

Raymondville Independent School District



Options Academy

2025-2026 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

Summary

The ROAA student enrollment has remained constant at approximately 54 students the past five 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 70% translate to three million four hundred and eighty three thousand six hundred and forty-eight 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.

Strengths

Goals for 2025-2026: Raise student attendance rate from 70% to 75%, and raise staff attendance rate from 85% to 95%.

Needs

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

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.

Strengths

Goals for 2025-2026: Continue improvement in all testing areas by 5%.

Needs

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

School 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.

Strengths

Goals for 2025-2026: 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.

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.

Staff Quality, Recruitment, and Retention

Summary

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.

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.

Strengths

Goals for 2025-2026: Incorporate additional classes such as agriculture, Welding/AWS (certification), Veterinarian Technician (certification), and CNA program in order to enhance educational opportunities.

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

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.

School 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

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.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and

workforce readiness

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- 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 2025-2026, 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 Source: 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

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.

Strategy's Expected Result/Impact: Strategies Listed on C.I.P.

Staff Responsible for Monitoring: Principal

Funding Sources: TAKS/EOC Scores 199 - GENERAL FUND, , TAKS/EOC Scores 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

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.

Strategy's Expected Result/Impact: Student Profiles at Campus.

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Student TAKS/EOC Profile Sheets 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 3

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.

Strategy's Expected Result/Impact: Student Profiles.

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: DMAC, TAKS/EOC Student Reports 199 - GENERAL FUND, , DMAC, TAKS/EOC Student Reports 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

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.

Strategy's Expected Result/Impact: Copies of Timelines, Meeting Agendas

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 5

The Principal will conduct walkthroughs for class observation at campus to monitor the effectiveness of teachers.

Strategy's Expected Result/Impact: Walkthrough Documentation

Staff Responsible for Monitoring: Principal

Funding Sources: Staff, Time 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

Record highly qualified statuses of Teachers to ensure students are being taught by a highly qualified staff.

Strategy's Expected Result/Impact: Service Record, Teaching Position

Staff Responsible for Monitoring: Principal

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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

Strategy 1

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.

Strategy's Expected Result/Impact: Meeting Agendas, Sign-in Sheets

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Benchmark Tests, Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

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.

Strategy's Expected Result/Impact: Curriculum Benchmark Analysis Report

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 3

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.

Strategy's Expected Result/Impact: Personal Graduation Plan

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

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.

Strategy's Expected Result/Impact: Student Rosters

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 5

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.

Strategy's Expected Result/Impact: Tutoring Rosters, Bi-Annual Review

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Performance Objective 3

By 2025-2026, the students at Raymondville Options Academic Academy will achieve 70% on the English I and English II E.O.C. exams.

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

Strategy 1

Benchmarks will be developed by teachers to assess student mastery in English language arts and writing.

Strategy's Expected Result/Impact: Principal Observation
End Of Course Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

Student portfolios will be developed for all students to monitor their progress on English I and English II benchmark tests.

Strategy's Expected Result/Impact: Student Portfolios
End Of Course Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Student Portfolios 199 - GENERAL FUND, , Student Portfolios 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 3

Raymondville Options Academic Academy will implement E.O.C. English-Practical/Technical Writing classes.

Strategy's Expected Result/Impact: EOC Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

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 KAMICO, SIRIUS, and S.T.A.A.R. Connection.

Strategy's Expected Result/Impact: Lesson Plans, Benchmarks, End Of Course Scores

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 5

Teachers will utilize the E.O.C. Information Booklets and released exams to prepare students for the E.O.C. exams.

Strategy's Expected Result/Impact: Benchmarks, End Of Course Scores

Staff Responsible for Monitoring: Teachers

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Strategy 6

The campus will ensure that scores in reading and writing are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance.

Strategy's Expected Result/Impact: Agendas, Strategies, Teacher Collaboration

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Staff, Time, EOC Scores 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 7

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.

