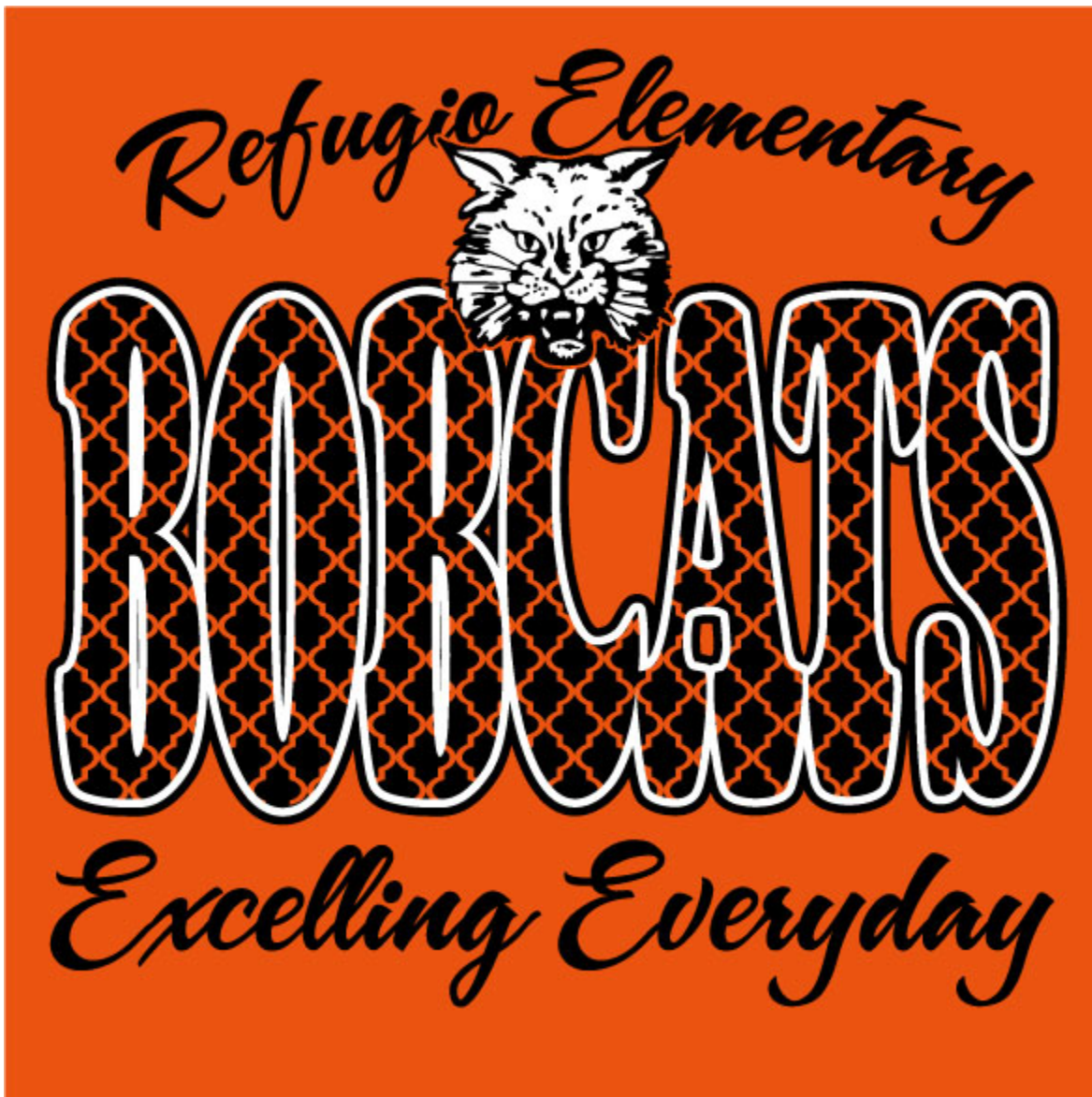


# Campus Improvement Plan



**Refugio Elementary**

**2019-20**



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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: 2019-20

**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?
<b>Demographics</b>	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
<b>Student Achievement</b>	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
<b>School Culture and Climate</b>	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
<b>Staff Quality/ Professional Development</b>	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
<b>Curriculum, Instruction, Assessment</b>	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
<b>Family and Community Involvement</b>	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><b>School Context and Organization</b></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><b>Technology</b></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

### Reading

#### 2016-17 Reading STAAR Results

2016-17 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	71	1403	21	30	50	70	25	35	11	15
4	66	1467	28	42	38	58	21	32	10	15	
5	48	1483	23	48	25	52	11	23	4	8	
6	45	1563	19	42	26	58	13	29	8	18	

