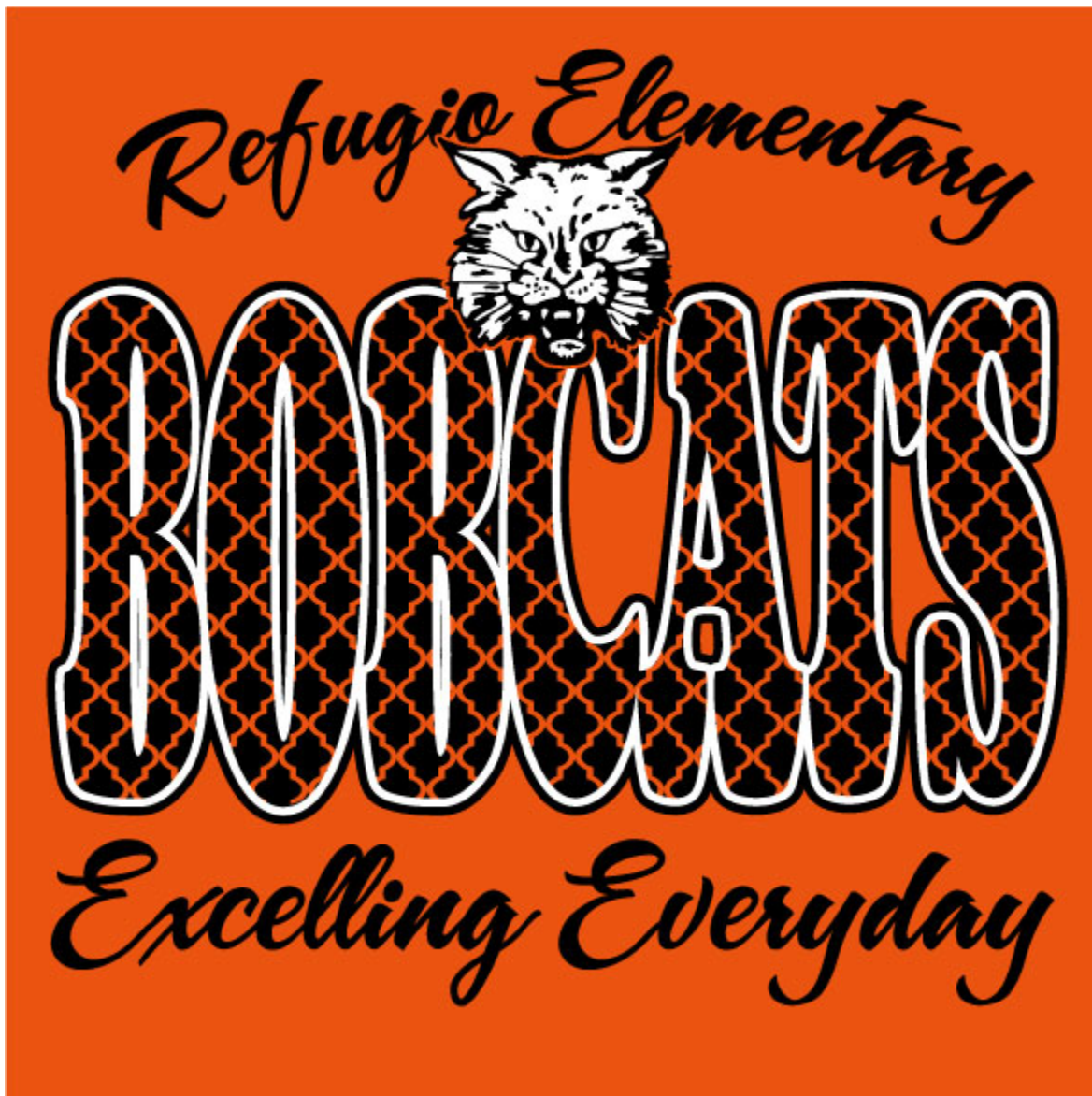


Campus Improvement Plan



Refugio Elementary

2021-22

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Campus Mission and Vision Statements

Mission Statement:

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

Vision Statement:

State Compensatory Education Funding Statement: Refugio Elementary School 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 Elementary School, so long as the campus continues to meet, at a minimum, the 40% poverty threshold.

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: 2019-2020

Data Sources Reviewed:
Texas Academic Performance Report, PEIMS report, At-Risk rosters, ESL/GT rosters, mobility rates, NCLB report card, STAAR, Benchmark results, TSI data, Report Cards, DMAC, 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	We have a multicultural campus Student/Teacher ratio is below state average	Decrease at-risk students Increase GT students	Implement programs & support for at-risk students
Student Achievement	Write Across Texas led to detailed data analysis Variety of resources available to meet the needs of struggling students--RTI, Tier 3	Lack of focus on Social Studies Designate intervention during the school day	Increase Academic Vocabulary Intervention during the school day
School Culture and Climate	Students feel safe Lessons and assessments are data-driven Good community relations exist between staff, students, and community	Broader professional development choices Implement stronger drug prevention programs Encourage professionalism when using social media	Decrease student involvement in drugs and criminal activity Need to address emotional needs of student; need counselors to counsel Address excessive absences
Staff Quality/ Professional Development	Teachers are placed in high need areas PowerWalks and observations through Fundamental 5 Small class sizes	Need to develop guidelines for mentor program Need to improve staff turnover rate Increase salary schedule	Teacher mentor program with defined guidelines and expectations. Veteran teachers guide new hires Increase salary schedule
Curriculum, Instruction, Assessment	Balanced Literacy program for K-2 Using Chromebooks to access Discovery Ed, Teacher Tube	Improve Student performance on STAAR, close gaps in subpops Need more paraprofessionals Increase teacher planning time Use tutorials for core subjects, not electives	Need more paraprofessionals Increase teacher planning time Tutorial time during the school day
Family and Community Involvement	Lots of positive student recognition Good communication with parents leads to opportunities for family involvement	Parent and community volunteers Raise expectations for writing and vocabulary	Encourage PTA enrollment/involvement Programs and resources to support writing and vocabulary

	<p>Variety of offerings for student growth and development</p> <p>Students basic needs are met by giving them food backpacks, clothing, toiletries, vision and hearing</p>
<p>School Context and Organization</p>	<p>Good representation on REIC/CIT committees</p> <p>Parents are informed through Skyward, messenger, progress reports, newspaper</p> <p>on Common planning periods for core teachers</p> <p>Training for paraprofessionals in charge of computer programs to implement individualized plans for strugglers</p> <p>Funding sources to maintain programs for struggling students</p> <p>Training for paraprofessionals on programs</p> <p>Common planning periods for core teachers</p>
<p>Technology</p>	<p>Chromebooks for every student</p> <p>Tech support team is responsive in a timely manner</p> <p>Always looking for ways to expand/advance/develop proficiency</p> <p>Keyboarding and basic computer skills</p> <p>replace aging/outdated equipment</p> <p>Need understanding of specific technology TEKS across the curriculum</p> <p>Replace outdated equipment</p> <p>Increase bandwidth</p> <p>Keyboarding and basic computer course</p> <p>Incorporate technology TEJS across curriculum and campuses</p>

