

Campus Improvement Plan



Refugio High School

2025-26

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Campus Mission and Vision Statements

Mission Statement:

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

Vision Statement:

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

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

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

The State of Texas Public Education Goals

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

The State of Texas Public Education Objectives

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

Comprehensive Needs Assessment Summary

SCHOOL YEAR: 2024-25

Data Sources Reviewed: State Assessment Data, PEIMS report, At-Risk rosters, ESL/GT rosters, mobility rates, NCLB report card, SAT/ACT, Benchmark results, TSI data, Report Cards, DMAC, Dual Credit enrollment, Surveys, interviews, Staff input			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Diverse population Low student to teacher ratio	Improve Attendance Rate High At-Risk and Economically Disadvantaged population Extended School Day/Night School	Improve attendance rate Provide Intervention to At-Risk students
Student Achievement	STAAR Performance in English I & II, Biology, and US History On-site TSI, PSAT, and SAT testing Increase Dual Credit enrollment Career and Military Improvement	Improved Interventions - STAAR Retesters continue to show little improvement More cross-curricular writing opportunities Better ACT/ SAT preparation Low performance for Sp.Ed. population in Math	Improve Math within Sp. Ed. population Improve ACT/SAT scores Improved intervention Strategies
School Culture and Climate	Students feel safe at school / SRO on campus Staff Planning Days High participation rate in extra-curricular activities Increased participation in student organizations (NHS, UIL, etc.)	Lower the number of unexcused absences School Climate survey	Improve attendance rate School climate survey
Staff Quality/ Professional Development		Maintain online application Almost 100% ESL Certifications for ELA teachers GT certification for all core area teachers Better teacher recruitment	Salaries for all faculty & staff are low compared to schools in surrounding areas Core teachers being GT certified Update application process Meet 100% Certified Staff
Curriculum, Instruction, Assessment	Use of DMAC to analyze data Expanded course offerings - CTE, Business, Nursing, Education, etc. TEKS Resource system	Focused PD with Academic Vocabulary 100% DMAC use from core teachers Updated Technology	Updated Technology 100% DMAC use from core teachers Participation in professional conferences

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

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2022-23		2023-24		2024-25	
Early Education	0	0.00%	0	0.00%		%
Pre-Kindergarten	0	0.00%	0	0.00%		%
Kindergarten	0	0.00%	0	0.00%		%
Grade 1	0	0.00%	0	0.00%		%
Grade 2	0	0.00%	0	0.00%		%
Grade 3	0	0.00%	0	0.00%		%
Grade 4	0	0.00%	0	0.00%		%
Grade 5	0	0.00%	0	0.00%		%
Grade 6	0	0.00%	0	0.00%		%
Grade 7	0	0.00%	0	0.00%		%
Grade 8	0	0.00%	0	0.00%		%
Grade 9	64	29.60%	48	22.00%	52	23.4%
Grade 10	66	30.60%	67	30.70%	46	20.7%
Grade 11	43	19.90%	59	27.10%	67	30.2%
Grade 12	43	19.90%	44	20.20%	57	25.7%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2022-23		2023-24		2024-25	
All Students	216	100%	218	100%		100%
American Indian or Alaska Native	0	0.00%	0	0.00%		%
Asian	0	0.00%	0	0.00%		%
Black or African American	20	9.30%	26	11.90%	26	11.7%
Hispanic/Latino	147	68.10%	142	65.10%	139	62.6%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	1	0.50%	1	0.50%	1	0.5%
White	48	22.20%	49	22.50%	56	25.2%
Economically Disadvantaged	145	67.10%	152	69.70%	127	57.2%
At-Risk	101	46.80%	109	50.00%	93	41.9%
Special Education	34	15.70%	35	16.10%	29	13.1%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2021-22	2022-23	2023-24
All Students	94	94.5	93.6
Male	93.7	94.2	93.6
Female	94.4	94.9	93.5
Hispanic/Latino	93.5	93.9	93.1
Black or African American	95.1	94.6	93.2
White	95.2	96.5	95.5
Economically Disadvantaged	93.2	93.8	92.4
English Language Learner	94.4	93	91.3
Special Education	89.2	92.6	92.2
At-Risk	92.3	93.7	91.7

Annual Dropout Rate				
Student Group	Grade Level	2021-22	2022-23	2023-24
	9-12	0.9	0.4	0
	9-12	0.8	0.8	0
	9-12	0.9	0	0
	9-12	1.3	0.6	0
	9-12	0	0	0
	9-12	0	0	0
	9-12	1.4	0.6	0
	9-12	0	0	0
	9-12	3.3	0	0
	9-12	1.8	1	0

Annual and Total Graduates

Annual Graduates						
Subgroup	2021-22		2022-23		2023-24	
All Students	62	100%	43	100%	47	100%
African American	4	6.50%	0	0.00%	6	12.8%
Asian	0	0.00%	0	0.00%	0	0%
Hispanic	40	64.50%	37	86.00%	35	74.5%
Two or More	0	0.00%	1	2.30%	0	0%
American Indian	0	0.00%	0	0.00%	0	0%
Pacific Islander	0	0.00%	0	0.00%	0	0%
White	18	29.00%	5	11.60%	6	12.8%
Economically Disadvantaged	33	53.20%	29	67.40%	31	66%
At-Risk	24	38.70%	16	37.20%	22	46.8%
English Language Learner	0	0.00%	3	7.00%	1	2.1%
Special Education	7	11.30%	5	11.60%	4	8.5%

Total Graduates (All Students)						
Graduate Type	21-22		22-23		23-24	
Recommended High School Program/ Distinguished Achievement Program	0	0.00%	0	0.00%	0	0%
Foundation High School Program (Distinguished Levels of Achievement)	47	75.80%	29	67.40%	38	80.9%
Foundation High School Program (Endorsement)	0	0.00%	0	0.00%	0	0%
Foundation High School Program (No Endorsement)	15	24.20%	14	32.60%	8	17%
Minimum High School Program	0	%	0	0.00%	0	0%

Reading

2022-23 Reading STAAR Results

English I

2022-23 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	77	3969	19	25	58	75	37	48	3	4
Hispanic/Latino	48	3970	9	19	39	81	23	48	1	2
Black or African American	11	3850	5	45	6	55	3	27	0	0
White	18	4040	5	28	13	72	11	61	2	11
Economically Disadvantaged	42	3926	9	21	33	79	19	45	0	0
Limited English Proficient	5	3997	0	0	5	100	3	60	0	0
Special Education	8	3543	6	75	2	25	0	0	0	0

2023-24 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	53	4051	14	26	39	74	29	55	7	13
Hispanic/Latino	34	4016	10	29	24	71	18	53	4	12
Black or African American	5	4243	0	0	5	100	4	80	1	20
White	12	4114	4	33	8	67	7	58	2	17

Economically Disadvantaged	26	3987	8	31	18	69	14	54	2	8
Special Education	7	3663	4	57	3	43	1	14	0	0
At_Risk	15	3915	5	33	10	67	5	33	0	0

2024-25 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	51	4081	9	18	42	82	32	63	4	8
Hispanic/Latino	31	4125	4	13	27	87	19	61	3	10
White	16	4015	4	25	12	75	10	63	1	6
Economically Disadvantaged	30	4042	6	20	24	80	17	57	2	7
Special Education	6	3528	5	83	1	17	0	0	0	0
At_Risk	9	3810	3	33	6	67	3	33	0	0

English II

2022-23 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	76	3988	20	26	56	74	38	50	2	3
Hispanic/Latino	52	3932	14	27	38	73	25	48	0	0
Black or African American	7	3688	4	57	3	43	1	14	0	0
White	16	4292	2	13	14	88	11	69	2	13
Economically Disadvantaged	35	3950	9	26	26	74	17	49	0	0
Special Education	12	3619	8	67	4	33	1	8	0	0

