

REFUGIO ISD

District Improvement Plan

2009/2010

Date Reviewed: 08/21/09

Date Approved: 08/27/09

REFUGIO ISD

Mission Statement

The Refugio Independent School District is committed to providing an appropriate learning experience for every child in the district, designed to motivate and assist each child in the attainment of his or her maximum potential intellectually, physically, socially, economically, and morally.

Vision

State Compensatory Education Funding Statement:

Refugio ISD has chosen to use its supplemental SCE funds to support the Title I, Part A Schoolwide Programs for upgrading the entire educational program. As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at Refugio ISD, so long as the campuses continue to meet, at a minimum, the 50% poverty threshold.

Nondiscrimination Notice

REFUGIO ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

REFUGIO ISD Site Base

Name	Position
Anzaldua, Leonard	Business
Carroll, Janice	RHS Teacher
Coscetti, Christina	RES Parent
Deaver, Todd	Ex-Officio
DeLeon, Regina	RES Teacher
Ellis, Thomas	RHS Teacher
Fox, Chad	Ex-Officio
Freudiger, Juanita	Community
Gaskins, Jack	Superintendent
Gillespie, Heidi	RHS Non Teaching Professional
Gray, Jerry	Community
Herring, Lisa	Ex-Officio
Jones, Matt	Districtwide Non-Teaching
Klare, Judy	RHS Parent
Linscomb, Beth	RES Teacher
Morgan, Gerald	Business
Neel, Amy	RES Teacher
Perez-Lara, Jennifer	Ex-Officio
Pursell, Wendy	Ex-Officio
Raymond, Marcie	RHS Teacher
Rios, Joe	Ex-Officio
Rubio, Jaqui	RES Teacher
Snyder, Melissa	RHS Teacher
Sternadel, Debbie	RES Non Teaching Professional
Stubbs, Kim	Ex-Officio

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2009/2010 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 1. All student groups will meet or exceed the target score shown in the reading/language arts matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS performance data to plan instruction and to address identified weaknesses in the reading program. (Title I: 1,8) (Target Group: All) (NCLB: 1,2)	Superintendent(s)	August, January, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Campus Needs Assessment Summative: Improved reading/language arts TAKS scores
2. Encourage reading through the use of technology and innovative programs in reading and writing: Accelerated Reading, Computer Labs, Reading Enrichment, Power Reading, Reading Mastery, Independent Book Study, Wilson Language, Lexia, Kinder Korner, AP Courses, United Streaming, and Curiosity Corner. (Title I: 2,9,10) (Target Group: All, AtRisk) (NCLB: 1,2)	Reading Specialists	September, January, May	(F)Title I, (S)SSI Grant	Formative: Lab/Program Reports & Report Cards Summative: Student reading/language arts TAKS scores will increase.
3. Provide additional academic support to enhance the improvement of TAKS reading scores in all student groups (tutorials, dyslexia program, afterschool program, accelerated classes, and content mastery labs). (Title I: 2,8,9,10) (Target Group: All, AtRisk) (NCLB: 1,2)	Superintendent(s)	October, January, May	(F)Title I, (S)Grant, (S)Local Funds, (S)SSI Grant	Formative: Lab/Program Reports Summative: Student reading/language arts TAKS scores will increase.
4. Implement Optional Extended Year Program to meet the academci needs of targeted studnets (grades 3-12) that are at risk of failing reading/ELA. (Title I: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2)	Director of El & Sec Ed	September, February, May	(F)Title I, (S)Grant, (S)Local Funds, (S)Optional Extended Year Funding	Formative: Extended Day Reports & Benchmark Results Summative: Student retentions will decrease.
5. Review individual at-risk reading/language arts performance on TAKS and utilize reading intervention teachers. (Title I: 3,9) (Target Group: AtRisk) (NCLB: 1,2)	Counselor(s)	September, January, May	(S)State Compensatory - \$59,890	Formative: At Risk Reports Summative: Student reading/language arts TAKS scores for at-risk students will increase.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 1. All student groups will meet or exceed the target score shown in the reading/language arts matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Review and continue work on vertically aligning curriculum in Grades PK-12 in Reading/ELA. (Title I: 1,4,8) (Target Group: All) (NCLB: 1,2)	Principal	August, December, May	(F)Title I, (S)Grant	Formative: Curriculum Documents Summative: Student reading/language arts TAKS scores will increase.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 2. All student groups will meet or exceed the target score shown in the writing matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide additional academic support to enhance the improvement of TAKS writing scores in all student groups (tutorials and computer programs). (Title I: 2,8,9) (Target Group: All, AtRisk) (NCLB: 1,2)	Administrators	October, January, May	(F)Title I	Formative: Increased scores on TAKS writing practice tests. Summative: Increased student performance on the TAKS writing/ELA test.
2. Disaggregate grades 3-12 TAKS performance data to plan instruction and to identify student needs and strengths (in the writing program). (Title I: 1,8) (Target Group: All) (NCLB: 1,2)	Superintendent(s)	September, January, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Campus Needs Assessment & Benchmark Data Summative: Increased student performance on the TAKS writing/ELA tests.
