

# Raymondville Independent School District

## District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Board Approval Date: October 12, 2016

# **Mission Statement**

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

## **Vision**

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

## **Core Beliefs**

Respect

Integrity

Commitment

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Demographics:

Raymondville Independent School District is home to 2,147 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). As reported on the 2014-2015 TAPR the district employed 161.7 teachers, 27.9 professional support staff, 11 campus administrators, 4.3 central administrators, 47.8 educational aids, 96.3 auxiliary staff, for a total staff count of 348.9. The turnover rate is 13.4. As reported on the PEIMS Fall Snapshot for 2015-2016, the student population includes; Hispanic 98.42%, White 1.07%, African American 0.14%, other 0.37%, Economically Disadvantaged 88.59%, Limited English Proficient (LEP) 8.10%, At-Risk 63.30%, Migrant 13.88%, Career & Technology 24.45%, Gifted and Talented 5.40%, Special Education 7.08%. The attendance rate for 15-16 school year was 93.6%. The annual drop out rate in 14-15 school year was 1.6%.

### Student Achievement:

The Texas Accountability System rates campuses based on four indexes, Index 1: Student Achievement, Index 2: Student Progress, Index 3: Closing Achievement Gaps, and Index 4: Post-Secondary Readiness. The district target scores for the indexes are 60%, 22%, 28%, and 60%, respectively. Based on the rating released by TEA in August 2016, Raymondville ISD exceeded standard on all indexes. Raymondville Early College High School received a Distinction Designation in Science and Pittman Elementary received a Distinction Designation in Reading, Student Progress and Post Secondary Readiness. RISD will be required to develop a Texas Accountability Intervention plan for Special Education and ELL students in multiple subjects and all students in Writing and Reading, in response to the TAIS system safeguards. The Raymondville ISD graduation rate is at 85.1%.

### Culture and Climate:

RISD campus themes reflect College and Career Readiness expectations set for the academic school year. RISD continues to building on improving discipline management through the implementation of Positive Behavior Interventions and Supports (PBIS). The district police department ensures that student and staff safety are a priority and are visible at all campuses throughout the school day. This school year the Police Chief, 3 police officers, 3 security officers and 1 truant officer are available to the district campuses. Guidance and counseling services focus on bullying, conflict resolution, dating resolution, gang awareness, and drug/alcohol awareness. Restorative discipline is being implemented at Myra Green Middle School.

Each campus has a nurse on staff to address health issues of students. All campuses will work on improving attendance through the use of varied incentives.

### **Professional Development:**

RISD has committed to focusing its efforts on areas of needs identified through the Comprehensive Needs Assessment and Student Achievement Data. Narrowing the focus of staff development will strengthen the efforts of campus and district administrators in communicating, monitoring and evaluating programs. The focus of staff development provided by the district will include job embedded professional development in identified areas of need. Observation/assessment data indicates a need for training in curriculum implementation, technology integration, formative assessment, differentiated instruction and student engagement. In addition to focusing on targeted areas of need, the district has made a concerted effort to provide instructional coaching in areas of need. The district continues to provide on-site consultants in the area of English Language Arts for all campuses. The district provides online professional development opportunities through the use of Edivate (PD360), CLI Engage for PreKindergarten and Region I.

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

RISD uses the TEKS Resource System curriculum program and Spring Board for secondary ELAR. The South Texas Curriculum Project now hosts lessons designed with the TEKS Resource System curriculum program. District and campus administrators will be monitoring the implementation of the TEKS Resource System through classroom observations and the monitoring of professional learning communities. Teachers will be expected to utilize common assessments provided by the TEKS Resource System, TX Bank One item bank, Eduphoria and TAG through Region One. 3 week common assessments will be utilized to monitor student progress. In addition to the district curriculum, Footsteps2Brilliance is an online early literacy program for grades Pre-K through 3rd available in the classroom and throughout the community; Odysseyware is used by the high school and the alternative campus for credit recovery purposes. Renaissance Learning is used district-wide as a universal screener for mathematics and reading. TPRI/Tejas LEE/CPALLS is used at the elementary campuses for grades PK-3 as the universal screener for reading. Renaissance Learning includes Accelerated Reader and is used by all campuses; Think Through Math (grades 3 – Algebra 1), Istation (PK-5), Compass Learning(6th-8th) and APEX Learning for English I and English II are online interactive math and reading programs through Texas SUCCESS; DMAC is used by all teachers and administrators to disaggregate state assessment data as well as district benchmarks and common assessments. Lead4ward resources are also used by district campuses to disaggregate data. All campuses identified the need to focus on instructional strategies and student engagement. District wide implementation of the Fundamental 5 framework and Foundation Trinity continue this school year. This year the High Quality PK Grant will enhance the PK curriculum in place and will offer professional development opportunities for PK teachers and paraprofessionals. In 2013 the high school entered a partnership with Texas A&M in Kingsville offering a dual enrollment summer bridge program that led to dual enrollment courses being offered. Raymondville Early College High School has staff that teach dual enrollment courses in Math and English. This coming year Raymondville Early College High School will offer students the opportunity to earn college credit before graduating from high school. Advancement Via Independent Determination (AVID) is being offered at Myra Green Middle School and at Raymondville Early College High School by preparing students with college and career

readiness skills.

