

Campus Improvement Plan



Refugio High School

2021-22

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Campus Mission and Vision Statements

Mission Statement:

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

Vision Statement:

We believe that our campus and community, as a unified group, is the catalyst that enables our students' success and is the avenue at which to continue to encourage, nurture, and inspire our children.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Comprehensive Needs Assessment Summary

SCHOOL YEAR: 2019-20

Data Sources Reviewed:
 State Assessment Data, PEIMS report, At-Risk rosters, ESL/GT rosters, mobility rates, NCLB report card, SAT/ACT, Benchmark results, TSI data, Report Cards, DMAC, Dual Credit enrollment, Surveys, interviews, Staff input

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diverse population Low student to teacher ratio	Improve Attendance Rate High At-Risk and Economically Disadvantaged population Extended School Day/Night School	Improve attendance rate Provide Intervention to At-Risk students
Student Achievement	STAAR Growth in English I, Biology, and Algebra On-site TSI, PSAT, and SAT testing Increase Dual Credit enrollment Career and Military Improvement	Improved Interventions - STAAR Retesters continue to show little to no improvement More cross-curricular writing opportunities Better ACT SAT preparation Low performance for Sp.Ed. population in English I and English II	Improve English I and II within Sp. Ed. population Improve ACT/SAT scores Improved intervention Strategies
School Culture and Climate	Students feel safe at school / SRO on campus Staff Planning Days High participation rate in extra-curricular activities Increased participation in student organizations (NHS, UIL, etc.)	Lower the number of unexcused absences School Climate survey	Improve attendance rate School climate survey
Staff Quality/ Professional Development	100% Certified Staff 100% ESL Certifications for ELA teachers	Update online application GT certification for all core area teachers Better teacher recruitment	Salaries for all faculty & staff are low compared to schools in surrounding areas Core teachers being GT certified Update application process
Curriculum, Instruction, Assessment	Use of DMAC to analyze data Expanded course offerings - CTE, Robotics, Nursing, Law, etc. TEKS Resource system	Focused PD with Academic Vocabulary 100% DMAC use from core teachers Updated Technology Participation in professional	Updated Technology 100% DMAC use from core teachers Participation in professional conferences

		conferences	
		Vertical Teaming	
Family and Community Involvement	<p>Workforce for students</p> <p>FAFSA Night for Parents</p> <p>Support for extra-curricular activities</p> <p>Good school to parent communication - School Status, the marque, Facebook, etc.</p> <p>Partnership with RISD Educational Foundation</p>	<p>More public opportunities such as performances, plays, parents nights, etc.</p> <p>All inclusive messaging system for Twitter, FB, website, etc.</p>	All inclusive messaging system
School Context and Organization	<p>Tutorial period built into schedule</p> <p>Teacher input in school calendar, policies, etc.</p>	<p>Scheduled Tier II interventions</p> <p>Less conflicting master schedule</p>	Scheduled Tier II Interventions
Technology	<p>One to one technology ratio with Chromebooks</p> <p>Google suite access</p> <p>Improved camera system</p>	<p>More reliable wifi</p> <p>Updated technology</p> <p>Technology Trainings</p>	<p>Better WIFI reliability</p> <p>Better training for google and other technology programs.</p> <p>Update technology</p>

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2018-19		2019-20		2020-21	
Early Education	0	0%	0	0%	0	0.00%
Pre-Kindergarten	0	0%	0	0%	0	0.00%
Kindergarten	0	0%	0	0%	0	0.00%
Grade 1	0	0%	0	0%	0	0.00%
Grade 2	0	0%	0	0%	0	0.00%
Grade 3	0	0%	0	0%	0	0.00%
Grade 4	0	0%	0	0%	0	0.00%
Grade 5	0	0%	0	0%	0	0.00%
Grade 6	0	0%	0	0%	0	0.00%
Grade 7	0	0%	0	0%	0	0.00%
Grade 8	0	0%	0	0%	0	0.00%
Grade 9	57	27.1%	50	24.3%	49	24.30%
Grade 10	54	25.7%	61	29.6%	46	22.80%
Grade 11	53	25.2%	47	22.8%	59	29.20%
Grade 12	46	21.9%	48	23.3%	48	23.80%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2018-19		2019-20		2020-21	
All Students	210	100%	206	100%	202	100%
American Indian or Alaska Native	0	0%	0	0%	0	0.00%
Asian	0	0%	1	0.5%	0	0.00%
Black or African American	27	12.9%	18	8.7%	19	9.40%
Hispanic/Latino	130	61.9%	143	69.4%	145	71.80%
Native Hawaiian/Other Pacific	0	0%	0	0%	0	0.00%
Two or More Races	5	2.4%	5	2.4%	2	1.00%
White	48	22.9%	39	18.9%	36	17.80%
Economically Disadvantaged	139	66.2%	130	63.1%	126	62.40%
At-Risk	94	44.8%	111	53.9%	121	59.90%
Special Education	19	9%	23	11.2%	30	%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2017-18	2018-19	2019-20
All Students	93.9	93.8	
Male	94.2	94.1	
Female	93.6	93.5	
Hispanic/Latino	94.2	94.1	
Black or African American	93.5	94.6	
White	93.5	92.5	
Economically Disadvantaged	93.5	93.6	
Special Education	91.6	90.5	
At-Risk	93.2	93.2	

Annual Dropout Rate				
Student Group	Grade Level	2017-18	2018-19	2019-20
	9-12	1.4	0.5	
	9-12	1.8	0.9	
	9-12	1	0	
	9-12	0.8	0	
	9-12	5.6	0	
	9-12	0	2.2	
	9-12	0	0	
	9-12	1.3	0	
	9-12	0	0	
	9-12	0	4.8	
	9-12	1.1	1.1	

Annual and Total Graduates

Annual Graduates						
Subgroup	2017-18		2018-19		2019-20	
All Students	56	100%	47	100%		100%
African American	7	12.5%	8	17%		%
Hispanic	35	62.5%	27	57.4%		%
Two or More	1	1.8%	1	2.1%		%
White	13	23.2%	11	23.4%		%
Economically Disadvantaged	38	67.9%	30	63.8%		%
At-Risk	19	33.9%	14	29.8%		%
English Language Learner	0	0%	1	2.1%		%
Special Education	7	12.5%	2	4.3%		%

