Raymondville Independent School District

District Improvement Plan

2018-2019

Accountability Rating: B

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 2,088 students across 5 campuses (1 high school, 1 middle school, 2 elementary schools, 1 alternative high school). As reported on the 2016-2017 TAPR the district employed 146.9 teachers, 29.3 professional support staff, 11.0 campus administrators, 5.3 central administrators, 49.4 educational aids, 91.8 auxiliary staff, for a total staff count of 310.3. The turnover rate is 17.5. As reported on the PEIMS Fall Snapshot for 2017-2018, the student population includes; Hispanic 98.42%, White 1.15%, African American 0.10%, Asian 0.10%, Hawaiian/Pac Island 0.05%, other 0.19%, Economically Disadvantaged 86.02%, Limited English Proficient (LEP) 8.0%, At-Risk 58.43%, Migrant 8.05%, Career & Technology 24.3%, Gifted and Talented 6.94%, Special Education 8.96%. The attendance rate for PEIMS 2017-2018 school year was 93%. The unofficial annual drop out rate in the 2017-2018 school year was 1.2%.

Student Outcomes and Performance:

The Texas Accountability System rated campuses based on three domains, Domain 1: Student Achievement, Domain 2: School Progress, and Domain 3: Closing the Gaps. Based on the accountability ratings released by TEA in August 2018, Raymondville ISD earned an overall scaled score of 82 in all domains and earned a B rating. All campuses earned Met Standard. Raymondville Early College High School earned a Distinction Designation in Postsecondary Readiness. Pittman Elementary earned Distinction Designations in Reading, Math, Science, Academic Growth, Closing the Gap and Post Secondary Readiness. Myra Green Middle School earned Distinction Designations in Reading, Social Studies, Academic Growth and Closing the Gap. Raymondville High School and Myra Green Middle School were identified as needing additional target support based on individual student group's %age of evaluated indicators met is at or below the %age used to identify that campus type for Comprehensive Support. RISD will be required to address the additional target supports for subpopulations in multiple subjects. The Raymondville ISD graduation rate for Class of 2017 is at 80.4%.

Culture and Climate:

RISD campus themes reflect College and Career Readiness expectations set for the academic school year. RISD continues building on improving discipline management through the implementation of Positive Behavior Interventions and Supports (PBIS). The district police department ensures that student and staff safety is a priority and are visible at all campuses throughout the school day. This school year the Police Chief and 5 police officers are available to the district campuses.

Guidance and counseling services focus on bullying, conflict resolution, dating resolution, gang awareness, and drug/alcohol awareness. Restorative discipline is being implemented at Myra Green Middle School. Raymondville High School houses the Health Coordinator(RN) and each campus has a nurse on staff to address health issues of students. 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. Instructional coaching continues in the area of Reading, Math, Science, and Writing. The district provides online professional development opportunities through Texas Gateway. Early Childhood professional development continues through CLI Engage for PreKindergarten and Region I Early Childhood Specialist. Special Education professional development will be addressed through Wil-Cam Coop.

Curriculum, Assessment, and Instruction:

RISD uses the TEKS Resource System curriculum, other curriculum resources and SpringBoard for secondary ELAR. Teachers are given the opportunity to attend six-week TEKS Resource System planning workshops. 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, Euphoria, and TAG through Region One. Grades 3,4 and 5 will utilize common assessments created by Forde-Ferrier in Reading, Writing and Science. 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; Edgenuity is used by the high school and the alternative campus for credit recovery purposes. Edgenuity also provides intervention programs for middle school and high school. Renaissance Learning is used district-wide as a universal screener for mathematics and reading. TPRI/Tejas LEE is used at the elementary campuses for grades K-3 as the universal screener for reading. CLI Engage is used for PK Progress Monitoring. Renaissance Learning includes Accelerated Reader and is used by all campuses; Education Galaxy, web-based adaptive technology is being used at both elementary campuses. DMAC is used by all teachers and administrators to disaggregate state assessment data as well as district benchmarks and common assessments. Lead4ward Accountability Connect is used by administrators to disaggregate data. All campuses identified the need to focus on instructional strategies and student engagement. District-wide implementation of the Fundamental 5 framework and Foundation Trinity continue this school year. This year the High-Quality PK Grant expectations will continue

to be used in PK. CLI Engage professional development opportunities for PK teachers and paraprofessionals will be utilized. Raymondville Early College High School has staff that teaches dual enrollment courses in Math and English. Raymondville Early College High School in partnership with TAMUK will continue to offer students the opportunity to earn college credit before graduating from high school. CTE certifications being offered at Raymondville High are Certified Nurse's Assistant, Licensed Vocational Nurse, Security Services, NCCER Welding and Carpentry, American Welding Society, Informative Technology and CompTIA. Advancement Via Independent Determination (AVID) is being offered at Myra Green Middle School and at Raymondville Early College High School in 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. Vision 2020 activities will be reviewed and implemented. The Pre Kindergarten High-Quality Grant Family Engagement Plan will continue to be implemented this coming year. Elementary campuses have implemented Parent Teacher Organizations. 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 5th 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. 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. This year the cafeteria system will offer supper to all students after school. Both elementary campuses start at 8:00 a.m. and end at 3:35 p.m. The middle school starts school at 8:00 a.m. and ends at 3:50 p.m. The high school starts school at 8:00 a.m. and ends at 4:17 p.m. Raymondville Options Academy starts school at 8:00 a.m. and ends at 4:17 p.m. Raymondville Options Academic Academy offers an Optional Flexible Day Schedule to meet the needs of their students. ROAA will also serve at-risk 8th graders at their campus. Grades PK-2 are self-contained while grades 2 -5 are either teams 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 has a principal, one assistant principal, and two counselors. The high school has a principal, two assistant principals, two counselors, and a college and career readiness coordinator. The alternative high school has a principal and counselor. Students identified as limited English proficient at the elementary campus are provided services by

