

2021-22 District Improvement Plan



Refugio Independent School District

District Name

Mission Statement

Refugio Independent School District's Mission Statement

Mission

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.

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 40% poverty threshold.

Refugio Independent School District Campus Improvement Plan

2021-22 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Refugio Independent School District conducted a comprehensive needs assessment for the 2017-18 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

Campus Demographics

The staff at Refugio Independent School District include 39.2 % teachers, 9.9% paraprofessionals, and 26.3% administrators. The student population is 20.8% White, 9.9% African American, 68.8% Hispanic, 0% Asian, and .4% Native American. Additionally, the campus serves 64.9% economically disadvantaged students, 13.5% special education students, and 5.4% Limited English Proficient students. Attendance rates include 92.7% African American, 93.6% Hispanic, 94.9% White, and 92.8% economically disadvantaged. The most current data indicate the campus has a 14.6% mobility rate.

The following data were reviewed in relation to district demographics:

2018-19 Texas Academic Performance Report (COVID), PEIMS Reports, At-risk rosters, ESL/GT rosters, mobility rates--NCLB report card, DMAC, ASCENDER, On Data Suite

Upon review of these data, several findings were noted. These findings include:

Low student/teacher ratio allowing for individualized instruction

Low participation in CTE courses/poor CCR performance

High At-risk population & Eco Dis. population

JH decrease in at-risk students

Good participation for spirit days

Reading Interventionist added at JH

Attendance needs to improve

Diverse population/multicultural campuses

Good Dual credit participation

Low drop-out rate

Increase electives --vocational training

Areas of need include:

Need to increase number of identified GT students

Need to increase number of CTE students, offer more course choices and electives

Need to address the continued increase in number of At-Risk students/intervention/support

Improve Accelerated Instruction Program and enrichment programs

More Data to aid LEP/ELL & SPED students

Access to library to improve reading

Improve attendance

Student Achievement

The following data were reviewed in relation to Student achievement:

STAAR, NCLB Report Card, Renaissance/STAR Literacy results, TSI data, DMAC, TAPR

Upon review of these data, several findings were noted. These findings include:

A variety of resources available to meet the needs of struggling students and learning loss due to COVID. (MTSS, ALP)

Designated intervention, tutorial time, and accelerated learning within school day and after school

Lack of focus on social studies at elementary

Increase academic vocabulary

Supportive programs (Study Island, Star Renaissance Math-Reading, MSTAR/ESTAR)

8th grader math scores are good/7th math 10% increase

Reading scores increased 9% in Junior High from 2016

End of Course scores in Math, Social Studies, English I, and Science improved from previous year

All tests passed increased 25% in Hispanic sub-population

51% of JH SPED students met/mastered STAAR

Interventionist trained in Dyslexia

On-site testing for TSI/PSAT/SAT

HS School progress domain improved in all areas

Write across Texas provides detailed data analysis

College Career Readiness/Increase dual credit enrollment

Areas of need include:

Improve sub-population performance in post-secondary readiness

Improve number of students scoring at GL on STAAR

Improve EOC Interventions - STAAR Retesters show little improvement

Focus on social studies at RES

Designate intervention during the school day

Increase academic vocabulary

More cross-curricular writing opportunities

Reading plus to enhance ELAR

Typing program for writing

Decrease the drop-out rate at HS

Improve SPED performance in English I & II

Increase the number of student achieving masters on STAAR

District Culture and Climate

The following data were reviewed in relation to District Culture and Climate:

- Title I & Title II meetings
- Open House at all campuses
- personal communications with students/staff
- Discipline reports
- Student demographic data
- Attendance reports

Upon review of these data, several findings were noted. These findings include:

- Positive School Environment
- Students feel generally safe at school and are involved
- SRO available
- Curriculum and Instruction are data-driven
- A sense of community exists between staff (celebrations/caring)
- Good community relations exist between staff, students, and community
- Counselors need time to counsel
- Need professionalism on social media and in the public
- Need to meet the emotional needs of students
- Need to address unexcused/excessive absences and tardies
- Increase in communication to parents/community via SchoolStatus
- Restorative Discipline & MTSS professional development
- Staff planning days
- Need more UIL participation at JH
- High extra-curricular involvement -Participation increasing in student organizations (NHS, UIL, etc)
- Still need hurricane repairs
- Need more professional development choices
- Need stronger drug prevention programs

Areas of need include:

- Addressing excessive unexcused absences and tardies needs to be a priority
- Staff needs to be included in decision making, i.e. PLCs
- Improve parent/community involvement
- Focus on academic growth
- Crossing guard by Whataburger
- Better use of AWARE grant personnel
- Implement Restorative Discipline labs and logs
- Use athletic success to boost academic success
- Student peer-to-peer mentoring
- Introduce in JH student body clubs
- Need to decrease student involvement in drugs/crime

Counselors need more time to counsel, meet emotional needs of students

Staff Quality, Recruitment, and Retention

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:

TAPR

Training Rosters/professional development offerings

2019-20 CNA

Staff mobility/Stability

Teacher/staff input

Upon review of these data, several findings were noted. These findings include:

Staff has input/feedback on Professional development

Teachers are placed in High needs areas --academic stipends

Train staff on campus programs before beginning of school year

Small class sizes are beneficial

Need to improve staff turnover rate

Need better recruitment

HS 100% certified staff and ESL certifications for ELA teachers

STAAR & Longevity stipends are good

Have a high number of teachers with experience/Masters degree

Hiring local graduates helps with retention

Need to increase salary schedule

Need more qualified paraprofessionals

Powerwalks and observations through Fundamental 5 are beneficial

Areas of need include:

Better recruitment and retention efforts

Increase salary scale

GT certifications for all core area teachers.

Implement planning periods for academic/intervention teams

Continued training on TEKS Resource and DMAC

Edgenuity Training

Salaries for all faculty & staff are low compared to schools in the surrounding area (might reduce turnover rate)

Need all Highly Qualified/Certified Teachers

Need teacher mentors/guidelines

Family and Community Involvement

The following data were reviewed in relation to Family and Community Involvement:

Parent Rosters of participation

Title I & Title II meetings

Innovative approaches to Literacy tracking sheets (IAL)

Surveys

SHAC board meetings

REIC

Auto messaging

Marquee

Newspaper

Counselors

SchoolStatus engagement module

Upon review of these data, several findings were noted. These findings include:

We respond well to needs of students, parents, families

Many opportunities for family involvement--but need more volunteers

Partnership with RISD Educational Foundation and this partnership is a valuable addition to district

Good communication with parents, marquee, FB, School messenger, SchoolStatus etc

Variety of offerings for a small district

We meet students' basic health needs to improve capacity for learning (food backpacks, clothing, toiletries, vision, hearing)

Community partners to increase resources, especially for CCR

AgLife (Texas A&M program)

Banquets

Lots of support for athletics

Agrilife Program

FAFSA Night for Parents

Workforce and TRIO good for students

Need better participation for Open house, other activities

Need to increase armed forces recruitment

Lots of positive student recognition

Need to raise expectations for writing and vocabulary

College Career Support Specialists

Areas of need include:

Encourage a college going culture with students/parents at all campuses

Encourage and motivate student success on ACT/SAT

Raise expectations for Reading & Writing/ vocabulary---particularly at RES

Need for greater involvement from students/parents with academic events

need to increase community involvement/partners; focus on CCR

Need to update JH website and add department webpages
Increase armed services recruitment
Business partnerships
Grow the RES PTA

Technology

The following data were reviewed in relation to Tech and Community Involvement:

Classroom technology uses/needs

Staff input

STAAR Literacy

DMAC

BPOP

AESOP

ASCENDER

Dyned

Tech Personnel

Tech Inventory Data

Upon review of these data, several findings were noted. These findings include:

Tech support team is quick to respond to needs

Always looking for ways to expand/advance/develop staff proficiency

Keyboarding and basic computer skills are needed at RES/JH

Need to increase & replace aging/outdated equipment

Need understanding and incorporating of specific technology TEKS across the curriculum

Smartboards, projectors, document cameras are available

Online Intervention programs are available (Amplify, Carnegie Math, Odell Literacy, K-5 PhD Science, and Amplio)

1:1 Chromebooks are wonderful

Internet hubs/switches

Upgraded security cameras are good

Need more wi-fi

Need better print capabilities

Need more training for technology

Areas of need include:

Need to implement a keyboarding and basic computer skills course at lower grade levels/JH

Need to incorporate technology TEKS across the curriculum at all campuses/grades

Better staff development, training, and support for instructional use of technology

Google tutorials and certifications

DMAC/TEKS Resource implementation
High speed internet/Better wi-fi
Better printing capabilities/network printing and printing to copy machines
Need to monitor care of Chromebooks
Need more document cameras
Need to replace outdated equipment

Curriculum, Instruction, and Assessment

The following data were reviewed in relation to CIA and Community Involvement:

TAPR/AEIS results
STAAR results
Master schedules
DMAC
Teacher input
TEKS
Telpas

Upon review of these data, several findings were noted. These findings include:

Reading/Math intervention classes at HS & LLI/Balanced Literacy K-2 reading intervention, AR
Dual credit in HS expanded/8th grade HS credit offerings (Algebra 1, Spanish 1, art and agriculture)
Credit recovery decrease drop-out rates, but need more opportunities for credit recovery (OFSDP)
SRO--helps with discipline/truancy
Going right direction with access Chromebooks, Discovery Ed, Teacher Tube
Students are involved in service projects---RES Field day, PALS, NHS
College Readiness programs (TRIO, job fairs, college days)
Improve student performance on STAAR, close gaps in subpops
Increase student motivation & community involvement in education
Increased teacher planning time
Technological resources (DMAC, Teks Resource, and intervention programs (Amplify, Carnegie Math, Odell Literacy, K-5 PhD Science, and Amplio) available
TEKS aligned curriculum
Lots of instructional resources
Lowman Social studies program is great
Need to use DMAC to analyze data
Data Driven Instruction
Good Professional Development options
Expanded course offerings-CTE, Robotics, etc
Balanced literacy program is great!
Need more paraprofessionals
Use tutorials for core subjects, not electives

Areas of need include:

- Improve student performance on STAAR, close gaps in subpops
- Increased teacher planning time
- Need to maintain smaller class sizes
- DDI training, meetings, implementation
- New ELA TEKs Training
- Reading Plus at JH
- StudySync for ELA
- Need Lowman for 6th and 7th grade SS
- Need to upgrade instructional resources, better supplementary materials
- Upgrade instructional resources (textbooks, technology, planbook, etc.)
- 100% DMAC use from core teachers
- Writing across all content areas
- Need more paraprofessionals
- Need tutorials during the day to ensure participation

School Context & Organization

The following data were reviewed in relation to School Context & Organization:

- Master Schedules/Duty Schedules Faculty Advisory Committee Notes
- Campus Improvement Teams
- REIC
- Parent Sign Ins
- Activity Calendars
- MTSS/Accelerated Instruction Process
- DMAC
- Mentor Teacher records
- Team leaders
- Staff discussions
- STAAR data

Upon review of these data, several findings were noted. These findings include:

- High expectations for student from faculty
- Strong support services and curriculum teams
- Good representation on REIC/CITs and input into calendars, policies, etc
- Parents are informed through ASCENDER ParentPortal, school messenger, progress reports, newspaper, SchoolStatus, etc
- District needs to find alternative funding sources to maintain salaries/programs for struggling students
- Professional development efforts that target specific issues identified by staff, MTSS, reading/math

Increased communication with committee reps to campus staff
Teachers need vertical planning times/common planning times for cores
Need more student leadership opportunities
Tutorials are built into the school day, ensuring participation
Schedule aligned with high school
Need better communication of all events
Counseling services on campus through AWARE grant
Need hiring committees
Need better organized tutorial periods

Areas of need include:

Professional development efforts that target specific issues identified by staff, MTSS, reading/math
Need better communication at all levels and for all events
Need structured training for new teachers
JH Need vertical team planning with HS
Need more student leadership opportunities
Need students assigned to tutorial teachers based on need
Common planning time for core teachers
Need to find funding sources to maintain programs for struggling students
Training for paraprofessionals in charge of computer programs to implement individualized plans for strugglers

**Refugio Independent School District
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Met standard on all 4 indices	2021 Accountability Summary
		Writing	Met standard on all 4 indices	2021 Accountability Summary
		Math	Met standard on all 4 indices	2021 Accountability Summary
		Science	Met standard on all 4 indices	2021 Accountability Summary
		Social Studies	Met standard on all 4 indices	2021 Accountability Summary
	Subgroups	All	Met standard on all 4 indices	2021 Accountability Summary
		AA	Met standard on all 4 indices	2021 Accountability Summary
		H	Met standard on all 4 indices	2021 Accountability Summary
		W	Met standard on all 4 indices	2021 Accountability Summary
		ED	Met standard on all 4 indices	2021 Accountability Summary
		LEP	Met standard on all 4 indices	2021 Accountability Summary
		SE	Met standard on all 4 indices	2021 Accountability Summary
	Social/ Emotional	Discipline	Refugio ISD has a SWAT certified Student Resource Officer to assist each campus with discipline and attendance issues and provide trainings and information on a variety of student safety issues. RISD maintains a Dean of Students at JH/HS campus and a Dean of Students at the elementary campus. Staff will attend a variety of trainings through the Project AWARE grant that will provide teachers with positive behavior strategies and students with behavior self-management techniques.	Attendance records, discipline records, training rosters
		Extracurricular	Students on each campus have the opportunity to participate in a variety of clubs, teams, competitions, and activities. The Refugio Bobcat football team won the AA State Championship in December 2019. UIL Second Place in JH. HS UIL Physics State UIL. The Mighty Bobcat Band received a 1 rating at their Concert competition. Refugio High School cheerleaders were recognized as "All-American" during their cheer competition.	Student participation, Rosters/Membership, Meetings, Awards, UIL competition records
		Other	Qualifying students are able to earn dual credit college hours from Coastal Bend College and/or Victoria College. Several RHS students earned Welding Certifications. RHS had a student in UIL State Physics Competition and had a student nominated for a Student Merit Award. RJH earned 2nd place at the district UIL contest. The Refugio ISD Education Foundation offered an opportunity for teachers to apply for educational grants for the 2021-2022 school year. Fourteen teaching grants were awarded to provide innovative and creative learning experiences for students. Examples include Bobcat Robotics, Bucket drumming, and 3D Woodworking Creations. The Refugio ISD Education Foundation presented a check in the amount of \$38,940.63 to the RISD Board of Trustees.	Class rosters, Master Schedule, certifications earned, Inventory, Grant Awards