2023-24 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	72	3955	20	28	52	72	36	50	0	0
Hispanic/Latino	47	3942	13	28	34	72	24	51	0	0
Black or African American	8	3926	2	25	6	75	3	38	0	0
White	15	4084	3	20	12	80	9	60	0	0
Economically Disadvantaged	36	3902	9	25	27	75	16	44	0	0
Limited English Proficient	5	4013	0	0	5	100	3	60	0	0
Special Education	11	3714	5	45	6	55	2	18	0	0
At_Risk	20	3817	6	30	14	70	6	30	0	0

2024-25 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	4154	7	16	37	84	32	73	2	5
Hispanic/Latino	29	4162	4	14	25	86	22	76	2	7
White	11	4123	3	27	8	73	7	64	0	0
Economically Disadvantaged	19	4009	5	26	14	74	10	53	0	0
At_Risk	12	3893	4	33	8	67	4	33	0	0

Mathematics

2022-23 Mathematics STAAR Results

Algebra I

2022-23 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	63	3961	9	14	54	86	29	46	8	13
Hispanic/Latino	40	3998	5	13	35	88	20	50	5	13
Black or African American	8	3665	3	38	5	63	0	0	0	0
White	15	4021	1	7	14	93	9	60	3	20
Economically Disadvantaged	41	3879	7	17	34	83	17	41	3	7
Limited English Proficient	5	3896	1	20	4	80	2	40	0	0
Special Education	8	3701	2	25	6	75	2	25	0	0

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	3733	16	40	24	60	12	30	2	5
Hispanic/Latino	27	3768	10	37	17	63	10	37	2	7
Black or African American	5	3535	3	60	2	40	0	0	0	0
White	7	3789	2	29	5	71	2	29	0	0
Economically Disadvantaged	22	3681	11	50	11	50	5	23	1	5
Special Education	5	3665	3	60	2	40	1	20	1	20
At_Risk	14	3679	8	57	6	43	3	21	1	7

2024-25 Algebra I STAAR Results

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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	3725	16	34	31	66	6	13	1	2
Hispanic/Latino	28	3722	10	36	18	64	4	14	0	0
Black or African American	5	3636	2	40	3	60	0	0	0	0
White	14	3763	4	29	10	71	2	14	1	7
Economically Disadvantaged	30	3677	11	37	19	63	2	7	0	0
Special Education	6	3446	4	67	2	33	0	0	0	0
At_Risk	10	3580	6	60	4	40	1	10	0	0

Science

2022-23 Science STAAR Results

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

2023-24 Science STAAR Results

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

2024-25 Science STAAR Results

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

Biology

2022-23 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	69	4022	7	10	62	90	37	54	5	7
Hispanic/Latino	45	4003	3	7	42	93	23	51	3	7
Black or African American	7	3926	1	14	6	86	3	43	0	0
White	17	4113	3	18	14	82	11	65	2	12
Economically Disadvantaged	43	3920	5	12	38	88	17	40	0	0
Limited English Proficient	5	3940	1	20	4	80	2	40	0	0
Special Education	9	3847	2	22	7	78	3	33	0	0

2023-24 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	47	4134	2	4	45	96	27	57	8	17
Hispanic/Latino	31	4150	0	0	31	100	18	58	6	19
Black or African American	5	4035	0	0	5	100	2	40	0	0
White	10	4181	2	20	8	80	7	70	2	20
Economically Disadvantaged	24	4089	0	0	24	100	12	50	4	17
Special Education	5	3942	1	20	4	80	2	40	0	0
At_Risk	13	4041	0	0	13	100	7	54	1	8

2024-25 Biology STAAR Results

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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	49	4147	4	8	45	92	34	69	6	12
Hispanic/Latino	29	4177	2	7	27	93	20	69	5	17
White	16	4112	2	13	14	88	12	75	1	6
Economically Disadvantaged	29	4126	2	7	27	93	20	69	3	10
Special Education	5	3623	3	60	2	40	0	0	0	0
At_Risk	8	3861	3	38	5	63	3	38	0	0

Social Studies

2022-23 Social Studies STAAR Results

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

2023-24 Social Studies STAAR Results

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

2024-25 Social Studies STAAR Results

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

U.S History

2022-23 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	45	4289	2	4	43	96	35	78	18	40
Hispanic/Latino	34	4252	2	6	32	94	25	74	13	38
Black or African American	6	4166	0	0	6	100	5	83	1	17
White	5	4688	0	0	5	100	5	100	4	80
Economically Disadvantaged	25	4275	0	0	25	100	20	80	9	36

2023-24 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	64	4183	1	2	63	98	41	64	19	30
Hispanic/Latino	39	4100	1	3	38	97	23	59	8	21
Black or African American	6	3940	0	0	6	100	2	33	1	17
White	18	4410	0	0	18	100	15	83	9	50
Economically Disadvantaged	30	4093	1	3	29	97	18	60	6	20
Special Education	6	3723	0	0	6	100	0	0	0	0
At_Risk	10	4105	0	0	10	100	7	70	2	20

2024-25 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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			#	%	#	%	#	%	#	%
All Students	63	4080	3	5	60	95	35	56	13	21
Hispanic/ Latino	41	4037	1	2	40	98	20	49	7	17
Black or African American	10	4022	1	10	9	90	6	60	1	10
White	10	4255	1	10	9	90	7	70	4	40
Economically Disadvantaged	37	4006	3	8	34	92	18	49	5	14
Limited English Proficient	5	4087	0	0	5	100	2	40	1	20
Special Education	9	3836	1	11	8	89	1	11	1	11
At_Risk	18	3865	2	11	16	89	5	28	1	6

Title I, Part A – Components

Schoolwide Components:

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

Goals and Strategies

Area of Focus: 1. Campus Culture

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

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

Formative Evaluation: Surveys, Sign- in Rosters, TAPR Data, Campus Data

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will be challenged and expected to perform on grade level and score successfully by ARD expectations.....on all state assessments.	Title I	Sped	Sped Teachers	Title I, Local Funds	August - May
Strategy #2 Students will engage in positive activities designed to promote desired outcomes both academically and behaviorally such as student recognition for academic achievement, good conduct, and excellent attendance.	AR	All, At-Risk	Administrators	Local Funds	August - May
Strategy #3 Students will have the opportunity to be involved in school clubs and governing bodies directly impacting campus culture. (Student Council, NHS, Athletic Teams, Cheerleading, Band, FFA)	AR	All, At-Risk	Sponsors, Administrators	Local Funds, Activity Funds	August - May
Strategy #4 Students will be expected to follow school culture routine procedures put in place by RHS staff such as responding to teacher greetings.	T1	All	Administrators, Teachers	LASSO	August - May
Strategy #5 Students will follow the no cell phone policy.	T1	All	Administrators, Teachers	Local Funds	August - May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Lead teachers will guide teams to greater student achievement and teacher effectiveness.	T1	All	Administrators	Local Funds, Title I, LASO	August - May
Strategy #2 All teachers will hold parent conferences and make positive parent contact. (School Status, Phone calls, e-mails, home visits, etc.)	T1, PI	All	Administrators	Activity Funds, Local Funds, Title I	August - May
Strategy #3 RHS will work to reduce class size for the improved performance of all student groups.	T1, AR	All, At-Risk	Superintendent	Local Funds, Grant, Title I, Title II	August - May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #4 RHS will provide additional academic support and instructional monitoring to enhance the improvement of STAAR scores in all student groups and to prevent regression as determined by ARD committees. (Tutorials, summer school, online programs, ESY services, Accelerated Instruction, content mastery lab)	T1, AR, CE, AYP	All, At-Risk	Administrators	SCE \$11,646 summer school (ESSER III SCE), Local Funds, Title I; SCE \$94,669	August - May
Strategy #5 Dropout prevention strategies will be provided such as counseling services, Pregnancy Related Services, tutorials, and Edgenuity Courseware.	T1	All, At-Risk	Administrators	Title I, Local Funds, CCMR, SCE \$38,723	August - May
Strategy #6 Campus committee will assess the needs of all students and programs at Refugio HS to complete a Comprehensive Needs Assessment.	T1	All, At-Risk	Administrators, Director of Education	Local Funds	May
Strategy #7 Refugio HS will strive to hire and retain highly qualified teachers and paraprofessionals according to the NCLB definition of Highly Qualified.	T1	All	Administrators	Title I, Title II, Grants, Local Funds	August - May
Strategy #8 RHS will promote continued research-based staff development that directly focuses on campus/teacher needs and meets certification requirements. Seek input from staff members to identify professional development interests.	T1, SD	All	Administrators	Title I, Title II, Grants, Local Funds, LASO	August - May
Strategy #9 New teachers will be assigned an established teacher to provide support.	T1, SD	New teachers	Mentor, Administrators	Local Funds, Grants, Title II	August - May
Strategy #10 Teachers will be trained in testing strategies, active monitoring, and confidentiality for state assessments.	T1, SD	All	Director of Education, Administrators	Local Funds, Grants	Dec, Feb, April, June
Strategy #11 Substitute teachers will be provided training on campus routines, procedures, confidentiality requirements, and expectations.	T1	All	Director of Education	Local Funds, Title I, Title II, Grants	August - May
Strategy #12 Teachers will participate in school-wide committees to increase student engagement, parent involvement, and appreciation of staff members.	SD	All	Administrators, Committees	Local Funds	August - May
Strategy #13 Teachers will review all individualized student plans (IEP/ESL/504/BIP) in order to provide appropriate instruction in all content areas of grades 9-12.	T1, AR	At-Risk, ESL, SpEd	Teachers, Counselor, Administrator	Local Funds, Title I, SCE	August, Following updates
Strategy #14 RHS will provide and document appropriate services and frequency and duration of services for all special needs students (ESL, GT, 504, AR, ED).	T1, AR	At-Risk, ESL, SpEd, GT	Teachers, Counselor, Administrator	Local Funds, Title I, IDEA-B, SCE	August - May

18. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #15 RHS will implement and maintain a rotation and addition of technology campus-wide to align with technology plan and help meet the needs of all learners.	T1	All, ECD, At-Risk	All, ECD, At-Risk	IT Specialists, Administrator, REAP, Title I, Grant, RLIS	August - May
Strategy #16 RHS will provide Sheltered Instruction training opportunities for all staff members	T1	ESL, LEP	Administrator	Title I, Local, Title III	Aug. - May
Strategy #17 RHS will provide training in pre-referral intervention and coordination with intervention team.	T1	Sped, At-Risk	Sped Teachers	Title I, Local Funds, Grant	August - May
Strategy #18 The TBSI core team will be trained and recertified as per TBSI guidelines.	T1	All	Principal	Local Funds	August - May
Strategy #19 RHS will provide content mastery with the regular education classroom for special education students and students at-risk of failing.	T1	Sped, At-Risk	Sped Teachers	Local Funds, SCE	August - May
Strategy #20 RHS will contract with GSEC to provide diagnostic services to RISD....IEP's, ARD facilitation, consultation.	T1	Sped	Principal	Local Funds, IDEA B	August - May
Strategy #21 Administrator and campus behavior coordinator will attend targeted professional development related to discipline such as: Attend Discipline for students with disabilities and the ARD process for administrators, Ch. 37 discipline updates, and Positive behavior interventions and supports, in order to reduce the number of special educational disciplinary removals..	T1	All, Sped.	Administrator / Campus Discipline Coordinator	Local, Title I, SCE	August - May
Strategy #22 Professional Development days will be incorporated into the 2025-2026 School Calendar in an effort to provide ongoing support for professional growth.	T1	All	Principal, Administrators	Local Funds, grant, Title I, Title II, LASO	August - May
Strategy #23 The High School At-Risk Coordinator will ensure that at-risk students are closely monitored and receive needed assistance.	T1	At-Risk	Counselor, Principal	SCE \$4,500	Sept, Dec, May
Strategy #24 Teachers will be issued and trained on the use of Chromebooks and related student management software.	T1	All	IT Specialists, Administrators	T1, Local Funds, REAP, RLIS	August - May
Strategy #25 RHS will work to have all ELA teachers ESL certified to provide services to students.	T1	ESL, LEP	Principal	T1, Local Funds, SSA	August - May
Strategy #26 Staff will develop a school wide behavior plan that integrates all components of positive behavior interventions and supports.	T1	All	Principal	T1, Local	August - May
Strategy #27 RHS will work to have most core teachers Gifted and Talented certified.	T1	GT	Principal	Region III contracted services, Local	Sept. - May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #28 RHS will use T-TESS framework to conduct walk-throughs.	T1	All Teachers	Administrators	Local Funds	Nov. - Dec.
Strategy #29 Teachers will help develop and follow school culture routine procedures daily.	T1	All Teachers	Administrators	LASO, Title I, grant	August - May

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents/Guardians will be invited to participate with students on special event days to promote parental involvement as well as open lines of communication.	T1, PI	All	Administrators	Activity funds, Local funds	August - May
Strategy #2 Report cards, progress reports, e-mail, School Messenger, conferences, district website, and correspondence (English & Spanish), will keep parents informed about their child's progress and district events.	T1, PI, T	All, At-Risk	Teachers, Administrators, IT Specialists	Title I, Local Funds, Grant	August - May
Strategy #3 RHS will hold an Open House in the Fall.	T1	All	Principal	Title I, Local Funds	August - May
Strategy #4 Parents will have online access to grades through Parent Portal	T1	All	IT Specialists	Local Funds	August - May
Strategy #5 RHS will distribute the RHS Parental Involvement Policy to all parents to make parents aware of parental involvement opportunities and guidelines for involvement.	T1	All	Administrators, Director of Ed & Sec Ed	Local Funds	August
Strategy #6 Campuses will hold parental involvement opportunities during the school year. (Open House, Title I, II, & IV Meetings, Parent Trainings, Senior Parent Meetings, Athletic Parent Night)	AYP, T1, PI	All	Administrators, Director of Education, Librarian	Title I, Title II, Local Funds, Activity Funds, Grant	August - May
Strategy #7 Senior Citizens will receive Gold Passes for free admission to school events.	T1, P1	All	Administrators	Local funds	August - May
Strategy #8 Parents will provide feedback through surveys and evaluations when appropriate	T1, P1	All	Administrators	Local funds	August - May

Area of Focus: 2. Student Safety

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

Campus Performance Objective: Refugio High School will maintain a safe, drug free and orderly learning environment for the 2025-26 school year.