certified bilingual teachers in either a self-contained or departmentalized setting. Students identified as needing special education support at all campuses are provided services through Wil-Cam Coop. Each campus houses services for self-contained behavior unit, self-contained basic/life skills unit, resource classes, and inclusion. Migrant students at the elementary school are provided services through a pull-out migrant lab utilizing Plato Edmentum, Reading Eggs and Education City for mathematics and reading. Students identified as limited Language proficient at Myra Green Middle School are provided services by an ESL teacher and Sheltered Instruction. Students identified as limited Language proficient at Raymondville High School and Raymondville Options Academic Academy are provided services through Sheltered Instruction and an ESL teacher. At the secondary level, students identified as needing special education supports are provided services through inclusion 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 devices and has seen an increase in the use of both in the past four years. The district has an Instructional Technology Coordinator/Webmaster, Network Administrator and 2 Computer Technicians that oversee technology at five campuses, Wil-Cam, Police Department and Central Office. The district will provide Pre-K 3 - 2nd classrooms with iPads for classroom instructional use. 3rd - 5th-grade classrooms have access to Chromebooks and Computers on Wheels. Secondary campuses have iPads and Chromebooks that have been assigned or checked out through the media specialist. This year AVID students will have access to MacBooks. Selected classrooms will pilot Interactive AVER panels for instructional purposes. RISD is committed to providing a coordinated effort in the integration of technology at all campuses. Each campus has representatives on the District Instructional Technology Team. At the elementary campuses, flipped classrooms have been implemented. All district classrooms will be outfitted with ceiling mounted projectors. Myra Green Middle School will continue with the Chromebook Implementation. Raymondville High School will provide the following technology application courses: Computer Maintenance 1, Principles of Information Technology, Networking, Printing and Imaging Technology and Digital Interactive Media. RISD staff will continue to complete the RISD STaR Chart survey to determine areas for staff development. Utilizing the RISD STaR Chart, will allow us to 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. Currently, the district has 13 Google Certified Educators and 3 Apple Certified Educators. The district hosted the 4th annual iTech Day with the focus being technology integration in the classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate s degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by 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

- State certified and high quality staff data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

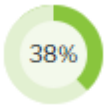
Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the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