STP	Area	Indicator	Description of Activity	Evidence of Success
Teachers	Professional Development		Inservice week for the 2021-2022 school year was designed to target specific professional development needs identified by the Comprehensive Needs Assessment. Training was provided on TEKS Resource System, Google Classroom, and Fundamental 5 to provide best practices for remote instruction during COVID closures. Writing will continue to be an area of focus in the 2021-2022 school year and a variety of writing trainings will be conducted throughout the year for ELAR teachers grades 6-12 by reading specialists from Region 3. ELA/R teachers also attended "Teach Rhymes with Beach" offered by writing specialist Melanie Meyer. All returning and new staff completed training on Child Abuse and Other Maltreatment of children "Darkness to Light", Duty to Report Suspected Child Abuse, Cybersecurity, Kognito, Civil Rights, Food Allergy/Epipen Training, AED Use, Seizure Training, and Sanitizing and Disinfecting Schools during a Pandemic. All professional staff attended trainings on Sheltered Instruction and Edgenuity PathBlazer and MyPath. A select group of teachers received training on CPR/First Aid and Diabetes. During the 2021-2022 school year, Gifted and Talented teachers and administrators will attend the required GT 6 hour update. Teachers required to hold ESL certificates will attend training with Region 3 to prepare to challenge the ESL test for certification. In January 2022, all teachers will receive Sheltered Instruction training to learn about best practices and strategies for teaching English Language Learners. Special Education teachers attended XLOG training. Teachers working with dyslexia will attend the Amplio training. Teachers will receive training in all the TCLAS awarded programs which include Amplify, Carnegie Math, Odell Literacy, and K-5 PhD Science.	Inservice agendas, sign ins, certificates of training
	New Staff		A new teacher academy was held on August 5, 2021 to orient new staff to the district. New hires received training on AESOP, district technology, DMAC, school safety, an overview of special student populations, Darkness to Light, and T-TESS. In addition, teachers that are new to the teaching profession will receive targeted on-going training and support from Region 3 through the New Teacher Academy.	Sign in, In-service agenda
	Retention		Teachers earning higher degrees, such as Masters and Doctorate degrees, receive a stipend. RISD also offers areas-of -need stipends. STAAR tested subjects also receive a retention stipend through Title II. ESSER III funding allowed the district to provide all staff with a COVID Recruitment& Retention stipend.	Job Descriptions, Surveys, Salary schedule, Title II grant, ESSER III
	Qualifications		Refugio ISD will continue to hire qualified teachers and will work to ensure teachers in alternative certification programs meet program requirements to earn teacher certification.	Teacher Certifications
Parents	Participation		The library will continue to offer a variety of events that will provide opportunities for parent involvement. RISD is committed to ensuring that parents have opportunities to attend a variety of school activities and information/training sessions. Sessions such as the GT Parent Awareness meeting, Title I parent information meetings, Fall Pumpkin Patch, and FAFSA parent meeting will be offered.	Event sign ins, Calendar of events

STP	Area	Indicator	Description of Activity	Evidence of Success
	Communication		Ascender ParentPortal provides parents access to important information regarding their child(ren) such as grades, missing assignments, cafeteria balance, and absences. The School Messenger system alerts parents to important events and updates for the district. The Refugio ISD website, marquee, and district Facebook page feature links to campuses and provides access to district and campus information and registration forms as well as celebrations of student and teacher accomplishments. SchoolStatus provides a platform for teachers to communicate with parents about their child's classroom progress. FAFSA application for dual credit Student Aid.	Refugio ISD website, Ascender Parent Access, Automated call system, Facebook, marquee, SchoolStatus Engagement Module.

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 1. District Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

To promote a school environment that promotes individuals and teams to think interdependently for the betterment of student achievement and to be proactive toward meeting the challenge of change.

Formative Evaluation:

Surveys, Sign In Rosters, AEIS /TAPR Data , TxEIS reports, lesson plans, progress reports

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will engage in positive activities designed to promote desired outcomes both academically and behaviorally such as student recognition for academic achievement, good conduct, and excellent attendance.	AR	All, At-Risk	Administrators	Local Funds, Community Partners, Grants	Oct, Dec, Feb, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will have the opportunity to be involved in school clubs and governing bodies directly impacting campus culture. (Student Council, NHS, UIL, Athletic teams, Cheerleading, , Ladies of Distinction, Yearbook, morning announcements).	AR	All, At-Risk	Sponsors, Administrators	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will have the opportunity to participate in the AgriLife and 4H programs sponsored by Texas A&M Extension. Encourages health awareness through programs that involve gardening, nutrition, and increased physical activity	TI	All	Administrators, staff	community partners	Sept-May
<ul style="list-style-type: none"> ○ Strategy #4 4. RES will continue to offer Camp Get Fit which is designed to teach children and their families about healthy living. Programming is available during the summer and as an afterschool program during the school year. (as health conditions allow)	AR	All	administrators, staff	community partners, grant, Local Funds	July, Sept to May
<ul style="list-style-type: none"> ○ Strategy #5 5. Students will be challenged and expected to perform on grade level and score successfully by ARD expectations....on all state assessments.	Title 1	SPED	SPED Teachers	Title I, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #6 6. Students will be given opportunities to participate in drug awareness, antibullying, and positive activities designed to promote a positive campus culture.	AR, BP	All	Administrators, Teachers, Counselor	Local Funds, Grant	Oct, Dec, Feb, May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Campuses will hold parental involvement opportunities during the school year (Open House, Title I & II Meetings, Family Literacy Activities, Meet the Teacher, Parent Trainings, Senior Parent Meetings, Athletic & Band Parent Nights, GT Meeting, FAFSA meeting, Fall Pumpkin Patch, Dual credit meeting for parents and interested students (as health conditions allow).	AYP, T1, PI	All	Administrators, Librarian, Teachers, Community Volunteers	Title I & II, Local Funds, activity funds, Community partners	Aug, Oct, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Refugio ISD website, School Messenger, SchoolStatus, marquee, and social networking sites will be updated regularly to keep stakeholders informed of upcoming events, information, and celebrations.	T1, PI	All	Counselor(s), IT Specialists, Librarian	Title I & II, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Core teachers will use SchoolStatus to make positive parent contact (phone calls, emails, and text messages) and will hold parent conferences and home visits.	T1, PI, AR	All	Administrators	Activity Funds, Title I & II, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. District administrators will conduct Fall Fundamentals during the first semester (walkthroughs of district teaching staff) build teacher capacity and ensure that teacher evaluations are consistent, accurate, and mirror student outcomes.	T1	Teaching staff	Administrators	Local Funds	Sept - Dec
<ul style="list-style-type: none"> ○ Strategy #5 5. Continue to reduce class size for the improved performance of all student groups.	T1, AR	All, At-Risk	Superintendent	Title I, Local Funds, Grant	August, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Provide additional academic support and instructional monitoring to enhance the improvement of STAAR scores in all student groups and to prevent regression as determined by ARD committees. (tutorials, summer school, online programs, ESY services, Accelerated Instruction)	T1, AR, CE, AYP	All, At-Risk	Administrators	SCE \$167,431 Tutorials/Int.; \$138,160 AI/Int; \$85,975 RHS AI Classes & Tutorials, At-risk support and interventionist RES \$ 31,242 RHS \$41,280	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Dropout prevention strategies will be provided such as counseling services, LPC, pregnancy related services, tutorials, At-risk liaison, and Odysseyware/Edgenuity, and Project AWARE.	T1, AR	All, At-Risk	Administrators,	Title I, Local Funds, HS Allotment, SCE \$4500 At risk liaison, Grant, Community Stakeholders	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Campus committees will assess the needs of all students and programs in Refugio ISD to complete a Comprehensive Needs Assessment.	T1	All, At-Risk	Campus Administrators	Local Funds	May
<ul style="list-style-type: none"> ○ Strategy #9 9. Refugio ISD will strive to hire and retain certified teachers and highly qualified paraprofessionals according to the ESSA definition of Highly Qualified and teachers will be provided training and support to earn ESL and GT certifications.	T1	All	Administrators	Title I, Title II stipends, Local Funds, ESSER III Stipends	Sept, Dec, May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #10 10. RISD will continue research-based staff development which directly focuses on district/campus/teacher needs and meets certification requirements. Seek input from staff members to identify professional development interests and utilize walk-thru and observation data to make informed staff development decisions.	T1, SD	All	Administrators	Title I, Title II, Grants, Local Funds, ESSER III, ESSER II, TCLAS	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #11 11. New teachers to the district will be monitored and offered support by experienced teachers in the same subject and grade level and will participate in the New Teacher Academy with Region III.	T1, SD	New teachers	Mentor, Administrators	Local Funds, grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #12 12. Teachers will be trained in testing strategies, active monitoring, and confidentiality for the state assessments.	T1, SD	All	Administrators, District Testing Coordinator	Local Funds	Dec, February, April, June
<ul style="list-style-type: none"> ○ Strategy #13 13. Substitute teachers will meet with campus principals to be trained in campus routines, procedures, confidentiality requirements, and expectations through the RISD Substitute Handbook.	T1	All	Campus administrator	Local Funds, Title I, Grants	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #14 14. Teachers will participate in school-wide/district-wide committees to increase student engagement, parent involvement, and appreciation of staff members.	SD	All	Administrators, Committees	Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #15 15. Teachers/counselors will review all individualized student plans (IEP/ESL/504/BIP/MTSS/ALP/PGP) in order to provide appropriate instruction in all content areas of grades Pre-K-12. Counselors will have access to SuccessEd to monitor and follow up on student accommodations.	T1, AR	At-Risk, ESL, SpEd	Teachers, Counselor(s), Administrators	Local Funds, Title I, Grant, SCE	August, Following updates
<ul style="list-style-type: none"> ○ Strategy #16 16. Provide and document appropriate services and frequency and duration of services for all special needs students (ESL, GT, 504, AR, ED, SpEd).	T1, AR	At-Risk, ESL, SpEd, GT	Teachers, Counselor, Administrators	Local Funds, Title I, IDEA-B, SCE, grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #17 17. Implement and maintain a rotation and addition of technology district-wide to align with technology plan and help meet the needs of all learners.	T1	All, ECD, At-Risk	IT Specialists, Administrators	Local Funds, Title I, IMA, REAP, Education Foundation	Sept, May
<ul style="list-style-type: none"> ○ Strategy #18 18. RES & RJHS will hold transition sessions for Pre-K, 5th, and 8th grade students and parents to make them aware of Kindergarten and Freshman year teachers, courses, and logistics to ease the transition into those grade levels.	T1, AR	All, ECD, At-Risk	Administrators, Teachers	Local Funds, Title I	Spring 2017
<ul style="list-style-type: none"> ○ Strategy #19 19. All staff (teachers, paraprofessionals, auxiliary staff) will have the opportunity to participate in AgriLife programs sponsored by Texas A&M Extension. Encourages health awareness through programs that involve gardening, nutrition, and increased physical activity	T1	All	Administrators	community partners, Local Funds	Sept - May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #20 20. Staff are provided opportunities to participate with Camp Get Fit to encourage healthy life style choices.	AR	All	Administrators, staff	community partners, Local Funds, Methodist Health Ministries	July, Sept to May
<ul style="list-style-type: none"> ○ Strategy #21 21. Communicate with Refugio ISD Education Foundation, businesses, civic organizations, etc. to donate or provide support for programs to enhance student achievement and foster community support and involvement.	AR	All	Staff, administrators, Community Partners	community partners, RISD Education Foundation	Aug-July
<ul style="list-style-type: none"> ○ Strategy #22 22. Teachers in grades K-8 will utilize Caring School Community, a socio-emotional curriculum that builds a sense of community and develops students' social skills.	AR, T1	All, At-risk	Teachers, administrators, community partners	Local Funds, grant	Dec, May
<ul style="list-style-type: none"> ○ Strategy #23 23. Instructional Coordinators will be selected to guide teams to greater student achievement and teacher effectiveness.	T1	All	administrators	Local Funds, Grant, TCLAS	August - May
<ul style="list-style-type: none"> ○ Strategy #24 24. Administrators and campus behavior coordinator will attend targeted professional development related to discipline such as: Discipline for students with disabilities and the ARD process for administrators, Ch. 37 discipline updates, and Positive behavior interventions and supports, in order to reduce the number of special educational disciplinary removals.	T1	All, Sped.	Administrator / Campus, At Risk Coordinator, Dean of Students	Local, Title I, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #25 25. Professional Development days will be incorporated into the 2021-2022 School Calendar in an effort to provide ongoing support for professional growth.	T1	All	Principal, Administrators	Local Funds, grant, Title I, Title II, ESSER III, TCLAS	August - May

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will be invited to participate in school sponsored events to promote parent involvement throughout the school year.	T1, PI	All	Administrators	Title 1, Activity Funds, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Continue to work with all parents in our school by encouraging the reconstruction of RES inactive PTA.	T1, PI	All Parents & Volunteers	Administrators, Grade Level Teacher	Title I, Local Funds, community partners	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Senior citizens will receive Gold Passes for free admission to school events (as health conditions allow).	T1, PI	All	Administrators	Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Parent communication of child's progress via report cards, progress reports, assignment notebooks, email, conferences, district website, social networks, School Messenger, SchoolStatus, correspondences (English & Spanish), district marquee, Remind101, and Ascender ParentalPortal.	T1, PI, T	All, At-Risk	Teachers, Administrators, IT Specialists	Title I, Title II, Local Funds	Aug, Dec, May

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #5 5. Parents will provide feedback through surveys and evaluations.	T1, PI	All	Administrators	Local Funds	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Parents offered opportunity to participate in Camp Get Fit which encourages regular exercise and healthy eating as a family.	AR	All	Administrators	community partners, Methodist Health Ministries, Local Funds	July, Sept to May
<ul style="list-style-type: none"> ○ Strategy #7 7. Parents will monitor student use of school-issued Chromebooks to ensure proper use and equipment longevity.	PI, T1, T	All	Parents, IT Specialists, Administrators	REAP, IMA, Local Funds, Title I, ESSER II, ESSER III	August, Jan, May
<ul style="list-style-type: none"> ○ Strategy #8 8. The Parental Involvement Policy will be distributed to all parents to make parents aware of parental involvement opportunities and guidelines for involvement.	T1	All	Parents, IT Specialists, Teachers, Administrators	Local Funds, Title I, Title II, grant	August, Jan , May
<ul style="list-style-type: none"> ○ Strategy #9 9. Campuses will hold parental involvement opportunities during the school year. (Open House, Title I & II Meetings, Parent Trainings, Senior Parent Meetings, Athletic Parent Night)	T1	AU	Campus Administrators	Title I, Title II, Local Funds, Grants	Sept-May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 2. Student Safety

District Priority: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective: Refugio ISD will provide a positive and safe environment for students and staff.