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

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will participate in Red Ribbon Anti-Drug Campaign	T1	All	Director of Education, Counselors, Student Council	Activity Funds, Community Partners, Local Funds	Sept, Oct
Strategy #2 Participate in Fitnessgrams.	T1	All	Coaches, IT Department, Director of Education	Local Funds	May
Strategy #3 Students will participate in designated number of crisis drills (fire, tornado, lock-down, lock-out)	AR	All	Administrators, Teachers	Local funds, Community Partners	August - May
Strategy #4 Students will follow protocols for entering and exiting campus.	VP	All	Office Staff, Administrator	None	August - May
Strategy #5 Students will utilize Anonymous Alerts to report bullying, depression, drugs and safety threats.	T1	All	Office Staff, Administrator, Dean of Discipline, SRO	School Safety Funds	August-May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will maintain and update the Crisis Management Plan.	Title I	All	Administrator	Community Partners	August - May
Strategy #2 RHS will implement a Safe and Drug Free Schools Program consisting of Red Ribbon Week, Student Activities, Assemblies, Vaping presentations and follow up activities.	Title I	All	Counselor	Activity Funds, Community Partners, Local Funds, Grant	August - May
Strategy #3 RHS will continue to develop and implement a well-structured discipline policy	Title I	All	Superintendent, Principal, Dean of Students	Local Funds	August - May
Strategy #4 RHS teachers will educate all students on the local policies and procedures for reporting suspected incidents of bullying.	Title I	All, At-Risk	Teacher	Local Funds, Title IV	August - May
Strategy #5 RISD will train all staff on the risk factors, warning signs, identification, investigation, and reporting of child abuse and bullying.	Title I	All, At-Risk	Administrator	Local Funds, Title IV	August - May
Strategy #6 A K9 Deterrent System will be utilized periodically throughout the school year for the purposes of contraband detection.	T1, VP, AR	All, At-Risk	Administrator, SRO	Local Funds, Community Partners,	August - May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #7 RHS staff will report all suspected child abuse or maltreatment of children to the campus principal and will personally file a report with CPS.	VP	All	Principal, Teachers	Community Partners, local funds	August - May
Strategy #8 RHS will maintain installed interior safety locks on all classroom doors	VP	All	Administrator	Local Funds, Grant, Title IV	August - May
Strategy #9 RHS will offer various programs and/or activities to address school violence, suicide prevention, conflict resolution, internet safety and anti-bullying messages.	T1, VP, BP	All, At-risk, ECD	Counselors, Directors of Education	Community Partners, Local Funds, Safety Grant, Title IV	August - May
Strategy #10 RHS will continue SHAC meetings, the implementation of Healthy & Wise health program, and staff training on the use of defibrillators and epi-pens. Specified staff members will also be trained on recognizing the warning signs for diabetes.	T1, SD	All	School nurse, teachers	Local funds, Title 1	August - May
Strategy #11 The Campus Behavior Coordinator will ensure adherence to the Student Code of Conduct and the consistent application of discipline measures.	T1	All	Administrator	Local funds	August - May
Strategy #12 RHS will continue to meet state guidelines for TBSI and CPI Training.	T1, AR, VP	All, SpEd, At-risk	Administrators, Team Members	Local funds	August - May
Strategy #13 RISD personnel will work to educate students, parents, and community on the prevention of dating violence in accordance with RISD policy BO (legal) and FFH(local).	T1, VP, BP, AR	All	Administrators, Counselors	Local funds, Community partners	August - May
Strategy #14 A school resource officer will be utilized to ensure school safety and encourage attendance	T1, VP, BP, AR	All, At-risk	Student Resource Officer, Administrators	Community Partners, SCE, Safety Grant	August - May
Strategy #15 Video surveillance will work to secure campus and protect students (as feasible during construction).	VP, T1, BP, AR	All	Administrators, Student Resource Officer	Community Partners, Local funds, Grant, Title IV	August - May
Strategy #16 All RISD professional staff will complete Suicide Prevention training	VP, AR, SD	All, At-risk	Administrators	Local funds	September
Strategy #17 All staff will receive Stop the Bleed training	VP	All	All Staff	Local funds, Community Partners	August
Strategy #18 RHS will utilize the SRO to meet the requirements of SB 30 (the Community Safety Education Act).	VP	All	Principal, counselor, SRO	Local funds, Community Partners	August - May
Strategy #19 Suicide/Crisis protocols will be implemented in conjunction with project AWARE personnel.	AR	All	Counselor	Aware grant funding	August - May
Strategy #20 RHS will utilize project AWARE personnel to provide a social/emotional curriculum.	AR	All	Counselor	Aware grant funding, Local	August - October

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #21 RHS staff will be informed of Anonymous Alerts and encourage students to report as issues arise.	VP, SD	All	Administrators, Counselors, SRO	School Safety Funds, Title IV	August-May
Strategy #22 RHS administration and SRO's will utilize a metal detector to detect hidden vapes and/or weapons.	T1, VP, BP, AR	All	Administrators, SRO	Provided by Police Department, Safety Grant	August-May

2C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will have a parent compact signed by student, parent, and school.	Title I	All	Principal	Local Funds	Sept.
Strategy #2 RHS parents will utilize a single entry point when visiting the campus and will check in with the office through the Crisis Go system to receive a visitor's badge to help ensure student safety.	VP	All parents	Administration	Local Funds, Title IV	August - May

Area of Focus: 3. Attendance

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

Campus Performance Objective: All student groups will meet or exceed an average attendance rate of 96%, a graduation rate of 95%, and a dropout rate of less than 2% for the 2025-26 school year.

Formative Evaluation: Attendance Reports, TAPR, Report Cards

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will monitor students receiving notices of concern and requiring their attendance at tutorials.	Title I	At-Risk	Administrator	Local Funds , SCE	Sept, Nov, Jan, March , May
Strategy #2 Incoming 9th graders will attend an orientation session to facilitate the transition to high school.	Title I	All	Counselor	Local Funds	Aug, May
Strategy #3 Pregnancy Related Services will be utilized by students in need of those services. An emphasis is placed on staying in school and on track for graduation.	Title I	At-Risk	Counselor	Title I, Local Funds	Dec, April
Strategy #4 School Resource Officers will monitor student attendance and ensure student safety.	Title 1, VP, BP, AR	All, At-risk	School Resource Officer, Administrators	Community partner, local	August, January, May
Strategy #5 Individual students will be recognized for perfect attendance and grade levels will be recognized for having the highest attendance percentage per six weeks	AR	All, At-Risk	Administrator, Counselor	Community partner, local funds	Each six weeks

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Two student resource officers will be utilized in conjunction with the campus attendance committee to ensure school safety and encourage student attendance.	AR, T1	All, At-risk	Administrators, Student Resource Officer	Local funds, Community Partners	Aug, Dec, May
Strategy #2 RHS will provide a nurse to assist at-risk students with health and nutrition issues and education.	T1,AR	At-Risk	Administrator	Local Funds	Aug, May
Strategy #3 RHS will hold attendance meetings for those students whose attendance rate falls below 90%	T1,AR	All	Administrator	Local Funds	Aug, May
Strategy #4 RHS will notify parents when students are absent	T1	All	Administrator, Attendance Clerk	Time, Local funds, Grant funds	Aug. - May

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #5 RHS will make intense efforts to recover students, increase dropout prevention efforts, and create multiple pathways for graduation and course recovery by utilizing Edgenuity, TRIO program, and other resources	T1,AR,CR	All, At-risk	Administrator, Counselor	Local, Title I, Community resources, Grant	Aug. - May
Strategy #6 RHS will provide instructional supports such as, tutorials, inclusion support, intervention classes, accelerated instruction, credit recovery, summer school, CTE industry certifications, etc. as dropout prevention measures.	T1,AR,CR	All, At-risk	Administrator, Counselor	Local, Title I, Community resources, SCE	Aug. - May

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will make parent notification for absences and tardies through automated parent portal system, phone calls, and home visits.	T1, PI	All	Administrator	Local Funds, Grant, Title I	Aug, May
Strategy #2 Parents will work with Student Resource Officers and Administration to make every effort to get students to school on time for the entire day.	PI	Students with Attendance/Tardy Issues	Administrator, Student Resource Officer	Local Funds, Community Partners	Aug, Dec, May

Area of Focus: 4. College and Career Readiness

District Priority: Help students plan for life beyond graduation (1B-7)
Campus Performance Objective: Percentage of graduates meeting criteria for CCMR accountability will increase from to 73% by June 2028.
Formative Evaluation: Program Reports, ACT/SAT scores, Distinguished Achievement Program enrollment, School Rating System

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will offer instructional and financial assistance to students for the SAT/ACT/PSAT/PLAN	T1	All	Counselor	Local Funds	Nov, March
Strategy #2 Students will have the opportunity to participate in TRIO program.	T1	All	Counselor	Local Funds	Aug. - May
Strategy #3 Students will engage in activities to promote college and career readiness including viewing videos about careers, researching colleges/careers, College/Career Days, and college campus visits.	T1, AR	All, At-Risk	Counselor, Administrator	Local Funds, Grant	Aug, Jan, May
Strategy #4 Students will have the opportunity to receive NCCER certifications.	T1, CCMR	All	CTE Teacher, Administrator	CTE Funds, Local Funds	Aug, Jan, May
Strategy #5 Students will have the opportunity to participate in Dual Credit classes.	T1, CCMR	All	Counselor, Principal	Local Funds, CCMR	Aug, Dec, May
Strategy #6 Students will be encouraged to earn one or more endorsements in addition to the Foundation Graduation Plan	T1	All	Counselor, Principal	Local Funds, T1	Aug, May
Strategy #7 Life Skills students will have the opportunity to develop job skills and explore employment opportunities through community partnerships.	T1	SPED	SPED Teacher	Local funds, Community Partnerships	Aug, Dec, May
Strategy #8 Life Skills students will have the opportunity to explore various community settings.	T1	SPED	SPED Teacher	Local funds, Community Partnerships	Aug, Dec, May
Strategy #9 Students will have the opportunity to meet with military recruiters.	T1, CCMR	All	Counselor	Local Funds	Aug. - May
Strategy #10 Students will attend Industry based certification informational meetings to become familiar with CCMR opportunities.	T1, CCMR	All, 8th Graders	Counselor	Local Funds	Spring