#### 2017-18 Reading STAAR Results

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

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

**2016-17 Reading STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	45	1394	16	36	29	64	15	33	6	13
	4	45	1449	22	49	23	51	13	29	4	9
	5	34	1488	16	47	18	53	10	29	3	9
	6	33	1574	13	39	20	61	11	33	6	18

**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	11	34	6	19
	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	12	44	7	26
	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
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	0									
	5	0									
	6	0									
Asian	5	0									
	6	0									
Black or African American	3	9	1400	2	22	7	78	3	33	2	22
	4	4									
	5	9	1451	6	67	3	33	1	11	1	11
	6	3									
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
Native Hawaiian or Other Pacific Islander	5	0									
	6	0									

**2016-17 Reading STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	17	1427	3	18	14	82	7	41	3	18
	4	16	1541	2	13	14	88	7	44	6	38
	5	5	1509	1	20	4	80	0	0	0	0
	6	9	1564	3	33	6	67	2	22	2	22

**2017-18 Reading STAAR Results**

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	9	1355	3	33	6	67	1	11	0	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											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1422	3	20	12	80	5	33	3	20

	4	11	1500	4	36	7	64	4	36	2	18
	5	19	1578	3	16	16	84	13	68	4	21
	6	14	1661	3	21	11	79	8	57	7	50
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									

**2016-17 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	52	1386	17	33	35	67
	4	46	1446	21	46	25	54	12	26	4	9
	5	37	1475	19	51	18	49	8	22	3	8
	6	32	1526	17	53	15	47	6	19	3	9

**2017-18 Reading STAAR Results**

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	27	1411	7	26	20	74
	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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	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

Limited English Proficient	3	8	1382	4	50	4	50	1	13	1	13
	4	5	1469	2	40	3	60	1	20	1	20
	5	2									
	6	2									

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									

Special Education	3	7	1203	7	100	0	0	0	0	0	0
	4	5	1302	5	100	0	0	0	0	0	0
	5	2									
	6	7	1387	7	100	0	0	0	0	0	0

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

**2016-17 Reading STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				At-Risk	5	28	1454	17	61	11	39
	6	24	1470	16	67	8	33	2	8	0	0

**Writing**

**2016-17 Writing STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	65	3520	32	49	33	51	13	20	1	2
Hispanic/	4	45	3484	23	51	22	49	7	16	1	2

American Indian or	4	0									
Black or African	4	4									
White	4	15	3716	5	33	10	67	6	40	0	0
Two or More Races	4	1									
Economically	4	45	3424	28	62	17	38	6	13	1	2
Limited English	4	5	3232	4	80	1	20	0	0	0	0
Special Education	4	5	2847	5	100	0	0	0	0	0	0

### 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									

**English I**

**2016-17 English I STAAR Results**

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

**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	
			#	%	#	%	#	%	#	%

**English II**

**2016-17 English II STAAR Results**

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



**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	
			#	%	#	%	#	%	#	%

**Mathematics**

**2016-17 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
All Students				#	%	#	%	#	%	#	%
	3	72	1383	31	43	41	57	16	22	5	7
	4	66	1498	31	47	35	53	16	24	11	17
	5	48	1589	10	21	38	79	20	42	8	17
	6	46	1606	18	39	28	61	16	35	4	9

**2017-18 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
All Students				#	%	#	%	#	%	#	%
	3	44	1440	15	34	29	66	17	39	7	16
	4	59	1529	16	27	43	73	18	31	10	17
	5	66	1609	12	18	54	82	31	47	14	21

	6	41	1628	6	15	35	85	14	34	6	15
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**2018-19 Mathematics STAAR Results**

<b>Student Group</b>											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	46	1471	6	13	40	87	27	59	6	13
4	41	1591	8	20	33	80	21	51	11	27	
5	63	1561	22	35	41	65	24	38	9	14	
6	63	1612	15	24	48	76	20	32	6	10	

**2016-17 Mathematics STAAR Results**

<b>Student Group</b>											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	45	1376	19	42	26	58	9	20	3	7
4	45	1476	23	51	22	49	8	18	6	13	
5	34	1581	8	24	26	76	15	44	5	15	
6	33	1600	13	39	20	61	11	33	2	6	

**2017-18 Mathematics STAAR Results**

<b>Student Group</b>											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	32	1430	12	38	20	63	10	31	5	16
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**

	6	41	1628	6	15	35	85	14	34	6	15
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Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	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
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	0									
	5	0									
	6	0									
Asian	5	0									
	6	0									
Black or African American	3	9	1372	5	56	4	44	1	11	1	11
	4	4									
	5	9	1586	1	11	8	89	2	22	1	11
	6	4									

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
Native Hawaiian or Other Pacific Islander	5	0									
	6	0									