Formative Evaluation: Surveys, Feedback, Program reports/data, Lesson Plans, progress reports/report cards

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will participate in Red Ribbon Anti-Drug Campaign.	T1	All	Director of Education, Counselors, StuCo, Resource Officer	Activity Funds, Community Partners, Local Funds	Sept, Oct
<ul style="list-style-type: none"> ○ Strategy #2 2. Participate in Fitnessgram assessments	T1	All	Coaches, IT Department, Director of Education	Local Funds	Jan, June
<ul style="list-style-type: none"> ○ Strategy #3 3. Have the opportunity to participate in Healthy & Wise and PAPA programs.	T1	All	Administrators, Counselors	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Students will participate in designated number of crisis drills (fire, tornado, lock-down).	AR	All	Administrators, Teachers	Local Funds, Community Partners	Aug, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Students will participate in proactive classroom activities regarding bullying prevention	BP, AR	All, At-Risk	Teachers	Local Funds, Grant	Sept, Jan
<ul style="list-style-type: none"> ○ Strategy #6 6. Mental Health Social Workers and teachers will use Kognito strategies to assist students with conversations about emotional/mental well-being.	AR, BP, VP, T1	All, At-Risk	Teachers, Administrators, Project Aware, Social Worker	Local Funds, grants, Project Aware	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Identified elementary students will participate in the Snack Pack Backpack activity.	AR	At-Risk	Principal	Local Funds, Community Partners	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Selected grade levels at the elementary will have vision screenings from a licensed vision specialist in an effort to identify vision problems that could hinder learning if not addressed. (Grades Pre-K, K, 1, 3, 5)	AR, T1	All, At-risk	Principal, RES Nurse, Vision Specialist	Local, Community Partner	September
<ul style="list-style-type: none"> ○ Strategy #9 9. Juniors and Seniors will be provided an opportunity to receive meningitis shots and updated shot records to prepare for college entrance requirements	AR	All, At-risk	Counselor, Nurse	Local Funds, community partner	April, May

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #10 10. Students will be provided training and information on the effects of cyberbullying and social media awareness. They will be encouraged to practice preventive procedures and making informed decisions on social media practices.	AR, BP	All	Administrators	Local Funds, community partners	Sept - May
<ul style="list-style-type: none"> ○ Strategy #11 11. Students will utilize IR thermometers to self-screen for COVID related symptoms. Students will continue to practice social distancing required/recommended by state and local health authorities and the CDC.	AR, T1	All, At-risk	Nurse, Administrators, Teachers	Grant, Local Funds	Aug, Oct, Dec, Feb, April
<ul style="list-style-type: none"> ○ Strategy #12 12. Seniors will attend a presentation regarding Senate Bill 30-Community Safety Education Act--"Proper interactions with peace officers during traffic stops and other in-person encounters," CPR training, and FASFA meeting.	AR, VP	ALL	Staff, administrators	Local Funds, community partners	Nov
<ul style="list-style-type: none"> ○ Strategy #13 13. Project AWARE counselor is available to provide guidance to students on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.	VP, T1, BP	All, At-risk	Staff, administrators, counselors, social worker	Local, community partners, Project Aware grant	Sept-June
<ul style="list-style-type: none"> ○ Strategy #14 14. Students will utilize PAX strategies, a research-based initiative proven to enhance behavioral, educational, and emotional outcomes, to help them self-manage behaviors and improve life outcomes.	VP, BP, AR	All, At-risk	Project AWARE counselor, Administrators, Teachers	Project AWARE Grant, Local Funds, Grant	Sept, Dec, May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Teachers at each campus will educate students on local policies and procedures for identifying and reporting suspected incidents of bullying. Presenters will also educate students on bullying prevention.	T1, BP	All, At-risk	Teachers	Local Funds, local policies, Activity funds	Aug, Jan
<ul style="list-style-type: none"> ○ Strategy #2 2. RISD will train all staff on suicide prevention and stop the bleed, and the risk factors, warning signs, identification, investigation, and reporting of child abuse and bullying.	T1, BP, VP, AR, SD	All, At-risk	Administrators	Local Funds, Project AWARE, community partners	Aug, Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 3. RISD personnel will report all suspected sexual abuse and other maltreatment of children to the campus principal and will personally file the report with CPS.	VP	All	Principal, Teachers	Community Partners, Local Funds	Oct, Feb, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Offer various programs and/or activities to address school violence, suicide prevention, conflict resolution and safety.	T1, VP, BP	All, At-Risk, ECD	Counselors, Director of Education	Community Partners, Local Funds	Oct, Jan, May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
5. Continue SHAC meetings, the implementation of Healthy & Wise health program and the staff training and implementation of the defibrillators on each campus. ○ Strategy #5	T1, SD	All	School Nurse, Teachers	Local Funds, Title I	Aug, Jan, May
6. Continue implementation of a Multi-hazard Emergency Operations Plan, School Safety Audit, and use of the Raptor Identification and alert system. ○ Strategy #6	T1, VP	All	Administrators	Local Funds, grant	Oct, Jan, May
7. A Canine Deterrent System will be utilized periodically during the school year for the purpose of contraband detection . ○ Strategy #7	T1, VP, AR	All, At-risk	Administrators, Student Resource Officer	Local Funds, Community Partners	Oct, Jan, May
8. Continue to meet state guidelines for TBSI and CPI training to create Core Teams. ○ Strategy #8	T1, AR, VP	All, SpEd, At-Risk	Administrators, Team Members	Local Funds, grant	Aug, Jan, May
9. Teachers will use PAX positive school discipline strategies to train students in strategies that assist with self-management of behaviors and make classrooms peaceful and productive learning environments. ○ Strategy #9	AR, VP, BP, T1	All, At-risk	Counselors, Administrators	Local Funds, grant, Project Aware	
10. Campuses will continue to implement a proactive disciplinary management plan. ○ Strategy #10	T1, VP, AR, BP	All, At-Risk	Counselors, Administrators	Local Funds, Community Partners, Grant	Sept, Jan, May
11. Provide crossing guards at RES, RJHS, and RHS. ○ Strategy #11	T1	All	Administrators	Local Funds, Community Partners	Aug, Jan, May
12. 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 BO (legal) and FFH (local). ○ Strategy #12	T1, VP, BP, AR	All	Administrators	Local Funds, Community Partners	Sept, Jan, May
13. A student resource officer will be utilized to ensure school safety and encourage student attendance. ○ Strategy #13	T1, VP, BP, AR	All, At-Risk	Student Resource Officer, Administrators	Community Partners, Local Funds	Aug, Jan, May
14. Each campus will utilize video surveillance, security fencing, and faculty access cards in order to secure each campus and protect students. (as feasible during renovation) ○ Strategy #14	VP, T1, BP, AR	All	Administrators, Student Resource Officer	Community Partners, Local Funds, Grant, Title IV	Aug, May
15. Refugio ISD will collaborate with state or local child welfare agencies to develop and implement clear written procedures for providing, arranging, and paying for transportation to maintain children in foster care in their schools of origin when doing so is in their best interest. ○ Strategy #15	AR, T1	At-Risk	Administrators, Foster Care Liaison, DFPS Contact, Transportation Designee, Teachers	Local Funds, Title I, Grant	August, Jan, May
16. All school employees will be provided guidance on Behavioral Threat Assessment-- recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual and some will serve as members of the Behavioral Threat Assessment Team. ○ Strategy #16	VP, T1, SD	All	Administrators, Principals, All Staff, Auxiliary Staff, Counselors, Social Worker	Local Funds, Title, Grant, Project AWARE	Sept-June

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #17 17. Staff will utilize Night Locks to secure classrooms and ensure student safety.	VP, T!	All	Administrators, Staff	Grant, Local Funds, Title IV	Dec.
<ul style="list-style-type: none"> ○ Strategy #18 18. Teachers will utilize "Say Something" -- a no-cost program that trains students in grades 6-12 to look for warning signs and threats, especially on social media, from an individual who may be at risk of hurting themselves or others – and how to “say something” to a trusted adult.	AR, VP, BP	All, At-risk	Administrators, Project AWARE Counselor, Campus counselors, Teachers	Project Aware, Local Funds	Nov, May
<ul style="list-style-type: none"> ○ Strategy #19 19. Teachers will utilize checklists to self-monitor for COVID-19 related symptoms and will oversee student self-monitoring efforts.	AR, T1	All, At-risk	Teachers, Administrators	Local Funds, grant	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #20 20. RISD will utilize Mental Health Personnel and teachers will use Kognito strategies to assist students with conversations about emotional/mental well-being.	AR, BP, VP, T1	All, At-risk	Teachers, Administrators, Project Aware	Local Funds, grants, Project Aware	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #21 21. RISD will maintain and update the Crisis Management Plan.	T1	All	Administrator	Local, Community Partners	Aug-May

2C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will utilize a single entry point on each campus and will check in with the office when visiting a campus to receive a Raptor visitor's badge and help ensure campus safety.	VP, PI, T1, T4	All Parents	Administration	Local Funds, Grant, Title IV	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents are required to have a state issued identification card on file at the main office of the elementary campus.	VP, Ti	All parents	Administration	Local Funds, Grant	Sept - June
<ul style="list-style-type: none"> ○ Strategy #3 3. RISD will have a parent compact signed by student, parent, and school.	T!	All	Principal	Local Funds	Sept

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 3. Attendance

District Priority:

The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

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

Formative Evaluation:

Attendance Reports, TAPR, Report Cards/progress reports

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Recognize student attendance each six weeks. (Drawings, Announce student names, certificates, Incentives)	AR	All	Administrators, Counselors	Local Funds, Community Partners	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Practice good hygiene, hand washing, and practice social distancing.	AR	All	Teachers, Nurse	Local Funds, grants	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Campuses will monitor students receiving notices of concern and requiring their attendance at tutorials.	T1	AR	Administrator	Local Funds, SCE	Sept, Nov, Jan, March , May
<ul style="list-style-type: none"> ○ Strategy #4 4. Pregnancy Related Services will be utilized by students in need of those services. An emphasis is placed on staying in school and on track for graduation.	T1	AR	Counselor	Title I, Local Funds	Dec, April
<ul style="list-style-type: none"> ○ Strategy #5 5. Students are expected to attend school regularly and provide the office with an excuse upon return from being absent.	TI, AR	All	Administrators, Teachers, Students, Parents	Local	Daily, Weekly

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Campuses will implement incentives to promote school attendance.	AR	All, At-Risk	Administrators	Local Funds, Activity	Each six weeks
<ul style="list-style-type: none"> ○ Strategy #2 2. Utilize the student resource officer in conjunction with the campus attendance officers to encourage student attendance.	AR, T1	All, At-risk	Administrators, Student Resource Officer	Local Funds, Community Partners	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Provide nurses on campuses to assist at-risk students with health , health education, and nutritional issues.	T1	All, At-Risk	School Nurse	Local Funds, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Provide targeted tutorial services at the DAEP.	AR	At-Risk	Administrators	Local Funds, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Make credit recovery programming available during the school day to at-risk students to help them meet graduation requirements.	T1, AR	At-Risk	Counselor, Administrators	Local Funds, SCE	Aug, Dec, May

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
6. Attendance clerk at each campus will make parent contacts regarding absences. ○ Strategy #6	T1,AR	All	Principals	Local Funds	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
7. Teachers, auxiliary staff, and their children are offered flu shots and immunizations during the school day, to promote awareness and prevention which will decrease staff absences. ○ Strategy #7	AR	Staff	Nurse and administration	Community Partners, Local Funds	Oct
8. A licensed counselor, provided by Project Aware Grant, will provide counseling services for staff and students. ○ Strategy #8	AR	All	counselors, administrations	Community Partners, Project AWARE Grant	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May.
9. Teachers will follow hand-washing and other health protocols to prevent the spread of COVID-19 and other communicable diseases. ○ Strategy #9	AR	All , At-risk	Teachers, Administrators	Local Funds, Grants, Community Partners	Aug, Nov, Jan, Mar, May
10. Attendance meetings will be held for students whose attendance rate falls below 90% ○ Strategy #10	T1,AR	All	Administrators	Local Funds, Community Partners	Aug-May
11. RISD will provide instructional supports such as, tutorials, inclusion support, intervention classes, accelerated instruction, credit recovery, summer school, CTE industry certifications, etc. as opportunities to recover attendance and dropout prevention measures. ○ Strategy #11	T1,AR,CR	All, At-risk	Administrator, Counselor	Local Funds, Title I, Community resources, SCE, TCLAS	Aug-May
12. Campus attendance and tardy policy will be sent home to parents. ○ Strategy #12	T1, AR	All, At-risk	Administrators, Teachers, SRO	Local Funds	Aug-M
13. Campus administration and the Student Resource Officer will review student attendance, send warning letters, and refer truancy cases to court. ○ Strategy #13	AR	All, At-risk	Asst. Principal, Student Resource Officer (SRO)	Local Funds, Community Partners	Sept - May
14. Teachers will use SchoolStatus to engage with parents (phone calls, emails, and text messages) to increase student attendance. ○ Strategy #14	T1, PI, AR	All	Teachers, Administrators, Attendance Clerk, Counselors, SRO	Title I & II, Local Funds	Aug-May

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Receive newsletters and articles about attendance and the benefits of good hygiene. ○ Strategy #1	PI	All	Administrators, Nurse, Counselors	Local Funds, Community Partners	Dec, May
2. Work with Student Resource Officer, Administration, At-risk coordinator to make every effort to get students to school on time each day for the entire day. ○ Strategy #2	PI	Students with Attendance/Tardy issues	Administrators, Student Resource Officer	Local Funds, Community Partners, SCE	Sept, Jan, May
3. All campuses will make parent notification for absences and tardies through School Messenger, SchoolStatus, ParentPortal, and phone calls. ○ Strategy #3	T1, PI	All Parents of absent students	Administrator, Attendance clerk	Local Funds	Daily

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 4. Parents will be notified by campus administrator to attend a meeting with a campus administrator when their child has 3 or more unexcused absences.	PI, AR	All Parents of students with unexcused absences	Administrator	Local Funds	Sept-May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 4. College and Career Readiness

District Priority:

Help students plan for life beyond graduation (1B-7)

Campus Performance Objective:

All students taking college entrance exams will score at or above target levels. On the Texas Success Initiative (TSI), students will meet the state standard, demonstrating college readiness.