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2018-19		2019-20		2020-21	
Early Education	0	0%	11	2.9%	1	0.30%
Pre-Kindergarten	27	7.1%	35	9.1%	18	6.00%
Kindergarten	40	10.5%	43	11.2%	57	18.90%
Grade 1	57	15%	49	12.7%	39	12.90%
Grade 2	39	10.3%	54	14%	47	15.60%
Grade 3	45	11.8%	43	11.2%	51	16.90%
Grade 4	43	11.3%	44	11.4%	43	14.20%
Grade 5	64	16.8%	47	12.2%	46	15.20%
Grade 6	65	17.1%	59	15.3%	0	0.00%
Grade 7	0	0%	0	0%	0	0.00%
Grade 8	0	0%	0	0%	0	0.00%
Grade 9	0	0%	0	0%	0	0.00%
Grade 10	0	0%	0	0%	0	0.00%
Grade 11	0	0%	0	0%	0	0.00%
Grade 12	0	0%	0	0%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2018-19		2019-20		2020-21	
All Students	380	100%	385	100%	302	100%
American Indian or Alaska Native	1	0.3%	2	0.5%	3	1.00%
Asian	0	0%	0	0%	0	0.00%
Black or African American	37	9.7%	32	8.3%	23	7.60%
Hispanic/Latino	244	64.2%	257	66.8%	210	69.50%
Native Hawaiian/Other Pacific	0	0%	0	0%	0	0.00%
Two or More Races	2	0.5%	3	0.8%	5	1.70%
White	96	25.3%	91	23.6%	61	20.20%
Economically Disadvantaged	301	79.2%	260	67.5%	200	66.20%
At-Risk	213	56.1%	197	51.2%	141	46.70%
English Language Learner	24	6.3%		%		%
Special Education	38	10%	59	15.3%	23	%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2017-18	2018-19	2019-20
All Students	95.7	95.4	
Male	95.4	95.2	
Hispanic/Latino	95.6	95.3	
Black or African American	96.2	96.2	
White	95.8	95.5	
Economically Disadvantaged	95.6	95.3	
English Language Learner	95.6	95.3	
Special Education	94.9	94.7	
At-Risk	95.7	95.2	

Annual Dropout Rate

Student Group	Grade Level	2017-18	2018-19	2019-20
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Annual and Total Graduates

Annual Graduates						
Subgroup	2017-18		2018-19		2019-20	
All Students		100%		100%		100%

Total Graduates (All Students)						
Graduate Type	17-18		18-19		19-20	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

Reading

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

2017-18 Reading STAAR Results

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

2018-19 Reading STAAR Results

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

2020-21 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	50	1383	19	38	31	62	14	28	4	8
4	41	1507	9	22	32	78	14	34	6	15	
5	45	1575	8	18	37	82	19	42	12	27	

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

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

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	37	1384	13	35	24	65
4	28	1494	5		18	23	82	7	25	1	4
5	25	1602	4		16	21	84	13	52	8	32
American Indian or Alaska Native	3	0									
	4	0									

	5	0										
	6	0										
American Indian or Alaska Native	3	0										
	4	0										
	5	0										
	6	0										
American Indian or Alaska Native	3	0										
	4	1										
	5	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	
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	
Black or African American	3	3										
	4	1										
	5	4										

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
		3	9	1355	3	33	6	67	1	11	0
	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

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
	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

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
	4	10	1541	2	20	8	80	6	60	4	40
	5	16	1559	3	19	13	81	5	31	4	25
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									

Two or More Races	3	1									
	4	1									
	5	0									

2017-18 Reading STAAR Results

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

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	41	1423	12	29	29	71	15	37	10	24
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	

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	29	1363	13	45	16	55	7	24	1	3
4	27	1482	8	30	19	70	6	22	2	7	

	5	28	1570	5	18	23	82	12	43	7	25
Limited English Proficient	3	4									
	4	6	1457	1	17	5	83	1	17	0	0
	5	3									
	6	0									
Limited English Proficient	3	4									
	4	3									
	5	7	1539	1	14	6	86	2	29	0	0
	6	3									
Limited English Proficient	3	3									
	4	3									
	5	3									
Special Education	3	3									
	4	3									
	5	6	1379	4	67	2	33	0	0	0	0
	6	2									
Special Education	3	4									
	4	1									
	5	4									
	6	6	1399	6	100	0	0	0	0	0	0

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Special Education	3	11	1292	8	73	3	27	0	0	0	0
	4	1									

	5	5	1380	4	80	1	20	0	0	0	0
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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
Hispanic/	4	37	3423	22	59	15	41	6	16	1	3
American Indian or	4	0									
Black or African	4	7	3546	4	57	3	43	2	29	0	0
White	4	16	3555	7	44	9	56	5	31	0	0
Two or More Races	4	0									
Economically	4	45	3405	28	62	17	38	7	16	0	0
Limited English	4	6	3229	6	100	0	0	0	0	0	0
Special Education	4	3									

?

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
Hispanic/	4	27	3732	10	37	17	63	8	30	2	7
American Indian or	4	0									
Black or African	4	3									
White	4	9	3490	6	67	3	33	1	11	1	11
Two or More Races	4	0									
Economically	4	32	3628	15	47	17	53	9	28	2	6
Limited English	4	3									

Special Education	4	1									
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?

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
Hispanic/	4	28	3467	13	46	15	54	3	11	0	0
American Indian or	4	1									
Black or African	4	1									
White	4	10	3638	3	30	7	70	2	20	0	0
Two or More Races	4	1									
Economically	4	27	3438	15	56	12	44	3	11	0	0
Limited English	4	3									
Special Education	4	1									

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	
			#	%	#	%	#	%	#	%

?

2018-19 English I STAAR Results

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

?

2020-21 English I STAAR Results

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

?

?

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	
			#	%	#	%	#	%	#	%

?

2018-19 English II STAAR Results

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

?

2020-21 English II STAAR Results

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

?

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
	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

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
	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

2020-21 Mathematics STAAR Results

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

2017-18 Mathematics STAAR Results

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

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1478	3	11	24	89	15	56	4	15
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	

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	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	
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									

American Indian or Alaska Native	3	0									
	4	1									
	5	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
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
Black or African American	3	3									
	4	1									
	5	4									

2017-18 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	9	1476	2	22	7	78	5	56	2	22
	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

2018-19 Mathematics STAAR Results

Student Group											
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

2020-21 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	9	1369	4	44	5	56
	4	10	1621	2	20	8	80	6	60	5	50
	5	16	1627	2	13	14	88	9	56	4	25
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									
Two or More Races	3	1									
	4	1									
	5	0									

2017-18 Mathematics STAAR Results

Student Group											
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

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

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
Limited English Proficient	3	4									
	4	6	1462	3	50	3	50	1	17	0	0
	5	3									
	6	0									
Limited English Proficient	3	4									
	4	3									
	5	7	1518	4	57	3	43	1	14	0	0

	6	3										
Limited English Proficient	3	3										
	4	3										
	5	3										
Special Education	3	3										
	4	3										
	5	6	1509	3	50	3	50	0	0	0	0	
	6	2										
Special Education	3	4										
	4	1										
	5	4										
	6	6	1465	5	83	1	17	0	0	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

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		
			#	%	#	%	#	%	#	%	

?