Total Graduates (All Students)						
Graduate Type	17-18		18-19		19-20	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0%		%
Foundation High School Program (Distinguished Levels of Achievement)	23	41.1%	9	19.1%		%
Foundation High School Program (Endorsement)	22	39.3%	34	72.3%		%
Foundation High School Program (No Endorsement)	11	19.6%	4	8.5%		%
Minimum High School Program	0	0%	0	0%		%

Reading

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

2017-18 Reading STAAR Results

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	
				#	%	#	%	#	%	#	%

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2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

English I

**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
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			#	%	#	%	#	%	#	%
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

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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

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2020-21 English I STAAR Results

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

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English II

**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

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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	46	3791	21	46	25	54	13	28	0	0

Disadvantaged										
Special Education	9	3449	8	89	1	11	0	0	0	0

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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

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Mathematics

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

2017-18 Mathematics STAAR Results

Algebra I

**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	34	3794	9	26	25	74	11	32	3	9

Disadvantaged										
Special Education	8	3488	5	63	3	38	0	0	0	0

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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

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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

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
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				#	%	#	%	#	%	#	%
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2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

**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

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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

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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

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	
				#	%	#	%	#	%	#	%

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2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**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

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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

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

Title I, Part A – Components

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Goals and Strategies

Area of Focus: 1. Campus 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 Data, Ondata Suite Reports

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will be challenged and expected to perform on grade level and score successfully by ARD expectations....on all state assessments.	Title I	Sped	Sped Teachers	Title I, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #2 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	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Students will have the opportunity to be involved in school clubs and governing bodies directly impacting campus culture. (Student Council, NHS, Athletic Teams, Cheerleading, Band, FFA, Student Leadership Team)	AR	All, At-Risk	Sponsors, Administrators	Local Funds, Activity Funds	August - May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Department Heads will be selected to guide teams to greater student achievement and teacher effectiveness.	T1	All	Administrators	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #2 All teachers will hold parent conferences and make positive parent contact. (School Status, Phone calls, e-mails, post cards, home visits)	T1, PI	All	Administrators	Activity Funds, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will work to reduce class size for the improved performance of all student groups.	T1, AR	All, At-Risk	Superintendent	Local Funds, Grant	August - May

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 RHS will 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, content mastery lab)	T1, AR, CE, AYP	All, At-Risk	Administrators	SCE \$11,646 summer school (ESSER III SCE), Local Funds, Title I; SCE \$94,669	August - May
<ul style="list-style-type: none"> ○ Strategy #5 Dropout prevention strategies will be provided such as counseling services, Pregnancy Related Services, tutorials, and Edgenuity Courseware.	T1	All, At-Risk	Administrators	Title I, Local Funds, CCMR, SCE \$38,723	August - May
<ul style="list-style-type: none"> ○ Strategy #6 Campus committees will assess the needs of all students and programs at Refugio HS to complete a Comprehensive Needs Assessment.	T1	All, At-Risk	Administrators, Director of Education	Local Funds	May
<ul style="list-style-type: none"> ○ Strategy #7 Refugio HS will strive to hire and retain highly qualified teachers and paraprofessionals according to the NCLB definition of Highly Qualified.	T1	All	Administrators	Title I, Title II, Grants, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #8 RHS will promote continued research-based staff development that directly focuses on campus/teacher needs and meets certification requirements. Seek input from staff members to identify professional development interests.	T1, SD	All	Administrators	Title I, Title II, Grants, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #9 New teachers will be assigned an established teacher to provide support.	T1, SD	New teachers	Mentor, Administrators	Local Funds, Grants	August - May
<ul style="list-style-type: none"> ○ Strategy #10 Teachers will be trained in testing strategies, active monitoring, and confidentiality for state assessments.	T1, SD	All	Director of Education, Administrators	Local Funds, Grants	Dec, Feb, April, June
<ul style="list-style-type: none"> ○ Strategy #11 Substitute teachers will be provided training on campus routines, procedures, confidentiality requirements, and expectations.	T1	All	Administrator	Local Funds, Title I, Title II, Grants	August - May
<ul style="list-style-type: none"> ○ Strategy #12 Teachers will participate in school-wide committees to increase student engagement, parent involvement, and appreciation of staff members.	SD	All	Administrators, Committees	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #13 Teachers will review all individualized student plans (IEP/ESL/504/BIP) in order to provide appropriate instruction in all content areas of grades 9-12.	T1, AR	At-Risk, ESL, SpEd	Teachers, Counselor, Administrator	Local Funds, Title I, SCE	August, Following updates
<ul style="list-style-type: none"> ○ Strategy #14 RHS will provide and document appropriate services and frequency and duration of services for all special needs students (ESL, GT, 504, AR, ED).	T1, AR	At-Risk, ESL, SpEd, GT	Teachers, Counselor, Administrator	Local Funds, Title I, IDEA-B, SCE	August - May

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #15 RHS will implement and maintain a rotation and addition of technology campus-wide to align with technology plan and help meet the needs of all learners.	T1	All, ECD, At-Risk	All, ECD, At-Risk	IT Specialists, Administrator, REAP, Title I, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #16 RHS will provide Sheltered Instruction training for all staff members	T1	ESL, LEP	Administrator	Title I, Local	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #17 RHS will provide training in pre-referral intervention and coordination with intervention team.	T1	Sped, At-Risk	Sped Teachers	Title I, Local Funds, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #18 The TBSI core team will be trained and recertified as per TBSI guidelines.	T1	All	Principal	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #19 RHS will provide content mastery with the regular education classroom for special education students and students at-risk of failing.	T1	Sped, At-Risk	Sped Teachers	Local Funds, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #20 RHS will contract with GSEC to provide diagnostic services to RISD...IEP's, ARD facilitation, consultation.	T1	Sped	Principal	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #21 Administrator and campus behavior coordinator will attend targeted professional development related to discipline such as: Attend 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 Discipline Coordinator	Local, Title I, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #22 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	August - May
<ul style="list-style-type: none"> ○ Strategy #23 The High School At-Risk Coordinator will ensure that at-risk students are closely monitored and receive needed assistance.	T1	At-Risk	Counselor, Principal	SCE \$4,500	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #24 Teachers will be issued and trained on the use of Chromebooks and related student management software.	T1	All	IT Specialists, Administrators	T1, Local Funds, REAP	August - May
<ul style="list-style-type: none"> ○ Strategy #25 RHS will work to have all ELA teachers ESL certified to provide services to students.	T1	ESL, LEP	Principal	T1, Local Funds, SSA	August - May
<ul style="list-style-type: none"> ○ Strategy #26 Staff will develop a school wide behavior plan that integrates all components of positive behavior interventions and supports.	T1	All	Principal	T1, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #27 RHS will work to have all core teachers Gifted and Talented certified.	T1	GT	Principal	Region III contracted services, Local	Sept. - May