Formative Evaluation:

Program reports, ACT/SAT scores, Distinguished Achievement Program enrollment

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #1 1. Students will engage in activities to promote college and career readiness including viewing videos about careers, researching colleges/careers, College/Career Day, and college campus visits. TRIO (Coastal Bend) will provide services on college/career planning. Increase college recruiters to visit campus, increase military recruiters. 	T1, AR	All, At-Risk	Principal, Counselor	Local Funds, Community Partners, SSA	Aug, Jan, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #2 2. Students will be encouraged to earn 1 or more endorsements along with the foundation curriculum. 	AR	All	Counselor	Local Funds, SSA	Aug, Jan, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #3 3. RHS and RJHS students will be provided opportunities to participate college testing SAT/ACT/PSAT/PLAN. They will also have opportunities for instructional and financial assistance. Students will be provided opportunities to take TSI and offer Refugio High School as a TSI/ACT/SAT test site. 	T1	All, At-Risk, ECD	Counselor	local Funds	Oct, Jan, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #4 4. Students will have the opportunity to participate in Honors, AP, and Dual Credit classes. 	T1	All	Counselor, Principal	local funds	Aug, Dec, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #5 5. Students will have the opportunity to utilize a college prep program and an improve SAT/ACT scores and remediate any areas of weakness 	T1	All	Counselor	local funds	Aug, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #6 6. Students will have the opportunity to receive AWS welding certifications. 	T1, CCR	All	CTE Teacher, Administrator, Counselor	CTE Funds, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #7 7. Life Skills students will have the opportunity to develop job skills and explore employment opportunities through community partnerships. 	T1,	SPED	SPED Teacher	Local funds, Community Partnerships, Workforce	Aug, Dec, May
<ul style="list-style-type: none"> <li style="text-align: right; margin-right: 20px;">○ Strategy #8 8. 6th graders have opportunity to participate in the Victoria College Youth Leadership conference. 	T1	All	Counselor, Principal	Parent funded	June

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #9 9. Juniors and Seniors will have available access to ACT program ACT Academy.	T1, AR	All	Counselor	partners	Sept - May
<ul style="list-style-type: none"> ○ Strategy #10 10. Life Skills students will have the opportunity to explore various community settings.	T1	SPED	SPED Teacher	Local funds, Community Partnerships	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #11 11. Students will have the opportunity to meet with military recruiters.	T1, CCR	All	Counselor	Local Funds	Aug-May
<ul style="list-style-type: none"> ○ Strategy #12 12. Incorporate college and career awareness activities into lesson plans and once a six weeks teachers and students wear college shirts.	T, CCR	All Students, Teachers	Administration, Teachers, Students	Local Funds	Oct-May

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio ISD students will be informed about military enrollment and admission to higher education and opportunities for financial aid through the College & Career Student Resource Center.	T1	All, ECD, At-Risk	Counselor	Local Funds, Grant, SSA	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. RJHS will encourage students to participate in the Duke University Talent Search by taking the SAT/ACT exams.	T1	All	Counselor(s)	Local Funds	Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 3. RISD will continue to offer career education opportunities to assist students in developing knowledge, skills, and competencies for a broad range of careers.	T1, T	All, CTE	Administrators, Counselor(s)	CTE Funds, Local Funds, SSA	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 4. RHS students will be encouraged to earn CCR certifications such as American Welding Society (AWS) certification.	T1, AR	All, CTE, At-risk	CTE Teachers, Administrators	CTE funds, Local Funds, Grants	Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Teachers will assist students in developing knowledge, skills, and competencies that will maximize the likelihood of college admission.	T1	All, At-risk	Counselors, Teachers, Administrators	Local Funds, Grant, Title I	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Students will begin career planning through Informational Technology classes.	T1	All	Administrator, Teachers	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #7 7. RISD students will have opportunities and equipment to special needs students for developing knowledge, skills, and competencies for a broad range of career and life skills and opportunities to explore community settings.	T1	SPED	Administrator, Teachers	Local Funds, IDEA, Title 1, REAP	Aug-May
<ul style="list-style-type: none"> ○ Strategy #8 8. RISD will continue to be a TSI and SAT test site.	CCR	All	Counselor	Local Funds	Aug-May

4C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will attend dual credit and college activities and information sessions for college-bound students and their families.	T1, PI	All	Counselor, Parents	Local Funds, community partners	Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will provide required textbooks for dual credit courses.	PI	All	Counselor, Parents	Personal	Aug, Jan
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will attend FAFSA workshop to complete financial aid forms.	PI	All, AR	Counselor, Parents	Local Funds	Fall, Spring
<ul style="list-style-type: none"> ○ Strategy #4 4. Parents will encourage participation in college and career readiness activities, and will attend information sessions designed to assist them with this process.	PI	Parents	Counselor	Local Funds, SSA	Fall, Spring

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 5. Science

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	67	3763	26	39	41	61	22	33	8	12
	8	61	3753	18	30	43	70	17	28	10	16
Hispanic/Latino	5	45	3692	18	40	27	60	12	27	2	4
	8	40	3724	12	30	28	70	10	25	6	15
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	5	3479	3	60	2	40	1	20	0	0
	8	3									
White	5	16	4038	5	31	11	69	8	50	6	38
	8	18	3884	4	22	14	78	7	39	4	22
Two or More Races	5	1									
	8	0									
Economically Disadvantaged	5	47	3661	20	43	27	57	12	26	2	4
	8	37	3656	14	38	23	62	8	22	4	11
Limited English Proficient	5	3									
	8	0									
Special Education	5	5	3233	5	100	0	0	0	0	0	0
	8	4									

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	5	63	3578	33	52	30	48	10	16	3	5
	8	47	3856	7	15	40	85	11	23	5	11
Hispanic/ Latino	5	36	3543	22	61	14	39	4	11	1	3
	8	34	3870	5	15	29	85	8	24	2	6
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	8	3413	5	63	3	38	1	13	0	0
	8	3									
White	5	19	3714	6	32	13	68	5	26	2	11
	8	9	3926	1	11	8	89	3	33	3	33
Two or More Races	5	0									
	8	1									
Economically Disadvantaged	5	55	3581	29	53	26	47	9	16	3	5
	8	33	3792	7	21	26	79	6	18	2	6
Limited English Proficient	5	8	3484	6	75	2	25	1	13	1	13
	8	0									
Special Education	5	5	3491	3	60	2	40	1	20	0	0
	8	6	3407	3	50	3	50	0	0	0	0

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	45	3686	13	29	32	71	7	16	2	4
	8	65	3893	16	25	49	75	24	37	13	20
Hispanic/ Latino	5	25	3670	8	32	17	68	3	12	1	4
	8	41	3738	12	29	29	71	11	27	4	10
American Indian or Alaska Native	5	0									
	8	0									
Black or African	5	4									

American	8	9	3727	3	33	6	67	2	22	1	11
White	5	16	3783	3	19	13	81	4	25	1	6
	8	15	4413	1	7	14	93	11	73	8	53
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	28	3642	8	29	20	71	5	18	0	0
	8	41	3734	14	34	27	66	10	24	4	10
Limited English Proficient	5	3									
	8	2									
Special Education	5	5	3139	4	80	1	20	0	0	0	0
	8	8	3309	5	63	3	38	0	0	0	0

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	30	4130	2	7	28	93	18	60	6	20
Hispanic/Latino	20	4174	1	5	19	95	13	65	6	30
White	5	4105	1	20	4	80	3	60	0	0
Economically Disadvantaged	22	4086	2	9	20	91	13	59	3	14

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	67	4113	2	3	65	97	40	60	8	12
Hispanic/Latino	44	4117	2	5	42	95	27	61	5	11
White	19	4120	0	0	19	100	12	63	3	16
Economically Disadvantaged	40	4042	2	5	38	95	20	50	3	8
Special Education	5	3722	1	20	4	80	2	40	0	0

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	45	3986	9	20	36	80	23	51	5	11
Hispanic/Latino	34	3968	7	21	27	79	17	50	5	15

Black or African American	6	3924	2	33	4	67	3	50	0	0
Economically Disadvantaged	31	3909	9	29	22	71	17	55	2	6

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

All student groups will reach high standards , at a minimum attaining proficiency or better in Science for the 2021-2022 school year.

Formative Evaluation:

District-developed assessments, Benchmarks, STAAR scores, progress reports

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Attend individualized tutoring sessions focusing on areas of need. ○ Strategy #1	AR	All	Teachers	Local funds, Title I, Title II, SCE, TCLAS, ESSER II, ESSER III	Aug, Dec, May
2. Participate in hands on science investigations and activities to develop conceptual understanding of science concepts. ○ Strategy #2	AR	All	Teachers	Local Funds, Title I, SCE, Grants, TCLAS	Sept, Jan, May
3. Students will take benchmark tests in Science in the Fall and Spring so teachers may gauge student needs. Teachers will review data in disaggregated format to gauge students' needs. ○ Strategy #3	T1, AR	All, At-risk, H, ECD, SPED	Administrators, Teacher(s), Students	Title I, Local funds, SCE	Sept, Jan, May
4. Opportunities for students to participate in a STEM science lab and Refugio County Health Fair. ○ Strategy #4	T1, AR	All	Administrators, Teachers	community partners, grant, local funds	Oct, Ap.
5. Students will have the opportunity to attend daily tutorials. ○ Strategy #5	T1, AR	All, At-risk, H, ECD, SPED	Administrators, Teacher(s), Students	Local Funds, SCE, Title I, TCLAS, Grants	Aug-May
6. Students who fail to earn credit in science courses will have opportunity to recover credit for science courses through Edgenuity. ○ Strategy #6	T1, AR	At-Risk, SPED	Principal	Title I, Local Funds, SCE	Aug, Jan, May
7. RISD will follow TEA guidelines, for instructional time be spent in laboratory and field investigations. ○ Strategy #7	T1, AR	All, At-Risk,	Science Teachers	Local	Aug, Jan, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Disaggregate STAAR test data in science, for tested grades, to plan instruction and to address identified areas of weakness. Implement Data Driven Instruction. (DMAC, OnDataSuite) ○ Strategy #1	T1	All, H, W, AA, ECD, LEP, SpEd, At-Risk	Administrators, Core Subject Teachers	Title I, Title II, Local Funds, SCE, Grant	Sept, Jan, May
2. Teachers will increase lab activities and opportunities for hands-on learning with Stemscoptes, STEM mobile labs, etc. ○ Strategy #2	T1	All	Teachers, Administrator	Local Funds, Title I, Grant	Aug-May
3. Encourage Science Enrichment through the use of advanced technology and innovative programs : AP Courses, Healthy & Wise, Tutorials, Discovery Learning, OdysseyWare/Edgenuity, Science equipment/lab, Brain Pop, STEMScopes, Study Island, IXL, Connect ED, Phys ED, Generation Genius, Reading Plus, K-5 Science PhD, iCEV, and Virtual Tours ○ Strategy #3	T1	All, At-Risk	Administrators	Title I, Title II, ESSER, TCLAS, Local Funds, SCE, IMA, EF Grant	Sept, Jan, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 4. Continue to offer STAAR tutorials in the area of science for at-risk students.	T1, AR	At-Risk	Administrators, Teachers	Title I, Local Funds, SCE	Aug-May
<ul style="list-style-type: none"> ○ Strategy #5 5. Core teachers will develop activities to target weaknesses in science considering targeted populations at least once each six weeks.	T1, AR	All, At-Risk, H, AA, ECD, LEP, SpEd	Administrators, Teachers	Title I, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Teachers will continue to participate in staff development opportunities to support student improvement in science. (Cast Conference)	T1, PD	All	Administrators, Teachers	Title I,II Grants, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Teacher will utilize DMAC and the TEKS resource system, and On Data Suite to align instruction to TEKS.	T1	All	Principals, Teachers, Department Heads, Administrators	Local, Grant	Aug, Oct, Dec, Mar, Ap
<ul style="list-style-type: none"> ○ Strategy #8 8. Teachers train all teachers in Data Driven Instruction and will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and interventions	AR, CE, TI, SD	All elem staff	principal	SCE, TI, local funds	Feb, Mar
<ul style="list-style-type: none"> ○ Strategy #9 9. Teachers will benchmark test throughout the year to assess growth	T1	All	Teachers	Time, Local	Aug-May
<ul style="list-style-type: none"> ○ Strategy #10 10. Teachers will receive targeted professional development that will enhance instructional delivery. (Fundamental 5, Google Classroom, Interactive Notebook)	PD	All	Teachers, Administrators	Local, ESC III, SCE, Grant	June - May
<ul style="list-style-type: none"> ○ Strategy #11 11. Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T1	All	Teachers	Local, TRS	Aug-May

5C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success.	PI	All	Teachers	Local Funds, Title I, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will monitor student study habits and academic performance via ParentPortal and parent-teacher communication.	PI	All	Parents	Local Funds	Aug-May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 6. Mathematics

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	44	1440	15	34	29	66	17	39	7	16
	4	59	1529	16	27	43	73	18	31	10	17
	5	66	1609	12	18	54	82	31	47	14	21
	6	41	1628	6	15	35	85	14	34	6	15
	7	50	1616	19	38	31	62	11	22	3	6
	8	50	1626	18	36	32	64	10	20	0	0
2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	46	1471	6	13	40	87	27	59	6	13
	4	41	1591	8	20	33	80	21	51	11	27
	5	63	1561	22	35	41	65	24	38	9	14
	6	63	1612	15	24	48	76	20	32	6	10
	7	43	1621	17	40	26	60	11	26	4	9
	8	40	1682	12	30	28	70	21	53	4	10
2020-21 Mathematics STAAR Results											

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	50	1366	20	40	30	60
4	41	1586	5		12	36	88	20	49	13	32
5	45	1618	7		16	38	84	23	51	11	24
6	45	1594	15		33	30	67	15	33	4	9
7	63	1595	34		54	29	46	14	22	4	6
8	54	1636	18		33	36	67	17	31	3	6

2017-18 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	32	1430	12	38	20	63
4	37	1522	11		30	26	70	10	27	5	14
5	44	1595	11		25	33	75	19	43	7	16
6	31	1618	5		16	26	84	10	32	4	13
7	38	1609	13		34	25	66	8	21	2	5
8	34	1620	14		41	20	59	6	18	0	0

2018-19 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	27	1478	3	11	24	89
4	27	1591	5		19	22	81	12	44	7	26
5	36	1546	15		42	21	58	11	31	4	11

	6	42	1583	11	26	31	74	10	24	0	0
	7	30	1611	13	43	17	57	8	27	1	3
	8	29	1682	8	28	21	72	14	48	4	14

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	37	1373	13	35	24	65	5	14	2	5
	4	28	1583	1	4	27	96	13	46	7	25
	5	25	1618	4	16	21	84	12	48	6	24
	6	30	1589	11	37	19	63	9	30	4	13
	7	37	1586	21	57	16	43	6	16	2	5
	8	38	1621	14	37	24	63	10	26	1	3
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									