2018-19 Algebra I STAAR Results

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

?

2020-21 Algebra I STAAR Results

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

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
Hispanic/	5	45	3692	18	40	27	60	12	27	2	4
American Indian or	5	0									
Black or African	5	5	3479	3	60	2	40	1	20	0	0
White	5	16	4038	5	31	11	69	8	50	6	38
Two or More Races	5	1									
Economically	5	47	3661	20	43	27	57	12	26	2	4
Limited English	5	3									
Special Education	5	5	3233	5	100	0	0	0	0	0	0

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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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				#	%	#	%	#	%	#	%
All Students	5	63	3578	33	52	30	48	10	16	3	5
Hispanic/	5	36	3543	22	61	14	39	4	11	1	3
American Indian or	5	0									
Black or African	5	8	3413	5	63	3	38	1	13	0	0
White	5	19	3714	6	32	13	68	5	26	2	11
Two or More Races	5	0									
Economically	5	55	3581	29	53	26	47	9	16	3	5
Limited English	5	8	3484	6	75	2	25	1	13	1	13
Special Education	5	5	3491	3	60	2	40	1	20	0	0

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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
Hispanic/	5	25	3670	8	32	17	68	3	12	1	4
American Indian or	5	0									
Black or African	5	4									
White	5	16	3783	3	19	13	81	4	25	1	6
Two or More Races	5	0									
Economically	5	28	3642	8	29	20	71	5	18	0	0
Limited English	5	3									
Special Education	5	5	3139	4	80	1	20	0	0	0	0

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	
			#	%	#	%	#	%	#	%

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2018-19 Biology STAAR Results

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

?

2020-21 Biology STAAR Results

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

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	
				#	%	#	%	#	%	#	%

?

2018-19 Social Studies STAAR Results

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

?

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	
			#	%	#	%	#	%	#	%
?										

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
?										

2020-21 U.S. History STAAR Results										
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: Increase parent/community involvement in the education of students.

Formative Evaluation: Conference/Contact Logs, Sign Ins, PTA Agendas, Student Planners, Parent Feedback, Surveys

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. RES female students in grades 1-6 will have the opportunity to participate in the Ladies of Distinction (LOD) program.	AR	1st-6th grade female students	LOD Director	Activity Fund	Sept, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will be given opportunities to participate in morning announcements.	AR	All Students	Principal	Local funds	Oct, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will be given opportunities to participate in drug awareness, antibullying, and positive activities designed to promote a positive campus culture.	AR, BP	All Students	Administrators, Teachers, Counselor	Local Funds, Grant	Oct, Dec, Feb, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Students will be given opportunities to become more involved in the community through cub/girl scout and 4-H activities.	AR	All Students	Administrators, Teachers	Local Funds	Oct, March
<ul style="list-style-type: none"> ○ Strategy #5 5. Students will receive recognition for distinguished honor roll, honor roll, merit roll, conduct, perfect attendance, and meeting AR goals.	AR	All Students	Librarian, Teachers, Counselor	Local Funds	Per Six Weeks

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. All classroom teachers will schedule a conference with each student's parent during the Fall and Spring semesters and provide positive feedback each semester.	AR, TI	All Students	Administrators, Grade Level Teacher	Title I, Local Funds, SCE, School Status	Nov, Jan
<ul style="list-style-type: none"> ○ Strategy #2 2. Determine how to keep parent/community involved in school events while following social distancing guidelines.	AR, PI	All Students	Administrators, Director of EI & Sec Ed, Grade Level Teacher, Librarian	Title I, Title II, Local Funds, Grants	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Continue to work with all parents in our school by encouraging the reconstruction of our inactive PTA.	PI	All Parents & Volunteers	Administrators, Grade Level Teacher	Community Partners, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Identify and communicate volunteer opportunities.	PI	All Parents & Volunteers	Administrators, Grade Level Teacher	Local Funds	Sept, Jan, May

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
5. Businesses (churches, civic organizations...) who contribute or participate in the educational processes at RES by donating time/materials will be recognized.	AR	All Students	Administrators, Counselor(s)	Local Funds, Community Partners	Dec, May
6. Staff and community will provide virtual field trips to enhance vocabulary, language development and life skills .	AR	All Students, AtRisk	Administrators, Teachers	Local Funds, Grants	Dec, May
7. All mandatory correspondence to parents will be typed in English and Spanish.	AR, PI	ESL Students	Administrators	Local Funds	Dec, May
8. Continue to reduce class size for the improved performance of all student groups.	T1, AR	All, At-risk	Superintendent	Title II, Title I, Local	Sept, May
9. Provide information on how to obtain District/Campus Policies and Compacts via website.	PI	All Parents	Administrators	Title I, Local Funds	October, May
10. Partner with local library to offer a variety of literacy activities.	AR	All Students	Community Partners, Director of EI &Sec Ed, Librarian	Local Funds, community Partners	Dec, Mar, July
11. Student birthdays will be announced during morning announcements.	AR	All Students	Administrators, Teachers	Local Funds	Sept-May
12. Encourage parent communication through School Status.	PI	All Parents	Grade Level Teachers	Local Funds	Sept, Jan, May
13. Continue 5th grade orientation to jr high grade campus.	AR	5th Grade Students	Counselors	Local Funds	April

1C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents will be invited to participate in school sponsored events to promote parent involvement throughout the school year.	T1, PI	All Parents	Administrators, Teachers	Activity Fund, Local Funds, Title I, Title II, Grants	Sept, Oct, Dec, Jan, May
2. Parents will be encouraged to volunteer on campus once Covid restrictions have been lifted.	T1, PI	All Students, AtRisk	Administrators, Teachers	Title I, Local Funds	Sept, Jan, May
3. Report cards, assignment planners, emails, parent letters, School Messenger, TxEIS Parental Access, and School Status will keep parents informed of their child's progress.	T1, PI, T	All Parents	Administrators, Teachers, IT Specialist	Title I, Local Funds	Sept, Dec, May
4. Parents will provide feedback through surveys and evaluations.	T1, PI	All Parents	Administrators, Librarian	Local Funds, Title I, Title II	Sept, Dec, 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 Elementary will maintain a safe, drug free and positive environment.

