

Campus Improvement Plan



Refugio Junior High School

2021-22

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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 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: 2021-22

Data Sources Reviewed:

2018-19 State Assessment Data, PEIMS Report, At-Risk Rosters, ESL/GT Rosters, mobility rates, NCLB Report Card, STAR Literacy results, TSI Data, Report Cards, DMAC, PSAT, Dual Credit Enrollment, Surveys, Interviews, Teacher/Staff input, Training Rosters, IAL tracking sheets, Master Schedules, Parent Sign Ins, MStar, STAAR Interim assessments.

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 Sponsored Spirit Days 94% attendance Reading Interventionist Campus Library	Enrichment class	Increase student attendance rate to 95% Access to library Enrichment
Student Achievement	Input of STAAR scores/growth stats Reading interventionist and ELA teacher trained in Dyslexia Amplio program 51% Special Ed achieved meets/masters Study Island, Star Renaissance for Math and Reading, MSTAR & ESTAR	Reading Plus Improve number of students at Meets level on STAAR Increase academic vocabulary Typing program for writing Increase Masters in 6th, 7th, 8th Math and Reading Decrease failure rate	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 Restorative Discipline & MTSS professional development Attendance	Implement Restorative Discipline labs and logs Use athletic success to boost academic success Student peer-to-peer mentoring Student body clubs. Student Council and Junior High Honor Society	UIL Academic participation Focus on academic growth MTSS & Restorative Discipline training, implementation and logs.

	Students involved in extra-curricular activities, academic, and athletic activities
Staff Quality/ Professional Development	<p>Increased salary schedule to a 100% Certified teachers competitive rate</p> <p>Teachers have acquired higher degrees</p> <p>10+ years experience of staff</p> <p>STAAR stipend</p> <p>Longevity stipend</p> <p>Better recruitment and retention</p> <p>Use ESC 3 New Teacher Academy to support new teachers for two years.</p> <p>Continued training on TEKS Resource and DMAC</p> <p>Reduce teacher turnover</p>
Curriculum, Instruction, Assessment	<p>Data Driven Instruction</p> <p>Technological resources (DMAC, Teks Resource, intervention programs, etc.) available</p> <p>Continue to offer HS credit classes - Algebra I ,Spanish I, and Art</p> <p>Lowman program for 6th, 7th, and 8th grade Social Studies</p> <p>Study Sync for 6-8 ELA</p> <p>New ELA TEKS Training</p> <p>Upgrade instructional resources (textbooks, technology, planbook, etc.)</p> <p>DDI training, meetings, implementation</p> <p>Train ELA teachers for new TEKS</p> <p>Upgraded instructional resources</p>
Family and Community Involvement	<p>Academic Awards Assembly</p> <p>School Status for parent/guardian contact via email, text, or phone call</p> <p>College Career Support specialist</p> <p>Parental support for athletic events</p> <p>AgLife (Texas A&M program)</p> <p>Need more parental involvement in academic events</p> <p>Increase community engagement</p> <p>Department webpages</p> <p>Business partnerships</p> <p>Need to update Junior High Website</p> <p>Need more parental and community involvement</p>
School Context and Organization	<p>Common planning time</p> <p>Schedule aligned with high school</p> <p>Tutorials and intervention built into the daily schedule.</p> <p>Campus leadership committees</p> <p>Counseling services on campus through AWARE grant</p> <p>Vertical teaming with high school teachers</p> <p>staff pages, department pages</p> <p>counselor</p> <p>Vertical teaming with high school teachers</p> <p>student leadership opportunities</p>
Technology	<p>Intervention online programs</p> <p>Chromebooks for every student</p> <p>Online curriculum</p> <p>Monitor student care of computers</p> <p>Better Wifi system</p> <p>Student care of chromebooks</p> <p>Upgraded technological infrastructure</p> <p>DMAC/TEKS Resource implementation</p>

	new server switches	More technology training
	internet hubs	keyboarding
	Interim STAAR assessment	online Google tutorials and certifications
		DMAC/TEKS implementation Resource