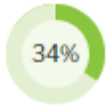
Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the spring of 2019, the district will meet or exceed the state performance standard in the State Accountability System.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Equity Plan Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 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. Forde-Ferrier-Classroom modeling, strategies; Writing, Reading, & Science, Region I instructional coaching, Small Group Instruction, Vision 2020	2.4, 2.5, 2.6	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 Instructional coaching in content areas			
	Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 199 - GENERAL FUND - 163204.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 4 CSF 7 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. Texas Gateway	2.4, 2.5, 2.6	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 - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 3) Utilize the TEKS Resource System in all core content areas to ensure alignment in curriculum, instruction and assessment utilizing YAGs, IFDs, VADs, assessment generator, Eduphoria, and TX ONE Item Bank.(Curriculum Maps) Implement 3 week common assessments in the core areas to monitor student achievement. Forde-Ferrier mini assessments.	2.4, 2.5, 2.6	Assistant Principal(s), Curriculum & Instruction, Department Heads, Federal/Special Programs Director, Instructional Facilitator, Principal, Teacher(s)	Walkthrough documentation DMAC Curriculum Maps Lesson plans Assessments (Six Weeks, Benchmark) 3 week checkpoints			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 10724.00, 212 - TITLE I, PART C-MIGRANT - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 263 - TITLE III, PART A-LEP - 0.00, 199 - GENERAL FUND - 4600.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 4) Continue to implement and monitor the RtI plan as recommended by Region I and continue to utilize universal screeners to identify student deficiencies for targeted interventions. RtI District Committee	2.4, 2.5, 2.6	Assistant Principal(s), Counselor(s), Curriculum & Instruction, Region I specialist, Department Heads, Federal/Special Programs Director, Instructional Coordinator, Librarian, Principal, Teacher(s)	RtI plan Cutpoints Meeting agendas and sign- in sheets Class results. BME 2 Week Monitoring SuccessEd student data system	36%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 1043.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 CSF 2 5) Implement district/campus data meetings that will utilize DMAC, TAPR, AYP, TANGO, CLI Engage, RenLearn, Lead4ward and PBMAS data reports.	2.4, 2.5, 2.6	Assistant Principal(s), Curriculum & Instruction, Curriculum Director, Department Heads, Federal/Special Programs Director, Instructional coordinator, Librarian, Principal, Teacher(s)	Agenda and minutes, Reports Reflection	40%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 2000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Equity Plan Strategy **Critical Success Factors** CSF 1 6) Implement Phonics Toolkit in Grades K-2 that will build elementary students' reading abilities.	2.4, 2.6	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	32%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 20000.00					
Equity Plan Strategy **Critical Success Factors** CSF 1 7) Improve achievement in elementary and secondary math through TRS, professional development, instructional coaching, software programs and use of manipulatives.	2.4, 2.6	Assistant Principal(s), Consultants, Curriculum & Instruction, Principal, Region I, Teacher	Classroom observations, increase in STAAR/EOC results. Sharon Wells/Pearlized Math Region One TRS Math, Science, Reading, & Writing	33%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 12600.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 8) Implement Writing Workshop in all elementary and secondary classrooms.	2.4, 2.5, 2.6	Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I and teachers	Increase in STAAR / TELPAS achievement results, Samples of student writing Forde-Ferrier Writing strategies	32%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 10000.00					
Critical Success Factors CSF 1 9) Improve achievement in elementary and middle school science through the use of TRS, Region I and Forde-Ferrier instructional coaching, professional development and STEMscopes.	2.4, 2.5, 2.6	Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers	Increase STAAR achievement results TRS @ Region One Classroom Observations Forde-Ferrier Instructional Strategies	40%		100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 10) Implement full day PK 4 High Quality Grant components and half-day PK 3 at both elementary campuses. Support staff with professional development and instructional coaching.	2.4, 2.5, 2.6	Campus Administrators, Curriculum and Instruction, Teachers	Class Schedules Screeners BOY, MOY EOY Assessment Observations	32%		100%
	Funding Sources: 199 - GENERAL FUND - 3600.00					
Critical Success Factors CSF 1 CSF 2 CSF 7 11) Implement and monitor Foundation Trinity, Fundamental 5 framework and Quality Questioning in elementary and secondary classrooms. Vision 2020	2.4, 2.5, 2.6	Principals, Assistant Principals, Teachers, Curriculum and Instruction	Walkthroughs, Student engagement, 3 week common assessments	34%		100%
Critical Success Factors 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.	2.5, 2.6	Principals, Assistant Principals, Teachers, Curriculum and Instruction, Counselors	Accelerated Instruction Plan, Minutes of meetings Progress Monitoring Passing results	31%		100%
Critical Success Factors CSF 1 CSF 2 13) Ensure that alternative programs,services, and pre-referral interventions(such as RTI, 504, computer labs, tutorial services, etc.) are implemented prior to the referral of students for special education.	2.5, 2.6	Assistant Principal(s), Campus SAP Contact, Curriculum & Instruction, Federal/Special Programs Director, Principal	RTI Intervention folders, 504 folders, decrease in special ed referrals, student tutorial sign-in roster	36%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 14) Provide RTI training to all members of the committee at all campuses to ensure implementation of guidelines and procedures.	2.5, 2.6	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.	35%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 15) RTI Campus Committee will share and document activities and/or strategies through grade level department and faculty meetings. Success Ed RtI program	2.5, 2.6	Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Instructional Facilitator, Principal, Special Programs Director, Teacher (s)	Sign in and Agendas	38%		100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 CSF 7 16) Improve achievement in middle school social studies through the use of TRS, instructional coaching and professional development.	2.4, 2.6	Assistant Principal(s), Principals, Consultants, Curriculum and Instruction, Region I, teachers	Increase STAAR achievement results TRS @ Region One Classroom Observations	33%		100%
	Funding Sources: 199 - GENERAL FUND - 3000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 4 17) Implement Early College High School Model that will offer dual credit to students working with an IHE partner, and offer student supports.	2.4	RECHS Principal, Assistant Principals, Counselors, Teachers, IHE, Superintendent	Graduation Rates Course completions Increase of student enrollment	36%		100%
Critical Success Factors CSF 1 CSF 2 CSF 6 18) Implement and monitor AVID at secondary campuses. School wide implementation of WICOR strategies. Vision 2020	2.4, 2.6	AVID District Director RECHS Principal MGMS Principal AVID Elective Teachers Teachers	Graduation Rates Increase Student Achievement College and Career Ready	33%		100%
	Funding Sources: 428 - HIGH SCHOOL ALLOTMENT - 10000.00					

100% = Accomplished 0% = No Progress = Discontinue

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Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE:1.2 By the spring of 2019, students served in special education will meet or exceed in state accountability standards.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
1) Utilize the assessment flowchart in the Decision-Making Manual for the Texas Assessment Program to ensure appropriate assessment recommendations.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 263 - TITLE III, PART A-LEP - 0.00, 199 - GENERAL FUND - 0.00					
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.		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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 263 - TITLE III, PART A-LEP - 0.00					
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.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 5 5) Provide Child Find awareness and activities to parents and community. -District/Campus Parent Meetings -District Web-site -Local Newspaper -District Newspaper		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 - 0.00, 199 - GENERAL FUND - 0.00					
6) Provide training for administrators on how to assist teachers in implementing classroom strategies, special pops., program design, and standards, including TEKS Resource System and ensure consistency in their implementation.		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 - 0.00, 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
7) Develop transition plans for identified special education students on or by age 14.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
8) Provide staff development on co teaching. Train core campus teams to become trainer of trainers (TOT) on co teaching. The trainers will train campus staff to build teachers skills.		Special Education Director, Wil-Cam Staff, Principals, and teachers	Improved instruction for students identified in special education that receive that receive their instruction in general education.			
	Funding Sources: 166 - PI 23 SPECIAL EDUCATION - 0.00					
9) Provide staff development on differentiation on instruction for special education students in inclusion.		Special Education Director, Wil-Cam Staff, Principals, and teachers	Improved instruction for students identified in special education that receive that receive their instruction in general education.			
	Funding Sources: 166 - PI 23 SPECIAL EDUCATION - 0.00					