**2016-17 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	18	1407	7	39	11	61
	4	16	1582	4	25	12	75	7	44	5	31
	5	5	1654	1	20	4	80	3	60	2	40
	6	9	1654	3	33	6	67	5	56	2	22

**2017-18 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	9	1476	2	22	7	78
	4	15	1544	3	20	12	80	6	40	3	20
	5	16	1661	0	0	16	100	10	63	5	31
	6	5	1668	0	0	5	100	3	60	1	20

**2018-19 Mathematics STAAR Results**

2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	15	1452	2	13	13	87	9	60	1	7
	4	11	1603	2	18	9	82	7	64	4	36
	5	19	1611	3	16	16	84	11	58	4	21
	6	14	1720	1	7	13	93	9	64	5	36
Two or More Races	3	0									
	4	1									
	5	0									
	6	0									
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	0									
	4	0									
	5	0									
	6	1									

**2016-17 Mathematics STAAR Results**

2016-17 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	53	1368	26	49	27	51	9	17	2	4
	4	46	1462	25	54	21	46	6	13	4	9

	5	37	1576	9	24	28	76	15	41	4	11
	6	33	1573	15	45	18	55	7	21	1	3

**2017-18 Mathematics STAAR Results**

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	27	1413	11	41	16	59	8	30	2	7
	4	44	1511	13	30	31	70	10	23	6	14
	5	46	1594	8	17	38	83	20	43	8	17
	6	29	1617	4	14	25	86	8	28	2	7

**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	23	56	4	10
	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

Limited English Proficient	3	8	1330	5	63	3	38	0	0	0	0
	4	5	1495	1	20	4	80	1	20	0	0
	5	2									
	6	2									

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									
Special Education	3	7	1229	6	86	1	14	0	0	0	0
	4	5	1362	3	60	2	40	0	0	0	0
	5	2									
	6	8	1500	6	75	2	25	0	0	0	0
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

**2016-17 Mathematics STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	5	28	1555	8	29	20	71	8	29	1	4
	6	25	1526	17	68	8	32	2	8	0	0

**Algebra I**

**2016-17 Algebra I STAAR Results**

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

**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	
			#	%	#	%	#	%	#	%

**Science**

**2016-17 Science STAAR Results**

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	48	3688	20	42	28	58	13	27	4	8
Hispanic/	5	34	3670	16	47	18	53	9	26	2	6
American Indian or	5	0									
Asian	5	0									
Black or African	5	9	3569	4	44	5	56	1	11	1	11
Native Hawaiian or Other Pacific Islander	5	0									
White	5	5	4027	0	0	5	100	3	60	1	20
Two or More Races	5	0									



Economically	5	37	3631	17	46	20	54	7	19	3	8
Limited English	5	2									
Special Education	5	2									
At-Risk	5	27	3477	16	59	11	41	3	11	0	0

### 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

### 2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	63	3578	33	52	30	48	10	16	3	5
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

## Biology

### 2016-17 Biology STAAR Results

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

### 2017-18 Biology STAAR Results

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

### 2018-19 Biology STAAR Results

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

### Social Studies

2016-17 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

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	
				#	%	#	%	#	%	#	%

## U.S History

### 2016-17 U.S. History STAAR Results

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

### 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	
			#	%	#	%	#	%	#	%

## 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
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
2. Students will be given opportunities to participate in morning announcements.	AR	All Students	Principal	Local funds	Oct, May
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	Oct, Dec, Feb, May
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
5. Students will receive recognition for distinguished honor roll, honor roll, merit roll, conduct, and perfect attendance.	AR	All Students	Administrators, Teachers, Secretary	Local Funds	Per Six Weeks

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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 \$120,750	Nov, Jan
2. Host parent/community events such as: Meet & Greet, Open House, Science/Math Night, Family Literacy Nights, Bookfairs and Parent Trainings.	AR, PI	All Students	Administrators, Director of EI & Sec Ed, Grade Level Teacher, Librarian	Title I, Title II, Local Funds, Grants	Sept, Dec, May
3. Continue to work with all parents and volunteers in our school by supporting the efforts of the Campus PTA and increase membership.	PI	All Parents & Volunteers	Administrators, Grade Level Teacher	Community Partners, Local Funds	Sept, Jan, May
4. Identify and communicate volunteer opportunities.	PI	All Parents & Volunteers	Administrators, Grade Level Teacher	Local Funds	Sept, Jan, May
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	Dec, May