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	2018-19		2019-20		2020-21	
Early Education	0	0%	0	0%	0	0.00%
Pre-Kindergarten	0	0%	0	0%	0	0.00%
Kindergarten	0	0%	0	0%	0	0.00%
Grade 1	0	0%	0	0%	0	0.00%
Grade 2	0	0%	0	0%	0	0.00%
Grade 3	0	0%	0	0%	0	0.00%
Grade 4	0	0%	0	0%	0	0.00%
Grade 5	0	0%	0	0%	0	0.00%
Grade 6	0	0%	0	0%	47	26.40%
Grade 7	41	45.1%	69	61.1%	65	36.50%
Grade 8	50	54.9%	44	38.9%	66	37.10%
Grade 9	0	0%	0	0%	0	0.00%
Grade 10	0	0%	0	0%	0	0.00%
Grade 11	0	0%	0	0%	0	0.00%
Grade 12	0	0%	0	0%	0	0.00%

Enrollment by Ethnicity and Subgroups						
Ethnicity	2018-19		2019-20		2020-21	
All Students	91	100%	113	100%	178	100%
American Indian or Alaska Native	0	0%	0	0%	0	0.00%
Asian	0	0%	0	0%	0	0.00%
Black or African American	10	11%	14	12.4%	20	11.20%
Hispanic/Latino	66	72.5%	78	69%	111	62.40%
Native Hawaiian/Other Pacific	0	0%	0	0%	0	0.00%
Two or More Races	2	2.2%	0	0%	0	0.00%
White	13	14.3%	21	18.6%	47	26.40%
Economically Disadvantaged	67	73.6%	79	69.9%	117	65.70%
At-Risk	57	62.6%	77	68.1%	119	66.90%
Special Education	10	11%	11	9.7%	31	%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	2017-18	2018-19	2019-20
All Students	94.5	94.7	
Male	94.3	94.3	
Female	94.8	95.3	
Hispanic/Latino	94.5	95.2	
White	94.5	93.4	
Economically Disadvantaged	94.8	94.4	
Special Education	93.6	95.5	

Annual Dropout Rate

Student Group	Grade Level	2017-18	2018-19	2019-20
All Students	7-8	0	0	
Male	7-8	0	0	
Female	7-8	0	0	
Hispanic/Latino	7-8	0	0	
Black or African American	7-8	0	0	
White	7-8	0	0	
Economically Disadvantaged	7-8	0	0	
Special Education	7-8	0	0	
At-Risk	7-8	0	0	

Annual and Total Graduates

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

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

Reading

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

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	50	1609	21	42	29	58	17	34	8	16
8	61	1657	17	28	44	72	24	39	12	20	

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	43	1557	22	51	21	49	6	14	2	5
8	47	1678	13	28	34	72	22	47	11	23	

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	45	1554	18	40	27	60	12	27	6	13
	7	63	1625	21	33	42	67	27	43	11	17
8	65	1656	16	25	49	75	31	48	14	22	

2017-18 Reading STAAR Results

2017-18 Reading STAAR Results											
Student Group											

Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	38	1613	16	42	22	58	14	37	6	16
8	41	1653	13	32	28	68	15	37	9	22	

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	30	1568	15	50	15	50	4	13	1	3
8	34	1678	9	26	25	74	16	47	8	24	

2020-21 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1546	13	43	17	57	8	27	4	13
7	37	1618	14	38	23	62	15	41	5	14	
8	41	1630	11	27	30	73	19	46	5	12	
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	0									
	8	0									
Black or African	7	2									

American	8	3									
Black or African American	7	6	1531	2	33	4	67	0	0	0	0
	8	3									
Black or African American	6	3									
	7	6	1666	1	17	5	83	3	50	3	50
	8	9	1628	3	33	6	67	2	22	2	22

2017-18 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
		7	9	1630	3	33	6	67	3	33	2
	8	17	1685	3	18	14	82	9	53	3	18
White	7	7	1537	5	71	2	29	2	29	1	14
	8	9	1688	3	33	6	67	5	56	3	33

2020-21 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
		6	12	1572	3	25	9	75	3	25	1
	7	20	1626	6	30	14	70	9	45	3	15
	8	15	1742	2	13	13	87	10	67	7	47
Two or More Races	7	1									
	8	0									
Two or More Races	7	0									
	8	1									

