$0.00
1	10	1	Modules, Tutorials, Labs, Credit by Exam, Summer School,		\$0.00
2	1	1	Assessment Finding		\$0.00
2	1	2	Articles, computers		\$0.00
2	1	3	Incentives		\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1	DMP, Student Compact		\$0.00
2	2	2	DMP, Campus Rules, Time, Staff		\$0.00
2	2	3	DMP, Campus Rules, Times, Staff		\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
2	3	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TAKS/EOC Scores		\$0.00
1	1	2	Student TAKS/EOC Profile Sheets		\$0.00
1	1	3	DMAC, TAKS/EOC Student Reports		\$0.00
1	1	5	Staff, Time		\$0.00
1	1	6			\$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Benchmark Tests, Time, Staff		\$0.00
1	2	3	Time, Staff		\$0.00
1	2	5	Time, Staff		\$0.00
1	2	6	Time, Staff		\$0.00
1	3	1			\$0.00
1	3	2	Student Portfolios		\$0.00
1	3	3	Time, Staff		\$0.00
1	3	6	Staff, Time, EOC Scores		\$0.00
1	3	7	Staff, Time		\$0.00
1	3	8			\$0.00
1	3	9	Time, Materials, Workshops, Travel		\$0.00
1	4	1			\$0.00
1	4	5	Time, Staff		\$0.00
1	4	6	Staff, Time, EOC Scores		\$0.00
1	4	7			\$0.00
1	4	9			\$0.00
1	5	1			\$0.00
1	5	2	Time, Materials, Workshops, Travel		\$0.00
1	5	4	Time, Staff		\$0.00
1	5	5	Time, Staff		\$0.00
1	5	6	Staff, Time, EOC Scores		\$0.00
1	5	7	Staff, Time,		\$0.00
1	5	8			\$0.00
1	5	10			\$0.00
1	6	1			\$0.00
1	6	4	Time, Staff		\$0.00
1	6	5	Staff, Time, EOC Scores		\$0.00
1	6	6	Staff, Time		\$0.00
1	6	7	Time, Materials, Workshops, Travel		\$0.00
1	6	8			\$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	10			\$0.00
1	7	4	Time, Staff	SCF	\$0.00
1	7	5	Instructional Staff, Time, Materials, Travel		\$0.00
1	7	9	ESSA		\$0.00
1	8	2	WIL-CAM		\$0.00
1	8	3	WIL-CAM		\$0.00
1	8	4			\$0.00
1	9	1	Time, Place, Staff		\$0.00
1	9	2	Time, Staff, Written Explanation Forms		\$0.00
1	9	3	Time, Staff, Place		\$0.00
1	9	5	Time, Staff, Skyward		\$0.00
2	1	1	Assessment Finding		\$0.00
2	1	2	Articles, computers		\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1	DMP, Student Compact		\$0.00
2	2	3	DMP, Campus Rules, Times, Staff		\$0.00
2	3	1	Time, Staff	National School Lunch	\$0.00
2	3	3	Time, Staff		\$0.00
2	3	4			\$0.00
2	3	5			\$0.00
2	3	6			\$0.00
2	3	7			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
212 - TITLE I, PART C-MIGRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8			\$0.00



212 - TITLE I, PART C-MIGRANT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	7			\$0.00
1	5	8			\$0.00
1	6	8			\$0.00
1	10	1	Modules, Tutorials, Labs, Credit by Exam, Summer School,		\$0.00
1	10	2			\$0.00
Sub-Total					\$0.00
263 - TITLE III, PART A-LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	4			\$0.00
Sub-Total					\$0.00

# Addendums

# Raymondville Options Academic Academy

Frank L. Garcia – Special Programs Director / Principal

Office: 956-689-8185



*No Excuses... Just Results*

*Pride + Belief + Determination + Resilience = Graduation*

## Check List

### Home Campus Office Use Only: (Counselor/Counselor's Must Initial)

_____ Application	_____ College Application
_____ Counselor's Section	_____ Career Inventory
_____ Graduation Plan	_____ Student Statement
_____ Transcript	_____ Parent Statement
_____ Enrollment Card	_____ Student / Parent Signatures
_____ Schedule Reflecting Options	_____ Counselor Signature
_____ Test Scores	_____ Administrator Signatures

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### Options Academy Office Use Only:

\_\_\_\_\_ Student Acceptance or Denial Form

\_\_\_\_\_ Student – Parent Contract

**PLEASE ATTACH A COPY OF THE TRANSCRIPT, REPORT CARDS, TAKS OR EOC SCORES, GRADUATION PLAN, AND ATTENDANCE FOR THE COMMITTEE TO REVIEW**

**Raymondville Options Academic Academy**

**CONSENT FOR COUNSELING SERVICES**

Student's Name: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

Address: \_\_\_\_\_

Approval is hereby granted for \_\_\_\_\_ to receive individual  
Student Name

and/or group counseling in order to understand and best serve his or her educational needs.