Strategy's Expected Result/Impact: Lesson Plans, Targeted Instruction

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Staff, Time 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 8

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.

Strategy's Expected Result/Impact: Course Completion Forms, Student Credits

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , 212 - TITLE I, PART C-MIGRANT, , 199 - GENERAL FUND,

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Strategy 9

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).

Strategy's Expected Result/Impact: Certificate of Attendance/Completion

Staff Responsible for Monitoring: Teacher

Funding Sources: Time, Materials, Workshops, Travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , Time, Materials, Workshops, Travel 199 - GENERAL FUND,

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Strategy 10

Raymondville Options Academic Academy English teachers will use available technology in lessons to engage students such as, but not limited to, smart-boards, projector, laptops, and computers.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Teacher

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Strategy 11

Writing across the curriculum. One day a week English will have the students write an essay to help improve their writing skills.

Strategy's Expected Result/Impact: Improved essays, Targeted Instruction

Staff Responsible for Monitoring: Teachers

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Performance Objective 4

By 2025-2026, the students at Raymondville Options Academic Academy will achieve 95% on the U.S. History E.O.C. exam.

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

Strategy 1

Benchmarks will be developed by teacher to assess student mastery in Social Studies.

Strategy's Expected Result/Impact: Principal's Observation

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

All Social Studies classes will use E.O.C. writing format on weekly assignments.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Teacher

Funding Sources: Time, Staff 199 - GENERAL FUND,

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Strategy 3

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.

Strategy's Expected Result/Impact: Benchmarks

Staff Responsible for Monitoring: Teachers

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Strategy 4

E.O.C. Social Studies vocabulary will be distributed and reviewed to help prepare students for the E.O.C. test.

Strategy's Expected Result/Impact: Vocabulary/Terminology List

Staff Responsible for Monitoring: Teachers

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Strategy 5

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.

Strategy's Expected Result/Impact: EOC Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

The campus will ensure that scores in Social Studies are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance. Offer study guides, review games, and teacher created study packet.

Strategy's Expected Result/Impact: Agendas, Strategies

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Staff, Time, EOC Scores 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 7

Offer various options for credit accrual and recovery for 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.

Strategy's Expected Result/Impact: Course Completion Forms, Student Credits

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , 212 - TITLE I, PART C-MIGRANT, , 199 - GENERAL FUND,

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Strategy 8

Improve achievement in Social Studies E.O.C. with software programs (Lowman Education, 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.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Teacher

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Strategy 9

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.

Strategy's Expected Result/Impact: Student Portfolios

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 10

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.

Staff Responsible for Monitoring: Principal, Teacher

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Strategy 11

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.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 12

Writing across the curriculum. One day a week, Social Studies students will write an essay to help improve their writing skills.

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Strategy 13

In-service/workshops will be provided for Social Studies teacher to enhance instructional strategies addressing EOC and other Social Studies courses. Professional development is not limited to within district, they could be out of district and region.

Strategy's Expected Result/Impact: Sign in sheets, student results

Staff Responsible for Monitoring: Administrator, C&I, teacher

Funding Sources: Materials, workshops, travel 199 - GENERAL FUND, , Materials, workshops, travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

January

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Performance Objective 5

By 2025-2026, the students at Raymondville Options Academic Academy will achieve 80% on the Biology E.O.C. exam.

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

Strategy 1

Benchmarks will be developed by teachers to assess student mastery in Science.

Strategy's Expected Result/Impact: Principal's Observation

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 2

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).

Strategy's Expected Result/Impact: Sign-in Sheets

Staff Responsible for Monitoring: Principal, C&I, Staff

Funding Sources: Time, Materials, Workshops, Travel 199 - GENERAL FUND, , Time, Materials, Workshops, Travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 3

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.

Strategy's Expected Result/Impact: Benchmarks

Staff Responsible for Monitoring: Teachers

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Strategy 4

Raymondville Options Academic Academy will distribute and review E.O.C. questions.

