

Campus Improvement Plan



Refugio Junior High School

2025-26

Table of Contents

Campus Mission and Vision Statements	3
State Goals and Objectives	4
The State of Texas Public Education Mission and Academic Goals	4
The State of Texas Public Education Goals	4
The State of Texas Public Education Objectives	4
Comprehensive Needs Assessment Summary	5
Student Performance Data	8
Enrollment	8
Attendance and Annual Dropout Rate	9
Annual and Total Graduates	11
Reading	12
English I	17
English II	18
Mathematics	19
Algebra I	24
Science	25
Biology	26
Social Studies	27
U.S History	30
Title I, Part A – Components	31
Goals and Strategies	32

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 venue 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:

2024-2025 State Assessment Data, PEIMS Report, At-Risk Rosters, ESL/GT Rosters, Report Cards, DMAC, PSAT, Surveys, Interviews, Teacher/Staff input, Training Rosters, Master Schedules, Parent Sign Ins, MStar, STAAR Interim assessments, IXL data

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 Campus Number of at-risk students decreased Large numbers of UIL participants, received 2nd at district Spirit days 95.74% attendance Reading interventionist trained in dyslexia, SPED teacher received training in dyslexia.	Parent involvement and increased positive feedback to parents Attendance letters distributed in a timely manner in both English and Spanish Need restorative practice in place and practiced consistently	Increase student attendance rate to 95% Include Tutorial period in the school day Attendance incentives
Student Achievement	83% Mastery in ELA for 8th Grade, above state average ELA teachers certified in ESL. ESC 3 support in Social Studies on a bi-weekly basis. Reading interventionist assists with reading for students that failed STAAR ELA Typing Agent in technology class Added NWEA Maps to track growth in ELA, Math, Science. Use of IXL for intervention and data collection Certified teachers in all core subjects that are STAAR tested.	Continue to implement supports for ELA and Math Improve the number of students at Meets and masters level on all STAAR assessments Increase academic vocabulary Decrease failure rate for STAAR Writing class for each grade level for all students to complement Amplify ELA curriculum Decrease failure rate on core subjects at each grade level Smaller intervention classes	Improve number of students at Meets & Masters levels on all STAAR assessments Address Social Studies performance
School Culture and Climate	Positive Climate and safe environment Parent/Community contact via	Implement Restorative Discipline labs and logs Use athletic success to boost	Content Mastery Focus on academic growth

	SchoolStatus, school website, academic success and FaceBook Thanksgiving family gathering Student peer-to-peer mentoring MTSS & Restorative Discipline training, implementation and logs. Attendance Address camera access around dead areas in courtyard Continue upgrade of cameras and access to camera viewing needs to be upgraded. Students involved in extra-curricular activities, academic, and athletic activities More cameras to monitor outside of building, around common areas and outside of athletic concession areas Address bullying issues. Have administrators/counselors do classroom guidance on bullying. Open house, meet the teachers, Family Bingo night, STAAR pep rally Content mastery for Special Education Students Overall students feel safe Outside perimeter fencing is secure Need assembly for internet safety Large participation in UIL academic competitions Address bullying issues
Staff Quality/ Professional Development	Research Based Instructional Strategies for ELA & Math 100% Certified teachers in core areas Reduce teacher turnover 33% of teachers have Masters degrees Better recruitment and retention 10+ years experience of staff Increase salary schedule Meaningful professional development Incorporate and encourage use of TEKS resource and DMAC for data collection STAAR stipend for tested subjects Longevity stipend Proper training of all paraprofessionals and substitute teachers
Curriculum, Instruction, Assessment	Data Driven Instruction by using DMAC, IXL, Interim Assessments, MAPS data Technological resources (DMAC, Teks Resource, intervention programs, etc.) available Upgrade instructional resources (textbooks, technology, planbook, etc.) Implement DDI trainings and meetings Continue to offer HS credit classes - Algebra I, Spanish I, Art, and CTE classes DDI training, meetings, implementation Training on IEP analysis and support on evaluating IEP's Lowman program for 6th, 7th, and 8th grade Social Studies Support for New Science TEKS Amplify for ELA and Bluebonnet for Math curriculum with ESC 3 support
Family and Community Involvement	Academic Awards Assembly and Honor Society induction Need more parental involvement in academic events Need more parental and community involvement

	ceremony School Status for Increase community Update Junior High website parent/guardian contact via engagement email, text, or phone call 8th grade science through Department webpages Copan Bay SWCD Parental support for athletic Business partnerships events Need to update Junior High Website
School Context and Organization	Planning days incorporated into school calendar Vertical teaming with high school teachers Vertical teaming with high school teachers Schedule aligned with high school staff pages, department pages Better use of tutorial time. Additional counseling services offered through TCHATT and FAYS Free up daily time for counselors to counsel Campus leadership committees Decrease loss of class time Counseling services on campus through Gulf Bend. Common planning period for core subjects Student leadership opportunities (Student Council, AG) ELA Amplify, Math Bluebonnet classes offered in the morning, to limit interruptions.
Technology	Intervention online programs Monitor student care of computers Student care of chromebooks Chromebooks carts in each classroom Better Wifi system Upgraded technological infrastructure Online curriculum Training on use of technology programs Interim STAAR online assessment

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	44	31.70%	56	37.10%	46	34.3%
Grade 7	52	37.40%	44	29.10%	52	38.8%
Grade 8	43	30.90%	51	33.80%	36	26.9%
Grade 9	0	0.00%	0	0.00%		%
Grade 10	0	0.00%	0	0.00%		%
Grade 11	0	0.00%	0	0.00%		%
Grade 12	0	0.00%	0	0.00%		%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2022-23		2023-24		2024-25	
All Students	139	100%	151	100%		100%
American Indian or Alaska Native	2	1.40%	1	0.70%		%
Asian	0	0.00%	1	0.70%		%
Black or African American	9	6.50%	14	9.30%	10	7.5%
Hispanic/Latino	91	65.50%	95	62.90%	88	65.7%
Native Hawaiian/Other Pacific	0	0.00%	0	0.00%		%
Two or More Races	0	0.00%	1	0.70%	1	0.7%
White	37	26.60%	39	25.80%	35	26.1%
Economically Disadvantaged	94	67.60%	106	70.20%	87	64.9%
At-Risk	73	52.50%	86	57.00%	93	69.4%
Special Education	19	13.70%	23	15.20%	38	28.4%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2021-22	2022-23	2023-24
All Students	93.6	94.2	92.9
Male	93.4	94	92.1
Female	93.8	94.5	93.6
Hispanic/Latino	93.6	94.2	93.3
Black or African American	95.5	96.2	93
White	93	93.5	91.6
Economically Disadvantaged	92.9	93.3	92.3
English Language Learner	92.1	92.6	89.6
Special Education	94	92	91.5
At-Risk	92.8	92.8	92.4

Annual Dropout Rate				
Student Group	Grade Level	2021-22	2022-23	2023-24
All Students	7-8	0	1	0
Male	7-8	0	1.9	0
Female	7-8	0	0	0
Hispanic/Latino	7-8	0	0	0
Black or African American	7-8	0	0	0
White	7-8	0	3.3	0
Economically Disadvantaged	7-8	0	1.5	0
English Language Learner	7-8	0	0	0
Special Education	7-8	0	9.1	0
At-Risk	7-8	0	1.9	0

Annual and Total Graduates

Annual Graduates						
Subgroup	2021-22		2022-23		2023-24	
All Students		100%		100%		100%

Total Graduates (All Students)						
Graduate Type	21-22		22-23		23-24	
Recommended High School Program/ Distinguished Achievement Program		%		%		%
Foundation High School Program (Distinguished Levels of Achievement)		%		%		%
Foundation High School Program (Endorsement)		%		%		%
Foundation High School Program (No Endorsement)		%		%		%
Minimum High School Program		%		%		%

Reading

2022-23 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	42	1624	11	26	31	74	19	45	6	14
	7	49	1670	7	14	42	86	26	53	8	16
	8	43	1728	4	9	39	91	29	67	12	28