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

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE:1.3 By the spring of 2019, students served in the CTE program will meet or exceed federal and state accountability standards and increase the number of students enrolled in CTE certification courses.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
1) Involve community and business members in promoting academic success.		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 - 0.00, 263 - TITLE III, PART A-LEP - 0.00, 199 - GENERAL FUND - 0.00					
2) Incorporate and document technology integration in lessons and lesson plans.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 263 - TITLE III, PART A-LEP - 0.00, 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
3) Evaluate CTE programs on a yearly basis to determine updates and changes.		Department Heads, Federal/Special Programs Director, Principal, Teacher(s)	Evaluation reports			
	Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 263 - TITLE III, PART A-LEP - 0.00, 199 - GENERAL FUND - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
12) Create a district timeline (PK-12) to begin college readiness and career development activities, including career fairs. (Career Cruising)		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 - 0.00, 199 - GENERAL FUND - 0.00					
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.		Counselor(s), Principal	Enrollment, Certificates, number of certifications received by students			
	Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT - 0.00					
14) Administrators will get involved in RGV Lead activities.		Assistant Principal(s), Principal	Agendas, Meetings, e-mail			
	Funding Sources: 199 - GENERAL FUND - 0.00					
15) Utilize a Career Inventory Assessment to help students identify career pathways. (Kuder, Career Cruising)		CTE teacher(s), Federal/Special Programs Director, Principal	Student profiles and reports			
	Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 199 - GENERAL FUND - 0.00					

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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 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the spring of 2019, students served in the Bilingual/ESL program will meet or exceed the federal and state accountability standards.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 7 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 PBMAS Goal #2	2.4, 2.6	Curriculum Director, Department Heads, District Testing Coordinator, Instructional Facilitator, LPAC Administrator, Principal, Teacher(s)	Sign-in sheets Agendas Student Achievement Observations	35%		100%
	Funding Sources: 263 - TITLE III, PART A-LEP - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
Critical Success Factors CSF 1 2) Ensure implementation of ELPS in every classroom in which ELL students are served. PBMAS Goal 1 and Goal 2	2.6	Curriculum & Instruction, Instructional Facilitator, Principal, Region I, Teacher(s)	Walkthrough observation, Language/content objectives Time/Treatment	35%		100%
Critical Success Factors CSF 5 3) Conduct informational meetings for parents to discuss benefits of Bilingual/ESL program.	3.2	Curriculum Director, Principal, Region I, Teacher(s)	Sign-in sheets, decrease in parent denials. Increase parent/community involvement.	35%		100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 4) Increase percentage of students yearly making progress in learning English by providing targeted interventions and supplemental software. PBMAS Goal 1 and Goal 2	2.6	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	35%		100%
Critical Success Factors CSF 1 5) Ensure implementation of Bilingual/ ESL strategies in the core subjects through the use of the Sheltered Instruction model at elementary/secondary campuses. Vision 2020 PBMAS Goal 1	2.6	Assistant Principal(s), Curriculum & Instruction, LPAC Administrator, Principal, Region I, Teacher(s)	Walkthrough observations, TELPAS reports, number that exit the program	35%		100%
	Funding Sources: 263 - TITLE III, PART A-LEP - 0.00					
Critical Success Factors CSF 1 6) Bilingual/ESL teachers, counselors and campus administrators will meet on a 3 week basis to ensure there is academic progress for ELL students. PBMAS Goal 1	2.6	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	35%		100%
Critical Success Factors CSF 1 CSF 4 7) Monitor classroom implementation of Bilingual Time and Treatment Plan. (Elementary)	2.6	Assistant Principal(s), LPAC Administrator, Principal	Walkthrough observation, class schedule	35%		100%
Critical Success Factors CSF 1 8) Review and monitor ELL student's academic performance and factors affecting their performance towards meeting graduation requirements beginning their freshmen year and thereafter. PBMAS Goal 2	2.6	Counselor(s), LPAC Coordinator, LPAC committee	PGP, TELPAS, STAAR/EOC	35%		100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
9) Conduct folder audit of all ELL student cumulative folders to ensure all documents meet compliance.	2.6	LPAC Coordinator, Principals, C&I,	Bilingual/ESL documentation is in order in student record folder.	35%		100%
Critical Success Factors CSF 1 CSF 7 10) Conduct Bilingual/ESL classroom observations with on-site consultant to determine program needs. PBMAS Goal 1 and Goal 2	2.6	Principal, Curriculum and Instruction, On-site consultants	Increase student engagement and achievement through Instructional modeling/coaching.	35%		100%
Critical Success Factors CSF 1 11) Implement ELLevation ELL data platform to facilitate the LPAC processes and procedures through teacher collaboration at each campus.	2.6	Principal, Assistant Principal(s), LPAC coordinator, Curriculum and Instruction	BOY, MOY and EOY LPAC report 3 week coordination review report ELL LPAC report 3 Week Bilingual Committee reviews.	35%		100%
	Funding Sources: 263 - TITLE III, PART A-LEP - 0.00					
Critical Success Factors CSF 1 12) Implement Bilingual/ESL Writing Portfolios to address TELPAS writing. PBMAS Goal 1		Teachers, Principals, Assistant Principals, LPAC coordinator, Curriculum and Instruction	Student Writing Samples	35%		100%

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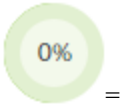