### **Family and Community Involvement:**

All campuses host various parent nights on their campuses (Meet the Teacher, Open House, and different academic nights). The district conducts parent conferences and will be using a district parent needs assessment to identify the areas of interest. Communication to parents occurs with web pages, social media, newsletters, phone calls and emails. The district collaborated with community members, parents, staff and students in creating the Vision 2020 Strategic Plan. The Pre Kindergarten High Quality Grant Family Engagement Plan will also be implemented this coming year. The district will continue to use "Strong Fathers, Strong Families" as part of its community engagement efforts. Campuses are encouraged to provide parent informational meetings throughout the school year.

### **Organizational Structures and Processes:**

RISD is made up of five campuses. L. C. Smith Elementary (PK-5), Pittman Elementary (PK-5), Myra Green Middle School (6-8), Raymondville High School (9-12), and Raymondville Options Academic Academy (9-12). PK 3 is offered at both elementary campuses in order to frontload our early literacy programs. Raymondville ISD is beginning the 3rd year of offering full day Pre-K 4 to better address student academic needs. Each campus has a site-based decision making team to advise administration. New teachers are supported at the district level with a 3-day New Teacher Orientation. Six Weeks Reflection Meetings will be conducted with new teachers this coming year. Each campus provides breakfast in the classroom and all have a 30-minute lunch break. RISD is a Title I district that provides free breakfast and lunch to all students. Both elementary campuses start at 7:40 a.m. and end at 3:30 p.m. The middle school starts school at 7:45 a.m. and ends at 3:52 p.m. The high school starts school at 7:45 a.m. and ends at 4:12 p.m. Raymondville Options Academic Academy starts school at 8:45 a.m. and ends at 4:15 p.m. Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. This year ROAA will serve at risk 8th graders at their campus. Grades PK-1 are self-contained while grades 2 -5 are either team or departmentalized depending on the needs of the students and certifications of staff. Each elementary campus has one assistant principal and one counselor. The elementary campuses have extended their instructional day to include grade and/or department level meetings for staff planning and intervention time for students. The middle school and high school have two assistant principals and two counselors. Students identified as limited English proficiency at the elementary campus are provided services by certified bilingual teachers in either a self-contained or departmentalized setting. Students identified as needing special education supports at the elementary campus are provided services through the self-contained behavior unit, self-contained basic/life skills unit, resource classes and inclusion. Migrant students at the elementary school are provided services through a pull-out migrant lab utilizing Plato Edmentum, Reading Eggs and Education City for mathematics and reading. Students identified as limited Language proficient at Myra Green Middle School are provided services by an ESL teacher and Sheltered Instruction. Students identified as limited Language proficient at Raymondville High School and Raymondville Options Academic Academy are provided services through

Sheltered Instruction and an ESL teacher. At the secondary level, students identified as needing special education supports are provided services through inclusion and basic/life skills. Migrant students at Myra Green Middle School are provided services through the migrant lab utilizing the Plato Edmentum courseware. Migrant students at Raymondville High School are provided services through Instructional Camps, College First and a migrant lab utilizing Plato Edmentum software.

## **Technology:**

K-12 Raymondville ISD has been integrating technology into instruction through the use of software programs and student laptops, and has seen an increase in the use of both in the past three years. The district has an Instructional Technology Facilitator that will oversee integration of technology in the classrooms. The district has provided Pre-K and Kindergarten classrooms with iPads for classroom instructional use. RISD is committed to providing a coordinated effort in the integration of technology at all campuses. Each campus has representatives on the District Instructional Technology Team. At the elementary campuses flipped classrooms will be identified and implemented. Myra Green Middle School will continue with the Chromebook Implementation. Raymondville High School will provide the following technology application courses: Graphic Design, Computer Maintenance 1 and 2, Principles of Information Technology, Printing and Imaging Technology and Digital Interactive Media. RISD staff will continue to complete the Texas STaR Chart surveys to determine areas for staff development. Utilizing the Texas STaR Chart, RISD has a Developing Tech classification for the 2015-2016 school year. RISD should focus on strengthening three of the four key areas: Teaching and Learning (TL), Educator Preparation and Development (EP), Leadership, Administration and Instructional Support (L) to improve the level of technology integration to ensure the best possible teaching and learning for all students. Today's students need technology in order to be active and productive learners in the 21st Century. Teachers must assist students by incorporating technology into their instruction. This will only be possible with support and training by the district and campus technology staff. The district hosted the 2nd annual iTech Day with the focus being technology integration in the classroom.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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



- Student failure and/or retention rates

### **Student Data: Student Groups**

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

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

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

### **Employee Data**

- Highly qualified staff data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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






**Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:** 1.1 By the spring of 2017, the district will meet or exceed the state performance standard in Index 1:Student Achievement,Index 2:Student Progress, Index 3:Closing Performance Gaps and Index 4:Postsecondary Readiness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p><b>State System Safeguard Strategy</b>  <b>Federal System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Implement a professional development plan that includes on-site professional development that will support identified areas of need for each campus to improve student achievement.</p>	1, 2, 4, 7, 9, 10	Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Principal, Region 1, Teacher(s)	Certificates Increase student achievement Implementation of programs of learning			
Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						
<p><b>Critical Success Factors</b>            CSF 4 CSF 7</p> <p>2) Implement Professional Learning Communities at all grade levels to include, but not limited to, common planning periods for job-embedded staff development and will include professional development courses and the use of online instructional materials.            Edivate (PD360)</p>	1, 2, 4, 8	Assistant Principal(s), Curriculum & Instruction, Dean of Instruction, Federal/Special Programs Director, Principal, Teacher(s)	Master Schedule at Secondary Minutes of Meeting Horizontal alignment Vertical alignment			
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND						

