

# 2015-16 District Improvement Plan

## Refugio Independent School District

District Name

## Mission Statement

### **Refugio Independent School District's Mission Statement**

#### Mission

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

#### State Compensatory Education Funding Statement:

Refugio ISD has chosen to use its supplemental SCE funds to support the Title I, Part A Schoolwide Programs for upgrading the entire educational program. As appropriate and necessary, SCE funds will be used to support one or more of the ten Title I, Part A Schoolwide Program Components at Refugio ISD, so long as the campuses continue to meet, at a minimum, the 40% poverty threshold.

## Refugio Independent School District Campus Improvement Plan

### 2015-16 Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Refugio Independent School District conducted a comprehensive needs assessment for the 2015-16 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the activities/strategies in the additional sections of the Campus Improvement Plan.

#### **Campus Demographics**

The staff at Refugio Independent School District include 63 teachers, 21 paraprofessionals, and 7 administrators. The student population is 29.5% White, 11.7% African American, 57.3% Hispanic, 0.3% Asian, and 0% Native American. Additionally, the campus serves 56.4% economically disadvantaged students, 11.75% special education students, and 5% Limited English Proficient students. Attendance rates include 95.8% African American, 95.2% Hispanic, 95% White, and 95.2% economically disadvantaged. The most current data indicate the campus has a 11.3% mobility rate.

The following data were reviewed in relation to district demographics:

2013-14 Texas Academic Performance Report, PEIMS Reports, At-risk rosters, ESL/GT rosters, mobility rates--NCLB report card

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

- Increase the number of CTE students
- High Special Education graduation rates
- Student/Teacher ratio is below state average
- Under-identified Gifted & Talented population
- High percentage of At-risk students

Areas of need include:

- Need to increase number of GT students
- Need to increase number of CTE students, offer more course choices
- Need to decrease the number of At-Risk students

#### **Student Achievement**

The following data were reviewed in relation to Student achievement:

STAAR/AEIS, NCLB Report Card, TPRI reports, SAT/ACT, Benchmark results, Renaissance/STAR Literacy results, TSI data, Report Cards, DMAC, PSAT, Dual credit enrollment

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

- Refugio ISD students benefit from our small class sizes.
- STAAR Remedial/AI classes/tutorials impact student achievement.

OFSDP decreases our drop-out rate--Odysseyware.

Need updated technology

Focus on College & Career readiness, Vocational readiness

Aides are beneficial in core content areas

Extended independent reading time is a benefit

RHS has high graduation rates

RISD has much community support/Dedicated parents

Minimum discipline issues

Good communication efforts between campuses

Need to increase Wi-Fi

Parents and teachers need training on technology/online resources

Need to build leadership capacity

RISD needs to increase salaries to remain competitive

Need to close the achievement gap between subpops

All campuses in district need to raise attendance rates

Areas of need include:

Need to close the achievement gaps between student populations

Need to improve attendance at each campus

Need to increase Wi-Fi through community partnerships

Need training for ALL stakeholders in technology/online resources

Need to build leadership capacity

Need to add fewer programs with more thorough training and implementation

Need salary increases/incentives

### **District Culture and Climate**

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

Surveys

Interviews

personal communications with students/staff

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

Students feel generally safe at school

Discipline is coupled with a level of understanding

Teachers/coaches/district personnel have high expectations  
All students are encouraged to participate in extracurricular activities  
Majority of students feel school has an OK physical environment  
Athletic facilities help promote attendance  
Police are always on duty  
Majority of students are not aware of any existing gangs  
Need new facilities at RHS, RES---Bond passed!  
Need locked doors/gates at RHS/RES for safety  
Needs to be a uniform discipline procedure across the district  
Need uniformity in regards to unexcused absences  
Need time for counselors to counsel  
Need to instill school pride--especially during renovation projects.  
Need program for parents to get info on substance/alcohol abuse

Areas of need include:

Need higher level of parent involvement & more roles for parents in our district systems  
Need programs for parents to get info on substance/alcohol abuse  
Need to increase positive communications with parents regarding their children  
Need to find a way to not share staff between campuses--difficult for scheduling  
Need to equalize class sized at HS  
Need to provide professional development targeting specific issues identified by staff, Rtl, etc.  
Need to maintain salaries and programs for struggling students  
Need to have alignment between the school and little league activities (no pass/no play)  
RISD needs to have a uniform plan for students with attendance issues  
Many faculty members feel as though there is a disproportional relationship between the athletic budget and the academic budget for the district  
District personnel need proper training when dealing with a child's socio-emotional wellness  
Need uniform discipline procedures at all 3 campuses  
All campuses need locked doors/gates for safety  
Need to incorporate pride building activities into the renovation projects  
High needs exists for proper counseling at all 3 campuses

### **Staff Quality, Recruitment, and Retention**

The following data were reviewed in relation to Staff Quality, Recruitment, and Retention:  
AEIS Report/TAPR

Training Rosters/professional development offerings  
2013-14 CNA  
Staff mobility/Stability  
Teacher/staff input

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

All Refugio ISD teachers are Highly Qualified.  
Staff has input on Professional development  
Teachers are placed in High needs areas --pay incentives  
"Refer a Friend" program is a good incentive  
PowerWalks provide valuable information  
Small class sizes are beneficial  
Need to develop guidelines for mentor program  
Need to improve staff turnover rate  
Teachers need to know in advance when teaching assignments change  
Increase salary schedule

Areas of need include:

Teacher Mentor program--Defined guidelines & expectations--veteran teachers are left to guide new hires  
Need to reduce staff turnover rate  
Teachers would like to know teaching assignments for the upcoming school year in advance--sometimes get little warning  
Salaries need to increase as they are low compared to the region

### **Family and Community Involvement**

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

Parent Rosters of participation  
Correspondences/English & Spanish  
Innovative approaches to Literacy tracking sheets (IAL)  
Teacher input  
Surveys

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

RISD responds to needs of parents/students  
Good communication with parents  
Variety of offerings/activities/services for a small school district  
Meet students basic health needs to improve learning (food backpacks)

Many community partners to increase resources  
Must encourage a college going culture with students and parents  
Increase ACT/SAT scores  
Raise expectations for Reading & Writing/vocabulary district-wide---particularly in primary  
Provide more vocational courses (i.e. Cosmetology)  
Increase volunteers

Areas of need include:  
Need to provide more vocational offerings for students (such as Cosmetology)  
Need to develop volunteer program.  
Encourage a college going culture with students/parents beginning in primary school  
Increase ACT/SAT scores  
Raise expectations for Reading & Writing/ vocabulary---particularly at RES

### **Technology**

The following data were reviewed in relation to Tech and Community Involvement:  
Classroom technology uses/needs  
Student/teacher usage & skills base  
Bandwidth  
primary school technology needs (grades 1-3)  
District comparisons

Upon review of these data, several findings were noted. These findings include:  
Tech support team is quick to respond to needs  
Keyboarding and basic computer skills are needed at the elementary/JH  
More Professional development on technology use in the classroom is needed--Chromebooks  
Need to increase & replace aging/outdated equipment  
Chromebooks have been a good addition  
Need to increase bandwidth

Areas of need include:  
Need to implement a keyboarding and basic computer skills course at Elementary/JH  
Professional development on technology uses in the classroom would be beneficial--particularly Chromebooks  
Increase bandwidth

## **Curriculum, Instruction, and Assessment**

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

TAPR/AEIS results

STAAR results

Master schedules

Student surveys/input

Teacher input

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

Small class sizes are beneficial

AI classes at Junior High and High School are beneficial; LLI for K-2 at RES

Dual credit course offerings are tremendous service to our students/parents

OFSDP & Odysseyware has reduced drop outs

Student Resource officer helps with truancy/discipline

Administration is supportive

Students are involved with the community through service organizations

College readiness programs at the high school help prepare graduates

Technology is moving in the right direction

Need to improve student performance on standardized tests--ACT/SAT, STAAR

Increase student motivation/community involvement in education

Need more aides/support staff to assist w/ students and hold ARDS outside conference period