**1B. Teachers**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
6. Staff and community will provide field trips to enhance vocabulary, language development and life skills .	AR	All Students, AtRisk	Administrators, Teachers	Local Funds	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 at PTA meetings.	PI	All Parents	Administrators	Title I,Local Funds	October, May
10. Collaborate with Head Start Program to ensure successful transition into public education.	AR, TI	Preschool Students	Administrators, Grade Level Teacher	Title I, Local Funds	Sept, Dec, May
11. Partner with local library, Boys &Girls Club, and Nursing Homes to offer a variety of literacy activities, trainings, and student performances.	AR	All Students	Community Partners, Director of EI &Sec Ed, Librarian	Local Funds, community Partners	Dec, Mar, July
12. Student birthdays will be announced during morning announcements.	AR	All Students	Administrators, Teachers	Local Funds	Sept-May
13. Formulate a hospitality committee to maintain high campus moral and a positive support system.	AR	All Students	Administrators, CIT, Teachers	Local Funds	Nov-May
14. Encourage parent communication through Remind Apps	PI	All Parents	Grade Level Teachers	Local Funds	Sept, Jan, May
15. Continue 6th grade orientation to 7th/8th grade campus.	AR	6th Grade Students	Counselors	Local Funds	April
16. Partnership with PTA and community to increase parent participation.	AR	All Students	Administrators, PTA, Teachers	Local Funds, PTA Funds	January, May

**1C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
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	Sept, Oct, Dec, Jan, May
2. Parents will be encouraged to volunteer on campus.	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 Remind Apps 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:** Lesson Plans, SHAC Feedback, Sign In Logs, Surveys, Program Reports/Data

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Continue to have RHS PAL students interact with RES students.	AR	All, At-Risk	Administrators, Counselor(s), PALS Coordinator	Local Funds	Oct, Dec, May
2. Students will follow the PAX Good Behavior Game behavioral model.	AR	All, At-Risk	Administrators, Teachers, Counselors	Project Aware Grant	Oct, Feb, May
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
4. Practice Disaster Drills: Fire/Tornado/Lock Down	AR	All Students	Administrators, Grade level Teacher, School Nurse	Community Partners,local Funds	Sept-May
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
6. Students will utilize mental health social worker to ensure student safety.	AR	All, At-Risk	Administrators, Teachers, Counselors	Project Aware Grant	Jan-May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Continue the "Caught Being Good" program to encourage self-discipline.	AR	All Students	Counselor(s)	Local Funds	Sept, Nov, Dec, Feb, April, May
2. Staff will be trained in and implement the PAX Good Behavior Game processes and strategies.	AR	All Students	Administrators, Region 3	Project Aware Grant	Sept, Dec, Feb, May
3. Provide violence prevention and safety awareness presentations through law enforcement and safety organizations.	AR, VP	All Students	Administrators, Counselor(s)	Title I,Local Funds	October, Jan, May
4. Staff will be trained in Active Shooter Response.	AR	All Students	All Employees	Local Funds	October, Feb
5. 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; SCE \$30,090	Sept, April
6. Continue Healthy & Wise as the Coordinated School Health Program .	AR	All Students, AtRisk, ECD	Grade level Teacher, School Nurse	local Funds	Jan, May
7. Collaborate with Agrilife ambassadors to promote a healthy lifestyle.	AR	All Students	Grade Level Teachers, Agrilife Ambassador	local funds	October, November, December
8. 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	Oct, May



**2B. Teachers**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
9. 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	Sept, Jan
10. 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	Sept, Jan, May
11. Mental Health Social Worker will be utilized to ensure student safety and increased positive mental health..	AR	All Students	Social Worker, Counselor, Teachers	Project Aware Grant	Jan-May

**2C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Parents will be encouraged to participate in our Red Ribbon Week activities.	PI	All Parents	Administrators, Teachers	Community Partners, local Funds	Oct
2. Parents will check in with the office with a state ID when visiting a campus to receive a visitor's badge and help ensure campus safety.	VP	All Parents	Office Personnel	Local Funds	Sept, May
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
4. Invite parents to attend community wellness activities (Walk Across TX, Agrilife Cooking Classes, etc...)	PI	All Parents	Administrators, Teachers, AgriLife Ambassador	local funds	September, October, November