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

# Operation Graduation



## APPLICATION

Student and Parent must complete and return to the home campus counselor.

Date: \_\_\_\_\_

Home Campus: \_\_\_\_\_

Receiving Campus: R.O.A.A.

Student's Full Name: \_\_\_\_\_  
Last Name First Middle

S.S.#: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone No.: \_\_\_\_\_ Student's Cell No.: \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Phone # (Home): \_\_\_\_\_  
(Cell): \_\_\_\_\_ (Work): \_\_\_\_\_

Father's Name: \_\_\_\_\_ Phone # (Home): \_\_\_\_\_  
(Cell): \_\_\_\_\_ (Work): \_\_\_\_\_

Emergency Contact: \_\_\_\_\_ Phone #: \_\_\_\_\_

Live with both parents (**circle one**)? **Yes** or **No** If not, whom do you live with?

Name	Relationship	Phone No.
------	--------------	-----------

Are you a parent (**circle one**)? **Yes** or **No**

If Yes, how old is your child/children: \_\_\_\_\_

### Applying to:

\_\_\_\_\_ Complete high school credits for graduation \_\_\_\_\_ Complete credits to graduate with cohort

\_\_\_\_\_ Complete Texas Assessment requirements for graduation

\_\_\_\_\_ Complete Texas Assessment requirements and high school credits

*Operation Graduation*

***Student and Parents Continued:***

**Student Statement of Need:** Why do you believe this program will be of benefit to you? (If additional space is needed, please attach sheet.)

**Parent/Guardian Statement of Need:** Why do you believe this program will benefit your child? (If additional space is needed, please attach sheet.)

I understand the Raymondville Options Academic Academy program is by selection only and is intended for students who are “at risk” of dropping out of school. If selected, I will follow the rules and expectations of the program, failure to do so will result in returning to home campus.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

I understand the selection of the Raymondville Options Academic Academy program and I support my child attending this alternative program.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

To be completed by Home Campus High School Counselor and [REDACTED] (pg 1 of 2):

Student Name: \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Cohort of: \_\_\_\_\_ Credits Earned: \_\_\_\_\_ Classification: 9 10 11 12  
Year entering as first-time freshman

Current # of Absences: \_\_\_\_\_ Excused: \_\_\_\_\_ Unexcused: \_\_\_\_\_

Retained in Grades: \_\_\_\_\_

***	<b>Special Programs (check all that apply):</b>
	ESL _____ PRS _____
	Migrant _____ SPED _____
	504 _____
	STAAR Tutorials _____
Medical Alerts (Special Diet, etc) _____	

TSTC – Enrollment/Application: _____
College – Enrollment/Application: _____

<b>EOC Exams:</b>	
ELA I _____	Date: _____
ELA II _____	Date: _____
Algebra I _____	Date: _____
Biology _____	Date: _____
US History _____	Date: _____
<b>TSI:</b>	
Reading _____	Date: _____
Math _____	Date: _____
<b>Other:</b>	
Certifications: _____	Date: _____

The recommendation will be viewed by the Raymondville Options Academic Academy Program Committee to decide if the drop-out prevention program is an appropriate placement for this student. Please indicate which interventions have been implemented prior to applying to Raymondville Options Academic Academy. **Please include dates and documentation of implemented interventions.**

_____ School Counselor(s)	_____ Nurse(s)	_____ Parent/Guardian conferences
_____ Parental Involvement	_____ Home Visits	_____ Attendance officer referral
_____ Tutoring	_____ LEP Screening	_____ Schedule changes
_____ Personal graduation plan	_____ 504 Services	_____ Behavior intervention plan
_____ Mentor _____ How long?	_____ CTE	_____ Other: _____