2023-24 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	54	1579	18	33	36	67	19	35	7	13
	7	40	1624	14	35	26	65	20	50	5	13
	8	54	1689	10	19	44	81	26	48	10	19

2024-25 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	42	1652	6	14	36	86	23	55	8	19
	7	49	1620	21	43	28	57	19	39	7	14
	8	36	1697	6	17	30	83	21	58	5	14

2022-23 Reading STAAR Results

Student Group											
---------------	--	--	--	--	--	--	--	--	--	--	--

Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	27	1626	3	11	24	89	12	44	2	7
	7	28	1691	2	7	26	93	17	61	7	25
	8	27	1736	2	7	25	93	20	74	8	30
2023-24 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	37	1580	12	32	25	68	14	38	4	11
	7	26	1633	8	31	18	69	14	54	3	12
	8	31	1708	5	16	26	84	17	55	7	23
2024-25 Reading STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	25	1656	2	8	23	92	14	56	4	16
	7	36	1611	15	42	21	58	14	39	3	8
	8	23	1702	4	17	19	83	15	65	2	9
American Indian or Alaska Native	6	1									
	7	0									
	8	0									
American Indian or Alaska Native	7	1									
Asian	6	1									

Black or African American	6	1									
	7	4									
	8	5	1731	0	0	5	100	2	40	1	20
Black or African American	6	3									
	7	2									
	8	5	1637	1	20	4	80	1	20	0	0
Black or African American	6	4									
	7	3									
	8	2									

2022-23 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1638	5	50	5	50	5	50	3	30
	7	16	1653	3	19	13	81	7	44	1	6
	8	10	1727	1	10	9	90	7	70	3	30

2023-24 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1595	3	30	7	70	3	30	2	20
	7	10	1631	3	30	7	70	5	50	2	20
	8	16	1681	3	19	13	81	8	50	3	19

2024-25 Reading STAAR Results

Student Group											
---------------	--	--	--	--	--	--	--	--	--	--	--

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	6	13	1678	2	15	11	85	8	62	4	31
	7	8	1659	3	38	5	63	3	38	3	38
	8	10	1706	2	20	8	80	6	60	3	30
Two or More Races	6	0									
	7	0									
	8	0									
Two or More Races	6	1									
Two or More Races	7	1									
2022-23 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1610	8	29	20	71	11	39	3	11
	7	30	1675	4	13	26	87	16	53	6	20
	8	27	1701	3	11	24	89	16	59	4	15
2023-24 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	35	1563	14	40	21	60	12	34	3	9
	7	24	1584	10	42	14	58	9	38	2	8
	8	30	1686	6	20	24	80	15	50	5	17

2024-25 Reading STAAR Results

2024-25 Reading STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	21	1631	5	24	16	76	11	52	4	19
	7	33	1591	17	52	16	48	11	33	3	9
Limited English Proficient	8	23	1670	5	22	18	78	11	48	1	4
	6	3									
	7	3									
Limited English Proficient	8	4									
	6	4									
	7	2									
Limited English Proficient	8	4									
	6	1									
	7	4									
Special Education	8	2									
	6	4									
	7	4									
Special Education	8	2									

2023-24 Reading STAAR Results

2023-24 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	13	1483	7	54	6	46	1	8	0	0
Special Education	7	4									

	8	4									
2024-25 Reading STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	11	1585	5	45	6	55	3	27	2	18
	7	14	1483	12	86	2	14	1	7	0	0
	8	6	1534	4	67	2	33	0	0	0	0
2023-24 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	13	1531	5	38	8	62	3	23	1	8
	7	8	1504	5	63	3	38	1	13	0	0
	8	7	1652	2	29	5	71	2	29	0	0
2024-25 Reading STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	7	1562	3	43	4	57	2	29	0	0
	7	11	1577	6	55	5	45	3	27	1	9
	8	10	1597	5	50	5	50	2	20	0	0

English I

2022-23 English I STAAR Results

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

2023-24 English I STAAR Results

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

2024-25 English I STAAR Results

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

English II

2022-23 English II STAAR Results

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

2023-24 English II STAAR Results

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

2024-25 English II STAAR Results

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

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

Mathematics

2022-23 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	42	1633	13	31	29	69	6	14	0	0
	7	50	1743	13	26	37	74	8	16	1	2
	8	35	1818	11	31	24	69	12	34	3	9

2023-24 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	54	1579	18	33	36	67	19	35	7	13
	7	40	1624	14	35	26	65	20	50	5	13
	8	54	1689	10	19	44	81	26	48	10	19

2024-25 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	42	1652	6	14	36	86	23	55	8	19
	7	49	1620	21	43	28	57	19	39	7	14

	8	36	1697	6	17	30	83	21	58	5	14
2022-23 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	27	1646	6	22	21	78	3	11	0	0
	7	28	1753	7	25	21	75	6	21	1	4
	8	23	1829	6	26	17	74	9	39	2	9
2023-24 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	37	1580	12	32	25	68	14	38	4	11
	7	26	1633	8	31	18	69	14	54	3	12
	8	31	1708	5	16	26	84	17	55	7	23
2024-25 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	25	1656	2	8	23	92	14	56	4	16
	7	36	1611	15	42	21	58	14	39	3	8
	8	23	1702	4	17	19	83	15	65	2	9
American Indian or Alaska Native	6	1									
	7	0									
	8	0									

American Indian or Alaska Native	7	1									
Asian	6	1									
Black or African American	6	1									
	7	4									
	8	4									
Black or African American	6	3									
	7	2									
	8	5	1637	1	20	4	80	1	20	0	0
Black or African American	6	4									
	7	3									
	8	2									

2022-23 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1590	5	50	5	50	2	20	0	0
	7	17	1743	3	18	14	82	2	12	0	0
	8	7	1815	2	29	5	71	2	29	1	14

2023-24 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	10	1595	3	30	7	70	3	30	2	20
	7	10	1631	3	30	7	70	5	50	2	20
	8	16	1681	3	19	13	81	8	50	3	19

2024-25 Mathematics STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	13	1678	2	15	11	85	8	62	4	31
	7	8	1659	3	38	5	63	3	38	3	38
	8	10	1706	2	20	8	80	6	60	3	30
Two or More Races	6	0									
	7	0									
	8	0									
Two or More Races	6	1									
Two or More Races	7	1									

2022-23 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	28	1624	9	32	19	68	4	14	0	0
	7	30	1743	8	27	22	73	5	17	1	3
	8	25	1795	9	36	16	64	6	24	0	0

2023-24 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	35	1563	14	40	21	60	12	34	3	9
	7	24	1584	10	42	14	58	9	38	2	8

	8	30	1686	6	20	24	80	15	50	5	17
2024-25 Mathematics STAAR Results											
Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	21	1631	5	24	16	76	11	52	4	19
	7	33	1591	17	52	16	48	11	33	3	9
	8	23	1670	5	22	18	78	11	48	1	4
Limited English Proficient	6	3									
	7	3									
	8	4									
Limited English Proficient	6	4									
	7	2									
	8	4									
Limited English Proficient	6	1									
	7	4									
	8	2									
Special Education	6	4									
	7	4									
	8	2									
2023-24 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	13	1483	7	54	6	46	1	8	0	0
	7	4									

	8	4									
2024-25 Mathematics STAAR Results											
Student Group											
Special Education	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	11	1585	5	45	6	55	3	27	2	18
	7	14	1483	12	86	2	14	1	7	0	0
	8	6	1534	4	67	2	33	0	0	0	0
2023-24 Mathematics STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	13	1531	5	38	8	62	3	23	1	8
	7	8	1504	5	63	3	38	1	13	0	0
	8	7	1652	2	29	5	71	2	29	0	0
2024-25 Mathematics STAAR Results											
Student Group											
At_Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	7	1562	3	43	4	57	2	29	0	0
	7	11	1577	6	55	5	45	3	27	1	9
	8	10	1597	5	50	5	50	2	20	0	0
Algebra I											
2022-23 Algebra I STAAR Results											

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	8	4812	0	0	8	100	8	100	7	88

2023-24 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	5	4176	0	0	5	100	4	80	1	20