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Refugio HS students will be informed about admission to higher education and opportunities for financial aid through the College & Career Student Resource Center.	T1, CCMR	All, ECD, At-Risk	Counselor	Local Funds, Grant	Aug, Dec, April

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #2 RHS will continue to offer career education opportunities to assist students in developing knowledge, skills, and competencies for a broad range of skills.	T1, T	All, CTE	Administrator, Counselor	CTE Funds, Local Funds	Aug, May
Strategy #3 RHS students will provide opportunities and equipment to special needs students for developing knowledge, skills, and competencies for a broad range of career and life skills.	T1	SPED	Teacher, Administrator	Local funds, IDEA, Title 1, REAP, RLIS	August
Strategy #4 RHS will provide special needs students with opportunities to explore various community settings.	T1	SPED	Teacher, Administrator	Local funds, IDEA, Title 1	Aug., May
Strategy #5 RHS will continue to be a TSI and SAT test site.	CCMR	All	Counselor	Local	Aug. - May
Strategy #6 RHS will continue to provide opportunities for students to obtain an industry based certification	CCMR	All	Administrator, Counselor, CTE Teacher	Title, I, Local funds	Aug. - May
Strategy #7 In the Spring, RHS will conduct school provided industry based certification pathway informational meetings to encourage increased participation in our certification programs.	T1, CCMR	All	Administrator, Counselor, CTE Teacher	Title, I, Local funds	Spring

4C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will attend dual credit and college activities and information sessions .	T1	All	Counselor, Parents	Local Funds	Aug, May
Strategy #2 Parents will provide textbooks for dual credit courses	P1	All	Counselor, Parents	Personal	Aug, Jan
Strategy #3 Parents will attend FAFSA workshop to complete federal financial aid applications	P1	All, AR	Counselor, Parents	Local funds	Fall, Spring
Strategy #4 Parents will attend Industry based certification pathway informational meetings to become familiar with available student opportunities	T1, CCMR	All	Counselor, Parents	Local funds	Spring

Area of Focus: 5. Science

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

Campus Performance Objective: All student groups will meet or exceed the target scores in science and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-26 school year

Formative Evaluation: District Developed Assessments, Benchmarks, STAAR

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #5 RHS will continue to offer and improve the Edgenuity credit recovery option for students who fail to earn credit in science courses...additional assessments may be administered by science teachers for benchmarking.	T1, AR	At-Risk, SPED	Principal	Title I, Local Funds, SCE	Aug, Jan, May
Strategy #6 RHS will offer extended tutorials in science for at-risk students and those receiving special education services.	T1,AR	All, At-Risk, SPED	RHS Science Teachers	Local Funds, SCE	Dec, April, June
Strategy #7 Per TEA guidelines, 40% of a student's instructional time will be spent in laboratory and field investigations	T1,AR	All, At-Risk	Science teachers	Local Funds	Aug, Jan, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Classroom curriculum will follow state objectives and teachers will ensure that all students are provided with this instruction.	Title I	All	RHS Team leader	Title I, Local Funds	Sept, Dec, May
Strategy #2 Teachers will use Chromebooks as a resource for classroom instruction.	Title I	All	RHS Team leader	Title I, Local Funds, Grant, REAP, RLIS	Nov, March
Strategy #3 Teachers will utilize supplemental programs to address students' areas of need in science. (At-risk, SPED)	Title I,AR	All, At-Risk	RHS Team leader	Title I, Local Funds, SCE	Sept, Jan, May
Strategy #4 RHS will continue to offer STAAR EOC tutorials and accelerated instruction in the area of science.	Title I,AR	At-Risk	Administrators, Counselor	Title I, Local Funds, SCE	Sept, Dec, May
Strategy #5 RHS will offer honors coursework in the area of science.	Title I,CCMR	All	Counselor, Principal	Local Funds	Sept, Dec, May
Strategy #6 Science teachers will have the opportunity to attend CAST conference and science trainings to remain current in the field of science.	T1	All	Teacher, Principal	Local funds, Community Partnership, Title I, Title II	Sept.

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #7 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T1	All	Teachers	Local, TRS, Grant	August - May
Strategy #8 Teachers will benchmark test throughout the school year.	T1	All	Teachers, Administrator	Local, DMAC	Aug. - May
Strategy #9 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, TRS, DMAC, SCE, Title I, LASO	Nov. - May
Strategy #10 Teachers will receive targeted professional development that will enhance instructional delivery. (Fundamental 5, Aggressive Monitoring, DDI, etc...)	PD	All	Teachers, Administrator	Local, ESC III, SCE, Grant, Title I, Title II, LASO	June - May
Strategy #11 Teachers will implement writing strategies into their classroom by collaborating with ELA teachers.	T1	All	Teachers	Local, Time	Aug. - May

5C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Aug, Dec, May

Area of Focus: 6. Mathematics

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

Campus Performance Objective: All student groups will meet or exceed the target scores in math and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-26 school year .

Formative Evaluation: District-developed assessments, Benchmarks, STAAR

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in math in the Fall & Spring so that teachers may gauge student needs. Teachers will review data in disaggregated format to gauge student needs.	Title I	All, At-Risk	RHS Team leader	Title I, Local Funds	Sept, Dec, May
Strategy #2 Students will participate in extended learning opportunities/individualized tutoring sessions focusing on mathematics as necessary.	T1, AR	All, AR	Teachers, struggling math students	Title 1, SCE, Local	Aug, Jan, May
Strategy #3 Students will take the NWEA MAP Assessment to monitor their growth	T1	All	Teachers (ENG, Math, BIO)	Title 1, Local	September, January, April

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T	All	Teachers, Administrator	Local Funds, TRS	Aug, May
Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction .	Title I	All	RHS Team leader	Title I, Local Funds	Nov, May
Strategy #3 RHS will continue to offer and improve the Edgenuity credit recovery option for students who fail to earn credit in math courses.	Title I	At-Risk, SPED	RHS Team leader	Title I, Local Funds	Sept , March
Strategy #4 RHS will provide tutorials and rotational reviews prior to testing.	Title I	All, ECD, At-Risk, SPED	Administrators, Counselor, RHS Team leader	Title I, Local Funds, SCE \$250	Nov, Feb, May
Strategy #5 Teachers will benchmark test throughout the school year.	T1	All	Teachers, Administrators	Local, DMAC	Aug. - May
Strategy #6 RHS will offer honors courses in the area of math.	Title I	All	Counselor	Local Funds,	Sept, Dec, May
Strategy #7 A district math coordinator will be utilized to mentor math teachers and provide intervention to high school students.	Title I	All, SPED, At-Risk	Grade level Teacher	Local Funds	August-May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #8 Math teachers will utilize "unpacked" TEKS in order to teach student expectations more thoroughly.	Title I	At-Risk, SPED	Core Subject Teachers, Principal,	Local Funds, SCE, Title 1, Title II	Oct, Jan, Mar
Strategy #9 Assessment data will be used to determine students in need of tutorials and to develop "targeted tutoring" plans as well as reteach plans for areas of general weakness by all students.	Title I	At-Risk, SPED	Administrators, Math Specialist	Local Funds, SCE, Title II, Title I	Oct, Jan, Mar
Strategy #10 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, Title I, Grant, SCE, LASO	Nov. - May
Strategy #11 Teachers will receive targeted professional development that will enhance instructional delivery.	PD	All	Teachers, Administrator	Local, ESC III, Grant, Title I, Title II, LASO	June - May
Strategy #12 RHS will utilize programs such as Mathia to provide diagnostic information and skill attainment for at risk students in Algebra I.	Title I	At-Risk	Teachers, Administrator	Title I, Local	Aug. - May
Strategy #13 Teachers will implement writing strategies into their classroom by collaborating with the ELA teachers.	T1	All	Teachers	Local, Time	Aug. - May
Strategy #14 Algebra 1 teacher will use the Bluebonnet Curriculum and meet once a week with a Region 3 specialist to assist with implementation.	TCLAS	Algebra 1 students	Teacher	TCLAS grant, LASO, Title I	Aug. - May
Strategy #15 Math teachers will be trained Researched-Based Instructional Strategies (RBIS) by Region 3 specialists.	PD	All	Teacher	LASO	July, Aug
Strategy #16 Teacher will utilize NWEA MAP Assessment Data to Drive Instruction and Monitor Student Growth	T1	All	Teacher	Title 1, Local	Sept, Jan, April