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #28 RHS will use Fundamental 5 framework to conduct walk-throughs during "Fall Fundamentals"	T1	All Teachers	Administrators	Local Funds	Nov. - Dec.

1C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents/Guardians will be invited to eat with and participate with students on special event days to promote parental involvement as well as open lines of communication.	T1, PI	All	Administrators	Activity funds, Local funds	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Report cards, progress reports, e-mail, School Messenger, conferences, district website, remind, and correspondence (English & Spanish), will keep parents informed about their child's progress and district events.	T1, PI, T	All, At-Risk	Teachers, Administrators, IT Specialists	Title I, Local Funds, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will hold an Open House in the Fall.	T1	All	Principal	Title I, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #4 Parents will have online access to grades through Parent Portal	T1	All	IT Specialists	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will distribute the RHS Parental Involvement Policy to all parents to make parents aware of parental involvement opportunities and guidelines for involvement.	T1	All	Administrators, Director of El & Sec Ed	Local Funds	August
<ul style="list-style-type: none"> ○ Strategy #6 Campuses will hold parental involvement opportunities during the school year. (Open House, Title I & II Meetings, Parent Trainings, Senior Parent Meetings, Athletic Parent Night)	AYP, T1, PI	All	Administrators, Director of Education, Librarian	Title I, Title II, Local Funds, Activity Funds, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #7 Senior Citizens will receive Gold Passes for free admission to school events.	T1, P1	All	Administrators	Local funds	August - May
<ul style="list-style-type: none"> ○ Strategy #8 Parents will provide feedback through surveys and evaluations when appropriate	T1, P1	All	Administrators	Local funds	August - May

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 High School will maintain a safe, drug free and orderly learning environment for the 2021-22 school year.

Formative Evaluation: Surveys, Feedback, Program Reports/data, Lesson Plans

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will participate in Red Ribbon Anti-Drug Campaign	T1	All	Director of Education, Counselors, Student Council	Activity Funds, Community Partners, Local Funds	Sept, Oct
<ul style="list-style-type: none"> ○ Strategy #2 Participate in Fitnessgrams.	T1	All	Coaches, IT Department, Director of Education	Local Funds	May
<ul style="list-style-type: none"> ○ Strategy #3 Students will participate in designated number of crisis drills (fire, tornado, lock-down)	AR	All	Administrators, Teachers	Local funds, Community Partners	August - May
<ul style="list-style-type: none"> ○ Strategy #4 Students will follow protocols for entering and exiting campus.	VP	All	Office Staff, Administrator	None	August - May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will maintain and update the Crisis Management Plan.	Title I	All	Administrator	Community Partners	August - May
<ul style="list-style-type: none"> ○ Strategy #2 RHS will implement a Safe and Drug Free Schools Program consisting of Red Ribbon Week, Student Activities, Assemblies, Vaping presentation and follow up activities.	Title I	All	Counselor	Activity Funds, Community Partners, Local Funds, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will continue to develop and implement a well-structured discipline policy	Title I	All	Superintendent, Principal, Dean of Students	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #4 RHS teachers will educate all students on the local policies and procedures for reporting suspected incidents of bullying.	Title I	All, At-Risk	Teacher	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #5 RISD will train all staff on the risk factors, warning signs, identification, investigation, and reporting of child abuse and bullying.	Title I	All, At-Risk	Administrator	Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #6 A K9 Deterrent System will be utilized periodically throughout the school year for the purposes of contraband detection.	T1, VP, AR	All, At-Risk	Administrator, SRO	Local Funds, Community Partners,	August - May

2B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 RHS staff will report all suspected child abuse or maltreatment of children to the campus principal and will personally file a report with CPS.	VP	All	Principal, Teachers	Community Partners, local funds	August - May
<ul style="list-style-type: none"> ○ Strategy #8 RHS will install interior safety locks on all classroom doors	VP	All	Administrator	Local Funds, Grant, Title IV	August - May
<ul style="list-style-type: none"> ○ Strategy #9 RHS will offer various programs and/or activities to address school violence, suicide prevention, conflict resolution, internet safety and anti-bullying messages.	T1, VP, BP	All, At-risk, ECD	Counselors, Directors of Education	Community Partners, Local Funds	August - May
<ul style="list-style-type: none"> ○ Strategy #10 RHS will continue SHAC meetings, the implementation of Healthy & Wise health program, and staff training on the use of defibrillators and epi-pens. Staff will also be trained on recognizing the warning signs for diabetes.	T1, SD	All	School nurse, teachers	Local funds, Title 1	August - May
<ul style="list-style-type: none"> ○ Strategy #11 The Campus Behavior Coordinator will ensure adherence to the Student Code of Conduct and the consistent application of discipline measures.	T1	All	Administrator	Local funds	August - May
<ul style="list-style-type: none"> ○ Strategy #12 RHS will continue to meet state guidelines for TBSI and CPI Training.	T1, AR, VP	All, SpEd, At-risk	Administrators, Team Members	Local funds	August - May
<ul style="list-style-type: none"> ○ Strategy #13 RISD personnel will work to educate students, parents, and community on the prevention of dating violence in accordance with RISD policy BO (legal) and FFH(local).	T1, VP, BP, AR	All	Administrators, Counselors	Local funds, Community partners	August - May
<ul style="list-style-type: none"> ○ Strategy #14 A school resource officer will be utilized to ensure school safety and encourage attendance	T1, VP, BP, AR	All, At-risk	Student Resource Officer, Administrators	Community Partners, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #15 Video surveillance will work to secure campus and protect students (as feasible during construction).	VP, T1, BP, AR	All	Administrators, Student Resource Officer	Community Partners, Local funds, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #16 All RISD professional staff will complete Suicide Prevention training	VP, AR, SD	All, At-risk	Administrators	Local funds	September
<ul style="list-style-type: none"> ○ Strategy #17 All staff will receive Stop the Bleed training	VP	All	All Staff	Local funds, Community Partners	August
<ul style="list-style-type: none"> ○ Strategy #18 RHS will utilize the SRO to meet the requirements of SB 30 (the Community Safety Education Act).	VP	All	Principal, counselor, SRO	Local funds, Community Partners	August - May
<ul style="list-style-type: none"> ○ Strategy #19 Suicide/Crisis protocols will be implemented in conjunction with project AWARE personnel.	AR	All	Counselor	Aware grant funding	August - May
<ul style="list-style-type: none"> ○ Strategy #20 RHS will utilize project AWARE personnel to provide a social/emotional curriculum.	AR	All	Counselor	Aware grant funding	August - May