Formative Evaluation: SHAC Feedback, Sign In Logs, Surveys, Program Reports/Data

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Continue to have RHS PAL students interact with RES students once Covid restrictions have been lifted.	AR	All, At-Risk	Administrators, Counselor(s), PALS Coordinator	Local Funds	Oct, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will follow the PAX Good Behavior Game behavioral model.	AR	All, At-Risk	Administrators, Teachers, Counselors	Project Aware Grant	Oct, Feb, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Build leadership qualities and composure by allowing students to lead active leadership roles in the classroom.	AR	All Students	Teachers	Local Funds	Oct, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Practice Disaster Drills: Fire/Tornado/Lock Down/Lock-Out/Shelter In Place	AR	All Students	Administrators, Grade level Teacher, School Nurse	Community Partners, local Funds	Sept-May
<ul style="list-style-type: none"> ○ Strategy #5 5. Encourage and celebrate being drug free by participating in Red Ribbon Week.	AR	All, AtRisk	Counselor(s), Grade level Teacher	Community Partners, local Funds	October
<ul style="list-style-type: none"> ○ Strategy #6 6. Students will utilize mental health social worker to ensure student safety, and increase positive mental health.	AR	All, At-Risk	Administrators, Teachers, Counselors, AWARE Grant Social Worker	Project Aware Grant	Jan-May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Continue the "Caught Being Good" program to encourage self-discipline.	AR	All Students	Counselor(s)	Local Funds	Sept, Nov, Dec, Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Staff will be trained in and implement the PAX Good Behavior Game processes and strategies.	AR	All Students	Administrators, Region 3, new staff, paras	Project Aware Grant	Sept, Dec, Feb, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Provide violence prevention and safety awareness presentations through law enforcement and safety organizations.	AR, VP	All Students	Administrators, Counselor(s)	Local Funds, Grants, community partners	October, Jan, May

2B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #4 4. A core team will be maintained and trained in Crisis Prevention and Intervention strategies and will evaluate campus safety.	AR, VP	At-Risk, All Students	Administrators	local Funds	Sept, April
<ul style="list-style-type: none"> ○ Strategy #5 5. Continue Healthy & Wise as the Coordinated School Health Program .	AR	All Students, AtRisk, ECD	Grade level Teacher, School Nurse	local Funds	Jan, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Collaborate with Agrilife ambassadors to promote a healthy lifestyle.	AR	All Students	Grade Level Teachers, Agrilife Ambassador	local funds	October, November, December
<ul style="list-style-type: none"> ○ Strategy #7 7. RISD will train all staff on the risk factors, warning signs, identification , investigation, reporting of child abuse, bullying, suicide prevention.	AR, BP, VP	All Students, AtRisk	Administrators	local Funds, grants	Oct, May
<ul style="list-style-type: none"> ○ Strategy #8 8. RES teachers will educate all students on the local policies and procedures for reporting suspected incidents of bullying.	BP	All Students, AtRisk	Teacher(s)	local Funds, Grants	Sept, Jan
<ul style="list-style-type: none"> ○ Strategy #9 9. A Student Resource Officer will be utilized to ensure school safety and encourage student attendance.	TI, VP, BP, AR	All Students	SRO, Administrators	Community Partners, Local	Sept, Jan, May

2C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will be encouraged to participate in our Red Ribbon Week activities.	PI	All Parents	Administrators, Teachers	Community Partners, local Funds	Oct
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will be screened at the elementary entrance. If they have a scheduled appointment, they will be checked-in in the office with a state ID to receive a visitor's badge.	VP	All Parents	Office Personnel	Local Funds	Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will understand and cooperate with the school's proper drop-off/pick-up procedures.	PI	All Parents	Administrators, Teachers	Community Partners, local Funds	Oct, Jan, April

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: Maintain or improve student attendance to 96% or better.

Formative Evaluation: Attendance Reports, TAPR, Report Cards,

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students are expected to attend school regularly and provide the office with an excuse upon return from being absent.	TI, AR	All Students	Administrators, Teachers, Students	local Funds	Weekly

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Campus administration and the Student Resource Officer will review student attendance, send warning letters, and refer truancy cases to court.	AR	All, At-Risk	Student Resource Officer, Asst. Principal	Local Funds, SCE, community partners	Dec, Feb, Mar, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Office Administration and Student Resource Officer will contact parents of students with excessive tardies and absences.	AR	Students with attendance issues	Administrators, Secretaries, SRO	Local Funds, SCE, community partners	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Classes with the highest attendance percentages will be recognized.	AR	All Students	Administrators, Teachers	Local Funds	Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Teachers will contact parents of absent students.	AR	At-Risk	Teachers	Local Funds	Oct, Nov, Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Campus attendance and tardy policy will be sent home to parents.		All, At-Risk	Administrators, Teachers	Local Funds	Sept, Dec, Mar, April
<ul style="list-style-type: none"> ○ Strategy #6 6. Recognize students with perfect attendance at the end of each six weeks.	AR	All Students, AtRisk	Administrators, Teachers	Local Funds	Oct,Nov,Dec; Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Provide opportunities for students with excessive absences to meet the 90% attendance for promotion requirements.	AR	Students with attendance issues	Administrators, Teachers	Local Funds	Feb, April

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will be notified about student absences.	PI, AR	All Parents PK-5th	School Messenger	Local Funds	Sept-May

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #2 2. Work with SRO and school administrators to make every effort to get students to school on time.	PI, AR	Parents of students with attendance issues	SRO, Administrators, Parents	Local funds, Community Partners, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. When notified, parents will attend a scheduled meeting with a campus administrator when their child has 3 or more unexcused absences.	PI, AR	Parents of students with attendance issues	Administrators, Parents	Local Funds	Monthly

Area of Focus: 4. College and Career Readiness

District Priority: Help students plan for life beyond graduation (1B-7)
Campus Performance Objective: Increase college and career awareness among elementary students.
Formative Evaluation: Activity Sign-In Sheets, Lesson Plans

4A. Students

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Engage in activities that promote college and career awareness.	TI	All Students	Administrators, Teachers	Local Funds	January, May

4B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Incorporate college and career awareness activities into lesson plans.	TI	All Students	Teachers	Local Funds	Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Promote activities each semester where students and teachers wear college shirts.	TI	All Students, Teachers	Administration, Teachers, Students	Local Funds	Oct, May

4C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Work with the school to encourage college and career readiness.	PI	All Parents	Parents, Teachers	Local Funds, community partners, grants	Jan, May

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 students will reach high standards, and increase overall STAAR Science performance from 16% Meets and 4% Masters to 30% Meets and 10% Masters.