Increase planning time by providing teaming period--or early release days

Smaller class sizes at elementary--need 4 core teachers in each grade 3-6

Counselors need to be able to counsel

Need to implement more vertical alignment--more dept. heads

Student time--attend tutorials & make-up days w/ productive activities

Increase bandwidth, keyboarding at RES, RJHS

Areas of need include:

Improve student performance on standardized tests--STAAR, SAT/ACT

Implement more vertical alignment

Increase student motivation/community involvement in education

More support staff

Hold ARDS outside conference period

Counselors need to be able to counsel--too much time spent testing, special programs

Increase planning time by providing teaming period/early release days

Need smaller student/teacher ratio at RES --4 core teachers in each grade 3-6

Need to increase bandwidth, keyboarding at RES/RJHS



### **School Context & Organization**

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

Master Schedules/Duty Schedules  
Faculty Advisory Committee Notes  
Campus Improvement Teams  
REIC  
Parent Sign Ins  
Activity Calendars  
Rtl/Accelerated Instruction Process

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

Good representation on REIC & CITs  
Parents stay informed: Handbook/Student Code of Conduct, School Messenger, RISD website  
Bond passed to improve facilities  
High expectations for students  
Need to find funding to maintain salaries and provide programs for struggling students  
Need to increase parental involvement in academics  
Need professional development targeted to specific issues identified by staff, Rtl, etc  
Need to increase positive communication w/ parents regarding their children  
Shared staff makes scheduling difficult  
Need to equalize class size at the HS

Areas of need include:

Funding needed to maintain salaries & programs for struggling students  
Increase parental involvement in academics  
Provide professional development targeted to specific issues identified by staff, Rtl, etc  
Increase positive communication with parents regarding their children  
Shared staff makes scheduling difficult  
Equalize class sizes at the HS

**Refugio Independent School District  
Areas to Celebrate**

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Met all system safeguards; Met standard on all 4 indices	2015 Accountability Summary
		Writing	Met standard on all 4 indices	2015 Accountability Summary
		Math	Met all system safeguards; Met standard on all 4 indices	2015 Accountability Summary
		Science	Met all system safeguards; Met standard on all 4 indices, High School earned Academic Achievement Distinction	2015 Accountability Summary
		Social Studies	Met all system safeguards; Met standard on all 4 indices	2015 Accountability Summary
	Subgroups	All	Junior High earned Top 25% Student Progress Distinction; No PBMAS staging for NCLB or CTE	2015 Accountability Summary
		LEP	No PBMAS staging	
		SE	No PBMAS staging	
	Social/ Emotional	Discipline		
		Extracurricular	Students on each campus have the opportunity to participate in a variety of clubs, teams, competitions, and activities. The Might Bobcat Band earned Best Drum Major, Best Colorguard, Best Percussion, and Best in Class 2A at the Crossroads Marching Festival. The Band also earned 1st Place in 2A, 1st Place Percussion, and 3rd Place in 2A & 3A Combined at the Deep River Marching Showcase and received 1's at the UIL Regional competition, advancing to the Area competition.	Student participation, Rosters/Membership, Meetings, Awards
		Other	Students at the High School have the opportunity to earn an NCCER Welding certification which will improve their career readiness. Refugio ISD has received a continuation of the Innovative Approaches to Literacy Grant which the district will use to provide teacher training, reading programming and materials, and Chromebooks for teachers & students.	Class rosters, Master Schedule, certifications earned, Inventory

STP	Area	Indicator	Description of Activity	Evidence of Success
Teachers	<b>Professional Development</b>		Inservice week for the 2015-16 school year was designed to target specific professional development needs identified by the Comprehensive Needs Assessment. Training was provided in Renaissance Reading which is designed to increase student achievement and elevate teacher effectiveness in reading. All new teachers and aides were able to attend a variety of sessions of their choice at Region 3's R.E.A.L. Conference. Teachers were also trained by 2 of our own teachers on technology skills and strategies that could be implemented in the classroom with the Chromebooks. Core subject teachers in grades Pk-12 attended writing training provided by a Region 3 consultant as writing is an area of focus for each campus. A variety of writing trainings will be completed throughout the year. All staff new to the district completed training on Child Abuse and Other Maltreatment of children as mandated in statute. Gifted and Talented teachers attended the required GT 6 hour updates. Special Education teachers attended IEP training conducted by the Goliad Special Education Co-op. Appropriate staff on each campus attended CPI refresher training.	Inservice agendas, sign ins, certificates of training
	<b>New Staff</b>		A new teacher academy was held in August to orient new staff to the district. New hires received training on AESOP, district technology, PDAS, and child abuse and other maltreatment of children.	Sign in
	<b>Retention</b>		Refugio ISD has assigned teacher mentors and department heads to guide teams/grade levels to greater student achievement and teacher efficacy.	Job Descriptions, Surveys
	<b>Qualifications</b>		100% of Refugio High School and Elementary staff is Highly Qualified, RJHS is working to be 100% HQ by December 16, 2015. The campus principal will ensure that both teachers at the JH are registered and preparing for the appropriate assessments needed to meet HQ criteria.	Teacher Certifications, Principal attestations
Parents	<b>Participation</b>		Over the last 3 years, parents have enjoyed a variety of literacy activities through an Innovative Approaches to Literacy grant.	Event sign ins
	<b>Communication</b>		Skyward parent access provides parents access to important information regarding their child(ren) such as grades, missing assignments, cafeteria balance, and absences. The School Messenger system alerts parents to important events in the district. The Refugio ISD website features links to campuses and provides access to district and campus information and registration forms.	Refugio ISD website, Skyward Parent Access, Automated call system