2C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will have a parent compact signed by student, parent, and school.	Title I	All	Principal	Local Funds	Sept.
<ul style="list-style-type: none"> ○ Strategy #2 RHS parents will utilize a single entry point when visiting the campus and will check in with the office through the Rapture system to receive a visitor's badge to help ensure student safety.	VP	All parents	Administration	Local Funds, Title IV	August - May

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%, a graduation rate of 93%, and a dropout rate of less than 2% for the 2021-22 school year.

Formative Evaluation: Attendance Reports, AEIS, Report Cards

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will monitor students receiving notices of concern and requiring their attendance at tutorials.	Title I	At-Risk	Administrator	Local Funds , SCE	Sept, Nov, Jan, March , May
<ul style="list-style-type: none"> ○ Strategy #2 Incoming 9th graders will attend an orientation session to facilitate the transition to high school.	Title I	All	Counselor	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 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.	Title I	At-Risk	Counselor	Title I, Local Funds	Dec, April
<ul style="list-style-type: none"> ○ Strategy #4 School Resource Officer will monitor student attendance and ensures student safety.	Title 1, VP, BP, AR	All, At-risk	School Resource Officer, Administrators	Community partner, local	August, January, May
<ul style="list-style-type: none"> ○ Strategy #5 Students will be recognized for perfect attendance.	AR	All, At-Risk	Administrator, Counselor	Community partner, local funds	Each six weeks

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 A student resource officer will be utilized in conjunction with the campus attendance committee to ensure school safety and encourage student attendance.	AR, T1	All, At-risk	Administrators, Student Resource Officer	Local funds, Community Partners	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 RHS will provide a nurse to assist at-risk students with health and nutrition issues and education.	T1,AR	At-Risk	Administrator	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will hold attendance meetings for those students whose attendance rate falls below 90%	T1,AR	All	Administrator	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 RHS will notify parents when students are absent	T1	All	Administrator, Attendance Clerk	Time, Local funds, Grant funds	Aug. - May

3B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #5 RHS will make intense efforts to recover students, increase dropout prevention efforts, and create multiple pathways for graduation and course recovery by utilizing Edgenuity, TRIO program, and other resources	T1,AR,CR	All, At-risk	Administrator, Counselor	Local, Title I, Community resources, Grant	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #6 RHS will provide instructional supports such as, tutorials, inclusion support, intervention classes, accelerated instruction, credit recovery, summer school, CTE industry certifications, etc. as dropout prevention measures.	T1,AR,CR	All, At-risk	Administrator, Counselor	Local, Title I, Community resources, SCE	Aug. - May

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will make parent notification for absences and tardies through automated parent portal system, phone calls, and home visits.	T1, PI	All	Administrator	Local Funds, Grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 Parents will work with Student Resource Officer and Administration to make every effort to get students to school on time for the entire day.	PI	Students with Attendance/Tardy Issues	Administrator, Student Resource Officer	Local Funds, Community Partners	Aug, Dec, May

Area of Focus: 4. College and Career Readiness

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

Campus Performance Objective: In 2021-22, all students taking college entrance exams will score at or above target levels, maximizing likelihood of admission into college. On TSI, students will meet the state standard, demonstrating college readiness.

Formative Evaluation: Program Reports, ACT/SAT scores, Distinguished Achievement Program enrollment, School Rating System

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will offer instructional and financial assistance to students for the SAT/ACT/PSAT/PLAN	T1	All	Counselor	Local Funds	Nov, March
<ul style="list-style-type: none"> ○ Strategy #2 Students will have the opportunity to participate in TRIO program.	T1	All	Counselor	Local Funds	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #3 Students will engage in activities to promote college and career readiness including viewing videos about careers, researching colleges/careers, College Days, and college campus visits.	T1, AR	All, At-Risk	Counselor, Administrator	Local Funds, Grant	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 Students will have the opportunity to receive NCCER certifications.	T1, CCMR	All	CTE Teacher, Administrator	CTE Funds, Local Funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 Students will have the opportunity to participate in Dual Credit classes.	T1, CCMR	All	Counselor, Principal	Local Funds, CCMR	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 Students will be encouraged to earn one or more endorsements in addition to the Foundation Graduation Plan	T1	All	Counselor, Principal	Local Funds, T1	Aug, May
<ul style="list-style-type: none"> ○ Strategy #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	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #8 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 #9 Students will have the opportunity to meet with military recruiters.	T1, CCMR	All	Counselor	Local Funds	Aug. - May

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Refugio HS students will be informed about admission to higher education and opportunities for financial aid through the College & Career Student Resource Center.	T1,CCMR	All, ECD, At-Risk	Counselor	Local Funds, Grant	Aug, Dec, April