Formative Evaluation: STAAR, Benchmark, DMAC Data Analysis, Lesson Plans, IFD’s, Performance reports, Lab Sign-Ins

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will utilize computers and technology such as STEMScopes to reinforce science skills.	AR, TI	AtRisk, K-5th	Teachers, Computer Lab Specialist	Title I, Local Funds, SCE, IMA	Nov, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will engage in hands-on lab activities to develop conceptual understanding of science concepts.	AR, TI	All Students	Teachers	Title I, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Attend individualized tutoring sessions focusing on areas of need.	AR, TI	AtRisk 5th	Teachers	Title I, Title II, Local Funds, SCE	Sept, Dec, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Teachers will review and disaggregate assessment and benchmark results and provide ongoing instructional monitoring to ensure student needs are met.	AR	All Students, AtRisk	Administrators Teachers	Title I, Local Funds, Title II	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. TEKS Resource and PhD Science will be used to align curriculum, instruction, assessment in science at all grade levels K-5th.	AR, TI	All Students (K-5th)	Administrators Teachers	Title I, Local	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Benchmark tests will be used for progress monitoring to determine students in need of accelerated instruction/intervention.	AR, TI	All Students (3rd-5th)	3rd-6th Grade Level Teachers	Title I, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Assessment data will be used to determine students in need of tutorials/summer school and tutorials/summer school will be assigned.	AR, TI	At-risk (5th)	Teachers	Title I, Title II, Local Funds, SCE tutorials; \$36,063 summer school (ESSER III SCE)	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Response to Intervention (RtI) classes will be added to the daily schedule for at-risk students. Teachers will use the Tier Model to incorporate Differentiated Instruction in all core classes.	AR, TI	K-5th	Teachers	Title I, Local Funds, SCE	Sept, Jan, May

5B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #6 6. Support Professional Learning Communities through providing planning time for teachers to collaborate and discuss best instructional practices.	AR	All Students, AtRisk	Teachers, DCSI, Principal	Title I, Local Funds	Dec, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Seek to find science related field trips that reinforce science concepts and offer hands-on experiences.	AR	All Students	Teachers, Principal	Local Funds	May
<ul style="list-style-type: none"> ○ Strategy #8 8. Purchase and maintain equipment and materials aligned to the science TEKS.	AR	K-5th	Teachers, Principal	Title I, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #9 9. Utilize questioning strategies to increase higher order thinking during lessons.	AR, TI	All Students, AtRisk	Teachers	Title I, Local Funds	Oct, Dec, March, April
<ul style="list-style-type: none"> ○ Strategy #10 10. Learn, Grow, Eat, and Go curriculum will be incorporated into science lessons.	AR	All Students	Teachers	Local funds	Oct, Dec, March
<ul style="list-style-type: none"> ○ Strategy #11 11. Teachers will unpack TEKS and determine the success criteria for student growth when developing lesson plans.	AR, TI	All Students	Administrators, Teachers	Title I, Local funds	November, Jan, April

5C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Develop ways for parents to be involved in science activities for families.	PI	All Students	Teachers, Administrators	Local funds, Title I	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 students will reach high standards, and increase overall STAAR Math performance from 45% Meets and 17% Masters to 48% Meets and 18% Masters.
- Formative Evaluation:** STAAR, Benchmark, DMAC Data Analysis, Lesson Plans, IFD's, Performance reports, Lab Sign-Ins, Surveys

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #2 1. Students will utilize computers, chromebooks, tablets, and other technology to reinforce math skills.	AR, TI	AtRisk	Teachers, Librarian	Title I, Local Funds, SCE, REAP, Grants	Sept, Jan, June
<ul style="list-style-type: none"> ○ Strategy #3 2. Students who do not meet promotion or SSI requirements in math will attend summer school .	AR, TI	AtRisk	Principal, Teachers	Local funds, Grant	June
<ul style="list-style-type: none"> ○ Strategy #4 3. Students will attend in school intervention sessions to gain necessary math skills.	AR	AtRisk (3rd-5th)	Teachers	Local funds, Title I	September, October, December, February, April

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Teachers will review and disaggregate assessment and benchmark results and provide ongoing instructional monitoring to ensure student needs are met.	AR	All Students	Administrators, Teachers	Title I, Title II, Local Funds, Grants	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Go Math & TEKS Resource will be used to align curriculum, instruction, assessment in math at all grade levels K-6th.	AR, TI	All Students	Administrators, Teachers	Title I, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Encourage math gains through the use of technology and innovative programs such as Think Through Math, Xtra Math, Formative Loop, and Zearn Math.	AR, TI	All Students, AtRisk	Teachers, Math Interventionist, IT Specialist, Librarian	IDEA Special Education, Title I, Local funds, SCE, Grants	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Benchmark tests will be used for progress monitoring to determine students in need of accelerated instruction/intervention.	AR, TI	All Students (2nd-5th), AtRisk	2nd-5th grade Level Teachers, Principal	Title I, Local Funds, SCE \$198,673; \$10,550 supplies, \$500 subscription	Oct, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Assessment data will be used to determine students in need of tutorials and intervention will be assigned.	AR, TI	All Students	Teachers	Title I, Title II, Local Funds, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Use the Tier Model to incorporate Differentiated Instruction in all math classes.	AR	All Students, AtRisk	Teachers	Title I, Local Funds, SCE	Sept, Jan, May

6B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 7. Purchase and maintain equipment and materials aligned to the math TEKS.	AR	All Students	Administrators, Teachers	Title I, Local Funds, IMA	Sept, Dec, Jan, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR, TI	All Students	Administrators, Teachers	Title I, Local Funds	November, Jan, April

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #9 1. Parents will be encouraged to engage in operational math games at home with their children to help increase basic math skills.	AR, PI	All Students, AtRisk	Teachers, Math Interventionist	Local funds, Title I	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #10 2. Parents will sign their child's planner/folder weekly and keep in contact with teachers.	AR, PI	All Students	Teachers	Local funds	Weekly

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 will reach high standards, and increase overall STAAR Reading performance from 38% Meets and 20% Masters to 42% Meets and 22% Masters.
- Formative Evaluation:** STAAR, Benchmark, DMAC Data Analysis, Lesson Plans, IFD's, Performance reports, Sign-Ins, Surveys, Report cards, Meeting Agendas

7A. 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.	AR, TI	AtRisk (5th)	Principal, Teachers	Local Funds, Title I, Grant	May, June
<ul style="list-style-type: none"> ○ Strategy #2 2. The RES library will be open before and during school to provide students with access to literacy activities and resources.	AR	All Students, AtRisk, ECD	Librarian	Title I, Local Funds	Oct, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will attend individualized intervention sessions focusing on areas of need in Reading/ELA.	TI, AR	AtRisk	Teachers	Local Funds, SCE	Sept, Dec, Feb, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Qualifying students will participate in the AR program to meet set reading goals.	TI, AR	Students (1st-5th), At-Risk	Teachers, Students	Local Funds	Every Six Weeks
<ul style="list-style-type: none"> ○ Strategy #5 5. Students will participate in literacy celebrations.	AR	All Students	Teachers, Students	Local Funds	December, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Teachers will review and disaggregate assessment and benchmark results and provide ongoing instructional monitoring to ensure student needs are met.	AR, TI	All Students, AtRisk	Teachers	Title I, Title II, Local Funds	Sept, Jan, April, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Reading curriculum, instruction, and assessment will be vertically aligned in grades K-5th.	AR, TI	All Students	Administrators, Teachers	Title I, Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Encourage reading gains through the use of technology and innovative programs such as STAR Early Literacy, Star Reading and Accelerated Reader, Education Galaxy (5th), Edgenuity, Reading Plus, Reading Eggs, and Amplify.	AR, T	All Students, AtRisk	Teachers, Interventionists, IT Specialist	IDEA Special Education, Title I, Local Funds, SCE	Sept, Jan, May