Operation Graduation

***Counselor's Section Continued (page 2 of 2).....***

Please check **all areas** which apply:

**A. ACADEMIC**

\_\_\_\_\_ Retained more than one time  
\_\_\_\_\_ Able to work at an accelerated pace  
\_\_\_\_\_ Over-age student  
\_\_\_\_\_ 5-year senior  
  
\_\_\_\_\_ LPAC/LEP

**B. ECONOMIC**

\_\_\_\_\_ Employed – supporting spouse and/or child/children  
\_\_\_\_\_ Employed – supporting handicapped or unemployment parent  
\_\_\_\_\_ Employed – self-supporting  
\_\_\_\_\_ Other economic hardship

If employed, where are you employed: \_\_\_\_\_  
Work hours: \_\_\_\_\_ Work Phone #: \_\_\_\_\_

Home Campus Counselor's Verification: \_\_\_\_\_ Date: \_\_\_\_\_

Home Campus Administrator's Approval: \_\_\_\_\_ Date: \_\_\_\_\_

ROAA Counselor Verification: \_\_\_\_\_ Date: \_\_\_\_\_

*Operation Graduation*



# Raymondville Options Academic Academy

## Contract for Enrollment at R.O.A.A.

I, \_\_\_\_\_, understand that enrollment in the Raymondville Options Academic Academy is by selection only. I acknowledge that this school is a **School of Choice** for those students having a strong desire to further their education and complete their requirements for graduation.

I further understand that there are many **expectations** that come with **enrollment** in the Raymondville Options Academic Academy and that these expectations must be met for continued enrollment. These requirements are:

- Enrollment in a RISD secondary school for the 2023 - 2024 school year;
- A **minimum of four credits** completed per **18-week** period;
- **Prompt daily attendance** and adhering to student course schedule;
- **Removal to home campus at the end of the semester after 10 unexcused absences.**

- Compliance with the RISD Student Code of Conduct.

By signing this contract, I acknowledge my intention to attend The Academy during the **2023 - 2024** school year and accept that failure to meet these expectations will result in my being dropped from the Raymondville Options Academic Academy.

\_\_\_\_\_  
Signature of Student/Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Signature of Principal/Date

\_\_\_\_\_  
Signature of Counselor/Date

RISD does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or provisions of services, programs, or activities. RISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad o discapacidad en el empleo en la provisión de servicios o actividades.

## TITLE I SCHOOL – PARENT COMPACT

This vision of the School-Parent Compact is to integrate home and school responsibilities to ensure that every child achieves a quality education.

### **PARENT'S RESPONSIBILITIES**

Parent's signature / Adult Student \_\_\_\_\_ agrees to:

- **Ensure daily attendance and prompt arrival at school.**
- Establish a routine for school days such as checking completed homework and setting a regular bedtime.
- **Encourage your child that graduation is not an option but an expectation.**
- Avidly listen and participate in conversations pertaining to or with our child.
- Monitor the quality and amount of electronic usage (cell phone, computers, etc.).
- Expect appropriate behavior from our child and provide discipline in a supportive environment.
- Be actively involved in school and community functions, such as parent-teacher conferences, and parent workshops.
- Be responsive to teachers' requests and discuss concerns regarding our child in a responsible manner.
- **Provide current contact information, update as necessary.**
- Communicate positive information regarding teachers, principals and other campus personnel when discussing school with our child.
- Attend school/community sessions that will enable us to better help our child at home.
- Model the belief that learning is a life-long process that takes place at school and home.
- **Provide accurate emergency contact information (i.e., telephone number, address, email).**

### **SCHOOL'S RESPONSIBILITIES**

The School Staff of Raymondville Options Academic Academy agrees to:

- Provide a safe and caring learning environment for all children enrolled.
- Follow the curriculum adopted by Raymondville ISD and provide quality student-centered instruction at all grade levels.
- Take into account strengths and areas needing growth for individual students.
- **Keep parents informed of student progress on a regular basis.**
- Provide translations of written notifications and interpreters at parent conferences, meetings and training sessions for non-English-speaking parents as much as possible.
- Be available to meet with parents and students when necessary.
- Provide parent workshops and training sessions.
- Assign appropriate class assignments.
- Model the belief that learning is a life-long process that takes place at school and home.