3. All content areas in Grades 3-12 should include essay type assignments in their content area and include at least one research type writing project using the six traits method. (Target Group: All) (NCLB: 1,2)	Administrators	December, May	(S)Local Funds	Formative: 80% of students will score a "2" or more on content area essay questions. Summative: TAKS writing scores will increase.
4. Incorporate sustained silent writing (SSW) in grades 3-12 at least one time prior to TAKS writing test. (Target Group: All) (NCLB: 1,2)	Administrators	October, December, May	(F)Title I, (S)Local Funds	Formative: SSE samples will be a "2" or higher Summative: TAKS writing scores will increase. Students' writing scores will be a "2" or higher.
5. Review and continue to work on vertically aligning the curriculum in Grades PK-12 in writing. (Title I: 2) (Target Group: All) (NCLB: 1,2)	Administrators	August, December, May	(F)Title I, (S)Grant	Formative: Curriculum Documents Summative: Increased Writing TAKS scores for all student groups.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 3. All student groups will meet or exceed the target score shown in the math matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS performance data to plan instruction and address weaknesses using this information. (Title I: 1,8,9) (Target Group: All, ECD, AtRisk) (NCLB: 1,2)	Superintendent(s)	August, January, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Campus Needs Assessment & Benchmark Data Summative: Increased Math TAKS scores in all student groups.
2. Provide additional academic support to enhance the improvement of TAKS math scores in all student groups (tutorials, OEYP, Orchard, Study Island, Odyssey Ware Lab, AP Courses, MySatori, Voyager, V-Math and Sp Ed). (Title I: 9) (Target Group: All, ECD, AtRisk) (NCLB: 1,2)	Counselor(s)	September, January, May	(F)Title I, (S)Grant, (S)Local Funds, (S)Optional Extended Year Funding, (S)SSI Grant	Formative: Increased student performance on TAKS math practice tests. Summative: Increased student performance on the TAKS math test for all student groups.
3. Core teachers will develop activities to target weaknesses in math considering targeted populations at least once each six weeks. (Title I: 9) (Target Group: All, AtRisk) (NCLB: 1,2)	Administrators	September, January, May	(F)Title I, (S)Local Funds	Formative: Lesson Plans & Content Area Activities Summative: Math TAKS scores will increase in all student groups.
4. Enrich math skills through the use of advanced technology and innovative programs: Kinder Korner, United Streaming, Orchard Program, Study Island, MySatori, Calculators, Odyssey Ware, SMART Boards, and Technology Carts. (Title I: 2,9) (Target Group: All, ECD, AtRisk) (NCLB: 1,2)	Administrators	Sept, Jan, May	(F)Title I, (S)Local Funds, (S)SSI Grant, (S)State Compensatory - \$900	Formative: Implementation Reports & Program Progress Reports Summative: Increased Math Scores
5. Review and continue to work on vertically aligning the curriculum in Grades PK-12 in math. (Title I: 1,2,8,10) (Target Group: All) (NCLB: 1,2)	Administrators	Aug, Dec, May	(F)Title I, (S)Grant	Formative: Curriculum Documents Summative: Increased Math TAKS scores for all student groups.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 4. All student groups will meet or exceed the target score shown in the science matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS test data in science, for tested grades, to plan instruction and to address identified areas of weaknesses. (Title I: 1,8) (Target Group: All, H, W, AA, ECD, LEP, SPED, AtRisk)	Superintendent(s)	Sept, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Campus Needs Assessment & Benchmark Data Summative: Meet targeted score increase projections for all student groups.
2. Review and continue to work on vertically aligning the curriculum in science for Grades PK-12. (Title I: 2,8) (Target Group: All)	Administrators	Aug, Dec, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Curriculum Documents Summative: Increased Science TAKS scores for all student groups.
3. Encourage Science Enrichment through the use of advanced technology and innovative programs: Orchard, AP Courses, Great Body Shop, Tutorials, United Streaming, Odyssey Ware, Study Island, Science Night, MySatori, Science equipment/lab, and Virtual Tours. (Title I: 2,9,10) (Target Group: All, AtRisk) (NCLB: 5)	Administrators	Sept, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Program Reports & Grant Progress Reports Summative: Increased Science TAKS scores.
4. Maintain and expand the afterschool clubs in the area of science and continue with the living materials from Region III ESC. (Title I: 2,10) (Target Group: All)	Director of EI & Sec Ed	Sept, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Meeting Plans Summative: Increased TAKS Science Scores.
5. Incorporate essay portions into science tests in Grades 3-12. (Title I: 8) (Target Group: All)	Administrators	Aug, Jan, May	(S)Local Funds	Formative: Essay questions Summative: Increased Science TAKS Scores in all student groups.
6. Core teachers will develop activities to target weaknesses in science considering targeted populations at least once each six weeks.	Administrators	Sept, Jan, May	(F)Title I, (S)Local Funds	