7B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
○ Strategy #4 4. Benchmark tests will be used for progress monitoring to determine students in need of accelerated instruction/intervention.	AR, TI	All Students, AtRisk	Teachers	Title I, Local Funds	Oct, Feb, April
○ Strategy #5 5. Assessment data will be used to determine students in need of intervention.	AR	All Students, AtRisk	Teachers	Title I, Title II, Local Funds	Sept, Jan, May
○ Strategy #6 6. Utilize Reading Interventionists & Mentor Teachers to work with struggling students and provide support to classroom teachers.	AR, TI	AtRisk	Reading Interventionists, Mentor Teachers	Local Funds, SCE	Sept, Jan, May
○ Strategy #7 7. Use the Tier Model to incorporate Differentiated Instruction in all reading classes.	AR	All Students, AtRisk	Teachers	Title I, Local Funds, SCE	Sept, Jan, May
○ Strategy #8 8. Support Professional Learning Communities through providing planning time on Staff Development Days for teachers to collaborate and discuss best instructional practices.	AR, TI	All Students, AtRisk	Principal, Teachers	Title I, Local Funds	Sept, Dec, May
○ Strategy #9 9. Purchase and maintain equipment and materials aligned to the reading/ELA TEKS.	AR	All Students	Principal, Teachers	Title I, Local Funds	Sept, Dec, May
○ Strategy #10 10. Utilize a full day PreK program to provide foundational literacy skills.	AR	PreK Students	Administrators, Teachers	Local Funds, SCE	Sept, Dec, May
○ Strategy #11 11. Integrate reading skills of comprehension, inferences, and vocabulary development into all core subject areas.	AR	All Students	Teachers	Title I, Local Funds	Sept, Jan, May
○ Strategy #12 12. Integrate the Science of Reading Approach into the reading/ELA curriculum.	AR	All Students	Teachers, Reading Interventionists	Local Funds, Grants	Sept, Jan, May
○ Strategy #13 13. Use Leveled Literacy Intervention program (Reading A to Z) with struggling students	AR	AtRisk	Teachers, Reading Interventionists	Local Funds, IMA	October, Jan, April
○ Strategy #14 14. Utilize state-adopted McGraw-Hill instructional resource within the reading TEKS curriculum.	AR, TI	AtRisk, All Students	Teachers	Local Funds, IMA	Jan
○ Strategy #15 15. Utilize small group instruction for advanced students to show continued growth	TI	Advanced Students	Teachers	Local Funds, SCE	Oct, Dec, Mar
○ Strategy #16 16. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans (TEKS Resource).	AR, TI	All Students	Administrators, Teachers	Local, Grants, SCE	November, Jan, April

7B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #17 17. All K-2nd grade reading teachers will have attended the READ Academy by August 2023.	AR, T1	All Students	Reading Teachers	Local funds, READ Grant, Title I, Grants	Summer 2019 & 2020

7C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents are encouraged to participate in the Literacy Backpack Program where they will engage in reading activities at home with their children.	PI	PreK, Kinder, and 1st Grade Students	Librarian, Teachers, Parents	Local Funds	October, Dec, Mar, April
<ul style="list-style-type: none"> ○ Strategy #2 2. Parents will provide opportunities for students to read nightly and will encourage student use of available computer reading programs.	PI, TI	All Students, AtRisk	Teachers, Parents	Local Funds, IAL, Title I	Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Parents will monitor student study habits and homework involvement.	PI	All Students	Parents	Local Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Parents are encouraged to engage their child in literacy activities provided by the teacher.	PI	All Students, At Risk	Teachers, Parents	Local Funds	October, December, February, April

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 students will reach high standards, and increase overall STAAR Reading Performance to meet HB3 Board Goals.

Formative Evaluation: Writing Samples, Sign Ins, Presentations, Student Treasure Books, STAAR, Benchmarks

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will attend individualized interventions on areas of need in ELAR/writing.	TI, AR	At-Risk	Teachers	Local funds, SCE, Title I, Grant	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Students will be exposed to writing presentations/guest speakers to learn strategies that improve writing capabilities.	AR	All Students	Administration, Librarian	Local Funds, Title I, Grant	February
<ul style="list-style-type: none"> ○ Strategy #3 3. Students will regularly write journal or writer's workshop entries to improve writing skills.	AR	All Students	Teachers	Local Funds, Title I	Sep,Dec,Jan,May

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Improve writing curriculum, instruction, and assessment at all grade levels K-5th.	AR	All Students, AtRisk	Teachers	Title I, Local Funds	Sept,Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Implement Handwriting Without Tears curriculum in K-2nd.	AR	All Students, AtRisk	Teachers, Director of EI & Sec Ed, Librarian	Title I, Local Funds	Oct, Jan
<ul style="list-style-type: none"> ○ Strategy #3 3. All content areas will include at least one writing sample each week in grades K-5th.	AR	All Students (K-5th), AtRisk	Teachers	Local Funds, Grants	Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Incorporate sustained silent writing in grades 3-5 at least one time prior to STAAR.	AR	All Students (3rd-5th)	Teachers	Local Funds	December, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Analyze and use the sample STAAR reading/writing embedded question guides to align TEKS-based instruction with the STAAR reading/writing expectations.	TI	All Students, AtRisk	Administrators, Teachers	Local Funds	Jan, Feb, Mar
<ul style="list-style-type: none"> ○ Strategy #6 6. Teachers will continue to participate in staff development opportunities to support student improvement in writing.	TI, SD	All Students, AtRisk	Administrators, Teachers	Title I, Title II, Local Funds, Grants	Sept,Jan, June
<ul style="list-style-type: none"> ○ Strategy #7 7. Purchase and maintain equipment, programs, and materials aligned to the writing TEKS.	AR	All Students	Administrators, Teachers	Title I, Local Funds, Grants	Sept, Dec, Jan, Mar, May

8B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #8 8. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR	All Students	Administrators, Teachers	Local, Grants, SCE	November, January, April

8C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will monitor student study habits and homework involvement.	PI	All Students	Parents	Local Funds	Sept,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 students will reach high standards and increase social studies performance.
Formative Evaluation: Lesson Plans, Report Cards