## 2015-16 Campus Improvement Plan for Refugio Independent School District

### Area of Focus: 1. District Culture

**District Priority:**

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

**Campus Performance Objective:**

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

**Formative Evaluation:**

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

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. HS Students will have the opportunity to participate in the PALS & ARK mentor program.	AR	All, At-Risk	PALS Instructor, Administrators, ARK Advocacy	Local Funds, Community Partner	Aug, Dec, May
2. Students will engage in positive activities designed to promote desired outcomes both academically and behaviorally such as student recognition for academic achievement, good conduct, Bobcat Character Counts, and excellent attendance.	AR	All, At-Risk	Administrators, Kathy Wallace	Local Funds, Community Partners	Oct, Dec, Feb, May
3. Students will have the opportunity to be involved in school clubs and governing bodies directly impacting campus culture. (Student Council, NHS, UIL, Athletic teams, Cheerleading, PALS, LOD).	AR	All, At-Risk	Sponsors, Administrators	Local Funds	Aug, May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Campuses will hold parental involvement opportunities during the school year (Open House, Title I Meetings, Family Literacy Activities, Meet the Teacher, Parent Trainings, Senior Parent Meetings, Athletic & Band Parent Nights, GT Meeting)	AYP, T1, PI	All	Administrators, Director of Education, Librarian	IAL, Title I, Local funds, activity funds	Aug, Dec, May
2. School newspapers and letters will be published periodically and Refugio ISD website and social networking sites will be updated regularly.	T1, PI	All	Counselor(s), IT Specialists, Librarian	IAL, Title I, Local funds	Aug, Jan, May
3. Core teachers will hold parent conferences and make positive parent contact (phone calls, emails, post cards, visits).	T1, PI, AR	All	Administrators	Activity Funds, Local Funds	Sept, Jan, May
4. Refugio ISD will partner with local library, Boys & Girls Club, and nursing homes to offer a variety of literacy activities, trainings, and student performances and to ease the transition into Pre-K/Kindergarten.	T1, PI	All, At-Risk	Administrators, Director of Education, Librarian	IAL, Title I, Local Funds	Dec, March, July
5. Continue to reduce class size for the improved performance of all student groups.	T1, AR	All, At-Risk	Superintendent	Title IIA Funds, Title I, Local Funds	August, May
6. Provide additional academic support and instructional monitoring to enhance the improvement of STAAR scores in all student groups and to prevent regression as determined by ARD committees. (tutorials, summer school, online programs, ESY services, Accelerated Instruction)	T1, AR, CE, AYP	All, At-Risk	Administrators	SCE \$ AI Classes, Local Funds, Title I	Sept, Jan, May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7. Dropout prevention strategies will be provided such as counseling services, Optional Flexible School Day Program, pregnancy related services, tutorials, At-risk coordinator, Bobcat Character Counts, and Odysseyware.	T1, AR	All, At-Risk	Administrators, Kathy Wallace	Title I, Local Funds, HS Allotment, SCE \$	Sept, Jan, May
8. Campus committees will assess the needs of all students and programs in Refugio ISD to complete a Comprehensive Needs Assessment.	T1	All, At-Risk	Administrators, Director of Education	Local Funds	May
9. Refugio ISD will strive to hire and retain highly qualified teachers and paraprofessionals according to the NCLB definition of Highly Qualified.	T1	All	Administrators	Title I, Title II, Local funds	Sept, Dec
10. Promote continued staff development which directly focuses on district/campus/teacher needs and meets certification requirements. Seek input from staff members to identify professional development interests.	T1, SD	All	Administrators	Title I, Grants, Local Funds, REAP, IAL	Aug, Jan, May
11. New teachers and teachers new to the district will be assigned a mentor teacher to provide support.	T1, SD	New teachers	Mentor, Administrators	Local Funds	Aug, May
12. Teachers will be trained in testing strategies, active monitoring, and confidentiality for the state assessments.	T1, SD	All	Director of Education, Administrators	Local Funds	Dec, February, April, June
13. Substitute teachers will meet with campus principals to be trained in campus routines, procedures, confidentiality requirements, and expectations.	T1	All	Campus administrator	Local Funds, Title I, Title II, Grants	Aug, Jan, May
14. Teachers will participate in school-wide/district-wide committees to increase student engagement, parent involvement, and appreciation of staff members.	SD	All	Administrators, Committees	Local Funds	Aug, Jan, May
15. Teachers/counselors will review all individualized student plans (IEP/ESL/504/BIP/RtI/PGP) in order to provide appropriate instruction in all content areas of grades Pre-K-12.	T1, AR	At-Risk, ESL, SpEd	Teachers, Counselor(s), Administrators	Local Funds, Title I	August, Following updates
16. Provide and document appropriate services and frequency and duration of services for all special needs students (ESL, GT, 504, AR, ED, SpEd).	T1, AR	At-Risk, ESL, SpEd, GT	Teachers, Counselor, Administrators	Local Funds, Title I, IDEA, SCE	Aug, May
17. Implement and maintain a rotation and addition of technology district-wide to align with technology plan and help meet the needs of all learners.	T1	All, ECD, At-Risk	IT Specialists, Administrators	Local Funds, REAP, Title I, IMA, IAL	Sept, May
18. Campus principal will ensure that teachers that do not meet HQ criteria by the TEA established deadline will receive support, training, and test preparation in order to meet HQ status before the end of the 1st semester.	T1, SD	All, At-risk	Campus administrator	Local funds, Title I	Sept, Dec

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents/Guardians will be invited to eat with and participate with students on special event days to promote parental involvement as well as open lines of communication.	T1, PI	All	Administrators	Activity Funds, Local funds	Sept, Jan, May

**1C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
2. Parents will have the opportunity to volunteer on campus through the VIP Parent Volunteer Program and PTO.	T1, PI	All parents	Administrators	Title I, Local Funds	Aug, Jan, May
3. Senior citizens will receive Gold Passes for free admission to school events.	T1, PI	All	Administrators	Local Funds	Aug, Jan, May
4. Report cards, progress reports, assignment notebooks, email, automated message system, conferences, district website, social networks, correspondences (English & Spanish), and Skyward Parental Access will keep parents informed about their child's progress and district events.	T1, PI, T	All, At-Risk	Teachers, Administrators, IT Specialists	Title I, Local Funds	Aug, Dec, May
5. Parents will provide feedback through surveys and evaluations.	T1, PI	All	Administrators	Local Funds, IAL	Aug, Dec, May

## 2015-16 Campus Improvement Plan for Refugio Independent School District

### Area of Focus: 2. Student Safety

**District Priority:**

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

**Campus Performance Objective:**

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

**Formative Evaluation:**

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

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will participate in Red Ribbon Anti-Drug Campaign.	T1	All	Director of Education, Counselors, StuCo	Activity Funds, Community Partners, local Funds	Sept, Oct
2. Participate in Fitnessgram assessments	T1	All	Coaches, IT Department, Director of Education	local funds	Jan, June
3. Health: Participate in Healthy & Wise and PAPA programs.	T1	All	Administrators, Counselors	Local funds	Aug, May
4. Students will participate in designated number of crisis drills (fire, tornado, lock-down).	AR	All	Administrators, Teachers	Local funds, Community Partners	Aug, May
5. Students will participate in proactive classroom activities regarding bullying prevention as well as Bobcat Character Counts.	BP, AR	All, At-Risk	Teachers, Kathy Wallace	Local funds, Community Partner	Sept, Jan
6. Students in K through 1st grade will receive free dental checkups and oral hygiene information from local dentists.	AR	All, At-Risk	Principal	Community Partners	Aug, Dec
7. Identified elementary students will participate in the Weekend Backpack activity.	AR	At-Risk	Principal	Local funds, Community Partners	Aug, Dec, May
8. Students will have the opportunity to serve as crossing guards at the elementary school.	T1	All	Principal, Club Sponsors	Local	Sept, Jan, May
9. Selected grade levels at the elementary will have vision screenings from a licensed vision specialist in an effort to identify vision problems that could hinder learning if not addressed. (15-16 SY grades Pre-K, K, 1, 3, 5)	AR, T1	All, At-risk	Principal, RES Nurse, Vision Specialist	Local, Community Partner	September