4B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #2 RHS will continue to offer career education opportunities to assist students in developing knowledge, skills, and competencies for a broad range of skills.	T1, T	All, CTE	Administrator, Counselor	CTE Funds, Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 RHS students will provide opportunities and equipment to special needs students for developing knowledge, skills, and competencies for a broad range of career and life skills.	T1	SPED	Teacher, Administrator	Local funds, IDEA, Title 1, REAP	August
<ul style="list-style-type: none"> ○ Strategy #4 RHS will provide special needs students with opportunities to explore various community settings.	T1	SPED	Teacher, Administrator	Local funds, IDEA, Title 1	Aug., May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will continue to be a TSI and SAT test site.	CCMR	All	Counselor	Local	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #6 RHS will continue to provide opportunities for students to obtain an industry based certification	CCMR	All	Administrator, Counselor, CTE Teacher	Title, I, Local funds	Aug. - May

4C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will attend dual credit and college activities and information sessions .	T1	All	Counselor, Parents	Local Funds	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 Parents will provide textbooks for dual credit courses	P1	All	Counselor, Parents	Personal	Aug, Jan
<ul style="list-style-type: none"> ○ Strategy #3 Parents will attend FAFSA workshop to complete federal financial aid applications	P1	All, AR	Counselor, Parents	Local funds	Fall, Spring

Area of Focus: 5. Science

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 meet or exceed the target scores in science and will meet or exceed the state minimum acceptable score on the state assessment in the 2021-22 school year

Formative Evaluation: District Developed Assessments, Benchmarks, STAAR

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 RHS will continue to offer and improve the Edgenuity credit recovery option for students who fail to earn credit in science courses...additional assessments may be administered by science teachers for benchmarking.	T1, AR	At-Risk, SPED	Principal	Title I, Local Funds, SCE	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will offer extended tutorials in science for at-risk students and those receiving special education services.	T1,AR	All, At-Risk, SPED	RHS Science Teachers	Local Funds, SCE	Dec, April, June
<ul style="list-style-type: none"> ○ Strategy #6 Per TEA guidelines, 40% of a student's instructional time will be spent in laboratory and field investigations	T1,AR	All, At-Risk	Science teachers	Local Funds	Aug, Jan, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Classroom curriculum will follow state objectives and teachers will ensure that all students are provided with this instruction.	Title I	All	RHS Team leader	Title I, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will use Chromebooks as a resource for classroom instruction.	Title I	All	RHS Team leader	Title I, Local Funds, Grant, REAP	Nov, March
<ul style="list-style-type: none"> ○ Strategy #3 Teachers will utilize supplemental programs to address students' areas of need in science. (At-risk, SPED)	Title I,AR	All, At-Risk	RHS Team leader	Title I, Local Funds, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 RHS will continue to offer STAAR EOC tutorials and accelerated instruction in the area of science.	Title I,AR	At-Risk	Administrators, Counselor	Title I, Local Funds, SCE	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will offer honors and AP coursework in the area of science.	Title I,CCMR	All	Counselor, Principal	Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 Science teachers will have the opportunity to attend CAST conference and science trainings to remain current in the field of science.	T1	All	Teacher, Principal	Local funds, Community Partnership, Title I, Title II	Sept.

5B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T1	All	Teachers	Local, TRS	August - May
<ul style="list-style-type: none"> ○ Strategy #8 Teachers will benchmark test throughout the school year.	T1	All	Teachers, Administrator	Local, DMAC	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #9 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, TRS, DMAC, SCE	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #10 Teachers will receive targeted professional development that will enhance instructional delivery. (Fundamental 5, Google Classroom, Interactive Notebook)	PD	All	Teachers, Administrator	Local, ESC III, SCE, Grant	June - May
<ul style="list-style-type: none"> ○ Strategy #11 Teachers will implement writing strategies into their classroom by collaborating with ELA teachers.	T1	All	Teachers	Local, Time	Aug. - May

5C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, Dec, May

Area of Focus: 6. Mathematics

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 meet or exceed the target scores in math and will meet or exceed the state minimum acceptable score on the state assessment in the 2021-22 school year .

Formative Evaluation:

District-developed assessments, Benchmarks, STAAR

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in math in the Spring so that teachers may gauge students' needs. Teachers will review data in disaggregated format to gauge students' needs.	Title I	All, At-Risk	RHS Team leader	Title I, local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 Students will participate in extended learning opportunities/individualized tutoring sessions focusing on mathematics as necessary.	T1, AR	All, AR	Teachers, struggling math students	Title 1, SCE, Local	Aug, Jan, May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T	All	Teachers, Administrator	Local Funds, TRS	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction .	Title I	All	RHS Team leader	Title I, Local Funds	Nov, May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will continue to offer and improve the Edgenuity credit recovery option for students who fail to earn credit in math courses.	Title I	At-Risk, SPED	RHS Team leader	Title I, Local Funds	Sept , March
<ul style="list-style-type: none"> ○ Strategy #4 RHS will offer after school tutorials, after school remediation, and rotational reviews prior to testing.	Title I	All, ECD, At-Risk, SPED	Administrators, Counselor, RHS Team leader	Title I, Local Funds, SCE \$250	Nov, Feb, May
<ul style="list-style-type: none"> ○ Strategy #5 Teachers will benchmark test throughout the school year.	T1	All	Teachers, Administrators	Local, DMAC	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #6 RHS will offer honors courses in the area of math.	Title I	All	Counselor	Local Funds,	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #7 McGraw-Hill ALEKS online math program will be used with students.	Title I	All, SPED, At-Risk	Grade level Teacher	Local Funds	Sept, Jan, May