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 4. All student groups will meet or exceed the target score shown in the science matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Implement science bell ringer activities that review the TAKS student expectations throughout the year. (Title I: 2,10) (Target Group: All, AA) (NCLB: 5)	Administrators	Sept, Jan, May	(F)Title I, (S)RHS Allotment Funds	Formative: Benchmark Results and Common Assessment Data Summative: Increased TAKS Science Scores

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 5. All student groups will meet or exceed the target score shown in the social studies matrix for the 2009-10 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Disaggregate TAKS test data in social studies, for grades tested, to plan instruction and to address identified areas of need. (Title I: 1,8) (Target Group: All, H, W, AA, ECD, LEP, SPED, AtRisk)	Superintendent(s)	Sept, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Campus Needs Assessment & Benchmark Data Summative: All students will meet the targeted score increase projections for social studies.
2. Incorporate essay portions into social studies test in grades 3-12. (Target Group: All)	Administrators	Oct, Jan, May	(F)Title I, (S)Local Funds	Formative: Student answers are correct and complete. Summative: Increase in social studies TAKS scores for all student groups.
3. Review and continue to work on vertically aligning the curriculum in social studies for Grades PK-12. (Title I: 1,8) (Target Group: All)	Administrators	Aug, Dec, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Curriculum Documents Summative: Increased social studies TAKS scores for all student groups.
4. Encourage social studies enrichment through the use of advanced technology and innovative programs: AP Courses, Odyssey Ware, United Streaming/laptops, Field Trips, Home Visits, Journal Writing, and Study Island. (Title I: 2,9) (Target Group: All, ECD, LEP, AtRisk) (NCLB: 5)	Administrators	Oci, Jan, April	(F)Title I, (S)Local Funds	Formative: Program Reports Summative: Increased Social Studies TAKS Scores.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 6. In 2009-10, all students taking college entrance exams will score at or above target levels. On the Texas Higher Education Assessment, students will meet the state standard, demonstrating college readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students that enter the ninth grade will graduate from high school and pass the exit exam. (Counseling, Odyssey Ware, Orchard, Study Island) (Title I: 9) (Target Group: All, AtRisk) (NCLB: 5)	Principal	Aug, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Program Reports & Annual Completion of each Year's Course Requirements Review. Summative: Decrease in drop-out rate.
2. Students will be encouraged to participate in the Recommended High School Program for graduation. (Target Group: All) (NCLB: 5)	Counselor(s)	Aug, Jan, May	(S)Local Funds	Formative: Counseling Reports Summative: Increase in students graduating under the Recommended High School Program.
3. Offer high school students the opportunity to take the PSAT. (Title I: 10) (Target Group: All, ECD) (NCLB: 5)	Counselor(s)	Oct, Jan, May	(S)Local Funds	Formative: Number of students registered to take the PSAT. Summative: Increase in ACT/SAT scores.
4. Refugio High School will offer students assistance in preparing for the ACT/SAT with classroom time and a computer program. (Title I: 2,8,9) (Target Group: All, ECD, AtRisk) (NCLB: 5)	Counselor(s)	Sept, Jan, May	(F)Title I, (S)Local Funds	Formative: Program attendance log. Summative: Increase in ACT/SAT Scores. Increase in number of students attending higher education.
5. RHS will encourage students to participate in the Duke University Talent Search by taking the SAT/ACT exams. (Target Group: All) (NCLB: 5)	Counselor(s)	Sept, Jan, May	(S)Local Funds	Formative: List of students participating. Summative: Increase in student performance on ACT and SAT exams.
6. Refugio ISD students will be informed about admission to higher education and opportunities for financial aid and will continue with Career Awareness Day. (Title I: 6) (Target Group: All, ECD, AtRisk) (NCLB: 5)	Counselor(s)	Sept, Jan, May	(F)Title I, (S)Local Funds	Formative: Guidance Session Attendance Summative: Increase in the number of students enrolling in the Recommended or Distinguished Achievement Program.

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Objective 6. In 2009-10, all students taking college entrance exams will score at or above target levels. On the Texas Higher Education Assessment, students will meet the state standard, demonstrating college readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Implement a Focused Science TAKS course at RHS to assist with raising ACT scores. (Title I: 2,3) (Target Group: All, AA, ECD) (NCLB: 5)	Counselor(s)	Aug, Dec, May	(S)RHS Allotment Funds	Formative: Benchmark Data and student rosters Summative: Increase in Science TAKS scores and ACT scores
8. Continue with worksource partnership and CTE classes to get students workforce ready. (Title I: 2,10) (Target Group: CTE, AtRisk) (NCLB: 4,5)	Counselor(s)	Sept, Dec, May	(F)CTE Funds, (S)RHS Allotment Funds	Formative: Student rosters and six weeks grades Summative: Increase in number of students attending higher education

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 7. Parents and community members will become more involved in the programs and activities of our schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pre Kindergarten & Kindergarten teachers will make home visits/conferences during the first 2 weeks of school. (Title I: 6,7) (Target Group: All, ECD, AtRisk) (NCLB: 4)	Principal	Aug/May	(S)Local Funds	Formative: Documentation of Parent visits. Summative: Teachers will use classroom parent checklist showing 100% parent participation.
2. Campuses will hold campus-wide Open House during the Fall Semester. (Title I: 6,10) (Target Group: All) (NCLB: 4)	Administrators	Aug/Dec	(L)Activity Funds, (S)Local Funds	Formative: Parent Attendance Documentation Summative: Documentation will indicate a 90% or more participation rate.
3. Parents and grandparents will be invited to eat with and participate with students on special event days. (Title I: 6) (Target Group: All) (NCLB: 4)	Administrators	Sept, Jan, May	(L)Activity Funds, (S)Grant, (S)Local Funds	Formative: Visitor Log & Flyers Sent Summative: Positive feedback from parents on survey.
4. School newspapers and letters will be published periodically. (website) (Title I: 6) (Target Group: All) (NCLB: 4)	Counselor(s)	Aug, Jan, May	(F)Title I, (S)Grant, (S)Local Funds	Formative: Communication Documentation Summative: Increase in parent involvement.
5. Continue and expand the VIP (Parent Volunteer Program) on campuses including business and community involvement. (Title I: 6) (Target Group: All) (NCLB: 4)	Administrators	Aug, Jan, May	(F)Title I, (S)Local Funds	Formative: Volunteer List and Log Summative: Increase parent and community involvement in school activities.
6. Continue to issue Gold Passes to senior citizens for admission to school events. (Title I: 6)	Administrators	Aug, Jan, May	(S)Local Funds	Formative: List of persons receiving passes. Summative: Increase in community involvement.
7. Require parent conferences with core teachers at least once each year. (Title I: 6,9) (Target Group: AtRisk)	Administrators	Sept, Jan, May	(S)Local Funds	Formative: Conference Documents Summative: Increased Parent Involvement