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Teachers on all campuses will educate students on the local policies and procedures for reporting suspected incidents of bullying .	T1, BP	All, At-risk	Teachers	local funds, local policies	Aug, Jan
2. RISD will train all staff on the risk factors, warning signs, identification, investigation, and reporting of child abuse and bullying.	T1, BP, VP	All, At-risk	Administrators	local funds	Aug, May
3. RISD personnel will report all suspected sexual abuse and other maltreatment of children to the campus principal and will personally file the report with CPS.	VP	All	Principal, Teachers	Community Partners, local funds	Oct, Feb, May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
4. Offer various programs and/or activities to address school violence, suicide prevention, conflict resolution and safety.	T1, VP, BP	All, At-Risk, ECD	Counselors, Director of Education	Community Partners, Local Funds	Oct, Jan, May
5. Continue SHAC meetings, the implementation of Healthy & Wise health program and the staff training and implementation of the defibrillators on each campus.	T1, SD	All	School Nurse, Teachers	Local funds, Title I	Aug, Jan, May
6. Continue implementation of a Crisis Management Plan, School Safety Audit, and Emergency Operations Plan on each campus.	T1, VP	All	Administrators	Local funds	Oct, Jan, May
7. A Canine Deterrent System will be utilized periodically during the school year for the purpose of contraband detection .	T1, VP, AR	All, At-risk	Administrators, Student Resource Officer	Local funds, Community Partners	Oct, Jan, May
8. Continue to meet state guidelines for TBSI and CPI training to create Core Teams.	T1, AR, VP	All, SpEd, At-Risk	Administrators, Team Members	Local funds	Aug, Jan, May
9. Implement and/or maintain a district-wide character education program, Bobcat Character Counts.	T1, AR, VP, BP	All, At-Risk	Counselor, Administrator, Ark Advocacy	Local funds, Community Partners	Sept, Jan, May
10. Campuses will continue to implement a proactive disciplinary management plan(ex. love & logic).	T1, VP, AR, BP	All, At-Risk	Counselors, Administrators	Local funds, Community Partners	Sept, Jan, May
11. Provide crossing guards.	T1	All	Administrators	Local funds, Community Partners	Aug, Jan, May
12. RISD personnel will work to educate students, parents, and community members on the definition of, prevention of, and school interventions of dating violence in accordance with RISD policy BO (legal) and FFH (local).	T1, VP, BP, AR	All	Administrators	Local funds, Community Partners	Sept, Jan, May
13. A student resource officer will be utilized to ensure school safety and encourage student attendance.	T1, VP, BP, AR	All, At-Risk	Student Resource Officer, Administrators	Community Partners, SCE \$41,080	Aug, Jan, May
14. Each campus will utilize video surveillance, security fencing, 2-way radios, and faculty access cards in order to secure each campus and protect students.	VP, T1, BP, AR	All	Administrators, Student Resource Officer	Community Partners, Local funds	Aug, May
15. All RISD professional staff will complete Suicide prevention training.	VP, AR, SD	All, At-risk	Administrators	Local funds	September

2C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents will utilize a single entry point on each campus and will check in with the office when visiting a campus to receive a visitor's badge and help ensure campus safety.	VP, PI	All Parents	Administration	Local funds	Aug, May



## 2015-16 Campus Improvement Plan for Refugio Independent School District

### Area of Focus: 3. Attendance

**District Priority:**

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

**Campus Performance Objective:**

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

**Formative Evaluation:**

Attendance Reports, TAPR, Report Cards/progress reports

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Recognize student attendance each six weeks. (Drawings, Announce student names, certificates, Incentives)	AR	All	Administrators, Counselors	Local funds, Community Partners	Sept, Jan, May
2. Practice good hygiene and hand washing.	AR	All	Teachers, Nurse	Local funds	Aug, May

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Campuses will implement incentives to promote school attendance.	AR	All, At-Risk	Administrators	Local funds	Each six weeks
2. Utilize the student resource officer in conjunction with the campus attendance officers to encourage student attendance.	AR, T1	All, At-risk	Administrators, Student Resource Officer	Local funds, Community Partners	Sept, Jan, May
3. Provide nurses on campuses to assist at- risk students with health , health education, and nutritional issues .	T1	All, At-Risk	School Nurse	Local funds	Sept, Jan, May
4. Provide targeted tutorial services at the DAEP.	AR	At-Risk	Administrators	Local funds	Sept, Jan, May
5. Provide an Optional Flexible School Day Program as an option for at-risk students to prevent them from dropping out of school.	T1, AR	At-Risk	Counselor, Administrators	Local Funds, SCE	Aug, Dec, May
6. As a district level incentive to encourage attendance, each campus that has a 96% student attendance rate will be awarded \$2,000 for each six weeks that the attendance target is met.	AR, T1	All	Superintendent	Local funds	October, November, December, February, April, June

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Receive newsletters and articles about attendance and the benefits of good hygiene.	PI	All	Administrators, Nurse, Counselors	Local funds, Community Partners	Dec, May
2. Work with Student Resource Officer and Administration to make every effort to get students to school on time each day for the entire day.	PI	Students with Attendance/Tardy issues	Administrators, Student Resource Officer	Local funds, Community Partners, SCE	Sept, Jan, May

## 2015-16 Campus Improvement Plan for Refugio Independent School District

### Area of Focus: 4. College and Career Readiness

**District Priority:**

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

**Campus Performance Objective:**

In 2015-16, all students taking college entrance exams will score at or above target levels. On the Texas Success Initiative (TSI), students will meet the state standard, demonstrating college readiness.

**Formative Evaluation:**

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

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will engage in activities to promote college and career readiness including viewing videos about careers, researching colleges/careers, College Day, and college campus visits.	T1, AR	All, At-Risk	Principal, Counselor	Local funds	Aug, Jan, May
2. Students will be encouraged to participate in the Distinguished High School Program for graduation.	AR	All	Counselor	local Funds	Aug, Jan, May
3. Junior High and High School students will have the opportunity to take the PSAT/PLAN.	T1	All, At-Risk, ECD	Counselor	local Funds	Oct, Jan, May
4. Students will have the opportunity to participate in AP and Dual Credit classes.	T1	All	Counselor, Principal	HS Allotment, local funds	Aug, Dec, May
5. Students will have the opportunity to utilize a college prep program and an improve SAT/ACT scores and remediate any areas of weakness	T1	All	Director of Education, Counselor	HS Allotment, local funds	Aug, May
6. Students will have the opportunity to receive an NCCER certification.	T1	All, CTE	Administrators, NCCER Instructor	CTE, Local Funds, IMA	May

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Refugio ISD students will be informed about admission to higher education and opportunities for financial aid through the College & Career Student Resource Center.	T1	All, ECD, At-Risk	Counselor	Local funds	Aug, Dec, May
2. RJHS will encourage students to participate in the Duke University Talent Search by taking the SAT/ACT exams.	T1	All	Counselor(s)	Local Funds	Sept, May
3. RISD will continue to offer career education opportunities to assist students in developing knowledge, skills, and competencies for a broad range of careers.	T1, T	All, CTE	Administrators, Counselor(s)	CTE Funds, Local Funds	Aug, May

4C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

**4C. 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 attend dual credit and college activities and information sessions for college-bound students and their families.	T1, PI	All	Counselor, Parents	Local Funds	Dec, May
2. Parents will provide required textbooks for dual credit courses.	PI	All	Counselor, Parents	Personal	Aug, Jan
3. Parents will attend FASFA workshop to complete financial aid forms.	PI	All, AR	Counselor, Parents	Local Funds	Fall, Spring

**2015-16 Campus Improvement Plan for Refugio Independent School District**

**Area of Focus: 5. Science**

Science STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
5	All	51	32	63	85	2	4	10
5	HI	35	18	51	85	2	6	10
5	WH	13	12	92	100	0	0	10
5	SED	20	8	40	85	0	0	10
8	All	48	37	77	85	3	6	10
8	HI	34	26	76	85	1	3	10
8	AA	6	4	67	85	0	0	10
8	WH	7	6	86	100	2	29	50
8	SED	27	20	74	85	0		10

Biology STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	All	50	48	96	100	5	10	25
EOC	HI	29	29	100	100	2	7	25
EOC	AA	6	6	100	100	0	0	10
EOC	WH	12	10	83	100	2	17	25
EOC	SED	29	27	93	100	3	10	25
EOC	SPED	2						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

**District Priority:**

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

**Campus Performance Objective:**

All student groups will reach high standards , at a minimum attaining proficiency or better in Science for the 2015-16 school year.