	4	1									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	3									
	4	7	1540	2	29	5	71	2	29	2	29
	5	5	1551	1	20	4	80	1	20	1	20
	6	5	1647	1	20	4	80	1	20	1	20
	7	2									
	8	3									
Black or African American	3	4									
	4	3									
	5	8	1509	4	50	4	50	2	25	1	13
	6	6	1528	3	50	3	50	0	0	0	0
	7	6	1649	1	17	5	83	1	17	1	17
	8	3									
Black or African American	3	3									
	4	1									
	5	4									
	6	3									
	7	6	1586	3	50	3	50	1	17	0	0
	8	7	1605	4	57	3	43	2	29	1	14
2017-18 Mathematics STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	9	1476	2	22	7	78
	4	15	1544	3	20	12	80	6	40	3	20
	5	16	1661	0	0	16	100	10	63	5	31
	6	5	1668	0	0	5	100	3	60	1	20
	7	9	1657	5	56	4	44	3	33	1	11
	8	13	1659	2	15	11	85	4	31	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1452	2	13	13	87	9	60	1	7
	4	11	1603	2	18	9	82	7	64	4	36
	5	19	1611	3	16	16	84	11	58	4	21
	6	14	1720	1	7	13	93	9	64	5	36
	7	7	1641	3	43	4	57	2	29	2	29
	8	7	1714	2	29	5	71	5	71	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	9	1369	4	44	5	56	2	22	0	0
	4	10	1621	2	20	8	80	6	60	5	50
	5	16	1627	2	13	14	88	9	56	4	25
	6	12	1614	3	25	9	75	5	42	0	0

	7	20	1613	10	50	10	50	7	35	2	10
	8	9	1721	0	0	9	100	5	56	1	11
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	1									
	8	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									
	7	0									
	8	1									
Two or More Races	3	1									
	4	1									
	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	27	1413	11	41	16	59	8	30	2	7
	4	44	1511	13	30	31	70	10	23	6	14

	5	46	1594	8	17	38	83	20	43	8	17
	6	29	1617	4	14	25	86	8	28	2	7
	7	30	1589	15	50	15	50	5	17	1	3
	8	33	1624	12	36	21	64	6	18	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	41	1463	6	15	35	85
4	34	1592	7		21	27	79	17	50	9	26
5	55	1548	21		38	34	62	19	35	6	11
6	52	1602	12		23	40	77	15	29	3	6
7	29	1618	11		38	18	62	7	24	2	7
8	31	1664	11		35	20	65	15	48	3	10

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	29	1337	16	55	13	45
4	27	1577	4		15	23	85	12	44	8	30
5	28	1614	4		14	24	86	14	50	7	25
6	26	1570	11		42	15	58	6	23	2	8
7	44	1572	28		64	16	36	6	14	2	5
8	39	1617	16		41	23	59	10	26	2	5
Limited English Proficient	3	4									

	4	6	1462	3	50	3	50	1	17	0	0
	5	3									
	6	0									
	7	2									
	8	0									
Limited English Proficient	3	4									
	4	3									
	5	7	1518	4	57	3	43	1	14	0	0
	6	3									
	7	1									
	8	1									
Limited English Proficient	3	3									
	4	3									
	5	3									
	6	4									
	7	5	1531	5	100	0	0	0	0	0	0
	8	2									
Special Education	3	3									
	4	3									
	5	6	1509	3	50	3	50	0	0	0	0
	6	2									
	7	7	1498	7	100	0	0	0	0	0	0
	8	4									
Special Education	3	4									
	4	1									
	5	4									
	6	6	1465	5	83	1	17	0	0	0	0

	7	4									
	8	6	1624	2	33	4	67	3	50	0	0

2020-21 Mathematics STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	11	1315	7	64	4	36	0	0	0	0
4	1										
5	5	1464	3	60	2	40	1	20	0	0	
6	3										
7	5	1533	3	60	2	40	0	0	0	0	
8	8	1473	6	75	2	25	0	0	0	0	

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	55	3895	14	25	41	75	22	40	13	24
Hispanic/Latino	35	3891	10	29	25	71	15	43	8	23
Black or African American	5	3751	1	20	4	80	0	0	0	0
White	14	3978	3	21	11	79	7	50	5	36
Economically Disadvantaged	34	3794	9	26	25	74	11	32	3	9
Special Education	8	3488	5	63	3	38	0	0	0	0

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	57	4128	9	16	48	84	38	67	19	33
Hispanic/Latino	40	4070	8	20	32	80	26	65	11	28
White	14	4399	0	0	14	100	12	86	8	57
Economically Disadvantaged	35	4053	7	20	28	80	20	57	10	29

2020-21 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	4103	7	15	40	85	30	64	17	36

Hispanic/ Latino	30	3974	5	17	25	83	17	57	8	27
Black or African American	6	4130	1	17	5	83	4	67	3	50
White	10	4464	1	10	9	90	8	80	6	60
Economically Disadvantaged	27	3995	6	22	21	78	15	56	10	37

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

All student groups will reach high standards , at a minimum attaining proficiency or better in math for the 2021-2022 school year.

Formative Evaluation:

District developed assessments, Benchmarks, STAAR/EOC, Lesson plans, PD sign in sheets

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will participate in extended learning opportunities/individualized tutoring sessions focusing on mathematics as necessary.	T1, AR	All, AR	Teachers, Struggling Math Students	Local Funds, Title I, Grant, SCE	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will utilize math technology programs such as ImagineLearning, Odysseyware, and MobyMax, Math Renaissance, STAR Math, Carnegie Math and Formative Loop.	T1, AR	All, AR	Teachers, Administrators	Local Funds, RHS Allotment, SCE	Aug, Jan, June
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will take benchmark tests in math in the Fall and Spring.	T1, AR	All, AR	Students, Teachers, Administrators	Title I, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. 8th grade students will be instructed in the use of calculators to improve student success	T1, AR	All	Students, Teachers, Administrators	Title I, Local Funds	Sept, Dec, May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Assessment data (STAAR/Benchmarks, DMAC, OnDataSuite) will be used to determine students in need of tutorials and to plan instruction and address weaknesses. "Accelerated Learning Plans" will be developed for students not meeting performance standards .	T1, AR	All, At-Risk, H, AA	Teachers, Administrators	Local Funds, SCE, Title I, Title II, ESSER III	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Provide additional academic support to enhance the improvement of STAAR math scores in all student groups (tutorials, OdysseyWare/Edgenuity lab, AP Courses, IXL, Think Through Math, Study Island, Carnegie Math, A&M math, CML labs and Sp Ed).	T1, AR	All, At-Risk, ECD	Administrators, Teachers	Title I, Grant, Local Funds, SCE	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Core teachers will develop activities to target weaknesses in math considering targeted populations at least once each six weeks.	T1, AR	All, At-Risk	Administrators	Title I, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Enrich math skills through the use of advanced technology and innovative programs : Carnegie Math, Discovery learning, IXL Math, Calculators, Odyssey Ware/Edgenuity, Study Buddies, SMART Boards, Imagine Learning, Study Island, A&M Math, and Technology Carts, McGraw-Hill ALEKS online math program.	T1	All, ECD, At-Risk	Administrators, Teachers	Title I, Local Funds, SCE \$1250, grant, Education Foundation Grant	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 Grades 3-8th will use the MSTAR/ESTAR to screen students for Algebra readiness.	T1	All	Math Teachers	Local, Title I	Aug-May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #6 5. All primary and secondary math teachers will use "unpacked TEKS" in order to teach student expectations more thoroughly and apply strategies from Data Driven Instruction training.	T1	AR	Teachers	Local Funds, Grant	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #7 6. Refugio ISD will ensure that all campuses have all the resources, human and material, to assist all student groups in meeting state performance standards in math for the 2020-21 school year.	T1, AYP	AR	Administrators, DCSI, Superintendent, CITs	Title I, Title II , Grant, Local Funds, SCE	Oct, Dec, Mar ,May
<ul style="list-style-type: none"> ○ Strategy #8 7. Teachers will continue to participate in staff development opportunities to support student improvement in mathematics.	T1, SD	All	Teachers, Administrators	Title I & II, Grant, Local Funds,	Aug, May
<ul style="list-style-type: none"> ○ Strategy #9 8. Teachers will utilize DMAC, OnDataSuite and the TEKS Resource System to align curriculum and to develop TEK specific lessons.	T1	All	Principals, Teachers, Instructional Coordinators, Administrators	Local, Title II, Grant	Aug, Oct, Dec, Mar, Ap
<ul style="list-style-type: none"> ○ Strategy #10 9. Teachers will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and interventions	AR, CE, TI, SD	All elem staff	Principal	SCE, Title I	Feb, Mar, May
<ul style="list-style-type: none"> ○ Strategy #11 10. RISD will offer STAAR period, math intervention classes and after school remediation.	T1, AR,	All	Principal, Teachers	Schedule Time, STAAR Resources	Aug-May

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in mathematics.	PI, T1	All	Teachers, Parents	Local Funds, Title I	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will monitor student study habits and academic performance via ASCENDER ParentPortal, SchoolStatus, and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 7. Reading/English Language Arts

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	44	1413	12	27	32	73	13	30	6	14
	4	59	1501	15	25	44	75	22	37	10	17
	5	66	1582	16	24	50	76	32	48	20	30
	6	41	1552	20	49	21	51	8	20	6	15
	7	50	1609	21	42	29	58	17	34	8	16
	8	61	1657	17	28	44	72	24	39	12	20
2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	46	1434	12	26	34	74	18	39	11	24
	4	41	1494	14	34	27	66	14	34	8	20
	5	63	1549	12	19	51	81	26	41	10	16
	6	63	1561	25	40	38	60	19	30	12	19
	7	43	1557	22	51	21	49	6	14	2	5
	8	47	1678	13	28	34	72	22	47	11	23
2020-21 Reading STAAR Results											

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	50	1383	19	38	31	62
	4	41	1507	9	22	32	78	14	34	6	15
	5	45	1575	8	18	37	82	19	42	12	27
	6	45	1554	18	40	27	60	12	27	6	13
	7	63	1625	21	33	42	67	27	43	11	17
	8	65	1656	16	25	49	75	31	48	14	22

2017-18 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	32	1434	8	25	24	75
	4	37	1491	11	30	26	70	13	35	5	14
	5	44	1572	12	27	32	73	21	48	12	27
	6	31	1539	18	58	13	42	5	16	4	13
	7	38	1613	16	42	22	58	14	37	6	16
	8	41	1653	13	32	28	68	15	37	9	22

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	27	1454	6	22	21	78
	4	27	1491	9	33	18	67	9	33	5	19
	5	36	1533	8	22	28	78	10	28	4	11

	6	42	1534	17	40	25	60	10	24	4	10
	7	30	1568	15	50	15	50	4	13	1	3
	8	34	1678	9	26	25	74	16	47	8	24

2020-21 Reading STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	37	1384	13	35	24	65	9	24	3	8
	4	28	1494	5	18	23	82	7	25	1	4
	5	25	1602	4	16	21	84	13	52	8	32
	6	30	1546	13	43	17	57	8	27	4	13
	7	37	1618	14	38	23	62	15	41	5	14
	8	41	1630	11	27	30	73	19	46	5	12
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									

	4	1									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	3									
	4	7	1557	1	14	6	86	5	71	3	43
	5	5	1480	2	40	3	60	1	20	0	0
	6	5	1584	1	20	4	80	1	20	1	20
	7	2									
	8	3									
Black or African American	3	4									
	4	3									
	5	8	1554	1	13	7	88	3	38	2	25
	6	6	1483	5	83	1	17	0	0	0	0
	7	6	1531	2	33	4	67	0	0	0	0
	8	3									
Black or African American	3	3									
	4	1									
	5	4									
	6	3									
	7	6	1666	1	17	5	83	3	50	3	50
	8	9	1628	3	33	6	67	2	22	2	22
2017-18 Reading STAAR Results											
Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	9	1355	3	33	6	67
	4	15	1500	3	20	12	80	4	27	2	13
	5	16	1636	2	13	14	88	9	56	7	44
	6	5	1602	1	20	4	80	2	40	1	20
	7	9	1630	3	33	6	67	3	33	2	22
	8	17	1685	3	18	14	82	9	53	3	18

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1422	3	20	12	80	5	33	3	20
	4	11	1500	4	36	7	64	4	36	2	18
	5	19	1578	3	16	16	84	13	68	4	21
	6	14	1661	3	21	11	79	8	57	7	50
	7	7	1537	5	71	2	29	2	29	1	14
	8	9	1688	3	33	6	67	5	56	3	33

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	9	1423	3	33	6	67	5	56	1	11
	4	10	1541	2	20	8	80	6	60	4	40
	5	16	1559	3	19	13	81	5	31	4	25
	6	12	1572	3	25	9	75	3	25	1	8

	7	20	1626	6	30	14	70	9	45	3	15
	8	15	1742	2	13	13	87	10	67	7	47
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	1									
	8	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									
	7	0									
	8	1									
Two or More Races	3	1									
	4	1									
	5	0									
	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	27	1411	7	26	20	74	7	26	3	11
	4	44	1490	13	30	31	70	15	34	7	16

	5	46	1554	11	24	35	76	20	43	11	24
	6	29	1541	15	52	14	48	4	14	3	10
	7	30	1574	15	50	15	50	7	23	3	10
	8	37	1641	12	32	25	68	13	35	7	19

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	41	1423	12	29	29	71
4	34	1482	12		35	22	65	10	29	6	18
5	55	1538	11		20	44	80	20	36	7	13
6	52	1549	22		42	30	58	13	25	7	13
7	29	1547	14		48	15	52	2	7	0	0
8	33	1659	11		33	22	67	13	39	6	18

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	29	1363	13	45	16	55
4	27	1482	8		30	19	70	6	22	2	7
5	28	1570	5		18	23	82	12	43	7	25
6	26	1538	12		46	14	54	5	19	4	15
7	44	1607	17		39	27	61	16	36	6	14
8	41	1618	12		29	29	71	17	41	5	12
Limited English Proficient	3	4									

	4	6	1457	1	17	5	83	1	17	0	0
	5	3									
	6	0									
	7	2									
	8	0									
Limited English Proficient	3	4									
	4	3									
	5	7	1539	1	14	6	86	2	29	0	0
	6	3									
	7	1									
	8	1									
Limited English Proficient	3	3									
	4	3									
	5	3									
	6	4									
	7	5	1620	2	40	3	60	2	40	0	0
	8	2									
Special Education	3	3									
	4	3									
	5	6	1379	4	67	2	33	0	0	0	0
	6	2									
	7	7	1460	7	100	0	0	0	0	0	0
	8	4									
Special Education	3	4									
	4	1									
	5	4									
	6	6	1399	6	100	0	0	0	0	0	0

	7	4									
	8	6	1542	5	83	1	17	0	0	0	0

2020-21 Reading STAAR Results

Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	11	1292	8	73	3	27	0	0	0	0
4	1										
5	5	1380	4	80	1	20	0	0	0	0	
6	3										
7	5	1492	4	80	1	20	0	0	0	0	
8	8	1428	6	75	2	25	0	0	0	0	