6B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #8 Math teachers will utilize "unpacked" TEKS in order to teach student expectations more thoroughly.	Title I	At-Risk, SPED	Core Subject Teachers, Principal,	Local Funds, SCE, Title 1	Oct, Jan, Mar
<ul style="list-style-type: none"> ○ Strategy #9 Assessment data will be used to determine students in need of tutorials and to develop "targeted tutoring" plans as well as reteach plans for areas of general weakness by all students.	Title I	At-Risk, SPED	Administrators, Math Specialist	Local Funds, SCE, Title II	Oct, Jan, Mar
<ul style="list-style-type: none"> ○ Strategy #10 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, Title I, Grant, SCE	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #11 Teachers will receive targeted professional development that will enhance instructional delivery.	PD	All	Teachers, Administrator	Local, ESC III, Grant	June - May
<ul style="list-style-type: none"> ○ Strategy #12 RHS will utilize programs such as IXL Math and Star Renaissance to provide diagnostic information and skill attainment for at risk students in Algebra I.	Title I	At-Risk	Teachers, Administrator	Title I, Local	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #13 Teachers will implement writing strategies into their classroom by collaborating with the ELA teachers.	T!	All	Teachers	Local, Time	Aug. - May

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via TxEIS and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, Dec, May

Area of Focus: 7. Reading/English Language Arts

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

Campus Performance Objective: All students groups will meet or exceed the target scores in ELA and will meet or exceed the state minimum acceptable score on the state assessment in the 2021-22 school year.

Formative Evaluation: District developed assessments, Benchmarks, STAAR

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in ELA in the Spring so teachers may gauge student needs. Teachers will review data in disaggregated form to gauge students' needs.	T1	All	RHS Team Leader	Title I, Local Funds, SCE	Oct, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 Students in grades 9-12 will be issued a Chromebook to improve access to web-based literacy programs, research, and activities.	T1, T	All	Director of Education, Principal, IT Specialist	REAP, Local, Title 1, Grant	Oct, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will utilize a variety of advanced interactive technology as a resource for classroom instruction including encouraging reading through the use of innovative programs in reading and writing.	T1	All	RHS Team Leader	Title I, Local Funds, Grant	August, May
<ul style="list-style-type: none"> ○ Strategy #2 RHS will offer the Edgenuity Courseware credit recovery option for students who fail to earn credit in English.	T1	At-Risk, SPED	RHS Team Leader	Title I, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T1	All	Teachers	Local, TRS	August - May
<ul style="list-style-type: none"> ○ Strategy #4 ELA Teachers will use Odell Learning program to provide Tier II and III interventions.	TCLAS	ELAR Teachers	Teachers	TCLAS Grant	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will offer Dual Credit and honors ELA courses.	T1	All	Counselor	CCMR, Local	Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 Provide additional academic support to enhance the improvement of STAAR English scores in all student groups (tutorials, AI classes, Honors, Dual Credit)	T1, AR	All, At-risk, SPED	Counselor, Principal	Local, SCE (Tutorials & AI); SCE supplies \$4,500	Aug, Jan, May

7B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 Teachers will attend various ELA specific professional development opportunities throughout the year. (Teach Rhymes with Beach, Writing Across the Curriculum, Contracted Services such as ELAR Essentials)	T1	All	Teachers, Principal	Title I, Local, Title II, Grant	Aug.- May
<ul style="list-style-type: none"> ○ Strategy #8 RHS will train all teachers in Data Driven Instruction and assign a team that meets regularly for implementation and monitoring.	T1	All	Teachers, Administrator	Local, DMAC, TRS	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #9 Teachers will benchmark test throughout the year to monitor progress	T1	All	Teachers, Administrator	Local, DMAC	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #10 Teachers will receive targeted professional development that will enhance instructional delivery. (Fundamental 5, Google Classroom, Interactive Notebook)	PD	All	Teachers, Administrator, ESC III	Local, Grant	June - May
<ul style="list-style-type: none"> ○ Strategy #11 Teacher will use Star Renaissance Assessment 3 times per year to track student progress	T1, AR	All, At-risk	Teachers	Local	August - May

7C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via TxEIS and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 Parents will monitor student use of school-issued Chromebooks to ensure proper use and equipment longevity.	P1	All	Parents, Students	Local Funds, REAP, Title 1	Oct, Jan, May

Area of Focus: 8. Writing

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 meet or exceed the target scores in writing and will meet or exceed the state minimum acceptable score on the state assessment in the 2021-22 school year.

Formative Evaluation: District developed assessments, Benchmarks, STAAR

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will attend individualized tutoring sessions focusing on areas of need in writing.	T1, AR	At-risk, SPED	Teachers	Local Funds, SCE, Title I, Grant	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 Students will utilize databases for research writing, and technology programs such as Edgenuity.	T1	All, At-risk	Teachers	Local funds, SCE, Title I, Grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 Students will have the opportunity to participate in various essay writing contests such as UIL essay writing, the Barbara Jordan Historical Essay, and the Latino History Essay.	T1	All	Teachers	Community Partnerships	Aug.-May

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T	All	Teachers	Local, TRS	Teachers
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will provide additional academic support to enhance the improvement of STAAR writing scores in all student groups.	T1, AR	All, At-risk, SPED	Administrators	Title I, Local Funds,SCE	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 Teachers will continue to participate in staff development opportunities to support student improvement in writing.	T1, SD	All	Teachers, Administrators	Title I, Title II, Local Funds, Grant	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 Teachers will utilize writing strategies across all content areas.	T	All	Teachers	Local, Grant	Teachers
<ul style="list-style-type: none"> ○ Strategy #5 Teachers will analyze and use the released STAAR writing guides and Revision and Editing items to align TEKS-based instruction with the STAAR writing expectations.	T1	All, At-risk, SPED	Teachers, Administrators	Title I, Local Funds, Grant, SCE	Fall 2016
<ul style="list-style-type: none"> ○ Strategy #6 ELA teachers will provide ways in which other teachers can implement writing strategies into their classrooms.	T1	All	Teachers	Local, Time	Aug. - May

8B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 Teachers will receive targeted professional develop to enhance instructional delivery. (Google Classroom, Fundamental 5, Interactive Notebook)	PD	All	Teachers, Administrator	Local, ESC III, Grant	June - May

8C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via TxEIS and parent-teacher communication.	PI	All	Parents	Local Funds	Aug ,Dec ,May

Area of Focus: 9. Social Studies

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 meet or exceed the target scores in social studies and will meet or exceed the state minimum acceptable score on the state assessment in the 2021-22 school year .