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Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become 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 5: ANNUAL PERFORMANCE OBJECTIVE:1.5 By the spring of 2019, there will be an increase of 15% in the number of students participating in Advanced Academics.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 1) . Continue the required Advanced Academic programs to include: -Elementary/Differentiated Instruction -Texas Performance Standards -Honors/AP classes in the core areas -Concurrent/Dual Enrollment -Duke University Talent Identification. AVID Early College High School GT, TSI	2.5	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			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 2) Ensure that all special populations have access to G/T identification process and services.		Assistant Principal(s), Counselor(s), Curriculum & Instruction, Curriculum Director, Principal, Teacher(s)	PEIMS report, student schedule Policy On-line			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
3) Evaluate GT program annually and use data for modifications to the district and campus improvement plans.	2.5	Curriculum & Instruction, Curriculum Director, Principal, Teacher(s)	Survey evaluation results, changes to CIP/DIP			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 7 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.		Counselor(s), Curriculum & Instruction, Principal, Teacher(s	Certificate of Completion			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 3 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.		Counselor(s), Curriculum Director, Instructional Facilitator, Principal	Certificate of Completion			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 5 6) Inform parents, students and staff of Gifted and Talented program and learning opportunities through District/Campus meetings and District/Campus Website.	3.2	Counselor(s), Curriculum & Instruction, Principal	Agenda, sign-in sheet, end of year survey			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 7 7) Campuses will identify staff needing required GT training on an annual basis.		Principal	Certificate of Completion			100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 8) Establish campus committee to review and monitor student academic performance in AP courses before every grading period. 3 Week Review		AP teachers, Assistant Principal(s), Counselor(s), Principal	Progress Report, Committee meeting			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
9) Assess all kindergarten students for GT identification.		Principals, Assistant Principals, Counselors, Kinder Teachers	Identified GT students	35%	100%	100%

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Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE:1.7 By the end of the 2018-2019 school year, there will be an increase in the integration of technology tools and resources.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 4 CSF 6 1) Improve network dependability and security to facilitate emerging technologies including but not limited to intercom systems, Wi-Fi, content filtering...		Curriculum Director, District Technology Committee, Network Administrator	Network accessibility			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 CSF 2 2) Utilize Skyward Program capabilities to maintain district data.		Curriculum & Instruction, PEIMS Coordinator, Network Administrator, Instructional Technology Coordinator	Reports			
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 3) Maintain and update technology/hardware to support campus instructional programs including but not limited to: -computer/MacBooks for students and professional staff via purchase or lease. -mobile devices (iPads) -COW (computers on wheels) -distance learning -interactive touch panels -Digital informational signage -STEM Programs		Curriculum Director, Instructional Technology Coordinator, Network Administrator	Use of technology equipment, reports, requisitions completed			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 7 4) Ensure that staff is afforded various opportunities to participate in technology professional development activities to improve teaching and learning. iTech Day, Teacher Survey, MegaByte, Region 1, TCEA (Texas Computer Education), ISTE (International Society for Technology in Education), UTech Conference and Region One Technology Conference, Google Educator trainings, TCCA (Technology Curriculum Conference of Aldine)		Curriculum & Instruction, District Technology Committee, Instructional Technology Coordinator, Principal, Network Administrator	Teacher survey results Webinars Digital Badges and Certificate of Completion.			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
Critical Success Factors CSF 2 CSF 3 CSF 6 5) Complete an annual School Technology and Readiness. -Teacher Survey		District Technology Committee, Principal, Teacher(s), Network Administrator Instructional Technology Coordinator	Teacher Survey			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 6) Provide staff development opportunities for media specialists to support the integration of technology in the classroom. Megabyte, TCEA (Texas Computer Education Association), ISTE (International Society for Technology in Education), UTech Conference, Region One Technology Conference, Spring Extravaganza, TCCA (Technology Curriculum Conference of Aldine), TexQuest, Fall Media Conference		Assistant Principal(s), Curriculum & Instruction, Department Heads, Media Specialists, Principal, Teacher(s) Instructional Technology Coordinator, Network Specialist	Support of technology integration, Digital Badges, certificate of completion			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 7) Integrate technology at campus level through the use of computer programs, on-line websites and other technologies.		Assistant Principal(s), Curriculum & Instruction, Instructional Technology Coordinator, Media Specialist, Principal, Teacher(s), Network Administrator	Class and individual reports, Lesson Plans, STAAR/EOC results, E-portfolio			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00					
Critical Success Factors CSF 1 8) 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.		Counselor(s), Curriculum Director, Principal, Network Administrator	Option available as needed			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 9) 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.		Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Network Administrator, Teacher(s)	Walkthroughs observations, lesson plans, increase student engagement			
Critical Success Factors CSF 6 10) 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. CyberSafety Course Common Sense		Curriculum & Instruction, Instructional Technology Coordinator, Principal, Media Specialist, Counselor(s), Network Administrator, Teacher(s)	Lesson Plans, certificate of completion, student/class digital citizenship contracts, and CyberSafety Course grades			
Critical Success Factors CSF 1 CSF 4 CSF 7 11) Research and review Learner Centered Environments using a flexible learning model appropriate for each grade level. Blended Learning Conference (Region One) Blended Learning Webinar District Visits		Curriculum & Instruction, Instructional Technology Coordinator, and Network Administrator.	Blended Learning Conference (Region One) Blended Learning Webinars District Visits			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 12) Explore, analyze and plan for a 1:1 initiative District Wide. -Best Practices -Roll Outs -Device Procurement -Device Selection -Training and Procedures (Teachers, Students, and parents)		Curriculum & Instruction, Instructional Technology Coordinator, and Network Administrator.	Technology Conference, District Visits, Webinars, TCEA (Texas Computer Education Association), TASA (Texas Association for School Administrators).			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May

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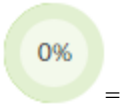

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Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become 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 7: ANNUAL PERFORMANCE OBJECTIVE: 1.8 A Priority for Service plan will be implemented to assist Migrant Priority for Service students reach academic success.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00, 199 - GENERAL FUND - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					
9) Monitor Credit Accrual of Secondary Migrant Students.		Counselor(s), New Generation System Clerk, Principal				
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
13) Monitor priority of services students to ensure success. Assign to migrant lab for additional instructional support.		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 - 0.00					