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

<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities.</p>	1, 2, 3, 4, 5, 8, 9	Assistant Principal(s), Consultant, Curriculum & Instruction, Federal/Special Programs Director, Librarian, Principal, Region I, Teacher(s)	Pre-test, Post-test, LMB, Consultant observations, Reading interventions, Increase in STAAR/EOC/TELPAS results			
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND						
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) Improve achievement in elementary and secondary math through TRS, professional development, instructional coaching, software programs and use of manipulatives.</p>	1, 2, 3, 4, 5, 8, 9	Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher	classroom observations, increase in STAAR/EOC results. Sharon Wells/Pearlized Math			
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND						
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>8) Implement Writing Workshop in all elementary classrooms and Write for Texas in the secondary classrooms.</p>	1, 2, 3, 4, 5, 8, 9	Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I and teachers	Increase in STAAR / TELPAS achievement results, Samples of student writing			
<p align="center"><b>State System Safeguard Strategy</b> <b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>9) Improve achievement in elementary and middle school science through the use of TRS, instructional coaching, professional development and STEMscopes.</p>	1, 2, 3, 4, 5, 8, 9	Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers	Increase STAAR achievement results			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>10) Implement full day PK 4 High Quality Grant and half-day PK 3 at both elementary campuses. Support staff with professional development and instructional coaching.</p>	1, 7	Campus Administrators, Curriculum and Instruction, Teachers	Class Schedules Screeners BOY, MOY EOY Assessment Observations			
<p align="center"><b>Federal System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Implement and monitor Foundation Trinity and Fundamental 5 framework in elementary and secondary classrooms.</p>	1	Principals, Assistant Principals, Teachers, Curriculum and Instruction	Walkthroughs, Student engagement, 3 week common assessments			






<b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1					
12) Provide intensive programs of instruction and accelerated instruction for students that do not perform satisfactorily on state assessments and in K-2 reading assessments.	1	Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors	Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Passing results		
13) Ensure that alternative programs, services, and pre-referral interventions (such as RTI, SAP, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education.	2	Assistant Principal(s), Campus SAP Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal	SAP Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster		
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAINING					
14) Provide RTI and SAP training to all members of the committee at all campuses to ensure implementation of guidelines and procedures.		Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Ed Director, Wil-Cam Staff	Sign-in and Agendas, SAP/504 folders, decrease in special ed referrals.		
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
15) RTI and SAP Campus Committee will share and document activities and/or strategies through grade level department and faculty meetings.		Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Programs Director, Teacher(s)	Sign in and Agendas		
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					

<p align="center"><b>State System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>16) Improve achievement in middle school social studies through the use of TRS, instructional coaching and professional development.</p>	<p>1, 2, 3, 4, 8, 9</p>	<p>Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers</p>	<p>Increase STAAR achievement results</p>			
<p>17) Implement Early College High School Model that will offer dual credit to students working with an IHE partner, and offer student supports.</p>		<p>RECHS Principal, Assistant Principals, Counselors, Teachers, IHE, Superintendent</p>	<p>Graduation Rates Course completions</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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**Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:1.2** By the spring of 2017, students served in special education will meet or exceed the federal and state accountability standards.

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

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>5) Provide Child Find awareness and activities to parents and community. -District/Campus Parent Meetings -District Web-site -Local Newspaper -District Newspaper</p>		Special Ed Director, Wil-Cam Staff	Child Find screening, Child Find posters, 504 folders, Ninos Headstart, TMC Child Find screening			
Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 199 - GENERAL FUND						
<p>6) Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System/South Texas Curriculum Project and ensure consistency in their implementation.</p>	1, 2, 3, 4, 5, 8, 10	Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s), Wil-Cam Staff	Agendas, Sign-in sheets			
Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND						
<p>7) Develop transition plans for identified special education students on or by age 14.</p>	1, 2, 5	ARD Committee Members, Assistant Principal(s), Federal/Special Programs Director, Principal, Teacher(s), Wil-Cam Staff	Transition, questionnaire/plan, ARD minutes, Transition ARD minutes, Student Schedule, Graduation Plan			
Funding Sources: 166 - PI 23 SPECIAL EDUCATION, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






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**Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:1.3** By the spring of 2017, students served in the CTE program will meet or exceed federal and state accountability standards and increase the number of students enrolled in Level III courses.

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






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

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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**Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4** By the spring of 2017, students served in the Bilingual/ESL program will meet or exceed the federal and state accountability standards.