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Aug, Dec, May

Area of Focus: 7. Reading/English Language Arts

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

Campus Performance Objective: All students groups will meet or exceed the target scores in ELA and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-26 school year.

Formative Evaluation: District developed assessments, Benchmarks, STAAR

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in ELA in the Fall & Spring so teachers may gauge student needs. Teachers will review data in disaggregated form to gauge student needs.	T1	All	RHS Team Leader	Title I, Local Funds, SCE	Oct, Jan, May
Strategy #2 Students in grades 9-12 will be issued a Chromebook to improve access to web-based literacy programs, research, and activities.	T1, T	All	Director of Education, Principal, IT Specialist	REAP, Local, Title 1, Grant	Oct, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will utilize a variety of advanced interactive technology as a resource for classroom instruction including encouraging reading through the use of innovative programs in reading and writing.	T1	All	RHS Team Leader	Title I, Local Funds, Grant	August, May
Strategy #2 RHS will offer the Edgenuity Courseware credit recovery option for students who fail to earn credit in English.	T1	At-Risk, SPED	RHS Team Leader	Title I, Local Funds	Sept, Jan, May
Strategy #3 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T1	All	Teachers	Local, TRS	August - May
Strategy #4 ELA Teachers will use the Odell Curriculum and meet once a week with Region 3 specialists to assist with implementation.	TCLAS	ELAR Teachers	Teachers	TCLAS Grant, Title I	Aug. - May
Strategy #5 RHS will offer Dual Credit and honors ELA courses.	T1	All	Counselor	CCMR, Local	Dec, May
Strategy #6 Provide additional academic support to enhance the improvement of STAAR English scores in all student groups (tutorials, All classes, Honors, Dual Credit)	T1, AR	All, At-risk, SPED	Counselor, Principal	Local, SCE (Tutorials & AI); SCE supplies \$4,500, Title I	Aug, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #7 Teachers will attend various ELA specific professional development opportunities throughout the year. (Teach Rhymes with Beach, TCLAS Contracted Services, etc...)	T1	All	Teachers, Principal	Title I, Local, Title II, Grant, LASO	Aug.- May
Strategy #8 RHS will train all teachers in Data Driven Instruction and have PLC data meetings to monitor student performance.	T1	All	Teachers, Administrator	Local, DMAC, TRS, Title I, Title II, LASO	Aug. - May
Strategy #9 Teachers will benchmark test throughout the year to monitor progress	T1	All	Teachers, Administrator	Local, DMAC	Aug. - May
Strategy #10 Teachers will receive targeted professional development that will enhance instructional delivery. (Fundamental 5, Aggressive Monitoring, DDI, etc...)	PD	All	Teachers, Administrator, ESC III	Local, Grant, Title I, Title II, LASO	June - May
Strategy #11 Teacher will use NWEA MAP Assessment data to track student progress.	T1, AR	All, At-risk	Teachers	Local	August - May
Strategy #12 ELAR teachers will be trained Researched-Based Instructional Strategies (RBIS) by Region 3 specialists.	PD	ELAR Teachers	Teachers	LASO	Fall Semester

7C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Aug, Dec, May
Strategy #2 Parents will monitor student use of school-issued Chromebooks to ensure proper use and equipment longevity.	P1	All	Parents, Students	Local Funds, REAP, Title 1, RLIS	Oct, Jan, May

Area of Focus: 8. Writing

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

Campus Performance Objective: All student groups will meet or exceed the target scores in writing and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-26 school year.

Formative Evaluation: District developed assessments, Benchmarks, STAAR

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will utilize databases for research writing, and technology programs such as Edgenuity.	T1	All, At-risk	Teachers	Local Funds, SCE, Title I, Grant	Aug.-May
Strategy #2 Students will have the opportunity to participate in various essay writing contests.	T1	All	Teachers	Community Partnerships, UIL	Aug, May

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will utilize the Odell curriculum to implement TEK specific lessons.	T1	All	Teachers	TCLAS, Grant	Teachers
Strategy #2 Teachers will provide additional academic support to enhance the improvement of student writing.	T1, AR	All, At-risk, SPED	Teachers	Title I, Local Funds,SCE	Aug, May
Strategy #3 Teachers will continue to participate in staff development opportunities to support student improvement in writing.	T1, SD	All	Teachers, Administrators	Title I, Title II, Local Funds, Grant	Aug, Jan, May
Strategy #4 Teachers will utilize writing strategies across all content areas.	T	All	Teachers	Local, Grant, Title I	Teachers
Strategy #5 ELA teachers will provide ways in which other teachers can implement writing strategies into their classrooms.	T1	All	Teachers	Local, Time	Aug. - May
Strategy #6 Teachers will receive targeted professional develop to enhance instructional delivery. (Fundamental 5, Aggressive Monitoring, DDI, etc...)	PD	All	Teachers, Administrator	Title I, Title II, LASO, Grants	Aug, Oct

8C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

8C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Aug ,Dec ,May

Area of Focus: 9. Social Studies

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

Campus Performance Objective: All student groups will meet or exceed the target scores in social studies and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-26 school year .

Formative Evaluation: District developed assessments, Benchmarks, STAAR

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in SS in the Spring so teachers may gauge student needs. Teachers will review data in disaggregated format to gauge student needs.	Title I	All, At-Risk	RHS Team leader	Title I, Local Funds, SCE	Sept, Jan, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will utilize TEKS Resource System to vertically align the curriculum and to develop TEK specific lessons.	T	All	Teachers	Local, TRS	August - May
Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction.	T1	All	Core Subject Teachers	Title I, Local Funds, Grant, RLIS	Nov, May
Strategy #3 RHS will use Edgenuity credit recovery option for students who fail to earn credit in social studies courses.	T1	At-Risk	Counselor, Principal	Title I, Local Funds , CCMR , Grant	Sept , March
Strategy #4 RHS will continue to offer dual credit classes in social studies.	T1	All	Counselor, Principal	Local Funds, CCMR	Sept , Dec, May
Strategy #5 RHS will offer tutorials and accelerated instruction for social studies	T1, AR	At-risk	Counselor, Principal	Title I, Local Funds, SCE (Tutorials & AI)	Aug, Dec, May
Strategy #6 RHS will train all teachers in Data Driven Instruction and assign a team for implementation and monitoring.	T1	All	Teachers, Administrator	Local, DMAC, TRS, Title I, Title II, LASO	Nov. - May
Strategy #7 Teachers will benchmark test throughout the year	T1	All	Teachers	Local, DMAC	Aug. - May
Strategy #8 Teachers will receive targeted professional development to enhance instructional delivery. (Fundamental 5, Aggressive Monitoring, DDI, etc...)	PD	All	Teachers, Administrator	Local, Title I, Title II, LASO	June - May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #9 Teachers will implements writing strategies into their classrooms by collaborating with ELA teachers.	T1	All	Teachers	Local, Time	Aug. - May

9C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via Ascender and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Aug, Dec, May

Area of Focus: 10. Increase English EOC Student Performance

District Priority: Refugio High School will continue to receive a campus rating of "B" or higher while earning distinctions by 2028

Campus Performance Objective: By May 2028, 66% of all students will achieve a score of "Meets" grade level or higher on the English STAAR EOC, and our students will meet or exceed the state target for "Masters" performance.