Strategy's Expected Result/Impact: Vocabulary/Terminology List, EOC Science Questions

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 5

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.

Strategy's Expected Result/Impact: EOC Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

The campus will ensure that scores in Science are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance.

Strategy's Expected Result/Impact: Agendas, Strategies

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Staff, Time, EOC Scores 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 7

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 (December and April).

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Staff, Time, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 8

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.

Strategy's Expected Result/Impact: Course Completion Forms, Student Credits

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , 212 - TITLE I, PART C-MIGRANT, , 199 - GENERAL FUND,

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Strategy 9

The use of technology, such as but not limited to, the SmartBoard, projector (Eiki), document camera, calculators, laptops, and computers.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Teacher

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Strategy 10

Student portfolios will be developed for all students to monitor their progress on Biology benchmark tests.

Strategy's Expected Result/Impact: Student Portfolios

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 11

Raymondville Options Academic Academy Science teacher will provide Sirius Workbooks to her students to aid them in their preparation for the STAAR End of Course exams.

Staff Responsible for Monitoring: Principal, Teacher

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Strategy 12

Writing across the curriculum. One day a week Science will have the students write an essay to help improve their writing skills.

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Performance Objective 6

By 2025-2026, the students at Raymondville Options Academic Academy will achieve 70% on the Algebra I E.O.C. exam.

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

Strategy 1

Benchmarks will be developed by teachers to assess student mastery in Math.

Strategy's Expected Result/Impact: Principal's Observation

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

Raymondville Options Academic Academy will provide End of Course math vocabulary as needed.

Strategy's Expected Result/Impact: Lesson Plans, Vocabulary/Terminology List

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 3

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.

Strategy's Expected Result/Impact: Benchmarks

Staff Responsible for Monitoring: Teachers

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Strategy 4

Raymondville Options Academic Academy will implement E.O.C. math classes.

Strategy's Expected Result/Impact: EOC Scores

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 5

The campus will ensure that scores in math are disaggregated and reviewed by campus. Campus will plan strategies to improve student performance.

Strategy's Expected Result/Impact: Agendas, Strategies

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: Staff, Time, EOC Scores 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

Raymondville Options Academic Academy will conduct a mandatory week-long E.O.C. review prior to the E.O.C. exams.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: Staff, Time 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 7

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).

Strategy's Expected Result/Impact: Certificate of Attendance/Completion, Sign-in Sheets

Staff Responsible for Monitoring: Principal, C&I, Staff

Funding Sources: Time, Materials, Workshops, Travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , Time, Materials, Workshops, Travel 199 - GENERAL FUND,

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Strategy 8

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.

Strategy's Expected Result/Impact: Course Completion Forms, Student Credits

Staff Responsible for Monitoring: Principal, Counselor, Teachers

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , 212 - TITLE I, PART C-MIGRANT, , 199 - GENERAL FUND,

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Strategy 9

Raymondville Options Academic Academy Math teacher will implement the use of online videos (tutoring) to help improve math scores as needed.

Strategy's Expected Result/Impact: Logs (Computer and/or Teacher logs)

Staff Responsible for Monitoring: Teacher, Principal

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Strategy 10

Student portfolios will be developed for all students to monitor their progress on Algebra I benchmark tests.

Strategy's Expected Result/Impact: Student Portfolios

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 11

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, as needed.

Staff Responsible for Monitoring: Principal, Teacher

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Strategy 12

Writing across the curriculum. One day a week Math will have the students write an essay to help improve their writing skills.

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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 Source: 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

State Compensatory Funds will be used for salaries to supplement regular educational program through the use of tutoring programs.

Strategy's Expected Result/Impact: Lesson Plans, Sign-in Sheets, Schedules

Staff Responsible for Monitoring: Principal, Federal Program Director, Teachers

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Strategy 2

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.

Strategy's Expected Result/Impact: Class Schedules

Staff Responsible for Monitoring: Principal, Teachers

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Strategy 3

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.