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

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Ensure implementation of Bilingual/ ESL strategies in the core subjects through the use of the Sheltered Instruction model at the elementary/secondary campuses.</p>	1, 2, 8, 9	Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)	Walkthrough observations, TELPAS reports, number that exit the program			
Funding Sources: 263 - TITLE III, PART A-LEP						
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>6) Bilingual/ESL teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for ELL students.</p>	1, 2, 8, 9	Counselor(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)	Student Instructional Plan, Progress Reports, Coordination Review, Sign-in sheet, report card, increase student achievement, TELPAS/STAAR/EOC ELlevation Coordination Review			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Monitor classroom implementation of Bilingual Time and Treatment Plan. (Elementary)</p>		Assistant Principal(s), LPAC Administrator, Principal	Walkthrough observation, class schedule			
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>8) Review and monitor ELL student's academic performance and factors affecting their performance towards meeting graduation requirements beginning their freshmen year and thereafter.</p>		Counselor(s), LPAC Coordinator, LPAC committee	PGP, TELPAS, STAAR/EOC			
<p>9) Conduct folder audit of all ELL student cumulative folders to ensure all documents meet compliance.</p>		LPAC Coordinator, Principals, C&I,	Bilingual/ESL documentation is in order in student record folder.			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>10) Conduct Bilingual/ESL classroom observations with on-site consultant to determine program needs.</p>		Principal, Curriculum and Instruction, On-site consultants	Increase student engagement and achievement. Instructional modeling/coaching.			
<p>11) Implement ELlevation ELL data platform to facilitate the LPAC processes and procedures at each campus.</p>		Principal, Assistant Principal(s), LPAC coordinator, Curriculum and Instruction	BOY, MOY and EOY LPAC report 3 week coordination review report ELL LPAC report			
Funding Sources: 263 - TITLE III, PART A-LEP						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Implement Bilingual/ESL Writing Portfolios to address TELPAS writing.</p>		Teachers, Principals, Assistant Principals, LPAC coordinator, Curriculum and Instruction	Student Writing Samples			
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**Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:1.5** By the spring of 2016, there will be an increase from 15% to 20% in the number of students passing the Advanced Placement Exams and/or through Dual Enrollment courses.

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


5) Provide new administrators and new counselors 6 hours of staff development on the nature and needs of G/T students and on the program options.	3, 6, 9, 10	Counselor(s), Curriculum Director, Instructional Facilitator, Principal	Certificate of Completion			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
6) Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website.	3	Counselor(s), Curriculum & Instruction, Principal	Agenda, sign-in sheet, end of year survey			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
7) Campuses will identify staff needing required GT training on an annual basis.	3	Principal	Certificate of Completion			
	Funding Sources: 199 - GENERAL FUND					
8) Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review	2, 3, 5, 8	AP teachers, Assistant Principal(s), Counselor(s), Principal	Progress Report, Committee meeting			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
9) Assess all kindergarten students for GT identification.		Principals, Assistant Principals, Counselors, Kinder Teachers	Identified GT students			
						

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**Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE: 1.6** By the spring of 2017, there will be a 10% increase in participation in the Fine Arts program.

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








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

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**Performance Objective 7: ANNUAL PERFORMANCE OBJECTIVE:1.7** By the end of the 2017 school year, there will be an increase in the integration of technology tools and resources.

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

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Ensure that staff is afforded various opportunities to participate in technology professional development activities to improve teaching and learning. (Teacher survey) iTech Day MegaByte, Region 1, Technology Conference</p>	4	Curriculum & Instruction, District Technology Committee, Instructional Technology Facilitator, Principal, Technology Specialists	Teacher survey results Webinars Digital Badges and Certificate of Completion.			
Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						
6) Teachers will complete an annual School Technology and Readiness (STaR) Chart to assess technology proficiency to identify staff development needs.	2, 4	District Technology Committee, Principal, Teacher(s), Technology Specialists, Instructional Technology Facilitator	STaR Chart report			
Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						
7) Provide staff development opportunities for media specialists to support the integration of technology in the classroom. MegaByte	3, 4, 9, 10	Assistant Principal(s), Curriculum & Instruction, Department Heads, Media Specialists, Principal, Teacher(s) Instructional Technology Facilitator, Technology Specialist	Support of technology integration, certificate of completion			
Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						

<p>8) Integrate technology at campus level through the use of computer programs, on-line websites and other technologies.</p>	<p>2, 10</p>	<p>Assistant Principal(s), Curriculum &amp; Instruction, Instructional Technology Facilitator, Media Specialist, Principal, Teacher(s), Technology Specialists</p>	<p>Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio</p>			
<p>Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER &amp; PRINCIPAL TRAININ</p>						
<p>9) Provide online optional supplemental services through the Texas Virtual School Network for students in grades 9-12 for credit recovery, acceleration and/or Advanced Placement credit.</p>	<p>2, 9, 10</p>	<p>Counselor(s), Curriculum Director, Principal, Technology Specialist</p>	<p>Option available as needed</p>			
<p>Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS</p>						
<p>10) Implement BYOD at secondary levels to provide student centered learning opportunities, increase student engagement in both teachers and students with active collaboration to help students become responsible digital citizens.</p>		<p>Curriculum &amp; Instruction, Instructional Technology Facilitator, Principal, Media Specialist, Technology Specialist, Teacher(s)</p>	<p>Walkthroughs observations, lesson plans, increase student engagement</p>			
<p>11) As part of an ever merging world of social media and technology, teachers and students will participate in tri-annual Digital Citizenship activities and lessons designed to introduce digital citizenship concepts such as but not limited to: Internet safety and security, privacy, plagiarism, and cyberbullying. Students will practice ethical, legal, and responsible use of technology to assure online safety.</p>		<p>Curriculum &amp; Instruction, Instructional Technology Facilitator, Principal, Media Specialist, Counselor(s), Technology Specialist, Teacher(s)</p>	<p>Lesson Plans, certificate of completion, student/class digital citizenship contracts</p>			
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**Performance Objective 8:** ANNUAL PERFORMANCE OBJECTIVE: 1.8 A Priority for Service plan will be implemented to assist Migrant Priority for Service students reach academic success.