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	78	3687	44	56	34	44	21	27	1	1
Hispanic/Latino	53	3723	28	53	25	47	16	30	0	0
Black or African American	10	3644	7	70	3	30	2	20	0	0
White	13	3570	8	62	5	38	3	23	1	8
Economically Disadvantaged	52	3675	32	62	20	38	11	21	1	2
Limited English Proficient	5	3586	4	80	1	20	0	0	0	0
Special Education	12	3284	12	100	0	0	0	0	0	0

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	76	3903	31	41	45	59	29	38	4	5
Hispanic/Latino	53	3866	23	43	30	57	16	30	3	6
Black or African American	6	3530	5	83	1	17	0	0	0	0
White	17	4150	3	18	14	82	13	76	1	6
Economically Disadvantaged	51	3820	25	49	26	51	16	31	1	2
Special Education	7	3507	6	86	1	14	0	0	0	0

2020-21 English I STAAR Results
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	3739	23	49	24	51	14	30	1	2
Hispanic/Latino	34	3732	17	50	17	50	9	26	1	3
Black or African American	7	3650	4	57	3	43	1	14	0	0
White	6	3882	2	33	4	67	4	67	0	0
Economically Disadvantaged	30	3717	15	50	15	50	7	23	0	0

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	67	3887	30	45	37	55	28	42	5	7
Hispanic/Latino	36	3811	19	53	17	47	12	33	1	3
Black or African American	16	3848	7	44	9	56	7	44	1	6
White	14	4061	4	29	10	71	8	57	2	14
Economically Disadvantaged	50	3886	21	42	29	58	21	42	3	6
Special Education	6	3241	6	100	0	0	0	0	0	0

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	64	3778	32	50	32	50	19	30	0	0
Hispanic/Latino	43	3804	18	42	25	58	13	30	0	0
Black or African American	8	3698	5	63	3	38	3	38	0	0
White	11	3742	7	64	4	36	3	27	0	0
Economically Disadvantaged	46	3791	21	46	25	54	13	28	0	0
Special Education	9	3449	8	89	1	11	0	0	0	0

2020-21 English II STAAR Results						
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters

			#	%	#	%	#	%	#	%
All Students	50	3962	17	34	33	66	25	50	5	10
Hispanic/ Latino	40	3994	14	35	26	65	20	50	5	13
White	8	3885	2	25	6	75	5	63	0	0
Economically Disadvantaged	32	3885	14	44	18	56	14	44	3	9

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

All student groups will reach high standards, at a minimum attaining proficiency or better in Reading/Language Arts for the 2021-2022 school year.

Formative Evaluation:

District developed assessments, Benchmarks, STAAR/EOC, STAR Literacy, lesson plans, PD sign ins, Progress reports

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will attend individualized tutoring sessions focusing on areas of need in Reading/ELA.	T1, AR	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will utilize reading technology programs such as Accelerated Reader, Amplify, Pathblazer/MyPath, Study Island, and Moby Max, Reading Plus.	T1	All, At-Risk	Teachers	Local Funds, Grant, Title I, Education Foundation Grant, TCLAS	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students in grades 2-12 will continue to utilize student issued Chromebooks during the school year to improve access to web-based literacy programs, research, and activities	T1, T	All	Director of Education, Principals, IT Specialists	REAP, Local Funds, Title I, Education Foundation Grant, TCLAS, ECF	October, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Intensive intervention classes will be assigned to students requiring MTSS and ALP.	AR,	At-risk	Counselor, administrators	SCE	Aug-May
<ul style="list-style-type: none"> ○ Strategy #5 5. Students will have opportunity to receive Literacy Backpacks at RES	AR, TI	AR, All	Administrators, counselors, teachers	Local Funds, Title 1	Aug - May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Disaggregate STAAR performance data and benchmark data to plan instruction and to address identified weaknesses in the reading/ELA program. (DMAC, On Data Suite)	T1, AYP	All, At-Risk, H	Teachers , Principal	Title I, Title II, Local Funds	Aug, Jan, April, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Encourage reading through the use of technology and innovative programs in reading and writing: Accelerated Reading, Computer Labs, Reading Enrichment, Decodable Text, Reading Mastery, Independent Book Study, Wilson Language, CML labs, Discovery Learning, Amplify, Early Literacy, STAR, Successful Reader, Guided Reading, Animoto, Balanced Literacy, Chromebooks, LLI, E-books, Book-It, Reading Eggs, MyPath/Pathblazer, Study Island.	T1	All, At-Risk	IT Specialists , Librarian, Reading Specialists, Administration	Title I, Grant, Local Funds, SCE \$15,550 TCLAS	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Provide additional academic support to enhance the improvement of STAAR reading scores in all student groups (tutorials, dyslexia program, accelerated classes, MTSS tiered instruction, and content mastery labs). Teachers will be assigned a Reading or Writing Intervention class for students that have not achieved state standards on EOC.	T1	All, At-Risk	Administrators ,Teachers, Interventionists	Title I, Grant, Local Funds, SCE Tutorials/intervention, CML	Aug, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 4. Review individual at-risk reading/language arts performance on STAAR and utilize reading intervention teacher as well as MyPath/Pathblazer to accelerate learning.	T1, AR	At-Risk	Counselor(s), Interventionists, Principal, At-Risk coordinator	SCE, Grant, Local	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Retain a reading specialist and reading interventionist at the elementary and junior high school to provide early, targeted reading intervention and support for struggling readers.	T1, AR	At-Risk	Principal, Reading Specialist, Counselor	Title 1, SCE, State & Local Funds	July, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Refugio ISD will ensure that all campuses have all the resources, human and material, to assist all student groups in meeting state performance standards in reading/ELA.	T1	All	DCSI, Principal, Superintendent(s)	Title I, Title II, Grant, Local Funds, SCE	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Teachers will continue to participate in staff development opportunities to support student improvement in Reading/ELA, including Teach Rhymes with Beach with Melanie Meyer and K-3 Reading Academy.	T1, SD	All	Teachers, Administrators	Title I, Title II, Grant, Local Funds, SCE, TCLAS, ESSER	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Teachers will utilize DMAC, On Data Suite and the TEKS resource system to align instruction with TEKS. Implement Data Driven Instruction techniques to instruction.	T1	ALL	Teachers, Principals, Administrators, Department Heads	Local Funds, Grant, Title II	Aug, Oct, Dec, Mar, Ap
<ul style="list-style-type: none"> ○ Strategy #9 9. Elementary and secondary staff will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and interventions	AR, CE, T1, SD	All elem and secondary staff	principals	SCE, Title I	Feb, Mar
<ul style="list-style-type: none"> ○ Strategy #10 10. ELA/R teachers will be provided with training and support to prepare them to challenge the ESL exam for ESL certification.	ELL, T1, AR	All, ELL, At-risk	Administrators, ESL Coordinator, ELA/R Teachers	Local Funds, Title III	Aug, Dec
<ul style="list-style-type: none"> ○ Strategy #11 11. RISD will offer Accelerated Instruction ELA classes, provide tutorial time during the school day, and Vetted Texas Tutor Corp (ALP)	T1	All, At-risk, H, ECD, SPED	Teachers, Counselor, Principal	Title I, SCE Tutorials & AI, SCE Supplies ; Local Funds, TCLAS	Aug, Dec, May

7C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will provide opportunities for students to read nightly and will encourage student use of Accelerated Reader	PI, T1	All	Parents	Local Funds, RHS Allotment	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in reading/ELA.	PI, T1	All	Teachers, Parents	Local Funds, Grant, Title I	Sept, Jan, May

7C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will participate in family literacy nights (as health conditions allow)	PI, T1	All	Teachers, Administrators	Local Funds, Title I	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds, REAP, Title I, Activity	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Parents will be encouraged to shop the school sponsored Book Fair (virtual or on-campus) to build home libraries and promote reading.	PI, T1	All	Parents, Librarian	Local funds, Activity	Aug, Jan
<ul style="list-style-type: none"> ○ Strategy #6 6. Parents of RES students that receive Literacy Backpacks are encouraged to actively encourage their students to read at home.	AR, TI	All	Parents, teachers, administrators, counselors	Local funds, Title 1	Sept - May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 8. Writing

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	60	3472	33	55	27	45	13	22	1	2
	7	50	3668	20	40	30	60	12	24	5	10
Hispanic/ Latino	4	37	3423	22	59	15	41	6	16	1	3
	7	38	3681	15	39	23	61	11	29	4	11
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	7	3546	4	57	3	43	2	29	0	0
	7	2									
White	4	16	3555	7	44	9	56	5	31	0	0
	7	9	3634	4	44	5	56	1	11	1	11
Two or More Races	4	0									
	7	1									
Economically Disadvantaged	4	45	3405	28	62	17	38	7	16	0	0
	7	30	3562	15	50	15	50	6	20	2	7
Limited English Proficient	4	6	3229	6	100	0	0	0	0	0	0
	7	2									
Special Education	4	3									
	7	7	3048	6	86	1	14	0	0	0	0

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	4	39	3669	17	44	22	56	10	26	3	8
	7	43	3559	21	49	22	51	9	21	2	5
Hispanic/ Latino	4	27	3732	10	37	17	63	8	30	2	7
	7	30	3551	15	50	15	50	6	20	1	3
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	3									
	7	6	3546	3	50	3	50	1	17	1	17
White	4	9	3490	6	67	3	33	1	11	1	11
	7	7	3601	3	43	4	57	2	29	0	0
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	32	3628	15	47	17	53	9	28	2	6
	7	29	3544	14	48	15	52	5	17	1	3
Limited English Proficient	4	3									
	7	1									
Special Education	4	1									
	7	4									

2020-21 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	41	3498	18	44	23	56	5	12	0	0
	7	63	3601	27	43	36	57	14	22	1	2
Hispanic/ Latino	4	28	3467	13	46	15	54	3	11	0	0
	7	37	3521	18	49	19	51	7	19	0	0
American Indian or Alaska Native	4	1									
	7	0									
Black or African	4	1									

American	7	6	3854	2	33	4	67	2	33	1	17
White	4	10	3638	3	30	7	70	2	20	0	0
	7	20	3673	7	35	13	65	5	25	0	0
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	27	3438	15	56	12	44	3	11	0	0
	7	44	3528	22	50	22	50	6	14	1	2
Limited English Proficient	4	3									
	7	5	3521	3	60	2	40	1	20	0	0
Special Education	4	1									
	7	5	2971	5	100	0	0	0	0	0	0

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

All student groups will reach high standards, at a minimum attaining proficiency or better in writing for the 2021-2022 school year.

Formative Evaluation:

District developed assessments, Benchmarks, STAAR, lesson plans, progress reports

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will utilize writing technology programs and applications such as Animoto, Odysseyware/Edgenuity, Odell Literacy, and social networks.	T1	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will attend individualized tutoring sessions focusing on areas of need in writing tutorials	T1, AR	At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will take benchmark tests in Writing so that teachers may gauge students' needs.	T1, AR	All At-risk, H, ECD, SPED, ELL	Students, Teachers, Administrator	Title I, Local Funds	Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Students have the opportunity to participate in writing contests such as poetry writing and essay competitions.	T1	All	Administrators	Local Funds, Title I, community partners	Fall/Spring As available

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Provide additional academic support to enhance the improvement of STAAR writing scores in all student groups (tutorials, computer programs, summer school and remedial time within the school day).	T1, AR	All, At-Risk	Administrators	Title I, Local Funds, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Disaggregate STAAR performance data to plan instruction and to identify student needs and strengths (in the writing program) and increase the number of 3- and 4 ratings.	T1, AR	All, At-Risk	Administrators, Teachers	Title I, Title II Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. All content areas in Grades 2-12 should include writing assignments in their content areas and ELA classes will include at least one research type writing project.	AR	At-Risk	Administrators	Local Funds	December, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Analyze and use the released STAAR Writing guides (expository & personal narrative) and Revision and Editing items to align TEKS-based instruction with the STAAR writing expectations.	T1	All, At-Risk	Teachers, Administrators	Title I, Local Funds, Grant	Fall
<ul style="list-style-type: none"> ○ Strategy #5 5. Teachers will continue to participate in staff development opportunities to support student improvement in writing, including ELA/R Essentials with Region III and Teach Rhymes with Beach with Melanie Meyer.	T1, SD	All	Teachers, Administrators, ESC Consultants	Title I, Title II, Local Funds, Grant	Aug, Jan, June

8B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #6 6. Teachers will utilize DMAC, On Data Suite, and the TEKS resource system to align instruction with TEKS	T1	All	Teachers, Principals, Administrators	Local, Title II, grant	Aug, Oct, Dec, Mar, Ap
<ul style="list-style-type: none"> ○ Strategy #7 7. All staff will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and intervention. Implement Data Driven Instruction techniques to improve instruction.	AR, CE, TI, SD	All staff	principal, admin	SCE, TI	Nov, Mar

8C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in writing.	PI, T1	All	Parents, Teachers	Local Funds, Title I, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will monitor and access student academic performance via ASCENDER ParentPortal, SchoolStatus, and parent-teacher communication.	PI, T1	All	Parents, Teachers		Aug-May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 9. Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	61	3534	36	59	25	41	12	20	4	7
Hispanic/Latino	8	40	3479	29	73	11	28	8	20	4	10
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	18	3699	4	22	14	78	4	22	0	0
Two or More Races	8	0									
Economically Disadvantaged	8	37	3444	26	70	11	30	6	16	1	3
Limited English Proficient	8	0									
Special Education	8	4									

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	47	3474	29	62	18	38	9	19	3	6
Hispanic/Latino	8	34	3448	20	59	14	41	7	21	2	6
American Indian or	8	0									

Alaska Native											
Black or African American	8	3									
White	8	9	3686	5	56	4	44	2	22	1	11
Two or More Races	8	1									
Economically Disadvantaged	8	33	3342	25	76	8	24	5	15	2	6
Limited English Proficient	8	0									
Special Education	8	6	3068	6	100	0	0	0	0	0	0

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	65	3511	34	52	31	48	9	14	3	5
Hispanic/Latino	8	41	3397	25	61	16	39	1	2	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	9	3595	5	56	4	44	2	22	0	0
White	8	15	3773	4	27	11	73	6	40	3	20
Two or More Races	8	0									
Economically Disadvantaged	8	41	3401	26	63	15	37	2	5	0	0
Limited English Proficient	8	2									
Special Education	8	8	3114	8	100	0	0	0	0	0	0

***2019-20 STAAR Data N/A Due to COVID-19**

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	93	4045	11	12	82	88	52	56	21	23
Hispanic/Latino	60	4097	6	10	54	90	37	62	14	23
Black or African American	14	3922	2	14	12	86	6	43	3	21
White	16	3971	3	19	13	81	8	50	4	25
Economically Disadvantaged	72	4037	8	11	64	89	42	58	13	18
Special Education	10	3617	5	50	5	50	2	20	0	0

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	54	4307	4	7	50	93	36	67	22	41
Hispanic/Latino	32	4198	2	6	30	94	20	63	9	28
Black or African American	10	4286	1	10	9	90	6	60	5	50
White	10	4736	1	10	9	90	9	90	8	80
Economically Disadvantaged	36	4290	2	6	34	94	23	64	13	36
Special Education	5	4184	0	0	5	100	3	60	1	20

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

			#	%	#	%	#	%	#	%
All Students	60	4250	7	12	53	88	44	73	24	40
Hispanic/ Latino	39	4230	5	13	34	87	28	72	15	38
Black or African American	5	4014	1	20	4	80	2	40	2	40
White	16	4375	1	6	15	94	14	88	7	44
Economically Disadvantaged	32	4093	4	13	28	88	19	59	9	28
Special Education	6	3773	3	50	3	50	2	33	1	17

District Priority:

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

All student groups will reach high standards , at a minimum attaining proficiency or better in Social Studies for the 2021-2022 school year.