Strategy's Expected Result/Impact: Class Schedules

Staff Responsible for Monitoring: Federal Program Director, Principal, Teachers

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Strategy 4

State Compensatory Funds will be used for counselor's salaries to provide for supplementary counseling services to At-Risk students.

Strategy's Expected Result/Impact: Logs, Schedules

Staff Responsible for Monitoring: Counselor

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, SCF,

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Strategy 5

State Compensatory Funds will be used to support a program for pregnant girls that will include counseling services, homebound instruction, and Pregnancy related services.

Strategy's Expected Result/Impact: Teacher, Homebound Instruction

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: Instructional Staff, Time, Materials, Travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

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.

Strategy's Expected Result/Impact: Counselor

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 - GENERAL FUND,

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Strategy 7

Order and provide supplies needed to maintain/update daily functions within the campus.
classroom office * technology (Target Group: All)

Strategy's Expected Result/Impact: Purchase orders

Staff Responsible for Monitoring: Principal

Funding Sources: 199 - GENERAL FUND,

Formative Reviews

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Strategy 8

State Compensatory Funds will be used to supplement the Raymondville Options Academic Academy.

Strategy's Expected Result/Impact: Alternative Education DMAC Report

Staff Responsible for Monitoring: Federal Programs Director

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Strategy 9

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.

Strategy's Expected Result/Impact: Sign-in Sheets

Staff Responsible for Monitoring: Principal, Counselor, Nurse, Federal Programs Director

Funding Sources: ESSA 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Performance Objective 8

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

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

Strategy 1

The referral packages will continue to be monitored at Raymondville Options Academic Academy.

Strategy's Expected Result/Impact: Principal Six Weeks Report, Sign-in Sheets

Staff Responsible for Monitoring: WIL-CAM Staff, Director of Special Education

Funding Sources: WIL-CAM 166 - PI 23 SPECIAL EDUCATION,

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Strategy 2

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.

Strategy's Expected Result/Impact: Handouts, Student Handbook

Staff Responsible for Monitoring: Principal, Director of Special Education, 504 Coordinator

Funding Sources: WIL-CAM 166 - PI 23 SPECIAL EDUCATION, , WIL-CAM 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 3

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.

Strategy's Expected Result/Impact: Sign-in Sheets, Training Agenda

Staff Responsible for Monitoring: WIL-CAM Staff, Director of Special Education

Funding Sources: WIL-CAM 166 - PI 23 SPECIAL EDUCATION, , WIL-CAM 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

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.

Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Certificates

Staff Responsible for Monitoring: Principal

Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , 199 - GENERAL FUND,

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Strategy 5

Provide manipulatives and real-life situations to help students understand the T.E.K.S. in Math, Science, English, and Social Studies.

Strategy's Expected Result/Impact: Student Performance

Staff Responsible for Monitoring: Principal, Teachers, WIL-CAM

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Strategy 6

In-service/workshops will be provided for Special Educations and 504 teachers to enhance instructional strategies for Special Education, 504 students and regular education teachers. In-service/workshops are not limited to within district, they can also be out of district or region (travel opportunity and funds can/will be provided).

Staff Responsible for Monitoring: Administration, teacher, C&I

Funding Sources: Materials, time, workshop, travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , Materials, time, workshop, travel 199 - GENERAL FUND,

Formative Reviews

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Performance Objective 9

Raymondville Options Academic Academy will improve ESL Education students' performance and will ensure that they receive appropriate instruction.

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

Strategy 1

A training session will be provided for the L.P.A.C. members and LAS test administrators.

Strategy's Expected Result/Impact: Sign-in Sheets, Agenda

Staff Responsible for Monitoring: C&I Staff

Funding Sources: Time, Place, Staff 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE, , Time, Place, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

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.

Strategy's Expected Result/Impact: Documentation Forms

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: Time, Staff, Written Explanation Forms 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 3

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.

Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, Evaluations, Programs

Staff Responsible for Monitoring: C&I Staff, Federal Program Director

Funding Sources: Time, Staff, Place 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

Raymondville Options Academic Academy will send ESL teacher to professional development out of district or region to gain training to offer other teachers in assisting the ESL population to pass

the End of Course exams.

Strategy's Expected Result/Impact: Agendas, Certificates

Staff Responsible for Monitoring: C&I Staff, Region One Bilingual Department

Funding Sources: 263 - TITLE III, PART A-LEP,

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Strategy 5

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.

Strategy's Expected Result/Impact: Skyward, LPAC Minutes

Staff Responsible for Monitoring: Principal, LPAC Committee

Funding Sources: Time, Staff, Skyward 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Performance Objective 10

Raymondville Options Academic Academy will improve Migrant Student's performance and will ensure student success.

Evaluation Data Source: Test Scores, Credits

Strategy 1

Secondary migrant students will be provided instructional assistance in core areas with the opportunity to gain the credit needed for graduation.

Strategy's Expected Result/Impact: Attendance, Grades, Credits, Student Rosters

Staff Responsible for Monitoring: Principal, Counselor, Teachers, MEP

Funding Sources: 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 Reviews

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Strategy 2

Secondary Migrant Students will be provided with clothing and reading enrichment books.

Strategy's Expected Result/Impact: Migrant Student attendance

Staff Responsible for Monitoring: Counselor, Principal, MEP

Funding Sources: 212 - TITLE I, PART C-MIGRANT,

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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 Source: 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

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.

Strategy's Expected Result/Impact: Compiled Assessment Reports

Staff Responsible for Monitoring: Principal, C&I Staff, Counselor

Funding Sources: Assessment Finding 199 - GENERAL FUND, , Assessment Finding 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 2

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.

Strategy's Expected Result/Impact: Articles Submitted

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: Articles, computers 199 - GENERAL FUND, , Articles, computers 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 3

Raymondville Options Academic Academy will have positive recognition programs.

Strategy's Expected Result/Impact: Log of Positive Recognition Programs

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Funding Sources: Incentives 199 - GENERAL FUND,

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Strategy 4

Will select and provide professional development to meet the needs of the principal, teachers, paraprofessionals, parents, and others as appropriate.

Strategy's Expected Result/Impact: Sign-in Sheets, Certificates

Staff Responsible for Monitoring: Principal, C&I Staff

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 5

District will advertise in newspaper/website and provide salary based incentives in the areas of math and science.

Strategy's Expected Result/Impact: HR Reports, Advertisement, Website Posting

Staff Responsible for Monitoring: HR Department, Business Office

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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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 Source: D.M.P. Receipt on File, Increased Positive Responses on Parents Surveys, Decrease of Behavioral Reports, Behavioral Reports

Strategy 1

Raymondville Options Academic Academy will ensure that every parent signs a student/parent compact and a discipline management receipt statement.

Strategy's Expected Result/Impact: DMP Receipt on File

Staff Responsible for Monitoring: Principal

Funding Sources: DMP, Student Compact 199 - GENERAL FUND, , DMP, Student Compact 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

The principal will coordinate and disseminate campus discipline rules and regulations to all campus personnel to ensure consistency.

Strategy's Expected Result/Impact: Agenda of Meeting

Staff Responsible for Monitoring: Principal

Funding Sources: DMP, Campus Rules, Time, Staff 199 - GENERAL FUND,

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Strategy 3

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.

Strategy's Expected Result/Impact: Agenda of Meeting

Staff Responsible for Monitoring: Principal, Teachers

Funding Sources: DMP, Campus Rules, Times, Staff 199 - GENERAL FUND, , DMP, Campus Rules, Times, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

Character Education will be monitored and evaluated.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal

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Strategy 5

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.

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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.

Strategy 1

During each school day, each student will be provided with breakfast and lunch. Students will be encouraged to participate in the distinct nutritional program.