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

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

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

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








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

14) Develop written procedures that outline ID&R quality control within the LEA and ESC.	Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Written procedures			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
15) Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Copies of COE's			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
16) Work with regional ESC to provide training support to MEP recruiter, eligibility reviewers and other MEP staff as specific needs are observed throughout the year.	Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Certificates of training, Agenda, Sign-in sheets			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
17) Maintain updated active and inactive records. File COEs in alphabetical order by mothers current last name and retain records for seven years from the date eligibility ends.	Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Student files			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
18) Validate eligibility through re-interview process according to instructions set forth by TEA.	Validate eligibility through re-interview process according to instructions set forth by TEA. (Target Group: Migrant)	Recruiter, Activity log of interview			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
19) Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Federal/Special Programs Director, Migrant Parent Advisory Council, Migrant Recruiter, New Generation System Clerk	PAC Meeting Agenda and minutes			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
					

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

**Performance Objective 10:** ANNUAL PERFORMANCE OBJECTIVE: 1.10 A plan will be implemented for required Migrant program activities.


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Supplemental instruction will be conducted regarding extended-day EOC, STAAR tutorials (before school, after school, or on Saturdays to all migrant students grade 1-12 (K-12)		Lab Manager, Principal, Teacher(s)	Sign-in logs			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT					
2) Supplemental instructional support by a teacher for Migrant Pre-K or Kindergarten students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.		Principal, Teacher(s)	Home Visit Logs, Pre-K, K Student progress reports			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT					
3) Supplemental instructional support by a teacher for Migrant First grade students who are performing below the expected level of development and collaborate with parents on ways to support students skill development at home. Instructional support must be provided outside of regular instructional time, individually or in small groups at least 1-2 times per week and must include engaging, age-appropriate activities to target school readiness.		Principal, Teacher(s)	Tutorial Logs, 1st Progress Reports			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT					
4) Summer Programs will be conducted and must be supplemental to the district's summer program offerings. MAARS (Secondary), Project Smart (Elementary middle school), PLATO Labs		Federal/Special Programs Director, Principal	Sign-in sheets, PGP, Progress Reports			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT					
5) Within the first grading period of the school year that the child who is eligible for migrant services is in the district,(1)determine individual needs for instructional and support services, (2)identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) provide supplemental health screenings and clothing(4)coordinate with entities to ensure that the child has access to the appropriate services, and (4)follow up to monitor and document progress.		Counselor(s), Principal, Teacher(s)	Referral forms, Counselor reports			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT					

6) Secondary students: (1)Coordinate with available programs offering options for credit accrual and recovery to ensure that migrant secondary students are accessing opportunities available to earn needed credits and make up coursework which is lacking due to late arrival and/or early withdrawal. Student participation must not interfere with core classes. (2)Ensure consolidation of partial secondary credits, proper course placement, and credit accrual for on-time graduation, including accessing and reviewing academic records from NGS.	Counselor(s), New Generation System Clerk, Principal, Teacher(s)	PGP-Personal Graduation Plan			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
7) Middle School students: Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2)collaborating with existing programs and organizations to coordinate student access to resources, and (3)providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.	Counselor(s), Teacher(s)	Parent Contact Log			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
8) Early Childhood/School Readiness: Within the first 60 days of school year that eligible pre-school migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example Head Start, Even Start, Texas Migrant Council, or other early childhood programs.)		Recruiters Log, Parent Survey			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
9) Intrastate and Interstate Coordination: Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records, such as course grades and immunizations.	Federal/Special Programs Director	NGS District Summer Contact			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
10) Establish a district-wide Migrant Parent Advisory Council (PAC), composed of a majority of migrant parents, which provides meaningful consultation in the planning, implementation, and evaluation of local MEP activities and services.	Federal/Special Programs Director	Agenda, Sign-in, Minutes			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
11) Conduct an evaluation of your Migrant Education Program.	Federal/Special Programs Director	MEO Evaluation			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
12) A Bright Beginning for migrant three year old students will be implemented at the district.	Migrant Recruiter	Bright beginnings log			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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


**Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:2.1** By the end of the 2017, school year, the student attendance rate will increase to 94.4%.

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

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

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

**Performance Objective 2:** ANNUAL PERFORMANCE OBJECTIVE:2.2 By the end of the 2017 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Assist students with issues interfering with learning, such as but not limited to, emotional distress, sexual abuse, suicide, family problems, or alcohol and how intervention strategies will be created for students who are in need of assistance.	9	Counselor(s), Principal, School Nurse, Teacher(s)	Reports on student academic performance Discipline reports Referrals to counselor			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
2) Each campus will develop and implement a comprehensive developmental guidance and counseling program that is designed to serve all students to include but not limited to alcohol, drug and tobacco prevention. -Bullying, Violence -Dating Violence, Gang Awareness, Sexting.		Campus Police, Counselor(s), Principal	Counselor's logs Guidance and Counseling Program document and calendar of services provided. Counseling sessions/presentations agendas/schedule			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
3) Ensure that campus counselors provide guidance services for parents,students and staff that include: -student schedule modifications -graduation plans/career education -job readiness training-Career fair -college readiness-AVID -Texas Grant Program -Teach for Texas Grant -College Readiness Class(Admissions and Financial Aid)	9, 10	Counselor(s), Principal	Counselor's Log Sessions/Presentations Agendas Sign in sheets			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
4) Research, review and implement Character Education curriculum and conflict resolution curriculum	1, 9	Counselor, PE Coach, Teacher, Principals	Counselor's log Lesson plans			
	Funding Sources: 199 - GENERAL FUND					
						

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

**Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:2.3** By the end of 2017 school year, the number of students and staff who feel safe at school will increase by 10% as measured by the Spring Snapshot Survey.