2024-25 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	10	3891	1	10	9	90	3	30	1	10
Hispanic/Latino	7	3880	1	14	6	86	2	29	1	14
Economically Disadvantaged	5	3844	1	20	4	80	2	40	0	0

Science

2022-23 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	43	3983	7	16	36	84	24	56	2	5
	8	27	4005	4	15	23	85	15	56	2	7
	8	0									
	8	5	3768	2	40	3	60	2	40	0	0

	8	10	4122	0	0	10	100	7	70	0	0
	8	0									
	8	27	3882	6	22	21	78	12	44	1	4
	8	4									
	8	2									

2023-24 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	54	3887	10	19	44	81	22	41	2	4
	8	31	3933	4	13	27	87	13	42	2	6
	8	5	3602	2	40	3	60	1	20	0	0
	8	16	3920	3	19	13	81	8	50	0	0
	8	30	3812	6	20	24	80	10	33	0	0
	8	4									
	8	4									

2024-25 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	36	3884	9	25	27	75	14	39	3	8
	8	23	3881	5	22	18	78	9	39	1	4
	8	2									
	8	10	4036	2	20	8	80	5	50	2	20
	8	23	3760	7	30	16	70	7	30	1	4
	8	2									
	8	6	3387	4	67	2	33	0	0	0	0

Biology

2022-23 Biology STAAR Results

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

2023-24 Biology STAAR Results

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

2024-25 Biology STAAR Results

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

Social Studies

2022-23 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	43	3741	16	37	27	63	12	28	7	16
Hispanic/Latino	8	27	3745	10	37	17	63	8	30	4	15
American Indian or Alaska Native	8	0									
Black or African American	8	5	3736	2	40	3	60	1	20	1	20
White	8	10	3799	3	30	7	70	3	30	2	20
Two or More Races	8	0									

Economically Disadvantaged	8	27	3675	12	44	15	56	4	15	4	15
Limited English Proficient	8	4									
Special Education	8	2									

2023-24 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	54	3494	35	65	19	35	5	9	1	2
Hispanic/Latino	8	31	3544	19	61	12	39	4	13	1	3
Black or African American	8	5	3453	3	60	2	40	0	0	0	0
White	8	16	3439	11	69	5	31	1	6	0	0
Economically Disadvantaged	8	30	3497	19	63	11	37	3	10	1	3
Limited English Proficient	8	4									
Special Education	8	4									

2024-25 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	36	3361	25	69	11	31	2	6	0	0
Hispanic/Latino	8	23	3342	16	70	7	30	0	0	0	0
Black or African American	8	2									
White	8	10	3514	6	60	4	40	2	20	0	0
Economically Disadvantaged	8	23	3278	18	78	5	22	1	4	0	0

Limited English Proficient	8	2									
Special Education	8	6	2933	6	100	0	0	0	0	0	0

U.S History

2022-23 U.S. History STAAR Results

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

2023-24 U.S. History STAAR Results

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

2024-25 U.S. History STAAR Results

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

Title I, Part A – Components

Schoolwide Components:

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

Goals and Strategies

Area of Focus: 1. Campus Culture

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

Campus Performance Objective: 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, Ascender Reports, STAAR

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will participate in a safe and drug free schools program consisting of Red Ribbon Week, Student Activities, and follow up activities.	AR	All, At-risk	Administrator, Counselor, Student Council, SRO	Local funds, Community Partners	Oct, Feb
Strategy #2 Students will sign the Home/School compact.	AR	All, At-risk	Student	Local funds	Aug, Jan, May
Strategy #3 Students will have instruction on Internet safety and cyberbullying.	AR	All	Counselor, Teachers, Students	Local funds	Aug, Jan, May
Strategy #4 Students will have the opportunity to be involved in sports, clubs, and activities.	AR	All, At-risk	Sponsors, Administrator, students	Local funds	Aug, May
Strategy #5 RJHS will hold "Meet the Teachers" prior to the beginning of the school year and RJHS will have Open House in the fall semester.	AR, T1	All	Teachers, administrators, principal	local funds, community partners, Title I	Aug, Nov
Strategy #6 Students in JH/HS have the Opportunity to attend community Bingo night with parents/guardian to review School Compacts and Title.	AR T1	All	teachers, administrators, principal	local funds, Title	Oct, Ap
Strategy #7 All students will be challenged and expected to perform on grade level and meet performance expectations on all state assessments.	T1, AR	All, At-risk	Teachers, Principal	Local funds, Title I, SCE	Aug, Jan, May
Strategy #8 All special education students and students at-risk of failing will have access to student support services with intervention classes built into the schedule and intervention support within the special education setting	T1, AR	At-risk, SpEd	Teachers, Principal	Local funds, Title I, IDEA, SCE	Aug, Dec, May
Strategy #9 Students and parents have the opportunity to attend STAAR pep rally, to present STAAR information to parents and students.	T1, AR	All	Counselor, teachers, principal	Local, Title I	April
Strategy #10 Students have the opportunity to invite their parents/guardian for Thanksgiving lunch with them in the cafeteria.	T1, AR	All	Counselor, teachers, principal, cafeteria personnel	Local, Title	Nov

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RJHS will implement a safe and drug free schools program consisting of Red Ribbon Week, Student Activities, Assemblies, and follow up activities.	AR, T1	All, At-risk	Principal, Administrator, Counselor, Student Council, SRO	Local funds, Grants, Title I	Oct, Feb
Strategy #2 RJHS Campus will have a Parent Compact signed by students, parents, and school.	T1	All	Principal	Local funds	August
Strategy #3 RJHS will conduct an assembly on Internet safety.	T, VP, AR	All, At-risk	Counselor, Principal, Teachers,	Local funds, Title I	August, January, May
Strategy #4 RJHS will continue to contract with Goliad Special Ed Coop to provide diagnostic services (IEPs, ARD facilitation, Consultation).	T1, AR	At-risk	Administration	IDEA, Title I, Local funds	Aug, May
Strategy #5 RJHS campuses will hold parental involvement conferences and make positive contacts to parents. (Open House, Title I, II, and IV meetings, Parent training, and support for parents for online registration)	T1, PI	All	Director of Education, Principal	Local funds, Title I, Title II, Grant	Oct, Dec, April, May
Strategy #6 Campus Committees will assess the needs of all students and programs at RJHS to complete a comprehensive needs assessment.	T1, AR	All, At-risk	Director of Education, Administrators	Local funds, Title I, Title II	May 2014
Strategy #7 Teachers will continue to implement routines and procedures for entering the classroom. Students are encouraged to follow routines and procedures, this is part of Texas Instructional Leadership training through ESC 3 from the 2024-2025 school year.	T1, All	All	Teachers, campus principal, counselor	ESC 3, grant, LASO	Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May
Strategy #8 RJHS 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.	T, T1	All, At-risk	Technology Director, Principal, Director of Ed	Local funds, REAP, IMA, Grant, RLIS	Aug, Dec, May
Strategy #9 RJHS will provide and document appropriate services and frequency and duration of services for all students in special populations (ESL, GT, 504, AR, ED).	AR	At-risk	Principal, Counselor	Local funds, IDEA, SCE, Grant, Title I	Aug, Dec, May
Strategy #10 HS Counselor will host an Eighth Grade Meeting for students and parents to promote a smooth transition to high school. Counselor and principal will hold an orientation for incoming 6th graders at the end of their 5th grade year.	T1	All	Counselor	Local funds	Winter & Spring
Strategy #11 Teachers will use positive incentives for students as reinforcement and encouragement for good behaviour	AR	At-risk	Teachers, Campus principal, counselor	local funds	Sept to May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #12 Teachers will issue progress reports on any student at risk of failing at the three weeks grading period. Teachers may issue progress reports and notices of concern at any time a student is not performing satisfactorily in their class(es).	T1, AR	At-risk	Teachers, Principal	Local funds, SCE	Oct,Dec,Feb, April
Strategy #13 RJHS will provide research based professional development to staff in areas of need/interest and will encourage faculty to pursue/maintain certifications. (GT, ESL)	T1, SD	All	Teachers, Administration	Local funds, Title I, Title II, Grants	Aug, Jan
Strategy #14 RJHS will maintain certified teachers and Highly-Qualified paraprofessionals as defined by ESSA guidelines.	T1	Teachers & Paraprofessionals	Administration	Title I, Local funds, Grant, Title II	August, January
Strategy #15 RJHS campus counselors will ensure that at-risk students are closely monitored and receive needed assistance.	T1, AR	At-risk	Counselor	Local Funds, Title I, SCE	Aug, Dec, May
Strategy #16 RJHS will provide parents with timely notifications through the use of SchoolStatus, email, and FaceBook postings	T1, P1,	All	Campus Principal	Title 1, Local funds, Title II	Aug, Dec, May