= Accomplished

= No Progress

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Performance Objective 8: ANNUAL PERFORMANCE OBJECTIVE: 1.9 A plan will be implemented for Identification and Recruitment of migrant students eligible for MEP services.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
2) Attend Eligibility Review Training.		Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Certificate			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					
3) Attend NGS Training.		Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Certificate			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					
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.		Migrant Recruiter				
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
17) Maintain updated active and inactive records. File COEs in alphabetical order by mother's current last name and retain records for seven years from the date eligibility ends.		Federal/Special Programs Director, Migrant Recruiter, New Generation System Clerk	Student files			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May

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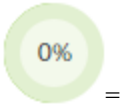

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Goal 1: ACADEMIC PROGRAM -Raymondville I.S.D. will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become 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 9: ANNUAL PERFORMANCE OBJECTIVE: 1.10 A plan will be implemented for required Migrant program activities.

Evaluation Data Source(s) 9:

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
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 - 0.00					
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 - 0.00					
11) Conduct an evaluation of your Migrant Education Program.		Federal/Special Programs Director	MEO Evaluation			
	Funding Sources: 212 - TITLE I, PART C-MIGRANT - 0.00					
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 - 0.00					

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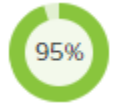
Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:2.1 By the end of the 2018-2019 school year, the student attendance rate will increase to 94.4%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 - 0.00					
2) Train PEIMS/attendance clerks to consistently monitor and communicate student's daily attendance with administrators.		PEIMS Coordinator, PEIMS clerk	Agendas, Improve attendance Weekly campus attendance reports			
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
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 - 0.00, 199 - GENERAL FUND - 0.00					
4) Create, maintain and implement leaver procedures in the School Leavers and Under-reported students Policies and Procedures Manual.		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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
5) Each campus will maintain proper documentation for leaver records to meet state requirements and the district will conduct audit checks periodically.		Counselor(s), Federal/Special Programs Director, PEIMS clerk, Principal, Teacher(s)	Reduced dropout rate TEA School Report Card Leaver records			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
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		Assistant Principal(s), Federal/Special Programs Director, Principal, Superintendent	Surveys Six weeks reports on discipline and attendance Attendance Review Committee minutes			55%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
7) Utilize Skyward's system contact parents regarding absences.		Principal	Campus reports			100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
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			100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
10) Recruit district level staff member to assist campus personnel, students and parents in identifying and resolving problems affecting school attendance.		Special Programs Director, Parent/ Liaison	improve attendance by 1 percentage point compared to prior year	100%	100%	100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 28000.00					

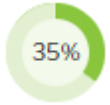
100% = Accomplished 0% = No Progress = Discontinue

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 2: ANNUAL PERFORMANCE OBJECTIVE:2.2 By the end of the 2018-2019 school year, all counseling services will reflect guidance curriculum, responsive services, individual planning, and system support following the Texas Public School Model.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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.	2.6	Counselor(s), Principal, School Nurse, Teacher (s)	Reports on student academic performance Discipline reports Referrals to counselor			
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
TEA Priorities Improve low-performing schools 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 - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
TEA Priorities Connect high school to career and college **Critical Success Factors** CSF 1 CSF 3 CSF 5 CSF 6 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 -Xello	2.6	Counselor(s), Principal	Counselor's Log Sessions/Presentations Agendas Sign in sheets	30%	55%	95%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
TEA Priorities Improve low-performing schools **Critical Success Factors** CSF 6 4) Research, review and implement Character Education curriculum and conflict resolution curriculum		Counselor, PE Coach, Teacher, Principals	Counselor's log Lesson plans	30%	65%	85%
	Funding Sources: 199 - GENERAL FUND - 0.00					

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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 2018-2019 school year, the number of students and staff who feel safe at school will increase by 10% as measured by the Spring Snapshot Survey.

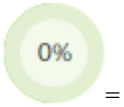
Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
TEA Priorities Improve low-performing schools **Critical Success Factors** CSF 6 1) Create, adopt a District-wide Character Education Program to begin in the elementary grades and transition into the secondary schools; Educational Foundation.		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	25%	45%	80%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
Critical Success Factors CSF 6 2) Continue training and implementation of School-wide Positive Behavior Intervention and Supports (PBIS) (Elementary and middle school campuses) that integrates restorative discipline		Assistant Principal(s), Federal/Special Programs Director, Principal, Region I, Teacher(s)	Sign-in rosters Agendas Walkthroughs decrease in discipline referrals	20%	45%	75%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 6 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.		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)	70%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
4) Parent and staff presentations will be conducted periodically at each campus pertaining to safety issues.(security cameras, aiphone video entry intercom system.		Assistant Principal(s), Campus Police, Counselor (s), Principal	Sign-in sheets/agendas Sessions/Presentations			70%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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.		Assistant Principal(s), Principal, Superintendent, Teacher(s), Technology Specialists	Ads and notifications Signed receipt	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
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	100%	100%	100%
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	90%	100%	100%
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	100%	100%	100%
TEA Priorities Improve low-performing schools **Critical Success Factors** CSF 6 9) Continue implementation of bullying intervention plan.		Campus SAP Contact, District Police, Federal/Special Programs Director	Bullying Intervention Plan	30%	40%	90%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
10) Evaluate school climate for comprehensive needs assessment using a snapshot survey during the spring semester						
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 8000.00					