Two or More Races	6	0									
	7	0									
	8	0									

2017-18 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	30	1574	15	50	15	50	7	23	3	10
8	37	1641	12	32	25	68	13	35	7	19	

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	29	1547	14	48	15	52	2	7	0	0
8	33	1659	11	33	22	67	13	39	6	18	

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1538	12	46	14	54	5	19	4	15
7	44	1607	17	39	27	61	16	36	6	14	
8	41	1618	12	29	29	71	17	41	5	12	

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
7	2										
8	0										

Limited English Proficient	7	1									
	8	1									
Limited English Proficient	6	4									
	7	5	1620	2	40	3	60	2	40	0	0
	8	2									
Special Education	7	7	1460	7	100	0	0	0	0	0	0
	8	4									
Special Education	7	4									
	8	6	1542	5	83	1	17	0	0	0	0
Special Education	6	3									
	7	5	1492	4	80	1	20	0	0	0	0
	8	8	1428	6	75	2	25	0	0	0	0

Writing

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

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	50	3668	20	40	30	60	12
7	38	3681	15	39	23	61	11	29	4	11	
7	0										
7	2										
7	9	3634	4	44	5	56	1	11	1	11	
7	1										
7	30	3562	15	50	15	50	6	20	2	7	
7	2										

	7	7	3048	6	86	1	14	0	0	0	0
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2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	43	3559	21	49	22	51	9
7	30	3551	15	50	15	50	6	20	1	3	
7	0										
7	6	3546	3	50	3	50	1	17	1	17	
7	7	3601	3	43	4	57	2	29	0	0	
7	0										
7	29	3544	14	48	15	52	5	17	1	3	
7	1										
7	4										

?

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	63	3601	27	43	36	57	14
7	37	3521	18	49	19	51	7	19	0	0	
7	0										
7	6	3854	2	33	4	67	2	33	1	17	
7	20	3673	7	35	13	65	5	25	0	0	
7	0										
7	44	3528	22	50	22	50	6	14	1	2	
7	5	3521	3	60	2	40	1	20	0	0	
7	5	2971	5	100	0	0	0	0	0	0	

English I

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

2017-18 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

?

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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2020-21 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

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English II

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

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

?

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

?

2020-21 English II STAAR Results

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

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Mathematics

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

2017-18 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
All Students				#	%	#	%	#	%	#	%
	7	50	1616	19	38	31	62	11	22	3	6
	8	50	1626	18	36	32	64	10	20	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
All Students				#	%	#	%	#	%	#	%
	7	43	1621	17	40	26	60	11	26	4	9
	8	40	1682	12	30	28	70	21	53	4	10

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
All Students				#	%	#	%	#	%	#	%
	6	45	1594	15	33	30	67	15	33	4	9
	7	63	1595	34	54	29	46	14	22	4	6

	8	54	1636	18	33	36	67	17	31	3	6
2017-18 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	38	1609	13	34	25	66	8	21	2	5
	8	34	1620	14	41	20	59	6	18	0	0
2018-19 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	30	1611	13	43	17	57	8	27	1	3
	8	29	1682	8	28	21	72	14	48	4	14
2020-21 Mathematics STAAR Results											
Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	30	1589	11	37	19	63	9	30	4	13
	7	37	1586	21	57	16	43	6	16	2	5
	8	38	1621	14	37	24	63	10	26	1	3
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	6	0									

	7	0									
	8	0									
Black or African American	7	2									
	8	3									
Black or African American	7	6	1649	1	17	5	83	1	17	1	17
	8	3									
Black or African American	6	3									
	7	6	1586	3	50	3	50	1	17	0	0
	8	7	1605	4	57	3	43	2	29	1	14

2017-18 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	7	9	1657	5	56	4	44
	8	13	1659	2	15	11	85	4	31	0	0
White	7	7	1641	3	43	4	57	2	29	2	29
	8	7	1714	2	29	5	71	5	71	0	0

2020-21 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	6	12	1614	3	25	9	75
	7	20	1613	10	50	10	50	7	35	2	10
	8	9	1721	0	0	9	100	5	56	1	11
Two or More Races	7	1									

	8	0									
Two or More Races	7	0									
	8	1									
Two or More Races	6	0									
	7	0									
	8	0									