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RJHS will have a Parent Compact signed by students, parents, and school.	T1, AR, PI	All, At-risk	Principal, Parents	Local funds, Title I	August
Strategy #2 RJHS campuses will hold parental involvement conferences and make positive contacts to parents. (Open House, Title 1 meetings, Parent Training)	T1, AR, PI	All, At-risk	Parents, Director of Education	Local funds, Title I, Grant	Oct, Dec, May
Strategy #3 Parents will have online access to grades, absences, and cafeteria accounts through Ascender ParentPortal.	T1, AR, PI	All, At-risk	Parents, IT Specialists	Local funds	Aug, May
Strategy #4 RJHS campuses will distribute Parental Involvement Policy to make them aware of parental involvement opportunities and guidelines for involvement.	PI, T1	All	Parents, Administrators	Local funds, Title I	August
Strategy #5 RJHS campuses will provide frequent contact and feedback to parents regarding their students through SchoolStatus	T1, P1	All	Parents, teachers, administrators	Local, Title I	Aug-May
Strategy #6 JH Parents will be invited to attend "Family Bingo Night" to review the Campus Compacts, Family Engagement policy, and Title program.	T1, P1	All	Parents, teachers, administrators	Local, Title I	Oct, Ap

1C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #7 Parents/Guardians are invited to participate with their student for Thanksgiving Meal at the HS Cafeteria.	T1, P1	All	Parents, administrators, principal, counselor, cafeteria personnel	Local, Title	Nov
Strategy #8 Parents are invited to attend STAAR pep rally that will present information on STAAR test.	T1, P1	All	Parents, administrators, principal, counselor	Local, Title	Ap

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 Junior High School will maintain a safe, drug free and orderly learning environment for the 2025-2026 school year.

Formative Evaluation: Surveys, Feedback, Program reports/data, Lesson Plans, Progress reports/report cards

2A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will be educated on the local policies and procedures for reporting suspected incidents of bullying. Use Texas School Safety videos to provide training.	T1, AR	At-risk, All	Students	Community Partners, Local Funds, Title I	Aug, Dec, June
Strategy #2 Students will participate in the Safe and Drug Free Schools Program consisting of Red Ribbon Week, Student Activities, Assemblies, and follow up activities.	T1, AR	At-risk, All	Student Council, Administration	Activity Funds, Community Partners, Local Funds, Title I	Aug, Oct, Dec, Feb, April
Strategy #3 Students will sign a Home/School compact.	T1	All	Student	Local Funds, Title I	Aug, Jan, May
Strategy #4	T1	All	Principal, Student	Local Funds, Title I	Aug, Jan, May
Strategy #5 RJHS will provide an internet safety program to 6th, 7th and 8th grade students during technology classes.	T1, VP	All, At-risk	Counselor, Grade Level Teacher, Students	Community Partners, Local Funds	Aug, Jan, May
Strategy #6 Students will be provided a classroom training on using Anonymous Alert and the importance of using the app as a tool to support a safe campus	AR, T1,	All	counselor, teachers, principal	local	Aug, Sept
Strategy #7 RJHS will install additional exterior cameras between gymnasium and junior high building to monitor student and staff safety.	VP, T	All	administration, principal, technology director	Grant, Title IV, local	Aug to May
Strategy #8 Added Triton sensors to monitor hallway and bathroom activity		All	administrators, principal, safety coordinator	Title, local	Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #9 Students will be informed and have access on the new cell phone policy and procedures	T1, Students	All students	administrators, principals, teachers	local	Aug to May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RJHS will maintain and update the Crisis Management Plan.	T1, AR	All, At-risk	Principal, Administration	Local Funds, Title I	August

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #2 RJHS will implement a Safe and Drug Free Schools Program consisting of Red Ribbon Week, Student Activities, Assemblies, and follow up activities.	T1, AR	All, At-risk	Counselor, Student Council Sponsor	Local Funds, Title I, Activity Funds, Community Partners, Grants	Oct, Dec, May
Strategy #3 RJHS will have a parent compact signed by students, parents, and school.	T1	All	Principal	Local Funds, Title I	August
Strategy #4 RJHS will conduct an assembly to review the Student Handbook, Code of Conduct, and discipline expectations.	T1	All	Principal, Teachers	Local Funds	August
Strategy #5 RJHS teachers will provide an internet safety program to 6th, 7th and 8th grade students during guidance classes.	AR	All, At-risk	Counselor, Grade Level Teacher	Local Funds	Dec, May
Strategy #6 All staff will receive specialized safety training such as Stop the Bleed, Active Shooter, Child Abuse and Cyber security training through EduHero. Receive training on Anonymous Alerts	VP, BP	All	All Staff	Local, Community Partners, Grant, Title IV	Aug.
Strategy #7 RJHS will train all staff on the risk factors, warning signs, identification, investigation, and reporting of child abuse and bullying.	VP, AR	At-risk	Principal, Counselor	Local Funds, Title I, Grant	August
Strategy #8 All teachers will educate all students on the local policies and procedures for reporting suspected incidents of bullying.	AR	At-risk	Teacher(s)	Local Funds	August
Strategy #9 Pregnancy Related Services will continue to be offered to students in need of those services. Emphasis is placed on staying in school and on track for graduation.	AR	At-risk	School Nurse	Local Funds, SCE	Aug, May
Strategy #10 RJHS will continue to provide a nurse to assist at-risk students with health and nutrition issues.	AR, T1	All, At-risk	School Nurse	Local Funds	Aug, Dec, May
Strategy #11 RJHS will utilize two student resource officers to ensure school safety.	AR, T1, VP, BP	All, At-risk	SRO, Administrators	Local Funds, Community Partners, Grant, Safety Grant	Aug, Jan, May
Strategy #12 RJHS will install interior safety locks in all classrooms. Teachers will practice using the safety locks prior to safety drills. Teachers will be required to view videos on TxState School Safety website on safety drill protocol	VP	All	Administrator	Local Funds, Title IV, Grant, Safety Grant	Aug. - May
Strategy #13 RJHS will install additional exterior cameras between gymnasium and junior high building to monitor student and staff safety.	VP	All	administration, principal, technology director	Grant, Title IV, local	Aug to May

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #14 Staff will have wearable technology that allows staff to alert administrators and SROs if they need staff assistance. This same device will be used to alert staff members of safety concerns such as evacuation or lockdown drills.	AR, VP	All	administrators, teachers, principal, technology director.	Title IV, safety grant	Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May

2C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #15 RJHS will have a single point of entry for parents to check in using the CrisisGo	VP	All Parents	Office staff, Parents	Local Funds, School Safety, Title IV	Aug. - May
Strategy #16 Parents will be informed and have access on new cell phone policy and procedures	T1,	All parents	administrators, principal	local,	Aug, Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, 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 95% and a dropout rate of less than 2% for the 2025-2026 school year.