= Accomplished 

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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.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
TEA Priorities Recruit, support, retain teachers and principals **Critical Success Factors** CSF 7 1) Conduct new teacher orientation sessions in August. Follow-up with monthly meetings for new teachers		Curriculum Director, Federal/Special Programs Director, Principal, Teacher(s)	Orientation Evaluations Retention of new teachers Sign-in sheets Agendas	50%	75%	95%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Equity Plan Strategy **TEA Priorities** Recruit, support, retain teachers and principals **Critical Success Factors** CSF 3 CSF 7 2) Maintain competitive salary, fringe benefits, and incentives to recruit and retain highly qualified staff thus resulting in providing quality instruction for our students.		Chief Accountant, Superintendent	Increase student achievement, 100% highly qualified teaching staff report(s) TASB Salary Study	35%	50%	90%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 199 - GENERAL FUND - 0.00, State Comp - 0.00, State Bilingual - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Equity Plan Strategy **TEA Priorities** Recruit, support, retain teachers and principals **Critical Success Factors** CSF 7 3) Continue recruitment efforts by: -Assign campus personnel -Advertise in and out of Raymondville. Utilize Region I support.		Superintendent, Human Resources, Principal(s)	Decrease the number of vacancies prior to the commencement of school.	30%	50%	95%
	Funding Sources: 199 - GENERAL FUND - 0.00					
TEA Priorities Recruit, support, retain teachers and principals **Critical Success Factors** CSF 3 4) Provide leadership training on, but not limited to, T-TESS, T-PESS for all Central Office staff and campus administrators.		Superintendent, Curriculum and Instruction Director, Special Programs Director	Sign- in sheets	40%	100%	100%
	Funding Sources: 255 - TITLE II, PART A-TEACHER & PRINCIPAL TRAININ - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
TEA Priorities Recruit, support, retain teachers and principals **Critical Success Factors** CSF 3 CSF 7 5) Implement Talent Transformation Model Grant with assistance from Engage2Learn -Recruitment/Retention -Strategic Staffing -Rigorous Evaluation		Assistant Superintendent, HR Coordinator, Director of C&I, Principals	Agendas Sign in logs Documents	0%	0%	100%

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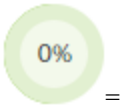

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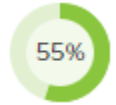
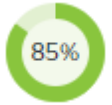
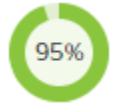
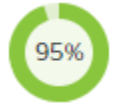
Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES-Raymondville I.S.D. will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop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

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE:2.5 By the Spring of 2019, the number of discipline referrals leading to student removal from class (ISS/OSS/DAEP) will decrease by 10%.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
1) Provide conflict resolution skills for students M.G.M.S and R.O.A.A.		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 - 0.00, 199 - GENERAL FUND - 0.00					
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 - 0.00, 199 - GENERAL FUND - 0.00					
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 - 0.00, 199 - GENERAL FUND - 0.00, 166 - PI 23 SPECIAL EDUCATION - 0.00					
4) Provide training for administrators and staff to assure student rights and due process are afforded.		Special Programs Director, Principal	Referral form			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 1200.00, 199 - GENERAL FUND - 500.00					
5) Implement Restorative Discipline Strategies District-wide.		Special Program Director Principal	Training sign in sheets Agenda Observations			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 1200.00, 199 - GENERAL FUND - 500.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May

= Accomplished

= No Progress

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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 2019, the district will implement strategies to promote wellness of the students, staff and community members by promoting healthy lifestyles awareness

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
1) Implement and maintain the School Health Advisory Council wellness guidelines at all campuses.		Principal, District RN, SHAC committee members, Federal Programs	Sign-in rosters Agendas Fall Review	55%	80%	100%
	Funding Sources: 199 - GENERAL FUND - 500.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					
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		100%	100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	90%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 1200.00, 166 - PI 23 SPECIAL EDUCATION - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May

= Accomplished

= No Progress

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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 2019, the district will implement strategies to increase Graduation Rate to 90% and reduce dropout rate by 1 percentage point.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
PBMAS **Critical Success Factors** CSF 1 1) Implement strategic truancy prevention plan at each campus. This plan should include student/parent contacts, school truancy officer contacts, home visits and truancy court records.	2.6	Counselor(s), Principal, Assistant Superintendent Superintendent	Increase Completion Rate Decrease Dropout rate Student Schedules/Credits			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 5000.00, 199 - GENERAL FUND - 10000.00					
Critical Success Factors CSF 1 CSF 4 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			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 30000.00					
Critical Success Factors CSF 1 CSF 2 3) Provide staff training on the Edgenuity to appropriate secondary staff.		Counselor(s), Lab Manager, Principal	Sign-in Rosters			
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 6000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 3 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	100%	100%	100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 2000.00					
5) Implement a targeted drop-out prevention program, including the development of an individual plans to encourage students who have dropped out, been retained or are at high risk of dropping out, to stay on school and graduate.		Counselor(s), Principals	Decrease in students coded as (98) dropouts during the school year	66%		70%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 1000.00, 199 - GENERAL FUND - 1000.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 1000.00					
Critical Success Factors CSF 6 7) Provide CTE courses that lead to industry certification		Principal	Increase number of certifications earned	100%	100%	100%
	Funding Sources: 244 - CARL D. PERKINS BASIC FORMULA GRANT - 40000.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 6000.00					
Critical Success Factors CSF 1 8) Provide quality college readiness instruction and support including AVID. AVID includes Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including: a. High-quality, college readiness instruction with strong academic and social supports b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion and ensures transition counseling c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success		Principal	improve college readiness	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 20000.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 15000.00, 428 - HIGH SCHOOL ALLOTMENT - 30000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 4 CSF 6 9) Offer dual enrollment opportunities on campus		Counselor. Career and College Readiness coordinator	increase in college credits earned	66%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 30000.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 10000.00, 428 - HIGH SCHOOL ALLOTMENT - 30000.00					