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Objective 7. Parents and community members will become more involved in the programs and activities of our schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Implement a new organization at RHS and continue to support the parent/teacher organization at the RES. (Title I: 6) (Target Group: All)	Administrators	Aug, Jan, May	(F)Title I, (S)Local Funds	Formative: Organization structure approved by Board. Summative: Functioning organization in place.
9. Parents will be kept informed about their child's progress through: 6 weeks reports, progress reports, assignment notebooks, conferences, and correspondence (English & Spanish). (Title I: 6) (Target Group: All)	Administrators	Sept, Jan, May	(S)Local Funds	Formative: Conference Logs & Report Cards Summative: Increased TAKS scores.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 8. All students in special populations, including special education, will meet or exceed proficiency or better in reading/language arts, writing, mathematics, science and social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to reduce class size for the improved performance for all student groups. (Title I: 2) (Target Group: All, ECD, AtRisk) (NCLB: 4)	Superintendent(s)	Aug, Jan, May	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (F)Title XIV-ARRA, (S)Local Funds	Formative: Increased student performance on TAKS practice tests. Summative: Increased student performance on the TAKS tests.
2. Provide additional academic support to enhance the improvement of TAKS scores in all student groups (tutorials, summer school, Wilson Lang, MySatori, Multimedia, Orchard, Study Island, Reading Coach, Voyager, Gourmet Curriculum, and Lexia). (Title I: 9,10) (Target Group: All, ECD, AtRisk)	Administrators	Sept, Jan, May	(F)Title I, (S)Local Funds, (S)SSI Grant, (S)State Compensatory - \$51,108	Formative: Increased student performance on TAKS practice tests. Summative: Increased student performance on the TAKS tests.
3. Implement Optional Extended Year Programs to meet the academic needs of targeted students for math and reading. (Title I: 9,10) (Target Group: AtRisk) (NCLB: 1,2)	Director of EI & Sec Ed	Sept, Jan, May	(F)Title I, (S)Optional Extended Year Funding, (S)SSI Grant	Formative: OEYP Records & Benchmark Data Summative: Student retention rate will decrease.
4. Review ESL plans and provide for appropriate instruction in all content levels of Grades PK-12. (Title I: 9) (Target Group: ESL, LEP) (NCLB: 2)	Counselor(s)	Sept, Jan, May	(S)Local Funds	Formative: Test performance will increase. Summative: Program exit level rates will increase and monitoring will indicate success.
5. Provide extended school year program for special education students to prevent regression as determined by individual ARD committees. (Title I: 9) (Target Group: SPED)	Counselor(s)	Aug, April	(S)Local Funds	Formative: ESY Logs Summative: Increase in student performance.
6. Dropout prevention strategies will be provided such as counseling services, pregnancy related services, and Odyssey Ware Lab. (Title I: 2,9,10) (Target Group: All, AtRisk) (NCLB: 5)	Administrators	Sept, Jan, May	(F)NCLB-ARRA, (F)Title I, (S)Grant, (S)Local Funds	Formative: Program Attendance Records Summative: Decrease in dropout rate.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 8. All students in special populations, including special education, will meet or exceed proficiency or better in reading/language arts, writing, mathematics, science and social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Implement school tutorials and accelerated learning activities to provide students an opportunity to be academically successful. (Title I: 9) (Target Group: All, AtRisk) (NCLB: 5)	Administrators	Sept, Jan, May	(F)NCLB-ARRA, (F)Title I, (S)Local Funds, (S)SSI Grant, (S)State Compensatory - \$7,895	Formative: Monitor attendance and document student performance. Summative: Decrease dropout rate and increase completion rate.
8. Identify and track students who are at-risk of dropping out of school. (Title I: 9) (Target Group: AtRisk) (NCLB: 5)	Counselor(s)	Sept, Jan, May	(S)State Compensatory - \$51,887	Formative: Monitor attendance, grades, and performance on assessment instruments. Summative: Reduce disparity between performance of at-risk and other student groups.
9. Continue to offer Career Education to assist students in developing the knowledge, skills, and competencies for a broad range of career opportunities. (Title I: 2) (Target Group: CTE) (NCLB: 5)	Counselor(s)	Aug, Jan, May	(F)CTE Funds, (S)Local Funds	Formative: Students enrolled in CTE classes. Summative: Improved student performance on TAKS.
10. Refugio ISD will implement and evaluate the tracking system to monitor the status of special needs student referrals. (Title I: 2) (Target Group: SPED) (NCLB: 5)	Superintendent(s)	Aug, Jan, May	(S)Local Funds	Formative: Testing report from Goliad SPED Coop. Summative: Students will be placed in least restrictive environment within 90 days.
11. Maintain established diagnostic services for emotionally disturbed student referrals. (Title I: 9) (Target Group: SPED)	Executive Director of Special Programs	Aug, Jan, May	(S)Local Funds	Formative: Documentation of services provided and timelines met. Summative: Quicker response to needs of emotionally disturbed students.
12. Campus representatives will recommend special education staffing needs and professional development needs. (Title I: 1) (Target Group: SPED)	Superintendent(s)	Aug, Jan, May	(S)Local Funds	Formative: Highly Qualified staff to meet the need of special education students. Summative: Improved student performance.

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Objective 8. All students in special populations, including special education, will meet or exceed proficiency or better in reading/language arts, writing, mathematics, science and social studies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Provide appropriate services for all special needs students. (ESL, GT, 504, Mentoring At Risk...) (Title I: 9) (Target Group: All, SPED)	Superintendent(s)	Aug, Jan, May	(S)Local Funds	Formative: highly qualified staff to meet the needs of special education students. Summative: Improved student performance.
14. Campus Committees will assess the needs of all students and programs in Refugio ISD to complete a comprehensive needs assessment. (Title I: 1) (Target Group: All)	Superintendent(s)	Aug, Jan, May	(F)Title I	Formative: Assessment Findings Summative: Campus Improvement Plans will address the findings in the comprehensive needs assessment.

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Goal 1. By 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, writing, mathematics, science, and social studies.

Objective 9. All student groups will meet or exceed an average attendance rate of 96% and dropout rate of less than 2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campuses will implement incentives to promote school attendance. (Target Group: All)	Administrators	Sept, Jan, May	(S)Local Funds	Formative: List of students with perfect attendance for each six weeks and the year from PEIMS will increase. Summative: Maintain student attendance rate of 96% or above.
2. Utilize the district School Resource Officer's services in conjunction with the campus attendance officers, and maintain our partnership with the law enforcement offices. (Title I: 6,9) (Target Group: All) (NCLB: 4)	Superintendent(s)	Sept, Jan, May	(S)State Compensatory - \$62,925	Formative: Attendance Reports & Parent Contact Reports Summative: Maintain student attendance rate of 96% or above.
3. Provide nurses on campuses to assist at-risk students with health and nutritional issues. (Title I: 2) (Target Group: AtRisk)	School Nurse	Sept, Jan, May	(S)State Compensatory - \$28,004	Formative: Improved grades each 6 weeks. Summative: Increase in TAKS scores for at-risk students.
4. Provide baseline services at the DAEP. (Title I: 3) (Target Group: AtRisk) (NCLB: 3,4)	Superintendent(s)	Sept, Jan, May	(S)State Compensatory - \$50,230	Formative: Improved grades each 6 weeks. Summative: Increase in TAKS scores for at-risk students.