Formative Evaluation:

District developed assessments, Benchmarks, STAAR, Progress reports, lesson plans

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Attend individualized tutoring sessions focusing on areas of need in social studies.	T1, AR	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will utilize social studies technology programs such as data bases, Odysseyware/Edgenuity, Study Island, as well as a variety of educational applications.	T1, AR,	All, At-Risk	Teachers	Local Funds, Title I, Grant, Education Foundation Grant, SCE	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will take benchmark tests in SS so teachers may gauge student needs.	T1, AR,	All, At-risk, H, ECD, SPED	Teachers	local funds, SCE, Grants, Title I, ESSER	Sept, Jan, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Disaggregate STAAR test data in social studies, for grades tested , to plan instruction and to address identified areas of need. (DMAC, On Data Suite)	T1, At-Risk, H, W, AA, ECD, SpEd	All, At-Risk	Administrators, Teachers	Title I, Title II, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Incorporate essay portions into social studies tests in grades 3-12.	T1	All	Administrators, Teachers	Title I, Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Encourage social studies enrichment through the use of advanced technology and innovative programs: Dual Credit, OdysseyWare/Edgenuity , Discovery learning/laptops, Field Trips, Study Island, and Journal writing.	T1, AR	All	Administrators, Teachers	Title I, Local Funds, Grant, Education Foundation Grant	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Provide additional academic support to enhance the improvement of STAAR social studies scores in all student groups (tutorials, computer programs, CML, SpEd, STAAR Intervention period). Lowman Consulting curriculum to support SS curriculum.	T1, AR	All, AR	Teachers	Title I, Local Funds, SCE, Grant	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Teachers will utilize DMAC, On Data Suite, and the TEKS resource system to align instruction to TEKS. Implement Data Driven Instruction techniques to improve instruction.	T1	All	Principals, Teachers, Department Heads, Administrators	Local Funds, Title II, grant	Aug, Oct, Dec, Mar, Ap
<ul style="list-style-type: none"> ○ Strategy #6 6. All content area staff will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and intervention	AR, CE, TI, SD	All elem staff	principal	SCE, Title I, Local Funds	Feb, Mar

9B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 7. Teachers will continue to participate in staff development opportunities to support student improvement in Social Studies.	T1, PD	All	Administrators, Teachers	Local Funds, Title I, Title II, grant	Aug, Jan, May

9C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success.	T1,PI	All	Teachers, Parents	Title I, Grant, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will monitor student study habits and academic performance via ASCENDER ParentPortal, SchoolStatus and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, Dec, May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 10. Targeted Improvement Plan--ELA/R, Writing

District Priority: All student groups will meet or exceed performance targets in Reading & Writing for Performance Indices, PBMAS and System Safeguards

Campus Performance Objective: Each campus will meet reading & writing performance targets in each student subpopulation

Formative Evaluation: Accountability summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students who do not meet promotion or SSI requirements in reading will attend summer school and/or be enrolled in a Reading elective class for remediation/intervention.	T1, AR	All, At-risk, H, ECD, SpEd	Students, Teachers, Administrators	Title 1, Region 3, Grant, REAP(Chromebooks), Title II	November, April, May, June
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will attend individualized intervention/tutorials focusing on areas of need in ELA/R.	T1, AR	All, At-risk, H, ECD, SPED	Students, Teachers	Local Funds, SCE	Sept, Dec, Feb, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will participate in the AR program to meet set reading goals.	T1, AR	All, At-Risk	Teachers, Students	Local funds, community partners	Each six weeks
<ul style="list-style-type: none"> ○ Strategy #4 4. Students will participate in literacy celebrations.	T1, AR	All students	Teachers, Librarian, Administrators	Local Funds, community partners	Dec, May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Teachers will receive Data Driven Instruction training through Region III	T1	All	Administrator	Local Funds, DMAC, Title I, Grant	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #2 2. Teachers will utilize assessment and benchmark data to progress monitor and identify specific weak areas to create a targeted plan to address those weaknesses.	AR, T1	AR, SpED, H, ECD	Teachers, Principal	Title I, Title II, SCE, Local Funds	Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Grades Pre-K-2 will incorporate a Writer's Workshop period into the daily schedule to increase student opportunities for writing and teacher opportunities for modeling writing and providing feedback.	T1, AR	All, At-risk, H, ECD, SpEd, ELL	Campus Principal, Teachers	Local Funds, Title I, SCE	Oct, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Teachers at all campuses will continue to utilize the Fundamental 5 Framework, which includes a critical writing component designed to increase student opportunities to write for the purpose of expanding on ideas or concepts.	T1, AR, CE	All, At-risk, H, ECD, SpEd, ELL	Campus principals, Teachers	Local Funds, Title I, Title II	August, Dec, May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #5 5. Teachers will receive training on implementing and analyzing data from DMAC to schedule and target STAAR tutorials and intervention	AR, CE, T1, SD	All staff	principal	SCE, Title I, Local Funds	Feb, Mar
<ul style="list-style-type: none"> ○ Strategy #6 6. Utilize reading interventionists and lead/mentor teachers to work with struggling students and provide support to classroom teachers.	T1, AR, CE, SD	All, At-risk, H, ECD, SpEd, ELL	Principals	Local Funds, Title I, Title II, SCE	Aug, June
<ul style="list-style-type: none"> ○ Strategy #7 7. Reading Curriculum, instruction, and assessment will be vertically aligned in grades K-5th. (TEKS Resource System)	AR, T1	All	Administrators, Teachers	Title I, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Encourage reading gains through the use of technology and innovative programs such as STAR Early Literacy, Star Reading and Accelerated Reader, Education Galaxy, Edgenuity and Moby Max.	AR, T1, T	All, At-risk	Teachers, Interventionists, IT specialist	Grant, Title I, Local Funds, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #9 9. The district will employ a JH reading interventionist teacher.	AR, T1	At-risk	Administrator	Title I	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #10 10. Teachers will use Edgenuity, Reading Plus and Odell Literacy to provide reading intervention that targets learning gaps.	AR, T1	At-Risk, All	Adminstrators, Teachers	Title I, II, TCLAS, Local Funds, SCE, ESSER	Aug, Dec, May

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will encourage completion of writing assignments and attendance in writing tutorials and extended learning opportunities.	PI, T1	All	Parents, students	Local Funds, Title 1, REAP (Chromebooks), SCE	Aug, Dec, April
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will encourage and monitor reading at home	PI, T1	All	Parents, students	Local Funds, Title 1	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will sign their child's planner/folder weekly and keep in contact with teachers.	PI, T1	All	Parents, students	Local Funds, Title I	Weekly
<ul style="list-style-type: none"> ○ Strategy #4 4. Parents will encourage and monitor student work at home.	PI, T1	All	Parents, students	Local Funds, Title 1	Aug-May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 11. Targeted Improvement Plan--Math

District Priority: All student groups will meet or exceed performance targets in Mathematics for Performance Indices, PBMAS, and System Safeguards

Campus Performance Objective: Each campus will meet Math performance targets in each student subpopulation

Formative Evaluation: Accountability summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will participate in a variety of math opportunities, including targeted tutorials and programs.	AR, T1	AA, SpEd, All	At-risk coordinator, Teachers, Campus Principals	Title 1, Local Funds, SCE	Aug, Jan, May

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #2 1. Teachers will utilize Fundamental 5 , Think Through Math (JH), and Carnegie Math to to reduce learning gaps.	T1, AR	At-risk, All	Teachers, Administrators	Local Funds, Title I, Grants, TCLAS	August, May
<ul style="list-style-type: none"> ○ Strategy #3 2. Teachers will utilize assessment data to identify specific weak areas and create a targeted plan to address those weaknesses. (STAAR results, DMAC assessments, and benchmark results)	AR, T1	SpEd, AR, AA	Teachers, Principal	Title I, Title II, Local Funds, SCE, TCLAS, Grant	September, May
<ul style="list-style-type: none"> ○ Strategy #4 3. Specialist will train all staff on implementing and analyzing data from DMAC benchmarks to schedule and target STAAR tutorials and interventions. Implement Data Driven Instruction techniques to improve instruction.	AR, CE, SD, T1	All elem. and secondary staff	principal	SCE, Title I, Local Funds, Grant, TCLAS	Feb, Mar

11C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will encourage completion of mathematics assignments and attendance in math tutorials and extended learning opportunities.	PI, T1	All	Parents, Students	Local Funds, Title 1, TCLAS, Grant, local funds, SCE	Aug, Dec, April

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 12. RDA-Special Education passing Rate for SpED Students

District Priority: All student groups will meet or exceed performance targets in Career and Technical Education in the Performance -Based Monitoring Analysis System

Campus Performance Objective: The district will meet CTE performance indicators in each student subpopulation, particularly non-traditional females

Formative Evaluation: Accountability summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports

12A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students in JH and HS will use XELLO to explore career and college options and develop a career plan.	T1, CTE	All	Counselor	Title 1, CTE, Local Funds, SSA	October, Dec

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Refugio Junior High will add Principles of Information Technology to the course catalog.	T1, CTE	All, AR	Principal, Counselor	Title 1, CTE, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Refugio High School will retain 4 Career and Technical Education teachers in an effort to increase CTE courses and participation.	T1, CTE	All, AR	Campus principal, Counselor	Title 1, CTE, Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Refugio ISD will expand course offerings and career clusters available through the use of Odysseyware/Edgenuity CTE online curriculum.	T1, CTE	All, AR	Campus principal, Counselor, Director of Education	Title 1, CTE, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Teachers and counselors will assist and encourage students to participate in XELLO provided through Region 3 SSA to help students explore and plan for future careers.	T1, CTE	All, AR	Campus principal, counselor	Title 1, CTE, Local Funds, SSA	Sept, Dec, Feb, May

12C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 13. DROP OUT RECOVERY PLAN

District Priority: All student groups will graduate and have opportunities to participate in CTE courses that lead to industry or career certification

Campus Performance Objective: The district will increase high school completion rates and post-secondary education opportunities through college readiness instruction with strong academic and social support

Formative Evaluation: Accountability summaries, PBMAS, Report Cards, Progress Reports, Post-secondary enrollment analysis, industry certifications

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students have the opportunity to use XELLO software program to take aptitude tests and explore career and college options, develop a personalized career plan, and develop skills and knowledge to persist with their career plan.	T1,CTE	ALL, AR, ELL, CTE	Counselor, Principal, Curriculum Director	Local Funds, Title I, CTE, ESL, Perkins	Sept, Nov, Feb, Mar, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will be able to engage in activities to promote college and career readiness including but not limited to viewing videos about careers, researching colleges/careers, College Day, and college campus visits. TRIO (Coastal Bend) will provide services on college/career planning (as health conditions allow)	T1, CTE	ALL, AR, ELL, CTE	Counselor, Trio Counselor, CCR Consultant.	Local Funds, Title 1,CTE, community partners, grant	Aug, Sep, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Refugio Junior High students will have the opportunity to take CTE classes for high school credit.	T1, CTE	ALL, AR, ELL, CTE	Counselor, Principal	Local Funds, Title 1,CTE	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Junior High and High School students will have the opportunity to take the PSAT/PLAN.	T1, CTE	ALL, AR, ELL, CTE	Counselor, Principal	Local Funds, Title 1	Oct, Dec, Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #5 5. High school students will have the opportunity to participate in AP, Honors and Dual Credit classes offered online or face-to-face through Coastal Bend or Victoria College.	T1, CTE	ALL, AR, ELL, CTE	Counselor, Principal	Local Funds, Title 1, community partner	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Students will have the opportunity to meet with the TRIO counselor and the HS counselor to evaluate TSI, ACT/SAT, ASVAB scores to remediate and improve any areas of weakness.	T1, CTE	ALL, AR, ELL. CTE	Counselor, CCR Consultant, TRIO Advisor	Local Funds, Title 1, community partners	Oct, Dec, Feb, Ap, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Students interested in serving in any branch of the military may meet with military recruiters on campus to discuss the opportunities provided by serving, such as hands-on training opportunities and college reimbursement upon completion of service.	T1, CTE	ALL, AR, ELL, CTE	Counselor	Local Funds, community partners	Oct, Dec, Feb, Ap, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Students will have the opportunity to earn a Level 1 certification in Welding (AWS).	T1, CTE	ALL, AR, ELL, CTE	welding instructor, counselor, principal, admin	Local Funds, Title 1, CTE,	Nov, Mar, Ap, May

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #9 9. Students have the opportunity to take Dual Credit courses online or face-to-face beginning their freshman year.	T1, CTE	ALL, AR, ELL, CTE	counselor, CCR consultant, TRIO, principal, admin	Local Funds, Title 1, community partners	Aug, Dec, Jan, May

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Counselor will meet with students to assist with academic and college/career planning.	T1, CTE	All, AR	Counselor, CCR consultant, principal	Local Funds	Sept, Dec, Jan, Ap
<ul style="list-style-type: none"> ○ Strategy #2 2. Trio Counselor from Coastal Bend will offer students opportunities to meet and plan for college admission requirements, college readiness support, and financial planning.	T1, CTE	All, AR	Counselor, TRIO advisor	Local Funds, community partners	Sept, Nov, Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Refugio ISD will offer career planning and support assist students in developing knowledge, skills, and competencies for a broad range of careers.	T1, CTE	All, AR	Counselor, teachers	Local Funds, community partners	Aug, Dec, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Refugio ISD will expand course offerings and CTE career cluster choices to HS students described in course catalog	T1, CTE	All, AR	Counselor, principal, teachers	Local Funds, SCE	Aug, Dec, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Refugio ISD will Offer College Night, Career day, and college visits, and college recruiters will be invited to visit campus to encourage success for a post-secondary education (as health conditions allow).	T1	All, AR	counselor, principal	Local Funds, community partners, grant	Sept, Nov, Feb, Mar, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Refugio HS will be a testing site for TSI/ASVAB/ACT/SAT Testing. Students will have the opportunity to test on campus.	T1, CTE	All, AR	counselor, principal, teachers	Local Funds, community partners	Oct, Dec, Feb, Ap, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Welding instructor will be qualified to Industry Based Certification in Welding.	T1, CTE	All, AR, ELL	counselor, principal, teachers	Local Funds, community partners, CTE	Oct, Dec, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Refugio ISD will have college representatives visit campus to counsel students on career opportunities, available campus resources, and financial aid opportunities. The representatives, along with counselor, and TRIO advisor will assist students with FAFSA. (as health conditions allow).	T1, CTE,	All, AR	counselor, principal, teachers, CCR consultant, TRIO counselor (CBC)	Local Funds, community partners	Dec-May
<ul style="list-style-type: none"> ○ Strategy #9 9. Refugio ISD will maintain a database of post-secondary goals and interests for all RISD graduates. *Pre-graduation survey *summer & mid-term check points to identify students needing additional support or resources.	T1, CTE	All, AR, ECD, T1	counselor, TRIO counselor (CBC), CCR consultant	Local Funds, community partners, SCE	May, July, Dec