Formative Evaluation:

Attendance Reports, TAPR, Report Cards, SchoolStatus, Ascender PEIMS reports

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 All incoming 6th, 7th & 8th graders will participate in an RJHS orientation session.	T1	All, At-risk, H, ECD	Administrator, Counselor	Local Funds	April
Strategy #2 RJHS students will receive recognition and awards for perfect attendance. Incorporate attendance incentives at 3 weeks and 6 weeks. Goal is 96% attendance at each period.	AR	All, At-risk, H, ECD	Counselor	Local Funds, Community Partners	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #3 Students are expected to attend school regularly. Meet with students individually if they are below the 95% requirement and contact parents using SchoolStatus if their child is not meeting attendance requirements. Use of at-risk coordinator and SRO to make home visits as needed.	AR	All, At-risk, ECD	principal	local	Sept, Nov, Dec, Feb, Ap, May

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 School Resource Officer (SRO) will be utilized to ensure school safety and encourage student attendance.	T1, AR	At-risk	SRO, Administrators	Local Funds, Community Partners, Title I, Safety Grant	Sept, Jan, May
Strategy #2 All campuses will monitor struggling students and their tutorial attendance.	T1	At-risk	Administrator	Local Funds, SCE	Sept, Jan, May
Strategy #3 RJHS will provide a nurse on campus to assist at-risk students with health, health education, and nutritional issues.	T1	At-risk, all	School nurse	Local funds	Sept, Jan, May
Strategy #4 The Attendance Committee will closely monitor student attendance and maintain close contact with parents, administrators, attendance clerk, and school resource officer. Teachers, attendance clerk, and principal will contact parents regarding attendance through SchoolStatus	T1	At-risk, all	Attendance Committee	Local funds, community partner, Title I	Sept, Jan, May

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

3C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RJHS will make parent notifications for absences and tardies through SchoolStatus, ParentPortal, phone calls, and certified letters mailed to parent/ guardian.	T1, PI	All	Administrator	Local Funds	Daily
Strategy #2 Parents will work cooperatively with the School Resource Officer and administration to get students to school on time for the entire day.	PI	Students with Attendance/Tardy Issues	Administrator, Student Resource Officer	Local Funds, Community Partner	Aug,Dec,May
Strategy #3 Parents will receive attendance letters for students below 90% attendance rate. The letter will outline attendance truancy laws as defined in Texas Education Code	P1	AR, All	administrator, SRO	Local	Sept, Oct, Nov, Dec, Jan, Feb, f Mar, Ap, May

Area of Focus: 4. College and Career Readiness

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

Campus Performance Objective: RJHS will promote college and career readiness by providing educational opportunities that will assist students in developing knowledge, skills, and competencies that will maximize the likelihood of admission into college or technical school.

Formative Evaluation: Surveys, STAAR Scores, PGP

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will utilize College and Career Courses and Technology Application classes for job exploration and interest inventories.	T1	All, At-risk, H, ECD	Student, Counselor	Local Funds, CTE Funds	January
Strategy #2 Eighth graders will have the opportunity to participate in the PSAT 8/9.	T1	All, At-risk, H, ECD	Student, Counselor	local Funds	Oct, Jan, May
Strategy #3 Eighth grade students will have the opportunity to begin exploring the career clusters offered at the high school level and enroll in CATE classes during their 8th grade year. Students will attend a presentation by CTE teachers at the end of their 8th grade year.	T1	All 8th graders	Student, Counselors at JH and HS	local, CATE	May, August

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will assist students in developing knowledge, skills, and competencies that will maximize the likelihood of college admission.	T1	All, At-risk	Counselors, Teachers, Administrators	Local Funds, Grant, Title I,	Aug, Dec, May
Strategy #2 Teachers will encourage students to practice keyboarding course "Typing Agent"	T1	All	Administrator, Teachers	Local	Aug, May
Strategy #3 Students will begin career planning through Technology Application classes.	T1	All	Administrator, Teachers	Local	Aug, May
Strategy #4 Students will be informed of the course selections and career clusters/pathways offered at HS before the beginning of their HS year.	T1, S1	All 8th graders	Counselors, HS teachers	local	May
Strategy #5 JH Counselor and HS counselor will coordinate CTE class visits for 8th graders moving to 9th grade the spring semester prior to entering 9th grade. CTE teachers will present to the students the opportunities available at the HS level for College Career Readiness.	T1	All 8th graders	JH HS counselor, principals	Local, CTE	May

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

4C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will encourage participation in college and career readiness activities, and will attend information sessions designed to assist them with this process.	P1	Parents	Counselor	Local funds	Fall, Spring
Strategy #2 Parents will be offered opportunity to attend information and pre-registration session for 8th grade students to enroll in classes prior to beginning HS year. They will receive information on course selections and career clusters/pathways.	P1	Parents, students	Counselor, principal	Local	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: 85% of all 8th grade students 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, NWEA Maps, IXL teacher made assessments, DMAC

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in Science in the Fall and Spring so teachers may gauge student needs. Teachers will review data in disaggregated format to gauge students' needs.	T1, AR	All, At-risk, H, ECD, SPED	Administrators, Teacher(s), Students	Title I, Local funds, SCE	Sept, Jan, May
Strategy #2 Added Lowman STAAR focus material to assist teachers in achieving meets and masters on STAAR test	T1, AR	All, at-risk, SPED, ECD	Teachers, administrators	SCE	Ap, May, June
Strategy #3 All students will attend daily tutorial period offered during the school day.	T1, AR	All, At-risk, H, ECD, SPED	Campus Principal, Teacher(s)	Local funds, SCE Title I	Sept, Dec, May
Strategy #4 Students will take BOY, MOY, EOY Maps diagnostics test	T1, AR	All, AR, ECD, Sped	principal, teachers	Local	Oct, Jan, May
Strategy #5 Students will have access to new intervention curriculum IXL to focus on TEKS	T1, AR	All, At-risk, ECD, Sped	principal, teachers	local, Grant, LASO	Ongoing
Strategy #6 8th grade Students will attend Earth Science Field Day offered by Copano Bay SWCD	T1, AR	All, At-risk, ECD, Sped	principal, science teacher	community partners	Oct

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will use Chromebooks as a resource for classroom instruction.	T1,	All, At-risk	Teachers, Administration, IT specialist	Local Funds, Grant, Title I, REAP, RLIS	Aug, May
Strategy #2 Teachers will increase lab activities and opportunities for hands-on learning.	T1	All	Teachers, Administrator	Local Funds, Title I	Aug, May
Strategy #3 RJHS will continue to offer STAAR tutorials during the school day in the area of science for at-risk students	T1, AR	At-risk	Teachers, Administrator	Local Funds, Title I, SCE \$101,651	Aug, May
Strategy #4 Teachers will meet with principal on bi-weekly basis to review current data that teachers have collected on students through DMAC, IXL, Maps	T1, AR	All	Teacher, principal	Local, Title I, LASO, Title II	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #5 Teachers will benchmark tests in DMAC in the fall and spring to assess growth	T1	All	Teachers	Time, local	Aug. - May
Strategy #6 RJHS teachers will utilize data driven instruction training through Region III and other science trainings to learn best practices and effective instruction.	T1	All	Teachers, Administrator	Region III, Grant, Title I, Title II, LASO	Nov. - May
Strategy #7 Teachers will utilize Lowman Curriculum and IXL to assess students in TEKS specific instruction	T1	All	Teachers, Administrator	SCE, Title I, Grant, LASO	Sept to May
Strategy #8 Teachers will use DMAC assessments to track student progress on TEK specific instruction.	T1, AR	All	Teacher, Administrator	SCE	August to May
Strategy #9 Teachers will receive online training for New Science curriculum prior to the beginning of school	T1, AR	All	Science teachers, ESC 3	local, Title I, Grants	August

5C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will monitor student study habits and academic performance via ParentPortal and parent-teacher communication.	PI	All	Parents	Local Funds, Title I	Sept,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: 40% of students will exceed meets or Masters on the state assessment in the 2025-26 school year as part of Texas Strategic Leadership goals.