REFUGIO ISD

Goal 2. By 2009-10, all students will be educated by highly qualified staff in learning environments that are safe, drug-free, and conducive to learning.

Objective 1. Refugio ISD will ensure appropriate, adequate, and quality staff are available.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide research based professional development for: *curriculum alignment *holistic scoring *Professional Learning Communities (Title I: 1,3,4) (Target Group: All, ECD, ESL, AtRisk) (NCLB: 1,2,3)	Administrators	August, January, May	(F)NCLB-ARRA, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Training Reports Summative: Increased TAKS Scores
2. Refugio ISD will strive to hire and retain highly qualified teachers and paraprofessionals according to the NCLB definition of Highly Qualified. (Title I: 3,4,5) (Target Group: All) (NCLB: 3)	Superintendent(s)	Aug, Jan, June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Grant, (S)Local Funds	Formative: Teacher records of training and levels of participation. HQ Records Summative: All staff rated as "highly qualified" (teachers & paraprofessionals)
3. Research and utilize nontraditional certification methods for critical shortage teaching areas, and where there are no TExES currently available. (Title I: 3,4,5) (Target Group: All) (NCLB: 3)	Superintendent(s)	Aug, Jan, June	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Number of teachers teaching courses without proper certification will decrease. Summative: 100% of teachers will be highly qualified.
4. Provide staff with opportunities to complete their required hours of staff development for: Gifted & Talented, ESL, Special Education, Certification. (Title I: 1,3,4) (Target Group: All, ESL, SPED, GT) (NCLB: 3)	Director of EI & Sec Ed	Aug, Jan, June	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Review of Personnel Folders Summative: 100% of staff qualified in special populations where applicable.
5. Teachers will be trained in testing strategies, active monitoring, and confidentiality for the state assessments. (Title I: 4) (Target Group: All) (NCLB: 3)	Director of EI & Sec Ed	Oct, Feb, April	(S)Local Funds	Formative: Training Logs Summative: 100% of all rules and regulations will be followed while administering the TAKS tests.

REFUGIO ISD

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Objective 1. Refugio ISD will ensure appropriate, adequate, and quality staff are available.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Implement a staff development needs assessment and provide opportunities for teachers and parents to attend research based professional development and/or visit other schools following the Professional Learning Communities Model. (Title I: 1,2) (Target Group: All) (NCLB: 3)	Administrators	Aug, Jan, May	(F)NCLB-ARRA, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Training Logs & Needs Assessment Data Summative: Increase in assessment scores. Decrease in retention/failure rate.
7. Campuses will provide staff development for implementing technology/internet in the classrooms. (Title I: 4) (Target Group: All) (NCLB: 3)	Administrators	Aug, Jan, May	(F)NCLB-ARRA, (S)Grant, (S)Local Funds	Formative: Training documents/schedules & lesson plans Summative: Increase in the use of technology in instruction.
8. Continue substitute teacher training and include technology lesson into the training.	Director of El & Sec Ed	Aug, Jan, May	(S)Local Funds	Formative: Substitute teacher sign in & Increase in subs on the list. Summative: Decrease in discipline referrals.

REFUGIO ISD

Goal 2. By 2009-10, all students will be educated by highly qualified staff in learning environments that are safe, drug-free, and conducive to learning.

Objective 2. Refugio ISD will provide a positive and safe environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with Red Ribbon Anti-Drug Campaign. (Title I: 10) (Target Group: All) (NCLB: 4)	Director of El & Sec Ed	Oct, Feb, June	(F)Title I, (S)Grant, (S)Local Funds	Formative: Feedback from participants Summative: Title IV survey data will indicate a decrease in drug use.
2. Offer various programs and/or activities to address school violence, suicide prevention, conflict resolution and safety. (Title I: 1,6,10) (Target Group: All, ECD, AtRisk) (NCLB: 4,5)	Director of El & Sec Ed	Oct, Jan, May	(F)Title I, (L)Community Partners, (S)Grant, (S)Local Funds	Formative: Administrator Feedback Summative: Decline in discipline/counselor referrals.
3. Continue the SHAC meetings, the implementation of the Great Body Shop health program and the staff training and implementation of the defibrillators on each campus. (Title I: 4,5,6,10) (Target Group: All) (NCLB: 3,4)	School Nurse	Aug, Jan, May	(F)Title I, (S)Local Funds	Formative: Lesson Plans & Sign In Sheets Summative: Decline in discipline referrals.
4. Continue implementation of a Crisis Management Plan, School Safety Audit, Multi-hazard Plan and bus evacuation simulations on each campus. (Title I: 10) (Target Group: All) (NCLB: 4)	Administrators	Sept, Jan, May	(S)Local Funds	Formative: Drill documentation Summative: 100% of Refugio ISD personnel have the plans.
5. A Canine Deterrent System will be utilized periodically during the school year for the purpose of contraband detection. (Title I: 10) (Target Group: All) (NCLB: 4)	Administrators	Oct, Jan, May	(S)Local Funds	Formative: Program Reports/Data Summative: Decrease in contraband possession.
6. Continue to meet state guidelines for TBSI training to create the Core Team. (Title I: 4,5) (Target Group: All, SPED, AtRisk) (NCLB: 4)	Administrators	Aug, Jan, May	(S)Local Funds	Formative: Training Documentation Summative: Maintain Core Team
7. Implement and/or maintain a character education program on all campuses. (Title I: 9,10) (Target Group: All, AtRisk) (NCLB: 4)	Superintendent(s)	Sept, Jan, May	(S)Local Funds	Formative: Lesson Plans Summative: Decrease in discipline referrals

REFUGIO ISD

Goal 2. By 2009-10, all students will be educated by highly qualified staff in learning environments that are safe, drug-free, and conducive to learning.