**Formative Evaluation:**

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

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Attend individualized tutoring sessions focusing on areas of need.	AR	All	Teachers	Local funds, Title I, Title II, SCE	Aug, Dec, May
2. Participate in hands on science investigations and activities to develop conceptual understanding of science concepts.	AR	All	Teachers	Local funds, Title I	Sept, Jan, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Disaggregate STAAR test data in science, for tested grades, to plan instruction and to address identified areas of weakness.	T1	All, H, W, AA, ECD, LEP, SpEd, At-Risk	Administrators, Core Subject Teachers	Title I, Local Funds, SCE	Sept, Jan, May
2. Utilize vertically aligned curriculum in science for Grades K-12 through the TCMPC system .	T1	All	Administrators	Title I, Local Funds	Aug, Dec, May
3. Encourage Science Enrichment through the use of advanced technology and innovative programs : AP Courses, Healthy & Wise, Tutorials, Discovery Learning, OdysseyWare, Science Night, Science equipment/lab, Brain Pop, STEMScopes, Connect ED and Virtual Tours .	T1	All, At-Risk	Administrators	Title I, Local Funds,RHS Allotment Funds, SCE \$, IMA	Sept, Jan, May
4. Continue use of science bell ringer activities that review the STAAR student expectations throughout the year.	T1	All, At-Risk, AA	Teachers	Local Funds, Title I	Aug, Jan, May
5. Core teachers will develop activities to target weaknesses in science considering targeted populations at least once each six weeks.	T1, AR	All, At-Risk, H, AA, ECD, LEP, SpEd	Administrators, Teachers	Title I, Local Funds	Aug, Jan, May
6. Teachers will continue to participate in staff development opportunities to support student improvement in science.	T1, PD	All	Administrators, Teachers	Title I, Grants, Local Funds	Aug, Jan, May

5C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success.	PI	All	Teachers	Local Funds, Title I, Grant	Sept, Jan, May
2. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, Dec, May

**2015-16 Campus Improvement Plan for Refugio Independent School District**

**Area of Focus: 6. Mathematics**

**Mathematics STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
3	All	43	38	88	100	7	16	25
3	HI	30	25	83	100	3	10	25
3	AA	6	6	100	100	2	33	50
3	WH	7	7	100	100	2	29	50
3	SED	26	23	88	100	3	12	25
3	LEPC	5	5	100	100	0	0	10
4	All	33	21	64	85	6	18	25
4	HI	23	16	70	85	5	22	50
4	WH	6	4	67	85	1	17	25
4	SED	19	10	53	85	3	16	25
5	All	51	39	76	85	7	14	25
5	HI	35	26	74	85	4	11	25
5	WH	13	12	92	100	3	23	50
5	SED	20	12	60	85	0	0	10
6	All	50	38	76	85	5	10	25
6	HI	36	25	69	85	5	14	25
6	AA	6	5	83	100	0	0	10
6	WH	7	7	100	100	0	0	10
6	SED	29	22	76	85	3	10	25
7	All	56	33	59	85	10	18	25
7	HI	30	16	53	85	4	13	25
7	AA	9	5	56	85	0	0	10
7	WH	15	11	73	100	6	40	50
7	SED	34	18	53	85	3	9	25
8	All	43	27	63	85	0	0	10
8	HI	31	20	65	85	0	0	10
8	AA	6	3	50	85	0	0	10
8	WH	5	4	80	100	0	0	10
8	SED	26	15	58	85	0	0	10

**Algebra I STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	All	52	41	79	100	5	10	25
EOC	HI	31	25	81	100	1	3	10
EOC	AA	5	4	80	100	0	0	10
EOC	WH	13	9	69	100	4	31	50
EOC	SED	29	22	76	100	2	7	10
EOC	SPED	2						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						



**District Priority:**

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

**Campus Performance Objective:**

All student groups will reach high standards , at a minimum attaining proficiency or better in math for the 2015-16 school year.

**Formative Evaluation:**

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

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will participate in extended learning opportunities/individualized tutoring sessions focusing on mathematics as necessary.	AR, T1	All, AR	Teachers, struggling math students	Local Funds, Title I, Grant, SCE	Aug, Jan, May
2. Students will utilize math technology programs such as IXL,Odysseyware.	All, T1	All, AR	Teachers, Administrators	Local Funds, RHS Allotment, Title I	Aug, Jan, June

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Assessment data (STAAR/Benchmarks) will be used to determine students in need of tutorials and to plan instruction and address weaknesses. Teachers will develop "Targeted Tutoring" plans for students not meeting performance standards .	T1, AR	All, At-Risk, H, AA	Teachers, Administrators	Local Funds, SCE \$; CM L \$, Title I	Aug, Jan, May
2. Provide additional academic support to enhance the improvement of STAAR math scores in all student groups (tutorials, Odyssey Ware lab, AP Courses, TCMPC, IXL, BrainPop, Blue Pelican, CML labs and Sp Ed).	T1, AR	All, At-Risk, ECD	Administrators, Teachers	Title I, Grant, Local Funds, SCE	Aug, Jan, May
3. Core teachers will develop activities to target weaknesses in math considering targeted populations at least once each six weeks.	T1, AR	All, At-Risk	Administrators	Title I, Local Funds	Aug, Jan, May
4. Enrich math skills through the use of advanced technology and innovative programs : Discovery learning, IXL, Calculators, Odyssey Ware, BrainPop , Study Buddies , Blue Pelican, SMART Boards, Think Through Math, and Technology Carts.	T1	All, ECD, At-Risk	Administrators, Teachers	Title I, Local Funds, SCE	Sept, Dec, May
5. Utilize vertically aligned curriculum in Grades K-12 in math (9-12 TCMPC system; K-8 Go Math).	T1	All	Teachers, Administrators	Local Funds, Title I, IMA	Aug, Dec, May
6. JH & HS math teachers will use "unpacked TEKS" in order to teach student expectations more thoroughly .	T1	AR	Teachers	Local Funds	Aug, Dec, May
7. Refugio ISD will ensure that all campuses have all the resources, human and material, to assist all student groups in meeting state performance standards in math for the 2015-16 school year.	T1, AYP	AR	Administrators, DCSI, Superintendent, CITs	Title I, Title II , Grant, Local Funds, RHS Allotment Funds, SCE	Oct, Dec, Mar ,May
8. Teachers will continue to participate in staff development opportunities to support student improvement in mathematics.	T1, SD	All	Teachers, Administrators	Title I, Grant, Local Funds, REAP	Aug, May

6C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in mathematics.	PI, T1	All	Teachers, Parents	Local Funds, Title I, Grant	Sept, Jan, May

**6C. Parents**

<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
2. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, May
3. Parents will participate in RES Family Math Night and use the strategies and activities at home.	PI, T1	All	Teachers, Parents	Local Funds, Title I	Fall 2013

**2015-16 Campus Improvement Plan for Refugio Independent School District**

**Area of Focus: 7. Reading/English Language Arts**

**Reading/English Language Arts STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
3	All	42	26	62	85	5	12	25
3	HI	29	15	52	85	2	7	10
3	AA	6	6	100	100	1	17	25
3	WH	7	5	71	85	2	29	50
3	SED	26	14	54	85	2	8	10
3	LEPC	5	2	40	85	0	0	10
4	All	33	26	79	100	6	18	25
4	HI	23	18	78	100	5	22	50
4	WH	6	4	67	85	1	17	50
4	SED	19	14	74	100	3	16	25
5	All	51	40	78	100	10	20	50
5	HI	34	26	76	100	7	21	50
5	WH	14	13	93	100	3	21	50
5	SED	20	13	65	85	1	5	10
6	All	48	32	67	85	4	8	25
6	HI	34	24	71	100	2	6	10
6	AA	6	4	67	85	1	17	25
6	WH	7	4	57	85	1	14	25
6	SED	28	16	57	85	1	4	10
7	All	56	39	70	85	11	20	50
7	HI	30	19	63	85	2	7	10
7	AA	9	8	89	100	2	22	50
7	WH	15	11	73	100	7	47	50
7	SED	34	23	68	85	5	15	25
8	All	51	36	71	85	10	20	50
8	HI	36	26	72	85	5	14	25
8	AA	7	3	43	85	1	14	25
8	WH	7	6	86	100	4	57	60
8	SED	30	20	67	85	5	17	25

English I Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	All	61	20	33	85	0	0	10
EOC	HI	40	12	30	85	0	0	10
EOC	AA	7	2	29	85	0	0	10
EOC	WH	11	5	45	85	0	0	10
EOC	SED	39	11	28	85	0	0	10
EOC	SPED	3						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	1						

English II Reading STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	All	42	22	52	85	0	0	10
EOC	HI	32	16	50	85	0	0	10
EOC	WH	6	5	83	100	0	0	10
EOC	SED	25	11	44	85	0	0	10
EOC	SPED	4						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	2						

**District Priority:**

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

**Campus Performance Objective:**

All student groups will reach high standards, at a minimum attaining proficiency or better in Reading/Language Arts for the 2015-16 school year.