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Students will use computers and technology resources to reinforce social studies skills.	AR, T	All Students	Teachers, Librarian	Title I, Local Funds, SCE	Sept, Dec, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Studies Weekly will be used to align curriculum, instruction, assessment in social studies (K-5th).	AR	Students (K-5th)	Administrators, Teachers	EMAT Funds	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Purchase and maintain equipment/materials aligned to the social studies TEKS.	AR	All Students	Administrators, Teachers	Local Funds, Title I, Grants	Sept, Dec, Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Use the Tier Model to incorporate Differentiated Instruction in all social studies classes.	AR	All Students, AtRisk	Teachers	Local Funds, Title I, SCE	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Support Professional Learning Communities through providing planning time during Staff Development days for teachers to collaborate and discuss best instructional practices.	AR	All Students	Administrators, Teachers	Local Funds, Title I	Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Implement daily questioning strategies to increase higher order thinking during lessons.	AR	All Students	Teachers	Local Funds, Title I	Oct, Jan, Mar
<ul style="list-style-type: none"> ○ Strategy #6 6. Seek to find history related field trips that reinforce social studies concepts and offer hands-on experiences.	AR	All Students	Teaches	Local Funds	Dec, April
<ul style="list-style-type: none"> ○ Strategy #7 7. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR	All Students	Administrators, Teachers	Local, Grants, SCE	November, January, April

9C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

9C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will monitor student study habits and homework involvement.	AR	All Students	Parent	Local Funds	Sept, Dec, May

Area of Focus: 10. Targeted Improvement Plan - Prioritized Lever 1.1

District Priority: Strong School Leadership and Planning

Campus Performance Objective: Effective campus instructional leaders with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.

Formative Evaluation: Accountability Summaries, ILT, Job Descriptions, Data Meeting Agendas/Minutes, Progress Reports, Weekly Calendars

10A. Students

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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10B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Campus Instructional Leadership Team (ILT) has been identified with clearly written roles and responsibilities and core leadership tasks.	AR, T1, CE	All Students	Administrators	Local Funds	Sept, Oct
<ul style="list-style-type: none"> ○ Strategy #2 2. Performance expectations are clear and measurable and match job responsibilities.	AR, T1, CE	All Students	Administrators, ILT, Teachers	Local Funds	Sept, Oct
<ul style="list-style-type: none"> ○ Strategy #3 3. Campus Instructional Leaders will attend professional development in Data-Driven Instruction.	AR, T1, T, CE, SD	All Students	Administrators, ILT, Region 3 Coaches	Local Funds, Title I, Grant	Oct
<ul style="list-style-type: none"> ○ Strategy #4 4. Campus Instructional Leaders establish recurring bi-weekly meetings which will focus on design and delivery of teacher training on Data Driven Instruction.	AR, T1	All, At-risk	Administrators, ILT, Teachers	Local funds	Monthly
<ul style="list-style-type: none"> ○ Strategy #5 5. Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams.	T1, SD	All Students	Campus Principal, ILT, Region 3 Coaches	Local, Title 1	Monthly
<ul style="list-style-type: none"> ○ Strategy #6 6. Campus instructional leaders meet monthly to focus on student progress and formative data.	T1, AR	All, At-risk, H, ECD, SpED, ELL	Campus Principal, ILT, Teachers	Local, Title 1	Oct, Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Campus administrators receive principal coaching from DDI supervisor (Region 3) focusing on DDI leadership.	T1, SD	All, At-risk, H, ECD, SpED, ELL	Campus principals, Region 3 Coaches	Local, Title 1, Title II	Oct, Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Campus principal improves campus leaders through regularly scheduled job-embedded professional development and develop opportunities consistent with best practices.	T1, SD	All, At-risk, H, ECD, SpED, ELL	Campus Principals, ILT	Local, Title 1, Title II , Grant	Oct, Jan, Mar, May

10C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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Area of Focus: 11. Special Populations

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

Campus Performance Objective: Ensure the academic success of all students, inclusive of students in special populations, in all core subject areas.

Formative Evaluation: Academic Progress Reports, Student Rosters, Care Team Documents, Program Reports, Lesson Plans, UIL Participation, TELPAS, LPAC Minutes

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Encourage all students to participate in UIL. <ul style="list-style-type: none"> ○ Strategy #1 	AR	All Students	Administrators, Grade level Teacher, Librarian	local Funds	Oct, May
2. Students will be provided opportunities to utilize the Content Mastery lab as needed. <ul style="list-style-type: none"> ○ Strategy #2 	AR	504, Sped, ESL, RTI Referrals	Teachers	Title I, Local Funds	Sept,Jan,May
3. Students taking computer-based STAAR will practice utilizing accommodation strategies through the online sample test. <ul style="list-style-type: none"> ○ Strategy #3 	AR	Identified Students	Teachers	Local funds	Nov, Jan, Feb, Mar

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Modify materials and provide adapted equipment as needed for students with special needs. <ul style="list-style-type: none"> ○ Strategy #1 	AR	SPED, AtRisk	Core Subject Teachers, Grade level Teacher, Interventionists,Special Education Teachers	local Funds, Grant	Sept, Jan, May
2. Continue supporting the needs of SPED students through the use of resource and inclusion services . <ul style="list-style-type: none"> ○ Strategy #2 	AR	SPED	Special Education Teachers	IDEA Special Education, local Funds	Sept, Jan, May
3. The MTSS team will collaborate to ensure student needs are met through regular education interventions before referrals are made to SPED. <ul style="list-style-type: none"> ○ Strategy #3 	AR	AtRisk	Administrators, Counselor, Grade level Teacher	local Funds, SCE	Oct, May
4. At-risk students will be monitored. <ul style="list-style-type: none"> ○ Strategy #4 	AR	AtRisk	Administrators, Core Subject Teachers, Counselor, RCIC Project Director	local Funds, SCE	Sept, Jan, May
5. Teachers will receive ELPs training in sheltered instruction. <ul style="list-style-type: none"> ○ Strategy #5 	AR	AtRisk, ELL	Teachers	Local Funds, Title III SSA	Jan
6. Gifted and Talented students will engage in special enrichment projects and activities during GT pullout program. <ul style="list-style-type: none"> ○ Strategy #6 	AR	AtRisk	Gifted & Talented Teachers	local Funds	Sept, May
7. Utilize a GT committee to evaluate and recommend improvements of services for GT students, including students in special populations. <ul style="list-style-type: none"> ○ Strategy #7 	AR	AtRisk	Administrators , Counselor, Gifted & Talented Teacher	local Funds	Nov, May