Objective 2. Refugio ISD will provide a positive and safe environment for students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Campuses will continue to implement a proactive disciplinary management plan. (Title I: 10) (Target Group: All) (NCLB: 4)	Administrators	Sept, Jan, May	(L)Community Partners, (S)Local Funds	Formative: Six Weeks Discipline Data Summative: Decrease in discipline referrals.
9. Train and provide crossing guards for Refugio Elementary School. (Title I: 10) (Target Group: All) (NCLB: 4)	Principal	Aug, Jan, May	(L)Community Partners, (S)Local Funds	Formative: Crossing guard attendance and incident reports. Summative: All students arrive and leave school safely. (No incidents.)
10. RISD personnel will work to educate students, parents, and community members on the definition of, prevention of, and school interventions of dating violence in accordance with RISD policy BQ (legal) and FFH (local). (Title I: 10) (Target Group: All) (NCLB: 4)	Principal	Sept, Jan, May	(L)Community Partners, (S)Local Funds	Formative: Dating violence incidents will decrease. Summative: Decrease in discipline referrals pertaining to dating violence.
11. Implement and maintain a rotation and addition of technology districtwide to align with technology plan and help meet the needs of all learners. (Title I: 9,10) (Target Group: All, ECD, AtRisk) (NCLB: 4)	Technology Director	Sept, May	(F)NCLB-ARRA, (F)Title I, (F)Title XIV-ARRA, (S)Grant, (S)Local Funds, (S)RHS Allotment Funds	Formative: Purchase Orders, Technology Logs Summative: Approved Technology Plan

Improvement Plan							
Co./District#: 196-903			LEA Name: Refugio ISD				
Campus #:			Campus Name:				
ESC Region: 3			CIT Contact: Jack Gaskins, Supt.				
Area(s) of Low Performance and Target Groups:							
Science -- African American							
Process for Evaluating Progress Toward Meeting Performance Standards:							
C-Scope science curriculum with vertical and horizontal alignment components, scope and sequence for covering TEKS, and regularly-scheduled assessments; Local curriculum assessments every two to three weeks; benchmark tests given once during each semester; use of released TAKS test for benchmarking purposes; DMAC and INOVA for data disaggregation and analysis; WEBcCAT for designing local assessments for science; bi-weekly science departmental meetings to evaluate data gathered with reports of progress made to the campus administration.							
Performance Area Targeted	Major Program Targeted	Components or Systems	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Using Comp Ed. and/or High School Allotment for funding?
Improved TAKS Results	Instruction	Data Driven Instructional Decisions	Departmental meetings will focus on most-recent data gathered. Instructional strategies (lessons and activities) will be designed to meet needs shown by the data. Distribution of instructional responsibilities will be determined by the data as well and aligned with faculty areas of expertise.	Departmental meeting notes and data-driven decisions will be reported bi-weekly to the campus administration. The science department will invite the campus principal to attend at least two of their department meetings each semester in order to provide a formal status report on student achievement data findings and targeted strategies.	Success of each instructional strategy will be based upon bi-weekly benchmark data derived from WEBcCAT and locally developed curriculum assessments. Science faculty will use bi-weekly data results to determine future instructional paths (what to reteach or what to emphasize in a different manner or with a different instructor).	Locally-developed assessments directly tied to tested objectives will be created by science faculty. Campus administrators and central office support personnel are responsible for assisting science teachers with data analysis and charting instructional strategies based on that data. Local funds as well as state funds and grant monies will be used to facilitate science teaching strategies.	No
Improved TAKS Results	Instruction	Rigorous and Relevant	Science professional development opportunities, offered at least twice each year, will be selected based on student needs and content specifics as much as possible. Professional development activities will focus on developing meaningful and rigorous science instructional strategies as well as on effective science TAKS intervention methods.	Professional development opportunities for the coming school year will be selected by the district improvement committee and will be specifically focused on improving student performance.	Report cards, TAKS benchmarks and local assessments will reflect student mastery of science TEKS. Student science TAKS scores will improve.	Local funds as well as grant monies will be utilized. District-level improvement committee will work with campus and central office administration to determine student needs and appropriate faculty professional development activities.	No

Improvement Plan							
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Process for Evaluating Progress Toward Meeting Performance Standards:							
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Performance Area Targeted	Major Program Targeted	Components or Systems	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Using Comp Ed. and/or High School Allotment for funding?
Improved TAKS Results	Curriculum/Assessment	Alignment – TEKS / Vertical / Horizontal	The district will select and implement a research-based, viable, science curriculum that is vertically and horizontally aligned to ensure coverage of all science TEKS.	The selection and implementation of the science curriculum and subsequent "Scope and Sequence" will be completed by the end of October 2009. Campus administration along with central office personnel will ensure implementation and will check with teachers weekly to assess progress within the curriculum components.	Benchmark data will show areas of TEKS coverage and will provide a data base for areas in need of intensive targeted instruction.	The superintendent, central office staff, campus administration, and science faculty are all responsible for the implementation and adherence to the new science curriculum. This vertically and horizontally aligned curriculum will be purchased using state funds specifically earmarked for improving student performance.	Yes
Improved TAKS Results	Student Support	Effective Intervention Strategies	Science intervention strategies will be targeted and specific based on data collected from bi-weekly science department meetings. Tutorials, extended class time and after-school science sessions will be utilized to target specific science TEKS.	Continued improvement on science benchmark scores and locally-developed science assessments as shown by the data gathered bi-weekly by the science faculty.	Bi-weekly data will be reviewed by the science faculty and will facilitate the instructional strategy to be used to target other TEKS in need of intervention.	Science faculty, campus administrators and central office staff will review data bi-weekly and will make instructional strategy decisions based on the data.	No
Improved TAKS Results	Curriculum/Assessment	Daily Monitoring of Student Progress	Every science class will start with a daily "TAKS bell ringer" activity designed to reinforce / remind students of TEKS previously mastered or TEKS which are shown by assessment data to be in need of more instruction.	Teachers will spend the first few minutes (5 to 7 minutes) of each science class period presenting a specific, data-driven TEKS-tested objective to the class for discussion or solving. Campus principals and central office staff will monitor for implementation. Local resources will be used to provide a wide variety of "bell ringer" activities for each class.	Local assessment tools and benchmark results will show that "bell ringer" activities serve to increase student understanding and depth of knowledge on specific TEKS. These local assessments and benchmark results will be used to determine which TEKS still need emphasis and which tested objectives need less focus.	Local science funds will be used to assure that each science teacher has a source of TEKS / TAKS activities from which to choose the daily "bell ringers." Science department faculty will determine which activities to utilize and which teachers will be responsible for specific "bell ringers." Bi-weekly assessments of these activities will generate data to determine effectiveness and any needs for change.	No