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #10 10. Refugio ISD will partner with Workforce Solutions to explore career opportunities and industry needs in our region, including non-traditional gender and industry careers.	T1, CTE	All, T1, ECD, AR	counselor, TRIO counselor (CBC), CCR consultant	Local Funds, community partners	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #11 11. Enroll in StudentTracker for High Schools (National Student Clearinghouse) to help Refugio HS more accurately follow-up on the college success of their graduates. Student Tracker tracks RISD graduates college attendance and measures their persistence in college. The program will assist RISD educators, counselors, and administrators, evaluate RISD's college preparation and readiness programs.	T1	All, ECD, AR, T1	counselor, CCR consultant	Local Funds, community partners, Grant	Sept, Dec, May, June

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Attend parent meetings for TRIO placement and Dual Credit courses (as health conditions allow).	T1, CTE	All, AR, ELL	counselor, principal, teachers	Local Funds, community partners	Sept, Ap, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Attend parent meetings that will support their child in completing Apply Texas and FAFSA (as health conditions allow).	T1, CTE	All, AR, ELL	counselor, principal	Local Funds	Sept, Oct, Ap, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Support students by monitoring online course timelines and completion deadlines. Purchase books and materials as needed for successful completion of dual credit courses.	T1, CTE	ALL, AR, ELL	counselor, principal	Local Funds	Aug, Sept, Oct, Dec, Jan, Mar, May

2021-22 Campus Improvement Plan for Refugio Independent School District

Area of Focus: 14. RDA: Disciplinary Removal of Special Education Students

District Priority:

Refugio JH & HS will reduce the number of disciplinary removals for students in special education

Campus Performance Objective:

By May 2021, Refugio JH & HS will reduce the number of disciplinary removals of special education students by 50% from the previous year

Formative Evaluation:

PEIMS Data, RDS reports, discipline referral records

14A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will follow the guidelines and expectations outlined in the campus handbook and student code of conduct.	T1	All students	Principal, Campus Behavior Coordinator	Local Funds	Aug, May

14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Staff will develop and implement a school wide behavior plan that integrates all components of positive behavior interventions and supports.	T1	All	Principal	Local Funds, Grant	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Administrator/Campus Behavior Coordinator will attend targeted professional development related to discipline (i.e. Discipline for Students with disabilities and the ARD process for Administrators, Ch. 37 Discipline Updates, Positive Behavior Interventions and Supports) to reduce the number of special education disciplinary removals.	T1, BP, VP	All, At-risk, SpED	Principal, Campus Behavior Coordinator	Local Funds, Grant	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. RJHS & RHS will provide training in pre-referral intervention and coordination with MTSS team.	T1	All, At-risk, SpED	Principal	Local Funds, Grant, SCE	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Staff will utilize restorative discipline.	AR	All, At-risk	Administrators, teachers	Local Funds, Grant	Aug, Dec, May

14C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will sign and return school compacts and acknowledgements of receiving the campus handbook and code of conduct.	T1	All parents, students	Principal, Office Staff	Local Funds	August, Sept

*** Legend for Codes**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.
BP	Bullying Prevention	prevention of bullying behavior on the campus.

CIP PART II: ASSURANCE ADDENDUM

Refugio Independent School District 2020-21 District Improvement Plan

Section A

Please indicate whether your district has met each of the below legal requirements for your district improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Refugio Independent School District has met the legal requirements for district improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable district performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal- setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
X	Included strategies for improving the district’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the district.
X	Included goals and methods for violence prevention and intervention.
X	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the i-Station reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.
X	IDEA Part B Stimulus – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the District Performance Objectives Council	
Name of CPOC Member	Position
Vicki Hanson	RES Teacher
Malaise Williams	RES Teacher
Melissa Linney	RES Parent
Angelica Galvan	RES Non-Teaching Position
Kelley Solomon	RHS Parent
Judy Klare	District wide Non-Teaching Position
Hannah LaFond	RJHS Teacher
Julianne Wood	RHS Teacher
Samantha Meza	RHS Non-Teaching Position
Alicia Pursch	RHS Teacher
Meaghan Hunt	RHS Teacher
Justin Southern	RHS CATE Teacher
Gerald Morgan	Business
Debra Moore	Business
Celeste Walker	Community Member
Cody Walker	Community Member
Lisa Herring	Director of Finance and Accountability, Ex-Officio
Brandon Duncan	RHS Principal, Ex-Officio
Twyla Thomas	RES Principal, Ex-Officio
Chris Hawthorne	RJHS Principal, Ex-Officio
Olivia DeLeon	Pk-6 Assistant Principal, Ex-Officio
Melissa Gonzales	Superintendent

CPOC Meetings* for 2020-21			
#	Date	Time	Location
1	October 12, 2020	4:00 PM	Distance Learning Center
2	October 18, 2021	4:00 PM	Distance Learning Center
3	December 10, 2021	4:00 PM	Distance Learning Center
4	February 14, 2022	4:00 PM	Distance Learning Center
5	April 1, 2022	4:00 PM	Distance Learning Center

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

CIP PART II: ASSURANCE ADDENDUM

Section C

Please indicate whether your district has met each of the below legal requirements for your district improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) STAAR Level II Satisfactory	For 2020-21, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) STAAR Level III Advanced	For 2020-21, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2020-21, the percent of parents and community members attending VIPS meetings will increase by 25%.	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2020-21, discipline referrals for drugs, alcohol, and tobacco will be maintained at 1%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2020-21, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for offenses.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2020-21, the percent of students meeting ARD expectations will be at or above 75%.	Each grading period, students’ progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, and/or STAAR Alternative 2 tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	Goal	Description	Formative	Summative	Strategy
X	7) Highly Qualified Paraprofessionals	For 2020-21, the percent of highly qualified paraprofessionals in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2020-21, the dropout rate will be 2% or less with no student group exceeding 2%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2015-16 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the OdysseyWare.
X	9) High School AEIS – Ninth Graders	The percent of 2020-21 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10) Recommended High School Program	For 2020-21, the percent of students who graduate with RHSP will be at or above 90%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2020-21, the percent of students who have completed at least one advanced course will be at or above 25%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2020-21, the percent of students who take an AP exam will be at or above 10%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2020-21, the percent of graduates who take SAT/ACT exams will be at or above 50%.	After the first semester, the number of students taking the SAT/ACT at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT/ACT at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	Goal	Description	Formative	Summative	Strategy
X	14) High School CTE	For 2020-21, the percent of LEP/CTE students passing STAAR will be at or above (percent of LEP passing STAAR) 75%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

X	1. Comprehensive needs assessment – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
X	2. School-wide reform strategies – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
X	3. Instruction by highly qualified teachers – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
X	4. High-quality and ongoing professional development – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
X	5. Strategies to attract high-quality, highly-qualified teachers – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
X	6. Strategies to increase parental involvement – Schools engage in numerous activities to increase parent involvement in the district’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or STAAR information programs.
X	7. Transition from early childhood programs – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
X	8. Measures to include teachers in the decisions regarding the uses of academic assessments – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
X	9. Effective, timely additional assistance – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
X	10. Coordination and integration of federal, state, and local services and programs – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the district goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

**Refugio Independent School District
Staff Development Plans
2020-21**

Date	Audience	Responsible for Planning	Purpose/Content
August 2021	All staff	Project Aware Tammy Gendke	Trauma Informed Care, Ask About Suicide Prevention
August 5, 2021	New Teachers, teachers new to the district	Chris Hawthorne, Cliff Smith, Brandon Duncan, Twyla Thomas	New Teacher Academy: AESOP, T-TESS Technology, TEKS Resource, DMAC, Child Abuse training, Special populations
August 9,2021	All instructional staff	Campus principals	How to Win or Lose a Class in 10 Days, instructional practices
August 2021	All district staff	Carla Boxell	Time and Attendance Reporting
August 2021	All teachers and paraprofessionals, administrators	Emilee Cox	CPR/First Aid Training
August 2021	All teachers, counselors, administrators	Region III Consultant, Brandon Duncan	TEKS Resource Training
August 2021	Special Education Teachers	MSB, Administrators	XLOG Training
August 2021, January 2022	All core Teachers	Administrators, Region III	Targeted Rigorous Assessment, Sheltered Instruction
August 2021	All staff (except maintenance & central office)	Project AWARE	Kognito
	All staff (except maintenance & central office)	Administrators	Civil Rights Training
	Diabetic Care Team	Nurse	Diabetes Training
	All staff	Nurse	Food Allergy/Epipen Training/AED Training
	All staff	Administrators	Sanitizing Schools During A Pandemic-
	All staff	Nurse	Seizure Training, Sam's Law
	All Staff	Administrators	Darkness to Light Training, Cybersecurity
Various Dates	New teachers	Principals, Region III Specialist	New Teacher Academy ongoing targeted training and support
Trainings Related to TCLAS	All staff	Administrators, Vendors	Program specific trainings related to TCLAS Grant

SCE 2021-2022

Refugio Junior High Services

Based upon students' qualifying criteria, the following table outlines each campus' 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 High School, Refugio Junior High School and Refugio Elementary School, each a 40% School wide Campus, have prioritized their needs and based upon these needs, utilize SCE funds to support one or more of the school wide components.

Refugio Junior High Services:

Service/Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
RJHS will continue to offer STAAR tutorials and Accelerated Instruction in ELAR, Math, Science, and Social Studies for at-risk students	#9--Effective & Timely assistance to students; #8--Teacher decision making regarding assessments	\$138,160; \$500 subscription, \$500 supplies	All At-Risk students will master the TEKS; STAAR tested in all tested subjects	Improved grades each six weeks; Progress reports/report cards, Benchmark data	Increase in STAAR scores for At-Risk students
				Total	\$139,160

SCE 2021-22

Refugio Elementary Services

Based upon students' qualifying criteria, the following table outlines each campus' 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 High School, Refugio Junior High School and Refugio Elementary School, each a 40% School wide Campus, have prioritized their needs and based upon these needs, utilize SCE funds to support one or more of the school wide components.

Refugio Elementary School Services:

Service/Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
Interventionist will ensure at-risk students are closely monitored and receive needed assistance	#2--Schoolwide Reform #9 effective and timely assistance for students	\$31,242	All At-Risk students will master STAAR Reading and Math	Improved grades each six weeks	Increase STAAR scores
Assessment data will be used to determine students in need of tutorials and tutorials will be assigned	#8--Teacher decision-making regarding assessments	\$167,431; \$10,550 supplies; \$500 subscription	All At-Risk students will master STAAR Reading and math	Progress reports, report cards, Benchmark data	Increase in STAAR Reading and math scores
				Total	\$209,723

SCE 2021-22

Refugio High School Services

Based upon students' qualifying criteria, the following table outlines each campus' 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 High School, Refugio Junior High School and Refugio Elementary School, each a 40% School wide Campus, have prioritized their needs and based upon these needs, utilize SCE funds to support one or more of the school wide components.

Refugio High School Services:

Service/Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
Students will be identified as At-Risk and be provided accelerated instruction on an individual basis	#9--Effective & Timely assistance to students; #8--Teacher decision making regarding assessments	\$85,975; Supplies, \$4500, CML \$250	All At-Risk students will master the TEKS; STAAR tested in all tested subjects	Improved grades each six weeks; Progress reports/report cards, Benchmark data	Increase in STAAR scores for At-Risk students
High School At-Risk liaison and interventionist will ensure that at-risk students are closely monitored and receive needed assistance.	#9--Effective & Timely assistance to students	\$4500 At-Risk coordinator. Interventionist, \$41,280	All at-risk students will master STAAR in all tested subjects	Progress reports/report cards & Benchmark data	Increase STAAR EOC scores
				Total	\$136,505

REFUGIO ISD FUNDING SOURCES 2021-2022

	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.	\$366,083
ESL	Address the needs of students whose home language survey is one other than English.	\$11,134
Special Education	Address the needs of students identified with disabling conditions.	\$491,032
Gifted & Talented	To identify and provide services for students identified as gifted/talented.	\$5,965
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.	\$123,955
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.	\$166,309
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.	\$26,830
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
Early Education Allotment	To provide additional funding over the allotment for economically disadvantaged students or English Language Learners in K-3rd	\$79,741
Title IV	To implement school safety improvements on campuses	\$12,450
Instructional Materials Allotment	For the purchase of instructional materials, technological equipment, and technology-related services	\$43,720
REAP	Small, Rural School Achievement Program (REAP) funding is used to enhance and improve education programs to increase student achievement	\$24,716
ESSER III	Elementary and Secondary Schools Emergency Relief funds from the American Recovery Plan (ARP) to address learning loss due to the COVID-19 pandemic.	\$1,273,896
ESSER II	Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.	\$567,220
TCLAS	Funds are provided for COVID learning acceleration supports	\$449,659

Summary of FTEs 2021-2022

Campus	Position	FTE	SCE Funds
RES	Interventionist	.6	\$ 31,242
RES	Tutorials/Int. (18 teachers)	3.09	\$167,431
RES Total			\$198,673
RJHS	AI Classes/Tut (12 Teachers)	2.96	<u>\$138,160</u>
RJHS Total			\$138,160
RHS	AI Classes/tut (17 Teachers)	1.67	\$85,975
RHS	At-Risk Coordinator	0.066	\$4,500
RHS	Interventionist	.75	<u>\$41,280</u>
RHS Total			\$131,755
Total for FTEs			\$468,588

SCE Summary

Campus	6100	6200	6300	6400	Total
RES	\$198,673	\$500	\$10,550	\$0	\$209,723
RJHS	\$138,160	\$500	\$500	\$0	\$139,160
RHS	\$131,755	\$250	\$4500	\$0	\$136,505

TOTAL: \$485,388

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables, 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, especially those identified as at-risk.