Formative Evaluation: District-developed assessments, Benchmarks, STAAR, NWEA Maps

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in math in the Fall and Spring so that teachers may gauge students' needs. Teachers will review data in disaggregated format to gauge students' needs.	T1, AR	At-risk	Students, Administrators	Title I, Local Funds	Sept, Dec, May
Strategy #2 8th grade students will be instructed in the use of calculators to improve student success	T1, AR	All	Students, Teachers, Administrators	Title I, Local Funds	Sept, Dec, May
Strategy #3 Students will take BOY, MOY, and EOY IXL screeners to assess TEKS specific areas of instructions to increase growth in the area of math	T1, AR, Sped, ED, GRANT	All	Students, Teachers, Administrators	Title I, SCE	Sept, Nov, Ap, Mar
Strategy #4 Students will take MSTAR in Nov and Ap to screen for Algebra readiness	AR, TI	All	Students, Teachers, Administrators	TEA	Nov, Dec, Ap, May
Strategy #5 Students will use Bluebonnet Math and IXL to accelerate learning and promote academic growth in mathematics for all grade levels.	AR, T1,	All	Students, administrators, teachers	T1, Grant, SCE	Aug-May
Strategy #6 Students will take NWEA Maps BOY, MOY, and EOY diagnostics to monitor growth.	AR, TI,	All	Students, administrators, techers	T1, Grant	Sept, Jan, May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will have a tutorial class assigned during the school day	T1	All	Principal, Teachers	Local, T1,	Aug, May
Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction.	T1, T	All, At-risk, H, ECD, SPED	IT Specialist, Teacher	Title I, Local Funds	Aug, May
Strategy #3 RJHS teachers will provide summer school for students not earning credit in Math and/or not meeting passing standards on STAAR assessment.	T1, AR	All, At-risk, H, ECD, SPED	Counselor, Director of Education, Teachers, Principal	Title I, Local Funds, Grant, SCE \$5,000 summer school (SCE)	May
Strategy #4 RJHS will offer intervention classes for students as needed to meet HB 1416 hours.	T1, AR	All, At-risk, H, ECD, SPED	Teacher, Principal	Title I, Local Funds, Grant, SCE	Aug, Dec, May

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #5 RJHS will offer Accelerated Curriculum through Bluebonnet Math and IXL to increase rigor at the 6th , 7th, and 8th grade level.	T1	All, At-risk, H, ECD, SPED	Counselor, Teachers, Principal	Title I, Local Funds, LASO	August, January
Strategy #6 Bluebonnet Math will be utilized to enhance student learning.	T1, AR	All, At-risk, H, ECD, SPED	IT Specialist, Teacher	Title I, Local Funds, SCE \$500, LASO	Aug, July
Strategy #7 RJHS will use the MSTAR to screen students for Algebra readiness	T1	All	Math Teachers	Local, Title I	Aug. - May
Strategy #8 Teachers will attend Professional Development on Bluebonnet Curriculum during the summer prior to the beginning of the school year.	T1, AR	All	Math teachers	Local, Grant, LASO, Title I, Title II	June, July, August.
Strategy #9 Assessment data will be used to determine students in need of tutorials/summer school and to develop "targeted tutoring" plans for students not meeting performance standards and reteach plans for areas of general weakness by all students.	T1, AR	All, At-risk, H, ECD, SPED	Director of Ed, Principal, Teachers	Local Funds, Title I, Title II, Grants	Aug, Dec, May
Strategy #10 Teachers will make contact with parents of students at-risk of failing for the year through SchoolStatus.	AR, T1, ECD, SPED	All, at-risk, ECD, SPED	Principal, Teachers	Local, Title 1	Aug to May
Strategy #11 Teachers will receive instructional support in the use of Bluebonnet Math from ESC 3 on a weekly basis.	AR, T1,	All	Principal, Teachers, ESC 3	T1, Grant, ESC partners, LASO	Aug to May
Strategy #12 Teachers will meet with principal bi-weekly to review current data on students.	T1, Ar	All	principal, teachers	Local, Title II, Title I	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May

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 teacher-parent communication.	PI	All	Parents	Local Funds	Sept, 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: 85% of all students will meet or exceed the target scores in ELA/R 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, NWEA Maps

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 After each Unit Assessment from Amplify, that is loaded into DMAC, teachers will review the data in dis-aggregated format to gauge students' knowledge and address student needs.	T1	All, At-risk, H, ECD, SPED	Students, Administrator	Title I, Local Funds, Grant	Sept - May
Strategy #2 Students in grades 6, 7, and 8 will have access to a Chromebook to improve access to web-based literacy programs, research, and activities (Amplify, IXL)	T1	All, At-risk, H, ECD, SPED	Director of Education, IT Specialist	Title I, Local Funds, REAP	Aug, May
Strategy #3 Students will have a tutorial class each day during the school day	T1	All, At-risk, H, ECD, SPED	Principal, Teachers	Local, T1	Aug, May
Strategy #4 Students will take BOY, MOY, and EOY assessments in IXL to monitor academic growth.	T1, AR	All	principal, Teachers	T1, SCE, Grant	Aug to May
Strategy #5 Students will have a writing class built into the master schedule to support the writing component of Amplify	T1, AR,	All	principal, teachers	Grant	Aug to May
Strategy #6 Students will be administered NWEA Maps BOY, MOY, EOY diagnostics to monitor growth in ELA.	T1, AR	All	administrators, teachers	Local	Sept, Jan, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will review benchmark data in disaggregated format to gauge students' needs.	T1, AR	All, At-risk, H, ECD, SPED	Teachers, Principal	Title I, Local Funds	January, May
Strategy #2 Teachers will utilize advanced interactive technology as a resource for classroom instruction including encouraging reading through the use of innovative programs in reading and writing.	T1	All, At-risk, H, ECD, SPED	Director of Education, IT Specilists, Librarian, Teachers	Title I, Grant, Local Funds, LASO, Title IV	Sept, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #3 RJHS teachers will provide summer school for students not earning credit in ELA and/or not meeting passing standards on STAAR assessments.	T1, AR	All, At-risk, H, ECD, SPED	Teachers, Administrator	Title I, Grant, Local Funds	May, July
Strategy #4 RJHS will offer Accelerated Instruction ELA classes and provide tutorial time during the school day.	T1, AR	All, At-risk, H, ECD, SPED	Teachers, Counselor, Principal	Title I, SCE Tutorials & AI, SCE Supplies \$500; Local Funds	Aug, Dec, May
Strategy #5 ELAR teachers will utilize library resources weekly	T1	All, At-risk, H, ECD, SPED	Teachers, Librarian	Title I, Local Funds	Aug, May
Strategy #6 ELAR teachers will utilize DMAC and IXL to monitor student progress	T1	All, At-risk, H, ECD, SPED	Teachers	Local Funds, Grant, Title I, LASO	Aug, May
Strategy #7 RJHS will employ a reading interventionist to help at risk students	T1	At Risk	Administrator	Title I	Aug. - May
Strategy #8 ELAR teachers will participate in targeted professional development activities to improve student reading performance.	T1	All, At-risk, H, ECD, SPED	Teachers, Administrator	Local funds, Title I, Title II, Grant, LASO	August, May
Strategy #9 Teachers will meet bi-weekly to review current data with principal	T1	All	principal, teachers	Local, Title II, Title I	Aug., Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #10 RJHS ELA teachers will have professional development and ESC 3 support weekly with Amplify curriculum	T1	All	Teachers, Administrators, ESC 3	Grant, Title I, Title II, LASO	Sept -May
Strategy #11 Teachers will offer additional instruction in writing class that has been incorporated into the master schedule to support writing component in Amplify.	TI	All, Sped, at-risk,	Teachers, Administrators,	Grant, LASO, Title I	Sept to May

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	Sept, Dec, 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: 65% of all 7th grade students will meet or exceed the targets scores in writing and will meet or exceed the state minimum acceptable score on the state assessment in the 2025-2026 school year.