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Area(s) of Low Performance and Target Groups:							
Science -- African American							
Process for Evaluating Progress Toward Meeting Performance Standards:							
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Performance Area Targeted	Major Program Targeted	Components or Systems	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Using Comp Ed. and/or High School Allotment for funding?
Improved TAKS Results	Instruction	Targeted Professional Development (PD) with Support	District-wide professional development offerings will be targeted to meet specific needs as made evident through data analysis.	District improvement committee along with the district and campus administration teams will use assessment data to select future professional development offerings. Campus principals and central office staff will monitor all professional development offerings to ensure that they are relevant to the needs of the district as shown by data analysis. All professional teaching staff and instructional assistants will be required to attend at least 2 days of targeted professional development, as determined by the district improvement committee and administration. This redesign of the district's professional development program will begin immediately and will continue throughout the 2010-2011 school term.	Instructional strategies will become more research-based and effective as professional development opportunities are data-driven and targeted to specific student and district needs. Student performance results will be used to determine future professional development offerings. Teachers and instructional assistants will be required to receive prior approval from campus principals before attending any professional development offering and will be required to present to the campus principal certificates of completion for all professional development sessions attended.	Local and state funds, along with grant funds, will be utilized to pay for professional development endeavors. Central office staff and campus administrators, in conjunction with the district improvement committee, will select professional development strategies based on district data. District and campus administrators will monitor for implementation of professional development strategies.	No

Improvement Plan							
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Performance Area Targeted	Major Program Targeted	Components or Systems	Strategies, Initiatives, and Redesign	Evidence of Implementation	Evidence of Impact	Resources Required and Person(s) Responsible	Using Comp Ed. and/or High School Allotment for funding?
Improved TAKS Results	Instruction	Ongoing Monitoring of Instruction by Administrators	Increased monitoring of instructional techniques, strategies and methods.	Campus and district administration will increase the amount time spent in classrooms monitoring and checking for research-based effective instructional strategies. Administrators will provide immediate feedback to teachers as to what was observed and will use observations to implement changes as needed or to emphasize effective instructional practices.	Teachers will utilize research-based instructional strategies. Student scores on local assessments as well as science benchmark tests will improve. Report Cards and bi-weekly science department data analysis will also show evidence of improved student performance.	Local resources will support more classroom observation time by administrators. Campus administrators will be present for science department team meetings to analyze data and to discuss effective instructional strategies.	No
Improved TAKS Results	Parents/Community	Parenting Training	District administration and campus administration will make phone calls and personal invitations to the parents of students struggling in science to attend the ESC Region 3 "Parenting Conference". The district will provide transportation as well as pay for the conference registration fee.	More parents will attend the "Parenting Conference" this year than in past years.	Parents will see and hear effective strategies for dealing with their children and will utilize strategies learned to assist their child's academic progress. Student attendance and grades and assessment scores will ultimately improve. Parents will contact the school more frequently either by phone or by personal visit.	Local funds will pay for the conference registration fees and for the transportation expenses. Campus administration and campus counselors will be responsible for making the personal contacts to invite parents to this conference.	No

Needs Assessment Summary 2009-10

Based on the Site Based Decision Making Team Meetings, online assessment results, data disaggregation information, and informal meetings, here are the top needs to be focused on in the 2009-10 school year:

- Increase Science TAKS Scores especially in sub populations—close the gaps
- Increase Math TAKS Scores...basic skills and problem solving
- Increase Parent Involvement... tied to sporting events...might increase awareness
- Decrease special education population and move students to TAKS A if appropriate...not TAKS M
- Work on Early intervention of struggling students...truancy with small population
- Increase advanced technology...more SMART Boards, airliners...etc.
- Need another computer lab on both RES and RHS campuses...look at COWs for this need
- Increase in Dual Credit Classes...need another Net3 site...maybe RES
- Be creative with tutorial classes and look at changing it at RHS
- Offer more electives at RHS...keep classes small
- Exit retesters will have an extra TAKS class in their schedule
- Update science class equipment to meet the increase in labs required with new TEKS
- Look at fast notification of absences...calls in morning...maybe electronic system
- Include tutorials and homework assistance in the Afterschool Program
- Continue with Abstinence Program but use different company
- Need process for visitors on campus...maybe Dynamo Nametag with Title IV funds
- Offer more Parent Volunteer training and Logs need to improve
- Set common benchmark dates
- Need to evaluate parent involvement better
- Curriculum Alignment—continue---stress vertical alignment
- Do more virtual field trips and guest speakers...not out of class field trips
- Improve attendance of staff
- Increase positive parent communications
- Increase in house sharing of strategies that work and visit successful schools
- Decrease comp time days
- Maintain interventionists
- Maintain small classes with class size reduction funds