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



5) Promote awareness and notification of Student Code of Conduct to students, parents, staff and community through campus distribution, District web-site, campus presentations, and campus marquees.	2, 9	Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists	Ads and notifications Signed receipt			
Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						
6) 6) Adhere to safety checks of all campus visitors through the Raptor system.		Chief Financial Officer, Maintenance Director, Campus Police, Safety Coordinator, Superintendent	Safety checks			
7) Review and revise the District Emergency Operations Plan.		Campus Police, Chief Accountant, Chief Financial Officer, Maintenance Director, Safety Coordinator, Superintendent	District Emergency Operations Plan			
8) Develop a crisis intervention plan to address emergency procedures which will be implemented by every department and campus.		Campus Police, Maintenance Director, Principal, Superintendent	Crisis Intervention Plan			
9) Continue implementation of bullying intervention plan.		Campus SAP Contact, District Police, Federal/Special Programs Director	Bullying Intervention Plan			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






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

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>1) Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers</p>		Curriculum Director, Federal/Special Programs Director, Principal, Teacher(s)	Orientation Evaluations Retention of new teachers Sign-in sheets Agendas			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
<p>2) Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students.</p>		Chief Accountant, Superintendent	Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 199 - GENERAL FUND, State Comp, State Bilingual					
<p>3) Continue recruitment efforts by: -Assign campus personnel -Advertise in and out of Raymondville. Utilize Region I support.</p>	3	Superintendent, Human Resources, Principal(s)	Decrease the number of vacancies prior to the commencement of school.			
	Funding Sources: 199 - GENERAL FUND					
<p>4) Utilize classroom reduction monies at the elementary campuses.</p>		Principal, Special Programs Director	Class roster			
	Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, State Comp					
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>5) Provide leadership training on, but not limited to, Crucial Conversations, T-TESS, T-PESS and The Work Itself Strategic Alignment for all Central Office staff and campus administrators.</p>		Superintendent, Curriculum and Instruction Director, Special Programs Director	Sign- in sheets			
	Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
<p align="center">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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






**Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:2.5** By the Spring of 2017, the number of discipline referrals leading to student removal from class (ISS/OSS/DAEP) will decrease by 20%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Provide conflict resolution skills for students M.G.M.S and R.O.A.A.	9	Assistant Principal(s), Counselor(s), Principal	Student academic progress Number of student discipline referrals. Student Sessions			
				Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND		
2) Submit discipline report to superintendent in weekly update and on a six week basis.		Assistant Principal(s), Principal	Weekly update report Six week report			
				Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND		
3) Provide training for administrators, teachers and staff: -to effectively handle classroom management.		Federal/Special Programs Director, Principal, Special Ed Director, Wil-Cam Staff	Sign-in rosters Agendas Walkthroughs CPI logs			
				Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND, 166 - PI 23 SPECIAL EDUCATION		
4) Provide training for administrators and staff to assure student rights and due process are afforded.		Special Programs Director, Principal	Referral form			
5) Implement Restorative Discipline Strategies District-wide.		Special Program Director Principal	Training sign in sheets Agenda Observations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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






**Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE:2.6** By the spring of 2017, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Implement and maintain the School Health Advisory Council wellness guidelines at all campuses.		Federal/Special Programs Director, Principal, SHAC committee members	Sign-in rosters Agendas Fall Review			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
2) Assess student fitness annually in grades 3 - 12 Fitness Gram R.O.A.A.		Athletic Director, Coaches, Principal, School Nurse	Physical fitness reports on students			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND					
3) Provide students in grades PK-8 with moderate to vigorous activities each day in Physical Education for at least 30 minutes a day. (Middle school students for at least a total of 4 semesters)		Athletic Director, Coaches, Principal	Schedules Fitness reports			
	Funding Sources: 199 - GENERAL FUND					
4) District /Campuses will conduct training for all staff to include auxiliary, and central office staff on safety, sexual harassment, allergy management and how to deal with difficult students.		Campus Police, Chief Financial Officer, Safety Coordinator, Title IX Administrator, Wil-Cam Staff	Training Agendas Sign-in sheets			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 166 - PI 23 SPECIAL EDUCATION					

5) The District will implement an allergy management plan District-wide.	Campus SAP Contact, Federal/Special Programs Director, Food Service Director Nurse	Actual Plan			
Funding Sources: 199 - GENERAL FUND					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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






**Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:3.1** By the spring of 2017, the district will implement strategies to increase Graduation Rate to > 88%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Implement strategic absence plan at both 9-12 campuses. This plan should include student, parent contacts, school truancy officer contacts, home visits and truancy court records.		Counselor(s), Federal/Special Programs Director, Principal, Superintendent	Increase Completion Rate Decrease Dropout rate Student Schedules/Credits			
2) Provide flexible hours and days of attendance for students in grades 9-12 who have dropped out of school or are at risk of dropping out through the Optional Flexible School Day Program offered at Raymondville Options Academic Academy.		Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principals	Student Attendance Log Increased Completion Rate Decreased Drop-out Rate			
3) Provide staff training on the Odessey Ware Credit Recovery Program to appropriate secondary staff.		Counselor(s), Lab Manager, Principal	Sign-in Rosters			
4) Provide on-site support and guidance to the campus administrative team to implement structured processes and procedures that will support the campus accountability standards for graduation and completion rates at both campuses.		Federal/Special Programs Director, Principal	Sign-in Rosters Agendas Increased Completion Rate Decrease Dropout Rates			
5) Implement a targeted drop-out prevention program in the middle school.		Counselor(s), Principals	Student Schedules PGP's			
6) Provide on-going staff development for staff on PEIMS/Skyward Management System.		Counselor(s), PEIMS clerk, Principal	Sign-In Rosters Increased Completion Rate Decreased Dropout Rated			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:4.1** By the end of the 2017 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) Provide parent workshops in English and Spanish on topics that will help their children succeed in school.</p>		Assistant Principal(s), Campus Police, Counselor(s), Curriculum Director, Federal/Special Programs Director, Principal	Agendas/Sign-in sheets Evaluations Increase in parental daily involvement Increase in student academic success Decrease in dropout rate			
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) High school campuses will conduct parent meetings to explain graduation requirements for all grade levels.</p>		Assistant Principal(s), Counselor(s), Curriculum Director, Federal/Special Programs Director, Principal	Sign-in sheets Parent participation			
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) The District and campuses will notify parents of programs available to reduce dropout rate via parent meetings, brochures, newsletters, newspaper and District web-site. (Walk for Success) Elementary and Secondary.</p>		Counselor(s), Federal/Special Programs Director, Principal	Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits, Walk for Success			
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) All campuses will conduct parent meetings to discuss the NCLB Title I requirements related to parental involvement and a parent's right to participate in their child's education.</p>		Federal/Special Programs Director, Principal	Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate.			


<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Coordinate a Fall and Spring Parent/Community Conference.</p>		<p>Curriculum &amp; Instruction, Federal/Special Programs Director, Principal, Social Worker, Special Ed Director, Superintendent, Technology Specialists, Truant Officer</p>	<p>Agenda/Sign-in Sheets, Evaluations, Increase in Parent daily involvement, increase in student academic success, decrease in dropout rate</p>			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses.</p>	7	<p>Curriculum and Instruction Principal Assistant Principal</p>	<p>Agenda/ Sign-in sheets District Website Parent Meeting Flyers</p>			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						



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

**Performance Objective 1:** ANNUAL PERFORMANCE OBJECTIVE: 3.1 For the 2016-2017 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.


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

6) Provide technical assistance and guidance for the use of all funds, i.e. grants local and federal funding.	Budget Coordinator, Federal Programs Director, Chief Financial Officer, Superintendent	Finance software training, agendas, sign-in sheets, Grants - allowable and unallowable expenditures			
	Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 212 - TITLE I, PART C-MIGRANT, 244 - CARL D. PERKINS BASIC FORMULA GRANT				
7) The District will monitor student and staffing attendance through PEIMS.	Budget Coordinator, Chief Financial Officer, Superintendent	Quarterly PEIMS reports; Monitoring of attendance after every six weeks using excel worksheet provided by Region One.			
	Funding Sources: 199 - GENERAL FUND				
8) The District will continue to adhere to TASB compensation plan for administrators, teachers, clerical, paraprofessional, auxiliary staff and an incentive plan relative to the market values.	Budget Coordinator, Chief Financial Officer, Superintendent	Compensation Plan and Incentive Plan			
	Funding Sources: 199 - GENERAL FUND				
9) The District will review salaries annually for all staff, competitive to market values.	Budget Coordinator, Chief Financial Officer, Superintendent	Teacher Pay Scale, Human Resource and Payroll reports to market values using TASB services.			
	Funding Sources: 199 - GENERAL FUND				
10) The District will adhere to the rental agreement plan when renting our buildings, fields and facilities.	Budget Coordinator, Chief Financial Officer, Superintendent	Lease Schedule, Rental Forms			
	Funding Sources: 199 - GENERAL FUND				
11) The District will adhere to procurement procedures to include but not limited to: Purchasing Cooperatives, District Bids and Price Quotes.	Budget Coordinator, Chief Financial Officer, Purchasing Agent, Superintendent	Bid Calendar, Annual Audit			
	Funding Sources: 199 - GENERAL FUND				
					

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






**Performance Objective 2:** ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2016-2017 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