Formative Evaluation: Accountability Reports, TAPR, Report Cards, Progress Reports, Benchmark testing, DMAC Data

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students who were previously unsuccessful on the English I or II state assessment will be enrolled in a Reading elective class for remediation/intervention.	T1, AR	All, At-risk, H, ECD, SPED	Students, Teachers	Local Funds, Scheduling Time	Nov and April
Strategy #2 Students at-risk of failing will attend daily remediation tutorials during the school day, Monday through Friday.	T1, SCE	All, At-risk, H, ECD, SPED	Students, Teachers	Local Funds, SCE	Aug-May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Continue to provide Reading intervention classes for remediation/intervention.	T1, AR	All At-risk, H, ECD, SPED, ELL	Campus Principal, Counselor	Local, Title 1, SCE, Grant	August - May
Strategy #2 Utilize DMAC, interim assessments, and MAP data to monitor student growth, pinpoint learning gaps, and develop targeted lesson plans to address areas of need.	AR, T1, CE, SD	All, At-risk, H, ECD, SPED, ELL	Campus Principal, ESC III Writing Specialist, Director of Ed	Local, DMAC, Grant	August - May
Strategy #3 Teachers will utilize the Fundamental Five framework, Aggressive Monitoring, and DDI to improve instruction.	AR, T1, CE, SD,	All, At-risk, H, ECD, SPED, ELL	Campus Principal, ESC III Writing Specialist, Director of Ed	Local, Grant, Title I, LASO, Title II	August - May
Strategy #4 ELAR team will review assessment data and monitor student progress through DMAC, design instruction, and plan instructional opportunities for struggling students using the Odell curriculum.	T1, AR, CE	All, At-risk, H, ECD, SPED, ELL	Campus Principal, Teachers	Local, Title 1, Title II, DMAC, TRS, SCE	August - May
Strategy #5 ELAR teachers will participate in targeted professional development opportunities to improve identified areas of concern in student performance (Teach Rhymes with Beach, Fundamental 5, Aggressive Monitoring, DDI).	T1, AR, CE	All, At-risk, H, ECD, SPED, ELL, Dyslexia	Campus Principal, Department Chairs	Local, Title 1, Title II, Region II ESC, Grant, LASO	Aug, Jan

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #6 Provide accelerated instruction through summer school for students at-risk of not meeting state assessment requirements.	T1, AR, CE, SD	All, At-risk, H, ECD, SPED, ELL	Campus Principals, ELAR Teachers	Local, Title 1, SCE, Grant	June
Strategy #7 Teachers will hold daily tutorials with struggling students.	AR, T1	All, At-risk, SPED	Campus principal, teachers	Local, Title 1, SCE, Grant	Aug - May
Strategy #8 RISD will provide ELAR teachers with additional professional development opportunities including, but not limited to: Melanie Meyer, Region III support services, etc.	AR, T1	All, At-risk, SPED	Campus Principals, ELAR Teachers	Local, Title 1, SCE, Region III, Grant, Title II	Aug. - May
Strategy #9 RHS will train all teachers in Data Driven Instruction	T1	All, SPED	Administrator, ELAR Teachers	Local, DMAC, Region III, LASO, Title I	Nov. - May
Strategy #10 Teachers will use Odell Curriculum, NWEA MAP, and/or IXL to provide reading intervention.	T1, AR, SE, SCE	All, At, risk, SPED, ELL	Teachers	TCLAS, LASO, Title I	August - May
Strategy #11 ELA teachers will meet weekly with Odell support experts to assist in implementation.	T1, AR, SE, SCE	All, At, risk,	Teachers, Region 3 Specialists	TCLAS, Title I	September- May
Strategy #12 Conduct "data dig" item analysis of past EOC assessments to identify high-leverage TEKS and prioritize instructional focus.	T1	All, At-risk, H, ECD, SPED, ELL	Teachers, Administrator	Title I, Title II	August, December, March
Strategy #13 Ensure all student assessment data is accurately entered into DMAC, with standards aligned to each assessment question.	All, AR, SE	All, At-risk, H, ECD, SPED, ELL	Teachers	Local, Grant, LASO 3	September-May
Strategy #14 Utilize DMAC, interim assessments, and MAP data to monitor student growth, pinpoint learning gaps, and develop targeted lesson plans to address areas of need.	T1, AR, SE	All, At-risk, H, ECD, SPED, ELL	Teachers, Administrators, Region 3 Specialists	Local	September-May
Strategy #15 Discuss student data in PLCs to celebrate improvements, identify challenges, and collaboratively plan interventions for areas showing low performance.	T1, AR, SE	All, At-risk, H, ECD, SPED, ELL	Teachers, Administrators, Region 3 Specialists	Local, LASO, Title I, Title II	September-May
Strategy #16 Focused enrichment using complex texts and advanced-level questioning.	T1, AR, SE	All, At-risk, H, ECD, SPED, ELL	Teachers, Administrators	Local, Title I, Grants	October-May
Strategy #17 Build academic vocabulary using word walls, vocabulary journals, and SAT/ACT-style practice.	T1, AR, SE	All, At-risk, H, ECD, SPED, ELL	Teachers	Local, Title I, Grants	October-May

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

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will encourage and monitor reading at home	PI	All	Parents, students	Local	August - May

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

District Priority:

Refugio High School will reduce the number of disciplinary removals for students in special education.

Campus Performance Objective:

By May 2026, Refugio HS will reduce the number of disciplinary removals of special education students by 20% from the previous year.

Formative Evaluation:

PEIMS data, RDA reports, discipline referral records

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will follow the Campus handbook and code of conduct guidelines.	T1	All students	Principal, Campus Behavior Coordinator	School website, student presentations	August - May

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Staff will develop and implement a school wide behavior plan that integrates all components of positive behavior interventions and supports.	T1	All students	Principal	Planning Time, Region III ESC	August - May
Strategy #2 Administrator and campus behavior coordinator will attend targeted professional development related to discipline such as: Discipline for students with disabilities and the ARD process for administrators, Ch. 37 discipline updates, and Positive Behavior Interventions and Supports, in order to reduce the number of special educational disciplinary removals.	T1	All students, SpE.d.	Principal, and Campus Behavior Coordinator	Region III ESC, local, Grant, SCE	August - May
Strategy #3 RHS will provide Sheltered Instruction training opportunities for all staff members	T1	SpEd., LEP	Principal	Region III ESC, Title III	August - May
Strategy #4 RHS will provide training in pre-referral intervention and coordination with MTSS team.	T1	All Students	Principal	Time, Region III ESC, Grants, SCE	August - May
Strategy #5 All staff will receive restorative discipline professional development opportunities.	PD, AR	All	Administrator, Teachers	Time, ESC III, Local	August - May

11C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will sign and return school compacts and acknowledgment of receiving the campus handbook and code of conduct.	T1	All parents and students	Principal, Office staff	Registration Packets	August

Area of Focus: 12. Algebra 1 EOC Passing Rate for Special Education Students

District Priority: Refugio High School will increase the number of special education students who pass the Algebra 1 End-of-Course exam.

Campus Performance Objective: By May 2026, 17% of special education students will pass the Algebra 1 End-of-Course exams.