**Formative Evaluation:**

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

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will attend individualized tutoring sessions focusing on areas of need in Reading/ELA.	T1, AR	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Aug, Dec, May
2. Students will utilize reading technology programs such as Reading Eggs and Reading Plus.	T1	All, At-Risk	Teachers	Local Funds, RHS Allotment, Grant, Title I, IAL	Aug, Dec, May
3. Students in grades 4-12 will be issued a Chromebook to utilize during the 2015-16 school year to improve access to web-based literacy programs, research, and activities.	T1, T	All	Director of Education, Principals, IT Specialists	IAL	October, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Disaggregate STAAR performance data to plan instruction and to address identified weaknesses in the reading/ELA program.	T1, AYP	All, At-Risk, H	Teachers , Principal	Title I, Local Funds	Aug, Jan, April, May
2. Encourage reading through the use of technology and innovative programs in reading and writing: Accelerated Reading, Computer Labs, Reading Enrichment, Reading Plus, Reading Mastery, Independent Book Study, Wilson Language, Reading Eggs, AP Courses, CML labs, Discovery Learning, Early Literacy, STAR, Successful Reader, NE02s, Guided Reading, Study Buddies, Animoto, BELT, Balanced Literacy, Brain Pop, Chromebooks, LLI.	T1	All, At-Risk	DCSI, IT Specialists , Librarian, Reading Specialists	IAL, Title I, Grant, Local Funds, SCE \$	Aug, Jan, May
3. Provide additional academic support to enhance the improvement of STAAR reading scores in all student groups (tutorials, dyslexia program, accelerated classes, Rtl tiered instruction, and content mastery labs).	T1	All, At-Risk	Administrators ,Teachers, Interventionists	IAL, Title I, Grant, Local Funds, SCE Tutorials \$	Aug, Jan, May
4. Review individual at-risk reading/language arts performance on STAAR and utilize reading intervention teacher at the elementary .	T1, AR	At-Risk	Counselor(s), Interventionists, Principal	SCE \$	Aug, Jan, May
5. Utilize vertically aligned curriculum in Grades K-12 in Reading/ELA through the TCMPC system and provide planning time for teachers to collaborate and discuss best instructional practices .	T1	All	Principal	Title I, local Funds	Aug, Dec, May
6. Extended library hours, before school, after school, and during summer to provide increased access to literacy activities and resources .	T1	All, At-Risk	Director of Education, Librarian	IAL , Title I, Local Funds	Oct, Dec, Mar, July
7. Refugio ISD will ensure that all campuses have all the resources, human and material, to assist all student groups in meeting state performance standards in reading/ELA for the 2015-16 school year.	T1	All	DCSI, Principal, Superintendent(s)	Title I, Grant, Local Funds	Aug, Dec, May
8. Teachers will continue to participate in staff development opportunities to support student improvement in Reading/ELA	T1, SD	All	Teachers, Administrators	Title I, Grant, Local Funds, IAL	Aug, Dec, May

7C. Parents
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<b>Strategies</b>	<b>Codes</b>	<b>Target Group</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timeline</b>
1. Parents will provide opportunities for students to read nightly and will encourage student use of Accelerated Reader and Reading Eggs.	PI, T1	All	Parents	Local Funds, IAL, RHS Allotment	Aug, Dec, May
2. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in reading/ELA.	PI, T1	All	Teachers, Parents	Local Funds, IAL, Grant, Title I	Sept, Jan, May
3. Parents will participate in family literacy nights.	PI, T1	All	Teachers, Administrators	Local Funds, IAL, Grant, Title I	Sept, Dec, May
4. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, Dec, May
5. Parents will monitor student use of school-issued Chromebook(s) to ensure proper use and equipment longevity.	PI	All	Parents, Students	IAL, Local Funds	Oct, Jan, May

**2015-16 Campus Improvement Plan for Refugio Independent School District**

**Area of Focus: 8. Writing**

Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
4	All	33	19	58	85	1	3	10
4	HI	23	15	65	85	1	4	10
4	Wh	6	3	50	85	0	0	10
4	SED	19	10	53	85	1	5	10
4	LEP M1	0						
4	LEP M2	0						
7	All	56	34	61	85	3	5	10
7	HI	30	15	50	85	2	7	10
7	AA	9	7	78	100	0	0	10
7	Wh	15	10	67	100	1	7	10
7	SED	35	18	51	85	1	3	10
7	LEP M1	0						
7	LEP M2	0						

English I Writing STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	LEP M1							
EOC	LEP M2							



**English II Writing STAAR Results**

Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	LEP M1							
EOC	LEP M2							

**District Priority:**

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

**Campus Performance Objective:**

All student groups will reach high standards, at a minimum attaining proficiency or better in writing for the 2015-16 school year.

**Formative Evaluation:**

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

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will utilize writing technology programs and applications such as PEG Writing, Animoto, Odysseyware, and social networks.	T1	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant, IAL	Sept, Jan, May
2. Students will attend individualized tutoring sessions focusing on areas of need in writing (Tutorials, BELT, Writer's Workshop).	T1, AR	At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Sept, Jan, May
3. Students in grades Pre-K-7 will participate in Student Treasures publishing to create and publish an individual book or a classroom compilation.	T1	All	Administrators, Director of Education	Local Funds, Title I	December 2015 publishing date
4. Students have the opportunity to participate in writing contests such as poetry writing and the Voice of Democracy and Soil & Water Conservation competitions.	T1	All	Administrators	Local Funds, Title I	Fall/Spring As available

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Provide additional academic support to enhance the improvement of STAAR writing scores in all student groups (tutorials and computer programs).	T1, AR	All, At-Risk	Administrators	IAL, Title I, Local Funds, RHS Allotment Funds, SCE	Sept, Jan, May
2. Disaggregate STAAR performance data to plan instruction and to identify student needs and strengths (in the writing program) and increase the number of 3- and 4 ratings.	T1, AR	All, At-Risk	Administrators, Teachers	Title I, Local Funds	Aug, Jan, May
3. All content areas in Grades 3-12 should include essay type assignments in their content area and ELA classes will include at least one research type writing project.	AR	At-Risk	Administrators	Local Funds	December, May
4. Incorporate sustained silent writing (SSW) in grades 3-12 at least one time prior to STAAR.	AR	All	Teachers	Local Funds	December, May
5. Utilize vertically aligned curriculum in Grades K-12 in writing through the TCMPC system.	T1	All	Administrators, Teachers	Title I, Local Funds	Aug, Dec, May
6. Analyze and use the released STAAR Writing guides (expository & personal narrative) and Revision and Editing items to align TEKS-based instruction with the STAAR writing expectations.	T1	All, At-Risk	Teachers, Administrators	Title I, Local Funds, Grant	Fall 2015
7. Teachers will continue to participate in staff development opportunities to support student improvement in writing.	T1, SD	All	Teachers, Administrators	Title I, Local Funds, Grant, IAL	Aug, Jan, June
8. Core teachers will participate in PEG Writing training and will use the PEG program to identify areas of weakness in student writing and to provide supplemental activities to address those areas.	T1,	All, At-risk	Teachers, administrators, Consultants	Title I, Local Funds	September, December, May