Formative Evaluation: District developed assessments, Benchmarks, STAAR

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will take benchmark tests in ELA so that teachers may gauge students' needs. Teachers will review data in dis-aggregated format to gauge students' needs.	T1, AR	All At-risk, H, ECD, SPED, ELL	Students, Administrators	Title I, Local Funds	Jan, May
Strategy #2 Students will be encouraged to write through the use of technology and innovative programs.	T1	All At-risk, H, ECD, SPED, ELL	Students	Title I, Local Funds, Grant	Aug,Dec,May
Strategy #3 Students are encouraged and expected to write in all classes.	T1	All	Students, teachers, administrators	Local	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #4 Students will have a tutorial class assigned to each one during the school day.	T1	All At-risk, H, ECD, SPED, ELL	Teachers, Administrators	Local funds	August, May

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Teachers will utilize advanced interactive technology as a resource for classroom instruction including encouraging reading through the use of innovative programs in reading and writing.	AR, T1	All At-risk, H, ECD, SPED, ELL	Teachers, IT Specialists	Local Funds, Title I, Grant	Aug,May
Strategy #2 RJHS teachers will provide summer school for students not earning credit in ELAR and/or not meeting minimum STAAR standards	AR	All At-risk, H, ECD, SPED, ELL	Teachers, Director of Education, Principal	Local Funds, Title I, Grant, SCE	May,July
Strategy #3 RJHS will offer Accelerated Instruction ELAR classes and tutorial time offered during the school day.	AR	All At-risk, H, ECD, SPED, ELL	Teachers, Principal	SCE, Local Funds, Title I	Aug,Dec,May
Strategy #4 ELAR teachers will utilize Chromebooks and management software to improve access to web-based literacy programs, research, and activities.	T1	All At-risk, H, ECD, SPED, ELL	Teachers, Librarian, IT Specialist	Local Funds, Title I, Grant, REAP, RLIS	Aug,May
Strategy #5 ELAR teachers will participate in targeted professional development to improve student performance in writing.	T1	All, At-risk, H, ECD, SPED, ELL	Teachers, Administrator	Local funds, Title I, Title II, Grant	August, May

8B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #6 Teachers will analyze and use the released STAAR writing guides and Revision and Editing items to align TEKS-based instruction with the STAAR writing expectations for Extended Constructed Responses and Short Constructed Responses.	T1, AR	All At-risk, H, ECD, SPED, ELL	Teachers	Local Funds, Title I, Title II	August, May

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	Sept, Dec, May

Area of Focus: 9. Social Studies

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

Campus Performance Objective: 65% of all 8th grade students will meet or exceed the targets 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 Social Studies in the Spring so teachers may gauge student needs. Teachers will review data in disaggregated format to gauge students' needs.	T1, AR	All, At-risk, H, ECD, SPED	Students	Title I, Local Funds	Sept, Jan, May
Strategy #2 Students will be able to utilize advanced interactive technology as a resource for classroom instruction.	T, T1	All, At-risk, H, ECD, SPED	Students	Title I, Local Funds	Aug, May
Strategy #3 Students will have TEK specific supports assigned to them using IXL	T, AR	All, At-risk, ECD, Sped	Students	Grant, Title I, LASO	Aug to May
Strategy #4 Students will take released STAAR Assessments in the December for Semester 1 data collection	T, AR	All	Students	Local	December
Strategy #5 Students will access Lowman Curriculum and Lowman STAAR blitz to support Social Studies TEKS to aid and support students success on STAAR assessment	T, AR, T1	All	Students, Teachers	local, Title I	Aug to May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 RJHS will continue to offer STAAR tutorials for Social Studies.	AR, T1	All, At-risk, H, ECD, SPED	Administrators, Teacher(s)	Local Funds, Tutorials & AI, Title I, SCE	Aug, Dec, May
Strategy #2 Teachers will teach students to utilize advanced interactive technology as a resource for classroom instruction.	T, T1	All, At-risk, H, ECD, SPED	Teachers, Principal, IT Specialist	Local Funds, Grant, Title I, RLIS	Aug, May
Strategy #3 Teachers will provide TEK specific supports and assignments using IXL	T, T1	All, At-risk, ECD, Sped	Teachers, principal, Academic director	Grant, LASO, Title I	Aug to May
Strategy #4 RJHS 8th grade will use Lowman Curriculum to assist students with SS Staar	T1	All, At-risk, H, ECD, SPED	Counselor, Principal	Title 1, Local Funds, SCE	Sept, March
Strategy #5 RJHS will provide a tutorial period during the school day for all students.	T1, AR	All, At-risk, H, ECD, SPED	Counselor, Principal	Title 1, Local Funds, SCE	Aug, Dec, May

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #6 Social Studies teacher will be offered bi-weekly support from ESC 3 specialist.	T1, AR	All	Administrator, teacher, ESC 3	Local, Grant, Title I	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr, May
Strategy #7 Teachers will use TEKS Resource to access additional STAAR materials that will support further implementation of STAAR ready TEKS.	T1, T	Social studies teachers	principal, teacher	local, Title I, Grant	Sept-May
Strategy #8 Teachers will meet bi-weekly with campus principal to review all current data	T1, T	Social Studies teachers, All,	principal, teacher	Local, Title I, Title II	Sept-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	Sept, Dec, May

Area of Focus: 10. Targeted Improvement Plan - Social Studies

District Priority:

RJHS will implement strategies to improve STAAR scores in Social Studies

Campus Performance Objective:

By May 2026, 55% of all students and each student group will pass the social studies portion of the state assessment.

Formative Evaluation:

Accountability summaries, safeguard status reports, PBMAS, TAPR, Report Cards, Progress Reports, DMAC

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will have the opportunity to attend daily tutorials as needed for remediation.	AR, CE	All, At-risk, H, ECD, SPED	Students, teachers	Title 1, SCE, Local	Aug, May
Strategy #2 Students will use IXL online curriculum to support instruction.	AR, CE	All, At-risk, ECD, Sped	Students, teachers	Title 1, SCE, local, Grant	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #3 Students will have STAAR Blitz for Social Studies to support students prior to STAAR assessment	AR, CE	All, At-risk, ECD, Sped	Students, teachers	Title 1, SCE	May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Give benchmark tests through STAAR Interim assessments.	T	All	Teachers	Local	Aug, May
Strategy #2 Analyze benchmark data to address specific student needs.	T	All	Campus Principal, Teachers	Local, SCE, Grant	Aug, May
Strategy #3 Use TEKS Resource system to develop TEK specific lessons.	T	All	Teachers, Principal	Local, Title I, Grants	Aug, May
Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis.	T	All	Teachers	Local	Aug, May
Strategy #5 Provide daily tutorials for students at-risk of failing.	AR, CET	All, At-risk	Campus Principal, Teachers	Local, Title 1, Title II, SCE	Aug. - May
Strategy #6 Receive Data Driven Instruction training at the local level by Academic Director	T	All	Teachers, Administrator	Local, DMAC, TRS, Title I, Grant, LASO	Nov. - May
Strategy #7 District will purchase update social studies curriculum through Lowman Consulting	T	All	Administrator	Local, Ed. Materials, IMA, Title I	Aug. - May
Strategy #8 Use IXL online curriculum as an intervention tool to support Social Studies Curriculum	T	All	Teacher, campus principal, Academic Director	Local, Grant, LASO, Title I	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #9 Teachers will use Lowman STAAR Blitz to support students prior to STAAR testing	T, AR	All, At-risk, ECD, Sped	Teacher, principal	SCE, Title I	May
Strategy #10 Teacher will receive bi-weekly support from ESC 3 Social Studies specialist	T, AR	All	Teacher, principal, ESC 3	Local, Grant	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #11 Have bi-weekly data meetings with principal to review data, lesson plans, assessment and instructional strategies.	T, AR	All	Teacher, principal	Local, Title I, Title II, Grant	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will encourage completion of assignments and attendance in tutorials and other extended learning opportunities.	P1, T1	All At-risk, H, ECD, SPED, ELL	Parents, students	Local, Title 1, SCE, Grant	Aug, Dec, April

Area of Focus: 11. Targeted Improvement Plan - ELAR

District Priority: RJHS will continue to receive a campus rating of "Met Standard" or higher while earning distinctions by 2025.

Campus Performance Objective: By May 2026, 40% of all students and each student group will exceed Meets or Masters on the ELA portion of the state assessment.