Formative Evaluation: District developed assessments, Benchmarks, STAAR

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in SS in the Spring so teachers may gauge student needs. Teachers will review data in dissaggregated format to gauge students' needs.	Title I	All, At-Risk	RHS Team leader	Title I, Local Funds, SCE	Sept, Jan, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T	All	Teachers	Local, TRS	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction.	T1	All	Core Subject Teachers	Title I, Local Funds, Grant	Nov, May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will use Edgenuity Courseware credit recovery option for students who fail to earn credit in social studies courses.	T1	At-Risk	Counselor, Principal	Title I, Local Funds , CCMR , Grant	Sept , March
<ul style="list-style-type: none"> ○ Strategy #4 RHS will continue to offer dual credit classes in social studies.	T1	All	Counselor, Principal	Local Funds, CCMR	Sept , Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 RHS will offer tutorials and accelerated instruction for social studies	T1, AR	At-risk	Counselor, Principal	Title I, Local Funds, SCE (Tutorials & AI)	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #6 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, DMAC, TRS	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #7 Teachers will benchmark test throughout the year	T1	All	Teachers	Local, DMAC	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #8 Teachers will receive targeted professional development to enhance instructional delivery. (Fundamental 5, Google classroom, Interactive notebooks)	PD	All	Teachers, Administrator	Local, ESC III, Grant	June - May

9B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #9 Teachers will implements writing strategies into their classrooms by collaborating with ELA teachers.	T1	All	Teachers	Local, Time	Aug. - May

9C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via TxEIS and parent-teacher communication.	PI	All	Parents	Local Funds	Aug, Dec, May

Area of Focus: 10. ELAR Improvement Plan

District Priority: Refugio High School will continue to receive a campus rating of "Met Standard" or higher while earning distinctions by 2022

Campus Performance Objective: By May 2022, 65% of all students and each student group will pass the reading portion of the state assessment.

Formative Evaluation: Accountability summaries, Safeguard Status Reports, RDA, TAPR, Report Cards, Progress Reports, Benchmark testing

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students who were previously unsuccessful on the English I or II state assessment will be enrolled in a Reading elective class for remediation/intervention	T1, AR	All, At-risk, H, ECD, SPED	Students, Teachers	Local Funds, Scheduling Time	Nov and April
<ul style="list-style-type: none"> ○ Strategy #2 Students will attend daily remediation tutorials as needed from 3:30 - 4:00, Monday through Friday	T1, SCE	All, At-risk, H, ECD, SPED	Students, Teachers	Local Funds, SCE	October, Dec, April

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Continue to provide Reading intervention classes for remediation/intervention.	T1, AR	All At-risk, H, ECD, SPED, ELL	Campus Principal, Counselor	Local, Title 1, SCE, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will utilize assessment and benchmark data to identify areas of need and develop targeted lesson plans to address weaknesses.	AR, T1, CE, SD	All, At-risk, H, ECD, SPED, ELL	Campus Principal, ESC III Writing Specialist, Director of Ed	Local, ESC III, Title II, DMAC, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Teachers will utilize the Fundamental Five framework to improve instruction.	AR, T1, CE, SD, T	All, At-risk, H, ECD, SPED, ELL	Campus Principal, ESC III Writing Specialist, Director of Ed	Local, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #4 ELAR team will review assessment data and monitor student progress through DMAC, design instruction, and plan instructional opportunities for struggling students using the TEKS resource system.	T1, AR, CE	All, At-risk, H, ECD, SPED, ELL	Campus Principal, Teachers	Local, Title 1, Title II, DMAC, TRS, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #5 ALL ELAR teachers will participate in targeted professional development opportunities to improve identified areas of concern in student performance (Teach Rhymes with Beach, TCTELA, Axiom Learningetc.).	T1, AR, CE	All, At-risk, H, ECD, SPED, ELL, Dyslexia	Campus Principal, Department Chairs	Local, Title 1, Title II, Region II ESC, Grant	Aug, Jan
<ul style="list-style-type: none"> ○ Strategy #6 Provide accelerated instruction through summer school for students at-risk of not meeting state assessment requirements.	T1, AR, CE, SD	All, At-risk, H, ECD, SPED, ELL	Campus Principals, ELAR Teachers	Local, Title 1, SCE, Grant	June
<ul style="list-style-type: none"> ○ Strategy #7 Teachers will hold daily tutorials for struggling students from 3:30-4:00.	AR, T1	All, At-risk, SPED	Campus principal, teachers	Local, Title 1, SCE, Grant	Aug - May

10B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #8 RISD will provide ELAR teachers with additional professional development opportunities including, but not limited to: Melanie Meyer, Region III support services, etc.	AR, T1	All, At-risk, SPED	Campus Principals, ELAR Teachers	Local, Title 1, SCE, Region III, Grant, Title II	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #9 RHS will train all teachers in Data Driven Instruction	T1	All, SPED	Administrator, ELAR Teachers	Local, DMAC, Region III	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #10 Teachers will use Odell Learning to provide reading intervention.	T1, AR, SE, SCE	All, At, risk, SPED, ELL	Teachers	Local, SCE, Title 1, Grant	August - May

10C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will encourage and monitor reading at home	PI	All	Parents, students	Local	August - May

Area of Focus: 11. RDA - Disciplinary Removal of Special Education Students

District Priority: Refugio High School will reduce the number of disciplinary removals for students in special education.
Campus Performance Objective: By May 2022, Refugio HS will reduce the number of disciplinary removals of special education students by 50% from the previous year.
Formative Evaluation: PEIMS data, RDA reports, discipline referral records

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will follow the Campus handbook and code of conduct guidelines.	T1	All students	Principal, Campus Behavior Coordinator	School website, student presentations	August - May