**Funding Sources for Refugio ISD
2009-10**

Program	Purpose	Entitlement
State Compensatory Education	Enhance and improve the regular education program to increase the academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements local funds.	\$319,327.00
ESL	Address the needs of students whose home language survey is one other than English.	\$8,110.00
Special Education	Address the needs of students identified with disabling conditions.	\$559,164 \$156,173-ARRA
Gifted & Talented	To identify and provide services for students identified as gifted/talented.	\$22,039.00
Career & Technology	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the US more competitive.	\$180,458.00
Title I, Part A	To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children.	\$221,991 \$80,747-ARRA
Title II, Part A	To increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers, principals, and assistant principals in schools.	\$49,812
Title II, Part D	To improve student academic achievement through the use of technology in the elementary and secondary schools.	SSA-Both
Title III	To help ensure that the limited English proficient students meet the same state academic content and student academic achievement standards that all students are expected to meet.	SSA
Title IV, Part A	To carry out a comprehensive drug and violence prevention program, designed for all students and employees through combined efforts of school, families, and communities.	SSA
Optional Extended Year	Enable schools to provide additional services to those children in grades K-8 who are identified as likely not to be promoted to the next grade level for the succeeding school year.	\$3,347
21st Century Grant	To provide out-of-school time to students for academic assistance along with enrichment opportunities to help students meet academic standards and graduate ready for college and/or the workforce.	\$112,400
TPWD Grant	To help instill an increased awareness of outdoor education concepts, a lifelong appreciation of nature, outdoor recreation, physical fitness, and assist in developing, healthy teacher/student and parent/child relationships.	\$50,000
SSI Grant	To provide immediate targeted intervention to students who are identified as struggling in any of the core content areas.	\$8,363

**Funding Sources for Refugio ISD
2009-10**

Title VI, Part B	Rural and Low-Income School Program funds will be used as Title I, Part A funds.	\$19,171
Title XIV-ARRA	For any activity authorized by the ESEA of 1965, as amended; the IDEA; the Adult and Family Literacy Act (AEFLA); or the Carl D. Perkins Career and Technical Education Act (Perkins) (Section 14003).	\$260,379

Refugio ISD Matrixes
District Improvement Plan 2009-10

Math	2008	2009	2010
All Students	74	77	100
African American	70	74	100
Hispanic	68	72	100
White	85	87	100
Economically Disadv.	64	73	100

Reading/ELA	2008	2009	2010
All Students	89	92	100
African American	79	93	100
Hispanic	91	88	100
White	89	99	100
Economically Disadv.	82	90	100

Science	2008	2009	2010
All Students	62	64	100
African American	45	31	100
Hispanic	54	57	100
White	80	86	100
Economically Disadv.	44	48	100

Writing	2008	2009	2010
All Students	94	96	100
African American	81	87	100
Hispanic	95	98	100
White	100	95	100
Economically Disadv.	91	97	100

Social Studies	2008	2009	2010
All Students	92	94	100
African American	88	83	100
Hispanic	88	93	100
White	98	99	100
Economically Disadv.	88	90	100

SCE 2009-10 Services

Based upon students' qualifying criteria, the following tables outline each campus's specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Refugio Elementary and High School, 40% Schoolwide Campuses, have prioritized their needs and based upon these needs utilize their SCE funds to support one or more of the schoolwide components.

Refugio Elementary School Services:

Services funded by State Compensatory Education

Service/ Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
Counselors will monitor students considered at-risk.	#2—Schoolwide Reform	\$18,598	Reduce the dropout rate of identified at-risk students	Teacher Interviews & Progress Reports	Reduction in the disparity in retention rates of at-risk students in comparison to all other students
Hire a reading specialist.	#2—Schoolwide Reform	\$59,890	All at-risk students will master TAKS reading	Improved grades each six-weeks	Increase in TAKS reading scores
Provide a nurse full time to assist at-risk students with health or nutritional issues.	#10—Coordination and Integration of NCLB Programs	\$12,642	Mastery of TEKS	Improved grades each six-weeks	Increase in TAKS scores for at-risk students

Refugio High School Services:

Services funded by State Compensatory Education

Service/ Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
Counselors will monitor students considered at-risk.	#2—Schoolwide Reform	\$33,291	Reduce the dropout rate of identified at-risk students	Teacher Interviews & Progress Reports	Reduction in the disparity in retention rates of at-risk students in comparison to all other students
Provide a nurse full time to assist at-risk students with health or nutritional issues.	#10—Coordination and Integration of NCLB Programs	\$17,647	Mastery of TEKS	Improved grades each six-weeks	Increase in TAKS scores for at-risk students
Provide interventionists to work with at-risk students.	#2—Schoolwide Reform	\$79,804	Reduce the dropout rate of identified at-risk students	Teacher Interviews & Progress Reports	Reduction in the disparity in retention rates of at-risk students in comparison to all other students

Summary of FTEs

Campus	Position	FTE	SCE Funds
District	Truant Off.	1.0	\$62,925
RES	Counselor	.3	\$18,597
RES	Rdg. Spec.	1.0	\$59,890
RES	Nurse	.2	\$12,642
RHS	Nurse	.3	\$5,816
RHS	Counselor	.3	\$17,742
RHS	Nurse	.2	\$9,546
RHS	Interventionist	1.0	\$51,108
RHS	Counselor	.25	\$15,548
RHS	DAEP Interventionist	1.0	\$50,230
	Total:		\$304,044

SCE Budget Summary

Campus	6100	6200	6300	6400	6500	Total
District	\$62,925					\$62,925
RHS	\$149,990	\$200	\$2,900	\$300		\$153,390
RES	\$91,129	\$4,900	\$3,495	\$400		\$99,924

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables included, Refugio ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. As well, other special state and federal funds support additional initiatives designed to support all students, esp