### 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, AEIS, Report Cards,

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
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	Dec, Feb, Mar, May
2. Teachers and Student Resource Officer will contact parents of students with excessive tardies and absences.	AR	Students with attendance issues	Grade level Teacher, SRO	Local Funds, SCE	Sept, Jan, May
3. Classes with the highest attendance percentages will be recognized.	AR	All Students	Administrators, Teachers	Local Funds	Feb, April, May
4. Teachers will contact parents of absent students.	AR	At-Risk	Teachers	Local Funds	Oct, Nov, Feb, April, May
5. Campus attendance and tardy policy will be sent home to parents.		All, At-Risk	Administrators, Teachers	Local Funds	Sept, Dec, Mar, April
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
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
1. Parents will be contacted about student absences.	PI, AR	All Parents of absent students	School Messenger	Local Funds	Sept-May
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
3. When notified, parents will attend a face-to-face 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
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
1. Incorporate college and career awareness activities into lesson plans.	TI	All Students	Teachers	Local Funds	Jan, May
2. Promote activities each 6 weeks 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
1. Work with the school to encourage college and career readiness.	PI	All Parents	Parents, Teachers	Local Funds	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 20% Meets and 8% Masters to 51% Meets and 29% 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
1. Students will utilize computers and technology such as STEMScopes to reinforce science skills.	AR, TI	AtRisk, K-6th	Teachers, Computer Lab Specialist	Title I,Local Funds,SCE, IMA	Nov, Jan, May
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
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
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
2. StemScopes will be used to align curriculum, instruction, assessment in science at all grade levels K-6th.	AR, TI	All Students (K-6th)	Administrators Teachers	Title I, Local	Sept, Dec,May
3. Benchmark tests will be used for progress monitoring to determine students in need of accelerated instruction/intervention.	AR, TI	All Students (3rd-6th)	3rd-6th Grade Level Teachers	Title I, Local Funds	Sept,Jan, May
4. Assessment data will be used to determine students in need of tutorials and tutorials will be assigned.	AR, TI	At-risk (5th)	Teachers	Title I, Title II, Local Funds, SCE	Sept, Jan, May
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-6th	Teachers	Title I, Local Funds, SCE	Sept, Jan, May
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
7. Media Centers will provide advanced technology equipment to support the classroom curriculum.	AR	All Students, AtRisk, ECD	Librarian, Technology Coordinator, Teachers	Title I, Local Funds	Sept, Jan, May
8. Seek to find science related field trips that reinforce science concepts and offer hands-on experiences.	AR	All Students	Teachers, Principal	Local Funds	May

**5B. Teachers**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
9. Purchase and maintain equipment and materials aligned to the science TEKS.	AR	K-6th	Teachers, Principal	Title I, Local Funds	Sept, Jan, May
10. Utilize questioning strategies to increase higher order thinking during lessons.	AR, TI	All Students, AtRisk	Teachers	Title I, Local Funds	Oct, Dec, March, April
11. Learn, Grow, Eat, and Go curriculum will be incorporated into science lessons.	AR	All Students	Teachers	Local funds	Oct, Dec, March
12. 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**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Continue to offer Science Night for families.	PI	All Students	Teachers, Administrators	Local funds, Title I	May
2. Parents will sign their child's planner/folder weekly and keep in contact with teachers.	PI	All Students	Teachers	Local Funds	Weekly

## 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 55% Meets and 22% 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
1. Attend Family Math Night to reinforce basic math skills to struggling students.	AR, TI	AtRisk	Teachers, Math Interventionist	Local funds, Title I	April
2. Students will utilize computers, chromebooks, tablets, and other technology to reinforce math skills.	AR, TI	AtRisk	Teachers, Librarian	Title I, Local Funds, SCE, IAL	Sept, Jan, June
3. Students who do not meet promotion or SSI requirements in math will attend summer school .	AR, TI	AtRisk	Principal, Teachers	Local funds, Grant	June
4. Students will attend in school intervention sessions to gain necessary math skills.	AR	AtRisk (3rd-6th)	Teachers	Local funds, Title I	September, October, December, February, April

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	School Improvement, Title I, Title II, Local Funds	Sept, Jan, May
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
3. Encourage math gains through the use of technology and innovative programs such as Think Through Math, Xtra Math, Formative Loop, and MobyMax.	AR, TI	All Students, AtRisk	Teachers, Math Interventionist, IT Specialist, Librarian	IDEA Special Education, Title I, Local funds, SCE	Sept, Dec, May
4. Benchmark tests will be used for progress monitoring to determine students in need of accelerated instruction/intervention.	AR, TI	All Students (2nd-6th), AtRisk	2nd-6th grade Level Teachers, Principal	Title I, Local Funds	Oct, Jan, May
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,	Sept, Jan, May
6. Utilize Math Interventionist/Lead/Mentor Teaches to work with struggling students and provide support to classroom teachers.	AR, CE	AtRisk	Math Interventionist, Teachers	Local funds, SCE \$35,302 supplies \$14,280	Sept, Dec, April
7. 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
8. Support Professional Learning Communities through providing planning time for teachers to collaborate and discuss best instructional practices.	AR, TI	All Students, AtRisk	Administration, Teachers	Title I, Local Funds	Sept, Jan, May

**6B. Teachers**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
9. Media centers will provide advanced technology equipment to support classroom instruction.	AR, T	AtRisk	Librarian, IT Specialist	Title I, Local Funds	Sept, Dec, May
10. Purchase and maintain equipment and materials aligned to the math TEKS.	AR	All Students	Administrators, Teachers	Title I, Local Funds	Sept, Dec, Jan, May
11. 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