Strategy's Expected Result/Impact: Daily lunch menu

Staff Responsible for Monitoring: Health Nutrition Department

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, National School Lunch,

Formative Reviews

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Strategy 2

Students will be provided information based on the knowledge and skills necessary to avoid tobacco, vaping, and drug use.

Strategy's Expected Result/Impact: Lesson Plans, Counselor Logs

Staff Responsible for Monitoring: Principal, Teachers, Counselor

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Strategy 3

Raymondville Options Academic Academy will promote good conduct, including abstinence from the use of violence, alcohol and other harmful drugs.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Funding Sources: Time, Staff 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 4

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.

Strategy's Expected Result/Impact: Counselor Logs

Staff Responsible for Monitoring: Campus Police, Counselor, Principal

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 5

Raymondville Options Academic Academy will implement and manage a guidance and counseling program to address behavior problems and underlying risks. (Ripple Effect)

Strategy's Expected Result/Impact: Counselor Logs

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 6

Raymondville Options Academic Academy will implement and manage a guidance and counseling program to address teen suicide.

Strategy's Expected Result/Impact: Counselor Logs

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 7

Raymondville Options Academic Academy will implement and manage a guidance and counseling program to encourage district and community service to other students and adults.

Strategy's Expected Result/Impact: Counselor Logs

Staff Responsible for Monitoring: Counselor

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 8

In-service/workshops will be provided for ROAA Counselor to enhance their duties as a counselor. In-service/workshops are not limited to within district, they can also be out of district or region (travel opportunity and funds can/will be provided).

Staff Responsible for Monitoring: Administrator, Counselor

Funding Sources: Material, time, workshop, travel 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, , Materials, time, workshop, travel 199 - GENERAL FUND,

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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 85% of all student safeguard components will earn a graduation diploma reflecting 4 year, 5 year or 6 year graduate.

Evaluation Data Source: 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

All students entering the Raymondville Options Academic Academy will have a graduation plan established for them with emphasis on graduation cohorts.

Strategy's Expected Result/Impact: Improved Graduation Rate

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

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Strategy 2

Graduation Plans will be reviewed upon each course completion.

Strategy's Expected Result/Impact: Graduation Plans, Documentation of Conferences

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 3

All students enrolling in the Raymondville Options Academic Academy will be monitored very closely in regards to attendance.

Strategy's Expected Result/Impact: Weekly Reports

Staff Responsible for Monitoring: Principal, Counselor, Staff

Funding Sources: 199 - GENERAL FUND, , 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS,

Formative Reviews

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Strategy 4

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.

Strategy's Expected Result/Impact: Counselor Logs, Student Sign-in Sheets

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: 199 - GENERAL FUND,

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Strategy 5

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.

Staff Responsible for Monitoring: Principals, Counselors

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Strategy 6

Maintain effective communication between schools to ensure struggling students are identified along with an educational plan.

Staff Responsible for Monitoring: Principals, Counselors

Formative Reviews

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Strategy 7

Transition struggling students from Raymondville High School to R.O.A.A. along with academic records.

Staff Responsible for Monitoring: Principals, Counselors

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Strategy 8

Establish a calendar timeline to assess struggling students and adjust educational plan.

Staff Responsible for Monitoring: Principals, Counselors

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Strategy 9

Raymondville Options Academic Academy will provide their students with opportunities to participate in programs like, but not limited to, Agricultural Engineering courses (AWS certification), and CNA (Certified Nurses Assistant).

Staff Responsible for Monitoring: Principal, Counselor, Teachers

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State Compensatory Education

State Compensatory

Personnel for Options Academy

Name	Position	FTE
Anahi Vazquez	Administrative Assistant	0



Title I Summary

Title I Personnel

Name	Position	Program	FTE
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		

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

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

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: _____

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

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

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

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: _____ |

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

	2018-2019	2019-2020	Needs
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

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

Staff Profile

	2018-2019	2019-2020	Needs
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%	

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

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.