### **STUDENTS'S RESPONSIBILITIES**

Student's signature \_\_\_\_\_ agrees to:

- **Attend school daily and arrive on time.**
- **Complete all work assigned by the teacher on a daily basis.**
- **Take responsibility for my own actions.**
- **Respect myself and others.**
- **Follow school and classroom rules and directions.**
- **Accept the belief that learning is a life-long process that takes place at school and home.**

Return this form to your child's school.

# ADDENDUM: PARENT / STUDENT CONTRACT

## CELL PHONE USE

For the safety purposes, the district permits students to possess personal cell phones; however, due to a number of problems on our campus regarding cell phones, each student who brings a cell phone onto our campus will be required to turn off their cell phone, keep it off, and turn it in to the teacher during instructional time. Anyone caught using their cell phone during instructional time will be warned once. If student is caught a second time using his / her cell phone during instructional time, the student will have to turn phone into the office and a parent will be required to pick up the phone and pay a fifteen-dollar (\$15) fee. If student is caught a third time student will be required to turn the phone into the office every day and phone will be returned at the end of each day.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# ATTENDANCE DISCLAIMER

All students must be here for 70% or better regarding their assigned schedule. Students earning credit where their attendance is below the 70% requirement **will be required to write a ten-page report on a topic of the teacher's choosing, and there will be a specific format for writing the paper.** Non-negotiable requirement for writing the paper is that the student will be required to be in attendance in the class he/she is seeking reinstatement of credit.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Raymondville Options Academic Academy

Frank L. Garcia – Principal / Special Programs Director

Office: 956-689-8185



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

## Acceptance or Denial Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

### For Raymondville Options Academic Academy Program Office Use Only

Interview Date: \_\_\_\_\_ Time: \_\_\_\_\_

\_\_\_\_\_ Student Accepted \_\_\_\_\_ Student Denied Date: \_\_\_\_\_

Reason: \_\_\_\_\_

Student Notified by: \_\_\_\_\_ Phone \_\_\_\_\_ Letter \_\_\_\_\_ Date: \_\_\_\_\_

Referral Initiated by: \_\_\_\_\_ Position: \_\_\_\_\_

Other Information: \_\_\_\_\_

### Committee Members:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Name: \_\_\_\_\_ Position: \_\_\_\_\_

*Operation Graduation*

## Demographics

	2018-2019	2019-2020	Needs
Student Enrollment	77	53	Revolving door-once student finishes they leave
K-5	0	0	
6-8	6	1	
9-12	71	52	Small class sizes are in place
Hispanic	100%	98.1%	Ethnic groups are normal
African American	0%	0%	
White	0%	1.9%	
Remote Learners			No remote learners this year. All students are face-to-face. Remote learners who were seniors who were not ready became face to face students
Face-to-Face Learners			A year and half of working little with limited expectations during COVID- expectations are increasing. Learning the expectations. Students are accelerated instruction due to being behind in academics. Some may graduate in 3 years.

	2018-2019	2019-2020	Needs
Economically Disadvantaged	100%	100%	No specific needs identified-provide all needs for students when they show up
English Learners	5.2%	11.3%	Els were fluent some trainings were needed to support ESL students, Spanish English Dictionaries were needed
At-Risk	92.2%	86.8%	Number will increase this year with less 3-year graduates. 5-year graduates this year. At-Risk population is increasing. Students living with grandparents and in foster care. Services are committed to helping students. Workshops are providing. Counselors provide services. Outside agencies work with students to support social emotional needs of students. EOC TAMUK Rural. Behavioral Health Solutions of South Texas.
Migrant	N/A	3.8%	Migrant Office call every 6-weeks to check on students and offer assistance. Clothing is provided when needed.
Military Connected	N/A	0%	
Students with Disabilities	0%	11.3%	Number is increasing. 25% is expected this year. Need for staff to understand how to address needs of students. Professional development.

**Raymondville Options Academy-2020-2021 Program Evaluation/2021-22-Comprehensive Needs Assessment**

Student Mobility	0%	100%	Based on the nature of the campus
# Student Disciplinary Placements		0	No discipline issues. If they have discipline issues they are gone.