**6C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Parents will be invited to attend Math Nights to create and play educational math games with their children.	AR, PI	All Students, AtRisk, ECD	Teachers, Math Interventionist	Local funds, Title I	Fall
2. 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
3. Parents will sign their child's planner/folder weekly and keep in contact with teachers.	AR, PI	All Students	Teachers	Local funds	Weekly

## 2019-20 Campus Improvement Plan for Refugio Elementary School

### 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 48% Meets and 25% 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
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
2. The RES library will be open before, during, and after school to provide students with access to literacy activities and resources.	AR	All Students, AtRisk, ECD	Librarian	Title I, Local Funds	Oct, Dec, May
3. Students will attend individualized tutoring sessions focusing on areas of need in Reading/ELA.	TI, AR	AtRisk	Teachers	Local Funds, SCE	Sept, Dec, Feb, May
4. Students will participate in the AR program to meet set reading goals.	TI, AR	Students (1st-6th), At-Risk	Teachers, Students	Local Funds	Every Six Weeks
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
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
2. Reading curriculum, instruction, and assessment will be vertically aligned in grades K-6th.	AR, TI	All Students	Administrators, Teachers	Title I, Local Funds	Sept, Dec, May
3. Encourage reading gains through the use of technology and innovative programs such as STAR Early Literacy, Star Reading and Accelerated Reader, and MobyMax.	AR, T	All Students, AtRisk	Teachers, Interventionists, IT Specialist	IDEA Special Education, Title I, Local Funds, SCE	Sept, Jan, May
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
5. Assessment data will be used to determine students in need of tutorials and tutorials will be assigned.	AR	All Students, AtRisk	Teachers	Title I, Title II, Local Funds	Sept, Jan, May
6. Utilize Reading Interventionists/Lead & Mentor Teachers to work with struggling students and provide support to classroom teachers..	AR, TI	AtRisk	Reading Interventionists, Teachers	Local Funds, SCE \$56,142	Sept, Jan, May



7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
8. Support Professional Learning Communities through providing planning time for teachers to collaborate and discuss best instructional practices.	AR, TI	All Students, AtRisk	Principal, Teachers	Title I, Local Funds	Sept, Dec, May
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
10. Utilize a full day PreK program to provide foundational literacy skills.	AR	PreK Students	Administrators, Teachers	Local Funds,	Sept, Dec, May
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
12. Integrate the Balance Literacy Approach into the reading/ELA curriculum.	AR	All Students	Teachers, Reading Interventionists	Local Funds	Sept, Jan, May
13. Use Leveled Literacy Intervention program with struggling students	AR	AtRisk	Teachers, Reading Interventionists	Local Funds, IMA	October, Jan, April
14. Utilize state-adopted McGraw-Hill instructional resource within the reading TEKS curriculum.	AR, TI	AtRisk, All Students	Teachers	Local Funds, IMA	Jan
15. Utilize small group instruction for advanced students to show continued growth	TI	Advanced Students	Teachers	Local Funds	Oct, Dec, Mar
16. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR, TI	All Students	Administrators, Teachers	Region 3 Grant	November, Jan, April
17. All K-2nd grade reading teachers will have attended the READ Academy by August 2021.	AR, T1	All Students	Reading Teachers	Local funds, READ Grant, Title I	Summer 2019 & 2020

7C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents are encouraged to participate in the Literacy Backpack Program where they will engage in reading activities at home with their children.	PI	All Students (PreK/Kinder)	Librarian, Teachers, Parents	Local Funds	October, Dec, Mar, April
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
3. Parents will monitor student study habits and homework involvement.	PI	All Students	Parents	Local Funds	Sept,Dec,May
4. Parents will be encouraged to attend Family Literacy Nights where they receive information on how to help their child improve literacy skills.	PI	All Students (PreK/K/1st)	Teachers, Librarian, Parents	Local Funds	Sept, Dec, May
5. 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 Writing performance from 30% Meets and 8% Masters to 40% Meets and 13% Masters.

**Formative Evaluation:**

Writing Samples, Sign Ins, Lesson Plans, Presentations, Student Treasure Books, STAAR, Benchmarks