8C. Parents
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Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success in writing.	PI, T1	All	Parents, Teachers	Local Funds, Title I, Grant	Sept, Jan, May
2. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, Dec, May

**2015-16 Campus Improvement Plan for Refugio Independent School District**

**Area of Focus: 9. Social Studies**

Social Studies STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
8	All	48	37	77	85	2	4	10
8	HI	34	26	76	85	1	3	10
8	AA	6	3	50	85	0	0	10
8	WH	7	7	100	100	1	14	25
8	SED	27	19	70	85	1	4	10

US History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %
EOC	All	53	50	94	100	5	9	25
EOC	HI	32	31	97	100	1	3	10
EOC	AA	5	3	60	85	0	0	10
EOC	WH	16	16	100	100	4	25	50
EOC	SED	25	23	92	100	3	12	25
EOC	SPED	4						
EOC	LEPC	0						
EOC	LEP1	0						
EOC	LEP2	0						

World History STAAR Results								
Grade	Group	Tested	Level II: Satisfactory Phase-in 1			Level III: Advanced		
			2015 #	2015 %	2016 Target %	2015 #	2015 %	2016 Target %

**District Priority:**

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

**Campus Performance Objective:**

All student groups will reach high standards , at a minimum attaining proficiency or better in Social Studies for the 2015-16 school year.

**Formative Evaluation:**

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

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Attend individualized tutoring sessions focusing on areas of need in social studies.	T1	All, At-Risk	Teachers	Local Funds, SCE, Title I, Grant	Aug, Dec, May
2. Students will utilize social studies technology programs such as data bases, Odysseyware, Brainpop, as well as a variety of educational applications.	T1	All, At-Risk	Teachers	Local Funds, Title I, Grant, RHS Allotment	Aug, Dec, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Disaggregate STAAR test data in social studies, for grades tested , to plan instruction and to address identified areas of need.	T1, At-Risk, H, W, AA, ECD, SpEd	All, At-Risk	Administrators, Teachers	Title I, Local Funds	Aug, Jan, May
2. Incorporate essay portions into social studies tests in grades 3-12.	T1	All	Administrators, Teachers	Title I, Local Funds	Aug, May
3. Utilize vertically aligned curriculum in social studies (Grades 6-12 TCMPC; K-5 Studies Weekly)	T1	All	Administrators, Teachers	Title I, Local Funds, IMA	Aug, Dec, May
4. Encourage social studies enrichment through the use of advanced technology and innovative programs: AP Courses, Odyssey Ware , Discovery learning/laptops, Field Trips,Journal Writing, and BrainPop.	T1, AR	All	Administrators, Teachers	Title I, Local Funds, RHS Allotment	Aug, Jan, May
5. Provide additional academic support to enhance the improvement of STAAR social studies scores in all student groups (tutorials, computer programs, CML, SpEd)	T1, AR	All, AR	Teachers	Title I, Local Funds, SCE \$, Grant	Aug, Jan, May

9C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Refugio ISD will create a learning partnership with parents by providing research proven strategies/activities to be used at home to enhance student success.	T1,PI	All	Teachers, Parents	Title I, Grant, Local Funds	Sept, Dec, May
2. Parents will monitor student study habits and homework involvement.	PI	All	Parents	Local Funds	Aug, Dec, May

## 2015-16 Campus Improvement Plan for Refugio Independent School District

### Area of Focus: 10. Writing Improvement Plan--TEA Requirement

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

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

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

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Students will participate in a variety of writing opportunities, including Writer's Workshop, PEG Writing, and Write for Texas programs and activities.	T1, AR	All, At-risk, H, ECD	Students, Teachers	Title 1, Region 3 (Write for Texas), Grant, IAL (Chromebooks)	October, Dec, April

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. All teachers grades Pre-K-12 will attend training titled Writing Across Content Areas in an effort to increase student writing opportunities in varied content and genres.	AR, T1, T, CE, SD	All, At-risk, H, ECD, SpED, ELL	Campus principals, Region 3 Specialist, Director of Ed	Local, Region 3 (Write for Texas)	August 20, 2015
2. A Writing Specialist from Region 3 will work with ELA/R teachers in grades 7-12 to provide observations with constructive feedback, modeling of lessons, coaching, team teaching, and professional development sessions based on student performance and best practices in teaching writing.	AR, T1, CE, SD	All, At-risk, H, ECD	HS principal, Region 3 specialist, Director of Ed	Local, Region 3 (Write for Texas)	September, Jan, May
3. Teachers in grades 6-12 will be trained in PEG writing, an online writing program that scores student writing and offers feedback/lessons that address areas that need targeted intervention.	AR, T1, CE, SD, T	All, At-risk, H, ECD, SpED, ELL	Campus principals, Region 3 Specialist, Director of Ed	Local, Region 3 (Write for Texas)	October 5 & October 21, 2015
4. Teacher in grades Pre-K-5 will be trained in Melissa Leach's Writer's Workshop Institute which emphasizes how to effectively utilize and manage the writing workshop model and incorporate writer's workshop into the school day.	T1, SD	All, At-risk, H, ECD, SpED, ELL	Campus Principal, Teachers	Local, Title 1	October 5, 2015
5. Grades Pre-K-2 will incorporate a Writer's Workshop period into the daily schedule from 8-8:30AM to increase student opportunities for writing and teacher opportunities for modeling writing and providing feedback.	T1, AR	All, At-risk, H, ECD, SpED, ELL	Campus Principal, Teachers	Local, Title 1	Oct, Jan, May
6. Teachers at all campuses will continue to utilize the Fundamental 5 Framework, which includes a critical writing component designed to increase student opportunities to write for the purpose of expanding on ideas or concepts.	T1, AR, CE	All, At-risk, H, ECD, SpED, ELL	Campus principals, Teachers	Local, Title 1, Title II	August, Dec, May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
7. Campus Leadership will require team meetings each month in which teachers will review writing samples and monitor student progress and implementation of best practices in writing. Writing samples and minutes from each meetings will be submitted to the campus principal for review.	T1, AR, CE	All, At-risk, H, ECD, SpED, ELL	Campus Principals, Mentors/Department Chairs	Local, Title 1	October, Jan, May
8. District and Campus Leadership will attend training titled Culturally Responsive Schools, which will require examination of the correlation of academic performance and various student groups and will provide tools and resources needed to encourage a school climate that is enhanced through cultural diversity.	T1, AR, CE, SD	All, At-risk, H, ECD, SpED, ELL	Campus Principals, Director of Ed	Local, Title 1	January 8, 2016
9. ELA teachers at the high school will attend professional development in writing that will target problematic areas identified through data analysis of EOC Writing scores (short answer responses, 26 line expository & persuasive essays)	T1, AR, CE, SD	All, At-risk, H, ECD, SpED, ELL	Campus Principals, ELA Teachers	Local, Title 1	June, July 2015

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
1. Parents will encourage completion of writing assignments and attendance in writing tutorials and extended learning opportunities.	PI, T1	All	Parents, students	Local, Title 1, IAL (Chromebooks)	Aug, Dec, April