Formative Evaluation: State Assessment Data

12A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take Reading intervention classes if they were unsuccessful on the previous year's EOC.	T1, AR	SPED, At Risk	Counselor, Principal	Schedule, Intervention Support, Local	August - May
Strategy #2 Students will attend daily tutorials for remediation	T1, CE	All students, SPED	Principal, Teachers	Scheduling, Local, SCE, Grant	August - May
Strategy #3 Special Education students will be placed in a study skills classroom as needed to address learning deficiencies.	T1, CE	SPED	ARD Committee, SPED teacher, Principal	ARD, Schedule, Local	August - May
Strategy #4 Students will have access to the learning lab for additional support	T1, AR	All, SPED, At-risk	Teachers, Administrator	Time, Schedule, Local, Grant	August - May

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RHS will create a campus team for data driven instruction and utilize the Region III service center for support services .	T1	All Students, SPED	Principal, DDI Team Members	Region III ESC, DDI Team Data, local, Grant, Title I, LASO	August - May
Strategy #2 Teachers will develop content specific lesson plans that include differentiation of instruction	T1	All students, SPED	Teachers, Principal	Planning time, Local, Title I	August - May
Strategy #3 Math intervention classes will be expanded to include Algebra skills for the sped population.	T1	At Risk, SPED	Principal, Counselor	Schedule, SCE, Local	August - May
Strategy #4 Math teacher will attend content specific professional development that will be provide through the Region III ESC contracted services agreement.	T1	All Students, SPED	ELAR team members, Principal	Region III ESC, Time, Local, Title I, Title II, LASO	August - May
Strategy #5 Teacher planning days will be added into the school calendar to incorporate effective teacher instructional planning time.	T1	All Students, SPED	Administration	School calendar, REIC committee, Local	August - May

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

12C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will encourage their child to read at home	P1	All Students	Parents, Students	Time	August - May

Area of Focus: 13. Closing the Gaps

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

Campus Performance Objective: By May of 2026, RHS will increase the closing the gaps domain score to a 75.

Formative Evaluation: State assessment data, 2026 State Accountability Ratings

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will attend daily tutorials.	T1, AR, SCE	All, At-Risk, H, ECD, SPED	Students, Teachers	Local, SCE,	August - May
Strategy #2 Students who were previously unsuccessful on STAAR assessments will be enrolled in intervention classes.	T1, AR	All, At-Risk, H, ECD, SPED	Students, Teachers	Local, Scheduling, SCE	August - May
Strategy #3 Students will utilize supplemental educational programs such as Edgenuity to enhance learning and to recover lost credit.	T1, AR	All, At-Risk	Students, Teachers	Local, T1, Grants	August-May

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will review assessment data and monitor student progress through DMAC, design instruction, and plan instructional opportunities for struggling students using the TEKS resource system.	T1, AR, CE	All, At-Risk, H, ECD, SPED	Principal, Teachers	Local, Title I, DMAC, TRS, Grant, Title II	August-May
Strategy #2 Teachers will hold daily tutorials for struggling students.	AR, T1, SCE	All, At-Risk	Principal, Teachers	Local, Title I, SCE	August-May
Strategy #3 Teachers will receive targeted professional development such as: Fundamental 5, Data Driven Instruction, DMAC, TRS, etc. in order to improve instruction and support student learning.	AR, T1	All, At-Risk	Principal, Teachers	Local, Title I, Region III ESC, Grants, Title II, LASO	August-May
Strategy #4 Accelerated instruction for students not meeting state assessment or local graduation requirements will be provided during summer school and credit recovery classes.	AR, T1	At-Risk	Principal, Counselor, Teachers	Local, Title I, Scheduling, Edgenuity, Grant, SCE	August-July
Strategy #5 RHS will continue to partner with area colleges and universities in order to provide students with dual credit courses.	CCMR	All Students	Principal, Counselor	Local, Community partners	August-May
Strategy #6 RHS will continue to provide opportunities for students to obtain industry based certifications in the field of agriculture, education, nursing, and business.	CCMR	All Students	Principal, Counselor, Teachers	Local, CTE	August-May

13B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #7 RHS will remain a TSI/SAT school day test site in order to provide testing opportunities to all students.	CCMR	All Students	Counselor	Local	August-May
Strategy #8 RHS will provide opportunities for students to meet with military recruiters.	CCMR	All Students	Counselor	Local, Time	August-May
Strategy #9 Increase the Percentage of Students Earning College, Career, and Military Readiness (CCMR) Indicators	CCMR	All Students	Counselor, Principal, Teachers	Local	August-May

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will attend school sponsored meetings such as dual credit courses, FAFSA, etc.	P1	All	Counselor, Parents	Local	Fall, Spring
Strategy #2 Parents will monitor student study habits, attendance, and academic performance via Ascender and parent-teacher communication	P1	All	Parents	Local, Parent Portal, Title I	August-May

Area of Focus: 14. Increase Algebra 1 EOC Student Performance

District Priority:

Campus Performance Objective: By May 2028, 48% of all students will achieve a score of 'Meets Grade Level' or higher on the English STAAR EOC.

Formative Evaluation:

14A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
14C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

FUNDING SOURCES 2025-2026

	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.	\$662,332
ESL	Address the needs of students whose home language survey is one other than English.	\$19,554
Special Education	Address the needs of students identified with disabling conditions.	\$1,593,658
Gifted & Talented	To identify and provide services for students identified as gifted/talented.	\$10,405
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.	\$596,916
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.	\$237,924
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.	\$37,569
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	\$96,679
Title IV	To implement school safety improvements on campuses	\$17,742
Instructional Materials Allotment	For the purchase of instructional materials, technological equipment, and technology-related services	\$291,116
RLIS	Small, Rural School Achievement Program (REAP) funding is used to enhance and improve education programs to increase student achievement	\$24,716
Dyslexia	To provide services and activities for students identified with dyslexia or related disorders	\$38,533
CCMR	Funds used to prepare graduates for College, Career, or the military	\$6,000
Safety	An annual allotment of funds for each student in daily average daily attendance. The funds can be used for equipment, programs, and training	\$113,075
LASO 3 Part C	Supplemental funding for the original LASO Cycle 3 applicants for the Strong Foundations Planning and Implementation	\$600,000

SCE 2025-2026

Refugio High School Services

Based upon students' qualifying criteria, the following table outlines each campus' specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted.

Refugio High School, Refugio Junior High School and Refugio Elementary School, each a 40% School wide Campus, have prioritized their needs and based upon these needs, utilize SCE funds to support one or more of the school wide components.

Refugio High School Services:

Service / Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
Students will be identified as At-Risk and be provided accelerated instruction on an individual basis	#9--Effective & Timely assistance to students; #8--Teacher decision-making regarding assessments	Payroll \$55,515; supplies & PD \$1,150; Summer School SCE \$11,000	All at-risk students will master STAAR reading/math.	Improved grades each six weeks; Progress reports/report cards, Benchmark data	Increase in STAAR scores for at-risk students.
High School interventionist will ensure that at-risk students are closely monitored and receive needed assistance.	#9--Effective & Timely assistance to students;	\$63,276 Interventionist	All at-risk students will master STAAR in all tested subjects	Progress reports/report cards & Benchmark Data	Increase STAAR EOC scores

TOTAL:

\$130,841

Summary of FTEs 2025-2026

<u>Campus</u>	<u>Position</u>	<u>FTE</u>	<u>SCE Funds</u>
RES	Interventionist EB	.75	\$57,889
RES	Tutorials/Int. (18 teachers)	5.077	<u>\$288,522</u>
RES Total			\$346,411
RJHS	AI Classes/Tut (9.5 Teachers)	1.369	<u>\$101,651</u>
RJHS Total			\$101,651
RHS	AI Classes/tut (Teachers)	.945	\$55,515
RHS	Interventionist	.75	<u>\$63,276</u>
RHS Total			\$118,791
Total for FTEs			\$566,853

SCE Summary

<u>Campus</u>	<u>6100</u>	<u>6200</u>	<u>6300</u>	<u>6400</u>	<u>Total</u>
RES	\$346,411	\$550	\$2,000	\$0	\$348,961
RES*	\$11,000				\$11,000
RJHS	\$101,651	\$550	\$500	\$0	\$102,701
RJHS*	\$5,000				\$5,000
RHS	\$118,791	\$550	\$500	\$0	\$119,841
RHS*	\$11,000				\$11,000

*Summer School

TOTAL: \$598,503

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.