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will attend individualized interventions on areas of need in writing.	TI, AR	At-Risk	Teachers	Local funds, SCE, Title I, Grant	Sept, Jan, May
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	February
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
1. Improve writing curriculum, instruction, and assessment at all grade levels K-6th.	AR	All Students, AtRisk	Teachers	Title I, Local Funds	Sept,Dec, May
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
3. All content areas will include at least one writing sample each week in grades K-6th.	AR	All Students (K-6th), AtRisk	Teachers	Local Funds	Dec, May
4. Incorporate sustained silent writing in grades 3-6 at least one time prior to STAAR.	AR	All Students (3rd-6th)	Teachers	Local Funds	December, May
5. Analyze and use the released STAAR Writing guides and Revision and Editing items to align TEKS-based instruction with the STAAR writing expectations.	TI	All Students, AtRisk	Administrators, Teachers	Local Funds	Jan, Feb, Mar
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	Sept,Jan, June
7. Purchase and maintain equipment and materials aligned to the writing TEKS.	AR	All Students	Administrators, Teachers	Title I, Local Funds	Sept, Dec, Jan, Mar, May
8. A writing intervention period will be added to the master schedule for students to write daily.	AR	Students (K-2nd)	Administrators, Teachers	Local Funds	Sept, Nov, Jan, Mar, May
9. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR	All Students	Administrators, Teachers	Region 3 Grant	November, January, April

8C. Parents					
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents will monitor student study habits and homework involvement.	PI	All Students	Parents	Local Funds	Sept,Dec,May
2. Parents will participate in family literacy night.	PI	All Students	Parents	Local Funds	Oct, Feb

### 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
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
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
2. Purchase and maintain equipment/materials aligned to the social studies TEKS.	AR	All Students	Administrators, Teachers	Local Funds, Title I	Sept, Dec, Feb, April, May
3. Temporary World Studies & TEKS Resource will be used to align curriculum, instruction, and assessment in social studies (6th).	AR	6th Grade Students	Administrators, Teachers	EMAT Funds	Sept, Jan, May
4. 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
5. Support Professional Learning Communities through providing planning time for teachers to collaborate and discuss best instructional practices.	AR	All Students	Administrators, Teachers	Local Funds, Title I	Dec, May
6. Implement daily questioning strategies to increase higher order thinking during lessons.	AR	All Students	Teachers	Local Funds, Title I	Oct, Jan, Mar
7. 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
8. Teachers will unpack TEKS to determine the success criteria for student growth when developing lesson plans.	AR	All Students	Administrators, Teachers	Region 3 Grant	November, January, April

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

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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
2. Performance expectations are clear and measurable and match job responsibilities.	AR, T1, CE	All Students	Administrators, ILT, Teachers	Local Funds	Sept, Oct
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
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
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
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
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
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	Oct, Jan, Mar, May

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

## 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.	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.	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.	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.	AR	SPED, AtRisk	Core Subject Teachers, Grade level Teacher, Interventionists, Special Education Teachers	local Funds	Sept, Jan, May
2. Continue supporting the needs of SPED students through the use of resource and inclusion services .	AR	SPED	Special Education Teachers	IDEA Special Education, local Funds	Sept, Jan, May
3. The CARE Team will collaborate to ensure student needs are met through regular education interventions before referrals are made to SPED.	AR	AtRisk	Administrators, Counselor, Grade level Teacher	local Funds	Oct, May
4. At-risk students will be monitored.	AR	AtRisk	Administrators, Core Subject Teachers, Counselor, RCIC Project Director	local Funds, SCE \$25,865	Sept, Jan, May
5. Teachers will receive ELPs training in sheltered instruction.	AR	AtRisk, ESL	Teachers	Local Funds, Title III SSA	Jan
6. Gifted and Talented students will engage in special enrichment projects and activities during GT pullout program.	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.	AR	AtRisk	Administrators , Counselor, Gifted & Talented Teacher	local Funds	Nov, May
8. Work with the RtI process to plan for early interventions and strategies to meet the needs of ESL students.	AR	ESL, At-risk	Administrators, Core Subject Teachers	Title I, Grant, Local Funds, Title III SSA	Sept, May
9. Utilize English acquisition software and resources to enhance ESL program.	AR, T	ESL	ESL Teachers, Core Subject Teachers	Grant, Local Funds, Title III SSA, Title I	Sept, May
10. Provide ESL support and extended year services as needed for ELL students to develop and maintain skills.	AR	ESL, At-risk	ESL Teachers, Core Subject Teachers	Title I, Title III SSA, Grant, Local Funds	Sept, May

**11B. Teachers**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
11. Increase the number of ESL certified staff on campus.	AR	ESL, At-risk	Administrators, Grade level teacher	Title I, Local Funds, Title III SSA	Sept, May
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
13. Teachers will identify and incorporate the ELPS when planning lessons and delivering instruction for ELLs. This will be listed in all teacher lesson plans.	AR	ESL, At-risk	Teachers	Local funds, Title III SSA	Weekly