**Attendance/Drop-out**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>Needs</b>
Attendance	N/A	N/A	Attendance is taken differently based on their track and need for accelerated instruction. Attendance is calculated by minutes for students. Students are able to earn all their minutes.
Dropout Rate 9-12	2.2%	N/A	Rate is about the same.
Graduation Rate	78.8%	N/A	Rate is about the same. Counseling at the high school is new program services.
College, Career, Military Ready Graduates (Student Achievement)	45.5%	N/A	Leadership responsible for both high school and ROAA. Goal is 35% for CCMR. 2021-33%. 2% increments every year. With 39% by 2024. Bring work to get certified
Dual Credit Graduates	18.8%	N/A	Dual enrollment in the CNA nursing program. Two students had dual enrollment. Depends on students coming from the high school and students who started in CTE programs prior to coming to ROAA. Law enforcement, nursing, welding.

**Kindergarten Readiness**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>Needs</b>
Assessed Students in Kinder-% Ready	N/A		N/A

**Staff Profile**

	<b>2018-2019</b>	<b>2019-2020</b>	<b>Needs</b>
Total Staff	11.6	13.7	
Teachers	9.6	10	Adding the staff from DAEP. One person retired and brought a staff from the high school. Two went to the middle school and one was at the high school. Staff are adjusted based on the needs of students. One teacher who retired and one teacher who came from



Raymondville Options Academy-2020-2021 Program Evaluation/2021-22-Comprehensive Needs Assessment

			the high school and remained for six-seven years.
Paraprofessionals	2	2	If increase in special education students, then there would need to be more paras to support students. Sped teacher is also the science teacher. Staff take on multiple roles on the campus.
Campus Administration	.2%	.2%	
Central Office			
Hispanic	75.5%	80.0%	Student population is mostly Hispanic with one biracial student.
White	24.5%	20.0%	
Teachers Bachelor's Degree	76.7%	74.8%	One teacher who obtained Master's degree. One teacher completing an internship. Two working on Master's degrees.
Teachers Master's Degree	23.3%	16.8%	
Doctorate	0%	8.6%	

	2018-2019	2019-2020	Needs
Beginning Teachers	0%	0%	
1-5 Years	24.5%	30%	
6-10 Years	24.5%	10%	New teacher learning accelerated instruction. New HB4545 professional development in accelerated and differentiated instruction is a must. Social and emotional learning training is needed.
11-20 Years	12.3%	12.3%	
Over 20 Years	38.7%	47.7%	
Teacher Salaries	54,749	56,780	
Teacher Turnover Rate	N/A	N/A	

STAAR Performance (Based on 2018-2019)

	2018-2019	2019-2020	Needs
Reading-All Grade Levels(meets)	14%	12%	19-20-Results for students who took exams prior to COVID and school closures. Students who have no testing success until they complete the ROAA program.
Math-All Grade Levels(meets)	7%	33%	Edgenuity tutoring program. Books for each individual student.Each teacher has 30 books for each area that is tested. More will be ordered when needed.
Writing-All Grade Levels(meets)	N/A	N/A	
Social Studies-All Grade Levels(meets)	32%	16%	



Science-All Grade Levels(meets)	8%	6%	
English I (meets)	18%	15%	

*\*Note: Data included in the tables reference data that is included in the 2018-2019 TAPR and 2019-2020 TAPR.*

**Safety and Security:** No specific needs identified. District staff provides support and equipment when needed.

**Career Technology Education:** Continuity of students' instruction when transitioning from the high school.

**Professional Development needs:** Social emotional learning, differentiated and accelerated instruction strategies

**Parent needs:**

**In attendance:**

**Mr. Frank Garcia-Principal**

**April Castillo-Science Teacher/Special Education**

**Erma Guerra-counselor**

**Christina Cabrera-ELA/ESL teacher**

**Robert Howell-Social Studies Teacher**

**Elizabeth Mendoza-Math Teacher**

**Idolina Barrera-English Teacher**



## ROAA CCMR Goals

**CCMR ROAA Outcome Goal:** The percentage of annual graduates that meet the criteria for CCMR will increase from 29% to 39% by June 2024.

	ALL	Hispanic	Eco. Dis.
Baseline	29%	29%	27%
2020	31%	31%	29%
2021	33%	33%	31%
2022	35%	35%	33%
2023	37%	37%	35%
2024	39%	39%	37%

### ROAA 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 **3% to 8%** 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 **15% to 45%** by August 2024.



*"Excellence Through Teamwork – Success for All"*