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Staff will develop and implement a school wide behavior plan that integrates all components of positive behavior interventions and supports.	T1	All students	Principal	Planning Time, Region III ESC	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Administrator 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 students, SpE.d.	Principal, and Campus Behavior Coordinator	Region III ESC, local, Grant, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #3 RHS will provide Sheltered Instruction training for all staff members	T1	SpEd., LEP	Principal	Region II ESC	August - May
<ul style="list-style-type: none"> ○ Strategy #4 RHS will provide training in pre-referral intervention and coordination with MTSS team.	T1	All Students	Principal	Time, Region III ESC, AWARE, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #5 All staff will receive restorative discipline professional development.	PD, AR	All	Administrator, Teachers	Time, ESC III, Local	August - May

11C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will sign and return school compacts and acknowledgment of receiving the campus handbook and code of conduct.	T1	All parents and students	Principal, Office staff	Registration Packets	August

Area of Focus: 12. RDA - EOC Passing Rate for Special Education Students

District Priority: Refugio High School will increase the number of special education students who pass the ELA end of course exam.
Campus Performance Objective: By May 2022, 50% of special education students will pass the English I and English II end of course exams.
Formative Evaluation: State Assessment Data

12A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take Reading intervention classes if they were unsuccessful on the previous year's EOC.	T1, AR	SPED, At Risk	Counselor, Principal	Schedule, Intervention Support, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Students will attend daily tutorials for remediation	T1, CE	All students, SPED	Principal, Teachers	Scheduling, Local, SCE, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Special Education students will be placed in a study skills classroom as needed to address learning deficiencies.	T1, CE	SPED	ARD Committee, SPED teacher, Principal	ARD, Schedule, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #4 Students will have access to the learning lab for additional support	T1, AR	All, SPED, At-risk	Teachers, Administrator	Time, Schedule, Local, Grant	August - May

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RHS will create a campus team for data driven instruction and utilize the Region III service center for support services .	T1	All Students, SPED	Principal, DDI Team Members	Region III ESC, DDI Team Data, local, Grant	August - May
<ul style="list-style-type: none"> ○ Strategy #2 DDI team will meet regularly with staff members to aid teachers in "unpacking TEKS" to drive classroom instruction.	T1	All Students, SPED	Principal, DDI team members	Region III ESC, DDI template, Time, Local, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Reading intervention classes will be expanded to include Reading I and Reading II	T1	At Risk, SPED	Principal, Counselor	Schedule, SCE, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #4 ELA teacher will attend content specific professional development that will be provide through the Region III ESC contracted services agreement.	T1	All Students, SPED	ELAR team members, Principal	Region III ESC, Time, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #5 Teacher planning days will be added into the school calendar to incorporate effective teacher instructional planning time.	T1	All Students, SPED	Administration	School calendar, REIC committee, Local	August - May
<ul style="list-style-type: none"> ○ Strategy #6 Teachers will develop content specific lesson plans that include differentiation of instruction	T1	All students, SPED	Teachers, Principal	Planning time, Local	August - May

12C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will encourage their child to read at home	P1	All Students	Parents, Students	Time	August - May

Area of Focus: 13. Closing the Gaps

District Priority: RHS will increase the Closing the Gaps domain score by providing targeted instruction and intervention to all low performing student groups and improving academic achievement, graduation status, and school quality status.

Campus Performance Objective: By May of 2022, RHS will increase the closing the gaps domain score to a 75.

Formative Evaluation: State assessment data, 2022 State Accountability Ratings

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will attend daily tutorials from 3:30-4:00.	T1, AR, SCE	All, At-Risk, H, ECD, SPED	Students, Teachers	Local, SCE,	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Students who were previously unsuccessful on STAAR assessments will be enrolled in intervention classes.	T1, AR	All, At-Risk, H, ECD, SPED	Students, Teachers	Local, Scheduling, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Students will utilize supplemental educational programs such as Edgenuity, Proximity, etc. to enhance learning and to recover lost credit.	T1, AR	All, At-Risk	Students, Teachers	Local, T1, Grants	August-May

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will review assessment data and monitor student progress through DMAC, design instruction, and plan instructional opportunities for struggling students using the TEKS resource system.	T1, AR, CE	All, At-Risk, H, ECD, SPED	Principal, Teachers	Local, Title I, DMAC, TRS, Grant, Title II	August-May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will hold daily tutorials for struggling students from 3:30-4:00.	AR, T1, SCE	All, At-Risk	Principal, Teachers	Local, Title I, SCE	August-May
<ul style="list-style-type: none"> ○ Strategy #3 Teachers will receive targeted professional development such as: Fundamental 5, ELA Essentials, Melanie Meyer, Data Driven Instruction, DMAC, TRS, etc. in order to improve instruction and support student learning.	AR, T1	All, At-Risk	Principal, Teachers	Local, Title I, Region III ESC, Grants	August-May
<ul style="list-style-type: none"> ○ Strategy #4 Accelerated instruction for students not meeting state assessment or local graduation requirements will be provided during summer school and credit recovery classes.	AR, T1	At-Risk	Principal, Counselor, Teachers	Local, Title I, Scheduling, Edgenuity, Grant, SCE	August-July
<ul style="list-style-type: none"> ○ Strategy #5 RHS will continue to partner with area colleges and universities in order to provide students with dual credit courses.	CCMR	All Students	Principal, Counselor	Local, Community partners	August-May
<ul style="list-style-type: none"> ○ Strategy #6 RHS will continue to provide opportunities for students to obtain industry based certifications in the field of agriculture, law, nursing.	CCMR	All Students	Principal, Counselor, Teachers	Local, CTE	August-May

13B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 RHS will become a TSI/SAT school day test site in order to provide testing opportunities to all students.	CCMR	All Students	Counselor	Local	August-May
<ul style="list-style-type: none"> ○ Strategy #8 RHS will provide opportunities for students to meet with military recruiters.	CCMR	All Students	Counselor	Local, Time	August-May

13C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will attend school sponsored meetings such as dual credit courses, FAFSA, etc.	P1	All	Counselor, Parents	Local	Fall, Spring
<ul style="list-style-type: none"> ○ Strategy #2 Parents will monitor student study habits, attendance, and academic performance via TxEIS and parent-teacher communication	P1	All	Parents	Local, Parent Portal	August-May

Area of Focus: 14.

District Priority:

Campus Performance Objective:

Formative Evaluation:

14A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

14C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

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.

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