**11C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
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
2. Attend offered parent trainings presented by the school or Region III Service Center.	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					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. All teachers create and submit 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
2. Lesson plans include TEKS, ELPS, vocabulary, classroom activities, and turn & talk preps.	AR, T1	All Students	Teachers	Title 1, Local	October, May
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
4. Teachers use recurring PLC meetings to collaboratively plan parts of lessons.	AR, T1	All, AA, H, SpED	Administrators, ILT, Teachers	Title 1, Local	October, Jan, May
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
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
7. Campus instructional leaders review lesson plans weekly for alignment to the standards, the expected level of rigor, and provide teachers with feedback and lesson planning support.	AR, T1	All Students	ILT, Teachers	Title 1, Local	October, Jan, May

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



### 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
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
2. Certified GT teachers will continue to obtain 6 hours of GT training yearly.	SD	GT	Administrators	local Funds	Sept
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	Sept, Dec, May
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	April
5. Implement guidelines for a Highly Qualified staff .	SD	AtRisk	Director of EI & Sec Ed, Principal	Title I, local Funds	Sept, Dec
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	November, January, April
7. Administrators and lead teachers will receive training and coaching in Data Driven Instruction (DDI).	SD	All Students	Administrators, Lead Teachers	Title I, local funds, Grant	November, January, April

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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:**

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
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**14B. Teachers**

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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	ILT, Teachers	Local, Title 1, Title II	Jan, Mar, May
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data.	AR, T1	All students, At-Risk	ILT, Teachers	Local, Title 1	Nov, Mar, May
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	ILT, Teachers	Local, Title 1	Nov, Mar, May
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	ILT, Teachers	Local, Title 1	Sept, Mar, May
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	ILT, Teachers	Local, Title 1, Title II	Dec, Mar, May
6. Student progress toward measurable goals is visible in every classroom. K-6th	AR, T1	All students, At-Risk	Teachers	Local, Title 1	Jan, Mar, May

**14C. Parents**

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
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### Summary of FTEs 2019-2020

Campus	Position	FTE	SCE Funds
RES	Reading Specialist	1.0	\$55,540
RES	Interventionist	1.0	\$38,852
RES	Supplemental Counselor	1.0	\$27,770
RES	Interventionist	1.0	\$27,270
RES	Tutorials/Int. (24 teachers)	2.230	<u>\$112,796</u>
	RES Total		\$262,228
RJHS	AI Classes/Tut (7 Teachers)	1.73	<u>\$61,535</u>
	RJHS Total		\$61,535
RHS	AI Classes/tut (23 Teachers)	2.346	\$110,646
RHS	At-Risk Coordinator	0.074	\$4,500
RHS	Interventionist	1.0	<u>\$38,723</u>
	RHS Total		\$153,869
<b>Total for FTEs</b>			<b>\$477,632</b>

#### SCE Summary

Campus	6100	6200	6300	6400	Total
RES	\$262,228	\$384	\$10,166	\$0	\$272,778
RJHS	\$61,535	\$100	\$400	\$0	\$62,035
RHS	\$153,869	\$205	\$4295	\$0	\$158,369

**TOTAL: \$493,182**

#### 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.

## Funding Sources for Refugio ISD 2019-2020

Program	Purpose	Entitlement
State Compensatory Education	Enhance and improve the regular education program to increase the academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements local funds.	\$466,697
ESL	Address the needs of students whose home language survey is one other than English.	\$10,655
Special Education	Address the needs of students identified with disabling conditions.	\$365,849
Dyslexia Allotment	To fund services that help eligible dyslexia students or students with related disorders.	\$26,488
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.	\$87,398
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.	\$151,847
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.	\$23,209
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.	\$87,685
Title IV	To implement school safety improvements on campuses	\$11,166
Instructional Materials Allotment	For the purchase of instructional materials, technological equipment, and technology-related services	\$128,906
Carl Perkins	To prepare students for direct entry into employment in high demand, high skill, or high wage occupations.	SSA
REAP	Small, Rural School Achievement Program (REAP) funding is used to enhance and improve education programs to increase student achievement.	\$29,221

**SCE 2019-220**

**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:**

<b>Service / Program</b>	<b>Schoolwide Component</b>	<b>SCE Funds</b>	<b>Program Goal</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Retain reading specialist and interventionists.	#2-- Schoolwide Reform #9 effective and timely assistance for students	Reading specialist and Int \$121,662	All at-risk students will master STAAR reading.	Improved grades each six weeks	Increase in STAAR reading scores
Utilize a supplemental counselor to assist with at-risk students	#9 effective and timely assistance for students	supp. counselor \$27,770	At risk students will show improvement on STAAR assessments.	improved STAAR scores	Increase STAAR scores and improve attendance.
Assessment data will be used to determine students in need of tutorials and tutorials will be assigned.	#8--Teacher decision-making regarding assessments	Tutorials/ Int \$112,796; supplies: \$10,550	All at-risk students will master STAAR reading.	Progress reports/report cards & Benchmark data	Increase in STAAR Reading scores

**TOTAL:                    \$272,778**