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

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


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

**Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 4.1** By the spring of 2017, the district will increase leadership and collaboration opportunities among administrators, teachers and staff.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
<p><b>Critical Success Factors</b> CSF 3</p> <p>1) Organize and support Leadership Academy for all administrative staff which will include but not limited to the following topics: -District Philosophy -Instructional Process -Accountability Systems -District Improvement Plan -District Grading policies/procedures PEIMS Data Student Attendance Budget and Finance Procedures.</p>	1, 2, 9, 10	Curriculum Director, Federal/Special Programs Director, Superintendent CFO, Fixed Assets, PEIMS Coordinator, Human Resources, District Testing Coordinator	Leadership Academy Presenters and Presentations Agendas Sign In Sheets			
Funding Sources: 199 - GENERAL FUND						
<p><b>Critical Success Factors</b> CSF 3</p> <p>2) Provide opportunities for administrators, board members and staff to attend conferences and training</p>	1, 2, 4, 9, 10	Curriculum and Instruction Superintendent Special Programs	Conference Agendas and Individual Campus Agendas			
Funding Sources: 199 - GENERAL FUND, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS						
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) Provide training for SHAC.</p>		Superintendent Special Programs Director, Region I	Sign-in sheets			
Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, 199 - GENERAL FUND						
<p><b>Critical Success Factors</b> CSF 3</p> <p>4) Provide documentation awareness for all District personnel and supervisory capacity.</p>		Superintendent	District Legal Counsel - sign-in sheet			
Funding Sources: 199 - GENERAL FUND						
<p><b>Critical Success Factors</b> CSF 3</p> <p>5) Consider ASCD online courses for directors and campus principals to build instructional leader capacity.</p>		Superintendent, Curriculum and Instruction Director	Online progress reports Completion of course			
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

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

**Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 4.2** During the 2016-2017 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr
1) Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance.	1, 2, 8, 9, 10	Curriculum Director, District Site Based Committee, Superintendent, Cabinet Members	DEIC sign-in sheets and agendas			
Funding Sources: 199 - GENERAL FUND						
2) Utilize Formative Review section to determine completion of strategies.	1, 10	Curriculum Director, District Site Based Committee, Cabinet Members	Formative review ratings			
Funding Sources: 199 - GENERAL FUND						
3) Ensure that campus site based committees meet every 4 weeks to review the Campus Improvement Plan.	1, 2, 8, 9, 10	Principal, Site Based Committee	Campus site based committee sign-in sheets and agendas			
Funding Sources: 199 - GENERAL FUND						
4) Discuss findings of campus activities at DEIC meeting.	1, 2, 8, 9, 10	Curriculum Director, District Site Based Committee	DEIC sign-in sheets and agendas			
Funding Sources: 199 - GENERAL FUND						
5) Develop school calendar.	1, 2, 8, 10	Curriculum Director, DEIC	Calendar			
Funding Sources: 199 - GENERAL FUND						
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6		Superintendent, Curriculum and Instruction Director	Timeline Agendas Sign in Sheets			
6) Implement District Vision 2020 Strategic Plan		Design Teams and Consultant				
Funding Sources: 199 - GENERAL FUND						
						

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a professional development plan that includes on-site professional development that will support identified areas of need for each campus to improve student achievement.
1	1	5	Implement district/campus data meetings that will utilize DMAC, TAPR, AYP, TANGO, CLI Engage, RenLearn, Lead4ward and PBMAS data reports.
1	1	6	Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities.
1	1	7	Improve achievement in elementary and secondary math through TRS, professional development, instructional coaching, software programs and use of manipulatives.
1	1	8	Implement Writing Workshop in all elementary classrooms and Write for Texas in the secondary classrooms.
1	1	9	Improve achievement in elementary and middle school science through the use of TRS, instructional coaching, professional development and STEMscopes.
1	1	12	Provide intensive programs of instruction and accelerated instruction for students that do not perform satisfactorily on state assessments and in K-2 reading assessments.
1	1	16	Improve achievement in middle school social studies through the use of TRS, instructional coaching and professional development.
1	2	1	Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations.
1	3	5	Performance measures for CTE students will meet the statewide target in reading/language arts to improve CTE student performance.
1	4	1	Implement a professional development plan that addresses the needs of ELLs as identified by STAAR/EOC and TELPAS results.(See Professional Development Plan) Instructional Coaching, Edivate
1	4	5	Ensure implementation of Bilingual/ ESL strategies in the core subjects through the use of the Sheltered Instruction model at the elementary/secondary campuses.
1	4	6	Bilingual/ESL teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for ELL students.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement a professional development plan that includes on-site professional development that will support identified areas of need for each campus to improve student achievement.
1	1	6	Implement Balanced Literacy framework that will build elementary and secondary students' reading/writing abilities.
1	1	7	Improve achievement in elementary and secondary math through TRS, professional development, instructional coaching, software programs and use of manipulatives.
1	1	9	Improve achievement in elementary and middle school science through the use of TRS, instructional coaching, professional development and STEMscopes.
1	1	11	Implement and monitor Foundation Trinity and Fundamental 5 framework in elementary and secondary classrooms.



## 2016-2017 District Education Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative		
Classroom Teacher	Dolly Barrera	Member
Classroom Teacher	DiAnne Bredvick	Member
Classroom Teacher	Rebecca Cervantes	Member
Classroom Teacher	Noemi Chestnutt	Member
Classroom Teacher	Christian Gonzalez	Parliamentarian
Classroom Teacher	Xochitl Martinez	Member
Classroom Teacher	Maria Martinez	Secretary
Classroom Teacher	Sandra Nieto	Chairwoman
Classroom Teacher	Sue Ann Villarreal	Member
Classroom Teacher	Kim Williams	Member
Community Representative		
Non-classroom Professional	Lisa Garcia-Tamez	Member
Non-classroom Professional	Erma Guerra	Member
Non-classroom Professional	Marisol Herrera	Member
Non-classroom Professional	Andrea Loya	Vice Chairwoman
Non-classroom Professional	David Requenez	Member
Parent	Elva Saenz	Member