11B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #8 8. Work with the RtI process to plan for early interventions and strategies to meet the needs of ELL students.	AR	ELL, At-risk	Administrators, Core Subject Teachers	Title I, Grant, Local Funds, Title III SSA, SCE	Sept, May
<ul style="list-style-type: none"> ○ Strategy #9 9. Utilize English acquisition software and resources to enhance ESL program.	AR, T	ELL	ESL Teachers, Core Subject Teachers	Grant, Local Funds, Title III SSA, Title I	Sept, May
<ul style="list-style-type: none"> ○ Strategy #10 10. Provide ESL support and extended year services as needed for ELL students to develop and maintain skills.	AR	ELL, At-risk	ESL Teachers, Core Subject Teachers	Title I, Title III SSA, Grant, Local Funds	Sept, May
<ul style="list-style-type: none"> ○ Strategy #11 11. Increase the number of ESL certified staff on campus.	AR	ELL, At-risk	Administrators, Grade level teacher	Title I, Local Funds, Title III SSA	Sept, May
<ul style="list-style-type: none"> ○ Strategy #12 12. Teachers will provide multiple opportunities for computer-based STAAR students to practice using online testing.	AR	Qualifying Students	Teachers	Local funds	Nov, Jan, Feb, Mar
<ul style="list-style-type: none"> ○ Strategy #13 13. Teachers will identify and incorporate the ELPS when planning lessons and delivering instruction for ELLs. This will be listed in teacher lesson plans.	AR	ELL, At-risk	Teachers	Local funds, Title III SSA	Weekly

11C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Encourage parents to utilize parenting tips received from school to help improve their child's performance in school.	PI	All Students	Parents	Local Funds	Sept, Dec, Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Attend offered parent trainings presented by the school or Region III Service Center when available.	PI	All Students	Parents	Local Funds	November, May

Area of Focus: 12. Targeted Improvement Plan- Prioritized Lever 5.1

District Priority:

Effective Instruction

Campus Performance Objective:

The campus ensures objective-driven daily lessons and formative assessments that yield necessary data for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Formative Evaluation:

Accountability summaries, Lesson plans with formative assessments, PLC Agenda/Minutes, Progress Reports

12A. Students					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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12B. Teachers					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. All teachers create weekly lesson plans that follow the Fundamental Five process of framing the lesson with student-friendly written objectives and closing tasks (exit tickets).	AR, T1	All Students	Administrators, ILT, Teachers	Title 1, Local	Weekly
<ul style="list-style-type: none"> ○ Strategy #2 2. Lesson plans include TEKS, ELPS, vocabulary, classroom activities, and turn & talk preps.	AR, T1	All Students	Teachers	Title 1, Local	October, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Daily objectives are aligned to the standard and written as a measurable student learning output.	AR, T1	All Students	Teachers	Title 1, Local	October, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Teachers use recurring PLC meetings to collaboratively plan parts of lessons.	AR, T1	All, AA, H, SpED	Administrators, ILD, Teachers	Title 1, Local	October, Jan, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Teachers make adjustments to lesson plans based on recurring analysis of exit tickets.	AR, T1	All, At-Risk	ILT, Teachers	Title 1, Local	October, Jan, May
<ul style="list-style-type: none"> ○ Strategy #6 6. During PLCs, teachers will create know/show charts, success criteria, and teacher exemplars to improve lesson plans.	AR, T1	All Students	ILT, Teachers	Title 1, Local	October, Jan, May

12C. Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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Area of Focus: 13. Staff Development

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

Campus Performance Objective: Refugio Elementary School faculty will be provided with staff development enabling the staff to better meet the needs of the students.

Formative Evaluation: Sign Ins, Certificates of Completion, CNA Team Meetings, Agendas, STAAR, Lesson Plans

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Provide staff development opportunities for teachers to meet the needs of struggling students.	SD	AtRisk	Administrators, Director of EI & Sec Ed	Title I, Title II, Grant, local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Certified GT teachers will continue to obtain 6 hours of GT training annually.	SD	GT	Administrators	local Funds	Sept
<ul style="list-style-type: none"> ○ Strategy #3 3. Provide research-based, on-going professional development to staff to reach and teach all subgroups, including training and coaching sessions on STAR Literacy, Fundamental Five, Writing Workshops, Go Math, STEMscopes, ELPS, and best reading practices.	SD	All Students	Director of EI & Sec Ed, Principal	Title I, Title II, Grant , local Funds, SCE	Sept, Dec, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Conduct a Comprehensive Needs Assessment for determining staff development, student, and parent needs.	SD	AtRisk, ECD	Administrators, Director of EI & Sec Ed	Title I, Title II, local Funds	May
<ul style="list-style-type: none"> ○ Strategy #5 5. Implement guidelines for a Highly Qualified staff .	SD	AtRisk	Director of EI & Sec Ed, Principal	Title I, local Funds	Sept, Dec
<ul style="list-style-type: none"> ○ Strategy #6 6. Staff will be trained in unpacking the TEKS, identifying what kids need to know and what they need to show, and develop success criteria to create exemplar lessons.	SD	All Students	Administrators	Title I, local funds, grants	November, January, April

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Parents will be encouraged to attend parent training workshops through our Region Service Center.	AR	AtRisk	Director of EI & Sec Ed, Principal, Teachers	Title I, Local Funds	October, May

Area of Focus: 14. Targeted Improvement Plan - Prioritized Lever 5.3

District Priority: Results Driven Accountability - Data-Driven Instruction

Campus Performance Objective: Disaggregated student data is tracked and monitored to identify root causes of why students may not have learned the concept and create effective plans to reteach.

Formative Evaluation: Accountability summaries, Student assessments/benchmarks, Data Agenda/Minutes, Progress Reports, Assessment Calendars

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

14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 1. Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	AR, T1	All students, Sped	ILT, Teachers	Local, Title 1, Title II, SCE	Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #2 2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1	Nov, Mar, May
<ul style="list-style-type: none"> ○ Strategy #3 3. Teachers identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1, SCE	Nov, Mar, May
<ul style="list-style-type: none"> ○ Strategy #4 4. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and instructional strategies.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1, SCE	Sept, Mar, May
<ul style="list-style-type: none"> ○ Strategy #5 5. Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1, Title II	Dec, Mar, May
<ul style="list-style-type: none"> ○ Strategy #6 6. Student progress toward measurable goals is visible in the students data room. K-5th	AR, T1	All students, At-Risk, Sped	Teachers	Local, Title 1	Jan, Mar, May
<ul style="list-style-type: none"> ○ Strategy #7 7. Provide professional learning to staff on the progress monitoring of student performance through the use of DMAC and/or STAR Renaissance.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1, Grants	Nov, Mar, May
<ul style="list-style-type: none"> ○ Strategy #8 8. Create a system in which students will set goals and monitor their own progress in reading and math.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1	Nov, Mar, May
<ul style="list-style-type: none"> ○ Strategy #9 9. Strengthen RTI for ARD processes to increase support for struggling students.	AR, T1	All students, At-Risk, Sped	ILT, Teachers, Sped staff	Local, Title 1, SCE	Nov, Mar, May

14B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #10 10. Implement differentiated and targeted instruction, based on student data, during small groups instruction in reading and math in grades K-5.	AR, T1	All students, At-Risk, Sped	ILT, Teachers	Local, Title 1, SCE, Grants	Nov, Mar, May

14C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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Summary of FTEs 2021-2022

<u>Campus</u>	<u>Position</u>	<u>FTE</u>	<u>SCE Funds</u>
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

<u>Campus</u>	<u>6100</u>	<u>6200</u>	<u>6300</u>	<u>6400</u>	<u>Total</u>
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 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

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