Formative Evaluation: Accountability Summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports, DMAC

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will have a tutorial period assigned to each one during the school day.	AR, CE	All, At-risk	Campus Principal, Teachers	Local, SCE, Title I	Aug, May

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Give benchmark tests each Semester 1 and Semester 2	T	All	Teachers	Local	Aug, May
Strategy #2 Analyze benchmark data, DMAC data, NWEA Maps and IXL data to address specific student needs.	T	All	Campus Principal, Teachers	Local, SCE, Grant, Title I, LASO, Title II	Aug, May
Strategy #3 Input Amplify exit tickets, and solos into DMAC on a regular basis.	T	All	Campus Principal, Teachers	Local, LASO	Aug, May
Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis. Use DMAC to administer Amplify assessments that are pre-loaded into DMAC system.	T	All	Campus Principal, Teachers	Local, grant	Aug, May
Strategy #5 Provide daily tutorials and small group intervention to students at risk of failing.	AR, CE	All, At-Risk	Campus Principal, Teachers	Title I, SCE, Local	Aug, May
Strategy #6 Teachers will administer NWEA Maps BOY, MOY, EOY diagnostics to monitor student growth and to identify students that will need additional academic support	T, AR, T1	All, AR	Campus Principal, teachers	local	Sept, Jan, May
Strategy #7 RJHS will use benchmark data and hold STAAR tutorials prior to state testing.	T	All	Campus Principal, Teachers	Local, SCE, Title I, Title II	Aug, May
Strategy #8 All students at RJHS will use IXL to improve reading scores	T	All	Teacher, Campus principals	Grant, Title I, LASO	Aug, Nov, Feb, April, May
Strategy #9 The district will employ a JH reading intervention teacher	T1	At-risk	Administrator	LOCAL, Title I, SCE	Aug. - May
Strategy #10 Teachers will utilize Fundamental Five for instructional practice	T1, T	All	campus principal, administrators, teachers	Local	Aug-May

11B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #11 Teachers will meet with campus principal bi-weekly to review current data	T1, T	Teachers	campus principal, administrators, teachers	local, Title I, Title II	Aug-May

11C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will encourage completion of assignments and attendance in tutorials and other extended learning opportunities.	PI	All	Parents, students	Local, SCE, Title I	Aug, May
Strategy #2 Parents will encourage and monitor student work at home.	PI, TI	All	Parents, students	Local, Title I	August, May

Area of Focus: 12. Targeted Improvement Plan - Math

District Priority: RJHS will continue to receive a campus rating of "Met Standard" or higher while earning distinctions by 2026

Campus Performance Objective: By May 2026, 40% of all students will exceed Meets or Masters on the mathematics portion of the state assessment.

Formative Evaluation: Accountability Summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports, DMAC, NWEA Maps

12A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will have a tutorial class assigned to them during the school day.	AR, CE	All, At-risk	Campus principal, Teachers	Local, SCE, Title I	September, May
Strategy #2 Students will take IXL screeners, NWEA Maps diagnostics, to assess growth and instructional needs.	AR, All	All	Principal, teachers	Local, SCE, Grant	Sept, Jan, May

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Give STAAR benchmark tests each semester.	T	All, At-risk	Teachers	Local	Dec, March
Strategy #2 Analyze benchmark, IXL, Maps data to address specific student needs.	T	All, At-risk	Campus Principal, Teachers	Local, SCE, Grant	August, May
Strategy #3 Teachers will attend bi-weekly data meetings with principal to discuss current data trends, Aggressive Monitoring routines, student intervention needs, lesson plans and Assessment review.	T	All	campus principal, teachers	local, Title I, Title II, LASO	Sept, Oct, Nov, Dec, Jan, Feb, Mar, Ap, May
Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis. Use DMAC to administer Bluebonnet assessments that are preloaded into the system.	T	All, At-risk	Campus Principal, Teachers	Local, LASO, grants	August, May
Strategy #5 Provide daily tutorials for at-risk students	AR, CE	All, At-risk	Campus Principal, Teachers	Local, Title I, SCE	August, May
Strategy #6 Teachers will utilize the Fundamental Five framework to improve instruction.	AR,T, T1	All	Teachers, campus principal	Local, Title	August, May
Strategy #7 Utilize Bluebonnet and IXL program during intervention classes to reduce learning gaps.	AR, CE	At-Risk	Teachers	Local, SCE, Title I, LASO	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 and monitor math performance.	PI, TI	All	Parents, students	Local, Title I	August, May

Area of Focus: 13. RDA - Disciplinary Removal of Special Education Students

District Priority: Refugio Junior High School will reduce the number of disciplinary removals of students in special education programs.

Campus Performance Objective: By May 2026 Refugio JH will reduce the number of disciplinary removals of special education students by 30% from the previous school year.

Formative Evaluation: PEIMS Data, RDA report. School discipline referral records

13A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will follow the guidelines and expectations outlined in the campus handbook and student code of conduct.	T1	All students	Principal, Campus Behavior Coordinator	School website, student handbook, student code of conduct	August - May

13B. 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, CBC	Region III ESC, Meeting Time	August - May
Strategy #2 Campus leaders will attend targeted professional development such as: Discipline for student with disabilities and the ARD process for administrators, Ch. 37 Update Training, Positive Behavior Intervention and Supports	T1	All students, SPED	Principal, CBC	Region IIIESC	August - May
Strategy #3 Teachers will make parent contacts and request parent conferences for disciplinary actions that do not require immediate ISS placement.	T1	All students, SPED	principal, CBC, teachers	Local	Aug to May
Strategy #4 RJHS will provide training in pre-referral intervention strategies and behavioral intervention techniques	T1	All students	Principal, counselors, CBC	Time, Region III ESC, SCE	August - May
Strategy #5 Teachers use School Status to make contact with parents regarding discipline issues as needed.	T1, AR	AR, all	principal, teachers	School Status training, Title I	Aug to May

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Parents will sign and return the school compact and acknowledgement of receiving the campus handbook and student code of conduct.	T1	All parents and students	Principal, Office staff	Registration Packets, Local	August

Area of Focus: 14. RDA - Special Education Passing Rate for STAAR ELA 3-8

District Priority: Refugio Junior High will increase the number of special education students who pass the ELA STAAR assessment.
Campus Performance Objective: By May 2026, 20% of all special education students in grade sixth, seventh and eighth grade will pass the ELA STAAR assessment.
Formative Evaluation: State Assessment Data

14A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #1 Students will attend Reading and ELA intervention/tutorial classes if they were unsuccessful on the previous year's reading assessment.	T1, AR	SPED, At-Risk	Counselor, Principal	Schedule, Intervention Support, SCE, Local	August - May
Strategy #2 Students will have an intervention class for ELA and tutorials built into their daily schedule through the master schedule.	T1, CE	All students	Principal, Teachers	Scheduling , Local, SCE	August - May

14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
Strategy #3 DDI team will meet regularly with staff members to aid teachers in "unpacking TEKS" to drive classroom instruction	T1	All students, SPED	Principal, DDI team	Region III, Time, DDI template, LASO, Title II, Title I	August - May
Strategy #4 Implement a reading specialist to provide remediation in basic reading skills.	T1, CE	SPED, At-Risk	Principal	Meeting time, scheduling, SCE, Title I	August - May
Strategy #5 Teacher planning days will be added to the school year calendar in order to incorporate effective instructional planning and staff development time	T1	All, SPED	Principal	School calendar, REIC planning time, Local, Grant, Title I, Title II	August - May
Strategy #6 Teachers will develop content specific lesson plans that include differentiation of instruction. Teachers will have the ability in Amplify to differentiate instruction for each student.	T1	All, SPED	Principal, Teachers	Planning Time, SCE, Local, Title I, LASO	August - May

14C. 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 and students	Time, Local, Title I	August - May

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 Junior High 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 Junior High Services:

Service / Program	Schoolwide Component	SCE Funds	Program Goal	Formative Evaluation	Summative Evaluation
RJHS will continue to offer STAAR tutorials and Accelerated Instruction in ELA/R, Math, Science, & Soc. Studies for at-risk students	#9--Effective & Timely assistance to students; #8--Teacher decision-making regarding assessments	Payroll \$101,651; supplies & PD \$1,050; Summer School SCE \$5,000	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.

TOTAL:

\$107,701

Summary of FTEs 2025-2026

Campus	Position	FTE	SCE Funds
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

Campus	6100	6200	6300	6400	Total
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.