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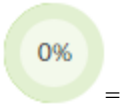

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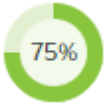
Goal 4: COMMUNITY INVOLVEMENT -Raymondville I.S.D. will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE:4.1 By the end of the 2018-2019 school year, the district will provide enrichment opportunities for parents and community members at least two times per year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 5 1) Provide parent workshops in English and Spanish on topics that will help their children succeed in school.	3.2	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			
Critical Success Factors CSF 1 CSF 5 2) High school campuses will conduct parent meetings to explain graduation requirements for all grade levels.	3.2	Assistant Principal(s), Counselor(s), Curriculum Director, Federal/Special Programs Director, Principal	Sign-in sheets Parent participation			
Critical Success Factors CSF 1 CSF 5 3) The District and campuses will notify parents of programs available to reduce dropout rate via parent meetings, brochures, newsletters, newspaper and District web-site. Elementary and Secondary.		Counselor(s), Federal/Special Programs Director, Principal	Agendas/sign-in sheets Newsletters Newspaper article Decrease in dropout rate Home visits			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 1 CSF 5 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.	3.2	Federal/Special Programs Director, Principal	Agendas/Sign-in sheets, Evaluations, Increase in parental daily involvement, Increase in student academic success, Decrease in dropout rate.	100%	100%	100%
Critical Success Factors CSF 1 CSF 5 5) Coordinate a Fall and Spring Parent/Community Conference.	3.2	Curriculum & Instruction, Federal/Special Programs Director, Principal, Social Worker, Special Ed Director, Superintendent, Technology Specialists, Truant Officer	Agenda/Sign-in Sheets, Evaluations, Increase in Parent daily involvement, increase in student academic success, decrease in dropout rate	100%	100%	100%
Critical Success Factors CSF 1 CSF 5 6) Coordinate PK 4 Family Engagement Plan that will focus on early childhood resources for families at both elementary campuses.	3.2	Curriculum and Instruction Principal Assistant Principal	Agenda/ Sign-in sheets District Website Parent Meeting Flyers	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

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

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 3.1 For the 2018-2019 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 250.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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.	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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.	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 250.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 212 - TITLE I, PART C-MIGRANT - 0.00, 244 - CARL D. PERKINS BASIC FORMULA GRANT - 0.00					
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.	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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.	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

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

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2018-2019 school year Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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 g)AG Facilities		Campus Police, Maintenance Director, Safety Coordinator, Superintendent, Network Administrator	Assessment reports Prioritized schedules of work projects, (if needed) Safety Inspections. Weekly operation directors meeting	85%		100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
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	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

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= No Progress

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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 2019, the district will increase leadership and collaboration opportunities among administrators, teachers, and staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 3 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.		Curriculum Director and Coordinators, Assistant Superintendent, Superintendent CFO, Fixed Assets, PEIMS Coordinator, Human Resources, District Testing Coordinator, Network Administrator	Leadership Academy Presenters and Presentations Agendas Sign In Sheets	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 3 2) Provide opportunities for administrators, board members and staff to attend conferences and training.		Curriculum and Instruction Superintendent Assistant Superintendent Principals	Conference Agendas and Individual Campus Agendas	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00, 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
Critical Success Factors CSF 3 3) Provide training for SHAC.		Superintendent assistant Superintendent, Region I Health Coordinator	Sign-in sheets Handouts	100%	100%	100%
	Funding Sources: 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - 0.00, 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 3 4) Provide documentation awareness for all District personnel and supervisory capacity.		Superintendent Assistant Superintendent	District Legal Counsel - sign-in sheet	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

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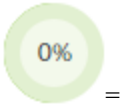

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Goal 6: LEADERSHIP AND GOVERNANCE-Raymondville I.S.D. will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 4.2 During the 2018-2019 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
1) Ensure that DEIC meets periodically to review the district's mission and goals to improve student performance.		Curriculum Director, District Site Based Committee, Superintendent, Cabinet Members	DEIC sign-in sheets and agendas	100%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
2) Utilize Formative Review section to determine completion of strategies.		Curriculum Director, District Site Based Committee, Cabinet Members	Formative review ratings	50%	35%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
3) Ensure that campus site based committees meet on a quarterly basis to review the Campus Improvement Plan.		Principal, Site Based Committee	Campus site based committee sign-in sheets and agendas	65%	85%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
4) Discuss findings of campus activities at DEIC meeting.		Curriculum Director, District Site Based Committee	DEIC sign-in sheets and agendas	65%	85%	90%
	Funding Sources: 199 - GENERAL FUND - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	May
5) Develop school calendar.		Curriculum Director DEIC	Calendar	70%	100%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					
Critical Success Factors CSF 1 CSF 5 CSF 6 6) Implement District Vision 2020 Strategic Plan		Superintendent, Curriculum and Instruction Director Design Teams and Consultant	Timeline Agendas Sign in Sheets	95%	90%	100%
	Funding Sources: 199 - GENERAL FUND - 0.00					

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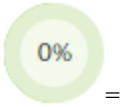

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PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
3	1	1	Implement strategic truancy prevention plan at each campus. This plan should include student/parent contacts, school truancy officer contacts, home visits and truancy court records.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)