**\* Legend for Codes**

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



**CIP PART II: ASSURANCE ADDENDUM**

**Refugio Independent School District  
2015-16 District Improvement Plan**

**Section A**

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

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

**CIP PART II: ASSURANCE ADDENDUM**

**Section B**

<b>Membership Composition of the District Performance Objectives Council</b>	
<b>Name of CPOC Member</b>	<b>Position</b>
Monica Carbajal	RES Teacher
Medesa Rodriguez	RES Teacher
Judy Klare	RES Non-Teaching Position
????????	RES Parent
Olivia De Leon	RES Teacher
Anna Garcia	RES Non-Teaching Position
Lisa Jones	RJHS Teacher
Marcia Bingham	RJHS Teacher
Christie O'Donnell	RJHS Parent
	RJHS Non-Teaching Position
David Torch	
Nathan Alex	RHS Teacher
Melissa Snyder	RHS Teacher
Britton Elliott	RHS Non-Teaching Position
Angel Trevino	RHS Parent
????????	Community
Gerald Morgan	Business
John Snyder	Business
Cortney Hunkapillar	District-wide Non-Teaching Position
Lisa Herring	Director of Education, Ex-Officio
Melissa Gonzales	RHS Principal, Ex-Officio
Twyla Thomas	RES Principal, Ex-Officio
Cedrick Cunningham	7-12 Assistant Principal, Ex-Officio
Chad Fox	RES Asst. Principal, Ex-Officio
Jack Gaskins	Superintendent

<b>CPOC Meetings* for 2015-16</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
<b>1</b>	9/23/2015	4:00 PM	RHS Library
<b>2</b>	10/21/2015	4:00 PM	RHS Library
<b>3</b>	1/20/2016	4:00 PM	RHS Library
<b>4</b>	2/17/2016	4:00 PM	RHS Library
<b>5</b>	5/18/2016	4:00 PM	RHS Library

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

## CIP PART II: ASSURANCE ADDENDUM

### Section C

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

	Goal	Description	Formative	Summative	Strategy
X	1) STAAR Recognized or Exemplary	For 2015-16, the percent of students reaching STAAR Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) STAAR Commended Performance	For 2015-16, the percent of students reaching STAAR Commended Performance levels will increase by the percent shown in CIP Part I.	After each SFA/Benchmark, the staff will review the results to determine progress in meeting established performance levels.	STAAR results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students' deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2015-16, the percent of parents and community members attending VIPs meetings will increase by 25%.	At the end of the first semester, the percent of parents and community members attending VIPs meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPs meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2015-16, discipline referrals for drugs, alcohol, and tobacco will be maintained at 1%.	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
X	5) Violence Prevention	For 2015-16, the discipline referrals for offenses will be reduced by 10% from the previous school year.	Each grading period the discipline referrals will be reviewed to determine the percent of referrals.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for offenses.	Implement and monitor the school-wide safety and security plan.
X	6) Special Education	For 2015-16, the percent of students meeting ARD expectations will be at or above 75%.	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the STAAR-Accommodated, STAAR Modified and/or STAAR Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
X	7) Highly Qualified Teacher	For 2015-16, the percent of highly qualified teachers in the core academic areas will be at 100%.	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
X	8) Secondary Drop-out Prevention	For 2015-16, the dropout rate will be 2% or less with no student group exceeding 2%.	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2012-13 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
X	9) High School AEIS – Ninth Graders	The percent of 2015-16 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least 95%.	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
X	10) Recommended High School Program	For 2015-16, the percent of students who graduate with RHSP will be at or above 90%.	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	11) High School AEIS – Advanced Courses and Dual Credit	For 2015-16, the percent of students who have completed at least one advanced course will be at or above 25%.	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	12) High School AEIS – Advanced Placement Exams	For 2015-16, the percent of students who take an AP exam will be at or above 10%.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
X	13) High School AEIS – SAT/ACT Exams	For 2015-16, the percent of graduates who take SAT/ACT exams will be at or above 50%.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
X	14) High School CTE	For 2015-16, the percent of LEP/CTE students passing STAAR will be at or above (percent of LEP passing STAAR) 75%.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	STAAR results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in STAAR-tested areas.

## CIP PART II: ASSURANCE ADDENDUM

### Section D

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

**CIP PART II: ASSURANCE ADDENDUM**

**Refugio Independent School District  
Staff Development Plans  
2015-16**

<b>Date</b>	<b>Audience</b>	<b>Responsible for Planning</b>	<b>Purpose/Content</b>
August 11, 2015	New Teachers, teachers new to the district	Lisa Herring, Cortney Hunkapillar, Cedrick Cunningham, Cliff Smith, Ruby Hesseltine	New Teacher Academy: AESOP, Suicide Prevention Training, PDAS, Technology
August 17, 2015	All RISD Staff	Jack Gaskins, Lisa Herring, Cortney Hunkapillar	Welcome back to school, Policies, Insurance, Who Stole My Fairytale?
August 18, 2015	All teachers, administrators, instructional aides	Lisa Herring, Renaissance Consultant, Holly Stein, Clara Crutchfield	Renaissance training, Technology training
August 19, 2015	All teachers, administrators, instructional aides	Lisa Herring, Region 3	R.E.A.L. Conference, Victoria, TX
August 20, 2015	Core Subject teachers, administrators	Region 3 writing consultant	Writing training for core content subject teachers, campus meetings
September 16, 2015	Administrators, Elementary teachers	Lisa Herring, Renaissance, Twyla Thomas	Renaissance AR Training
September 17, 2015	Administrators, Elementary teachers	Lisa Herring, Renaissance, Twyla Thomas	Renaissance STAR Training
September 18, 2015	Champion Teachers, Librarian	Lisa Herring, Twyla Thomas	1/2 day Renaissance training with Champion teachers, 1/2 day for library evaluation
September 21-22, 2015	HS/JH ELA/R teachers, Core subject teachers	Lisa Herring, Renaissance Learning, Melissa Gonzales	Renaissance AR & STAR training for HS/JH
October 5, 2015	1/2 day Core content teachers grades 6-12, 1/2 day all teachers PK-12	Lisa Herring, PEG Consultant, Region 3 ESL Consultant	PEG writing training to train teachers on use of the PEG writing system that will score essays and offer suggestions for remediation/acceleration. 1/2 day on ESL/Sheltered Instruction with a Region 3 consultant.
October 5, 2015 January 5, 2015 February 22, 2015 April 11, 2015 May 27, 2015	All RISD staff	Jack Gaskins, Lisa Herring, Melissa Gonzales, Cedrick Cunningham, Twyla Thomas	Staff Development days built in to the calendar---Training is to be determined based on campus/teacher needs

Date	Audience	Responsible for Planning	Purpose/Content
By September 30, 2015	All RISD staff	Lisa Herring, Jack Gaskins	All new staff will participate in training on sexual abuse and other maltreatment of children. In addition, all professional staff will complete a Suicide Prevention training.



## Funding Sources for Refugio ISD 2015-16

<b>Program</b>	<b>Purpose</b>	<b>Entitlement</b>
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.	\$354,085
ESL	Address the needs of students whose home language survey is one other than English.	\$9,358
Special Education	Address the needs of students identified with disabling conditions.	\$200,623
Gifted & Talented	To identify and provide services for students identified as gifted/talented.	\$14,253
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.	\$56,361
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.	\$148,170
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.	\$37,738
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
HS Allotment	To provide services and activities targeting academic skills necessary for college and career readiness.	\$46,750
REAP	Small, Rural School Achievement Program (REAP) funding is used to enhance and improve education programs to increase student achievement .	\$21,102
Innovative Approaches to Literacy (IAL)	To improve literacy through quality professional development, increased access to quality literature , extended services from school libraries, and technology to improve access to literacy programs, applications, and activities.	\$105,843
Instructional Materials Allotment (IMA)	To purchase instructional materials, technological equipment, and technology related services.	\$143,641