2017-18 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	30	1589	15	50	15	50	5	17	1	3
8	33	1624	12	36	21	64	6	18	0	0	

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	29	1618	11	38	18	62	7	24	2	7
8	31	1664	11	35	20	65	15	48	3	10	

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	26	1570	11	42	15	58	6	23	2	8
7	44	1572	28	64	16	36	6	14	2	5	
8	39	1617	16	41	23	59	10	26	2	5	

Limited English Proficient	7	2									
	8	0									
Limited English Proficient	7	1									
	8	1									
Limited English Proficient	6	4									
	7	5	1531	5	100	0	0	0	0	0	0
	8	2									
Special Education	7	7	1498	7	100	0	0	0	0	0	0
	8	4									
Special Education	7	4									
	8	6	1624	2	33	4	67	3	50	0	0
Special Education	6	3									
	7	5	1533	3	60	2	40	0	0	0	0
	8	8	1473	6	75	2	25	0	0	0	0

Algebra I

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

2017-18 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

?

2018-19 Algebra I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

?

2020-21 Algebra I STAAR Results

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

Science

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

2017-18 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	61	3753	18	30	43	70	17	28	10	16
	8	40	3724	12	30	28	70	10	25	6	15
	8	0									
	8	3									
	8	18	3884	4	22	14	78	7	39	4	22
	8	0									
	8	37	3656	14	38	23	62	8	22	4	11
	8	0									
	8	4									

?

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	47	3856	7	15	40	85	11	23	5	11
	8	34	3870	5	15	29	85	8	24	2	6
	8	0									
	8	3									
	8	9	3926	1	11	8	89	3	33	3	33

	8	1									
	8	33	3792	7	21	26	79	6	18	2	6
	8	0									
	8	6	3407	3	50	3	50	0	0	0	0

?

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				8	65	3893	16	25	49	75	24
8	41	3738	12	29	29	71	11	27	4	10	
8	0										
8	9	3727	3	33	6	67	2	22	1	11	
8	15	4413	1	7	14	93	11	73	8	53	
8	0										
8	41	3734	14	34	27	66	10	24	4	10	
8	2										
8	8	3309	5	63	3	38	0	0	0	0	

Biology

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

2017-18 Biology STAAR Results

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

?

2018-19 Biology STAAR Results

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



2020-21 Biology STAAR Results

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

Social Studies

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

2017-18 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	61	3534	36	59	25	41	12	20	4	7
Hispanic/Latino	8	40	3479	29	73	11	28	8	20	4	10
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	18	3699	4	22	14	78	4	22	0	0
Two or More Races	8	0									
Economically Disadvantaged	8	37	3444	26	70	11	30	6	16	1	3
Limited English Proficient	8	0									
Special Education	8	4									



2018-19 Social Studies STAAR Results

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

All Students	8	47	3474	29	62	18	38	9	19	3	6
Hispanic/ Latino	8	34	3448	20	59	14	41	7	21	2	6
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	9	3686	5	56	4	44	2	22	1	11
Two or More Races	8	1									
Economically Disadvantaged	8	33	3342	25	76	8	24	5	15	2	6
Limited English Proficient	8	0									
Special Education	8	6	3068	6	100	0	0	0	0	0	0

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2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	65	3511	34	52	31	48	9	14	3	5
Hispanic/ Latino	8	41	3397	25	61	16	39	1	2	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	9	3595	5	56	4	44	2	22	0	0
White	8	15	3773	4	27	11	73	6	40	3	20
Two or More Races	8	0									
Economically Disadvantaged	8	41	3401	26	63	15	37	2	5	0	0
Limited English Proficient	8	2									
Special Education	8	8	3114	8	100	0	0	0	0	0	0

U.S History

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

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
?										

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

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Title I, Part A – Components

Schoolwide Components:

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

Goals and Strategies

Area of Focus: 1. Campus Culture

District Priority:

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

Campus Performance Objective:

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, TxEIS Reports, STAAR

1A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will participate in a safe and drug free schools program consisting of Red Ribbon Week, Student Activities, Assemblies, and follow up activities.	AR	All. At- risk	Administrator, Counselor, Student Council, SRO	Local funds, Community Partners	Oct, Feb
<ul style="list-style-type: none"> ○ Strategy #2 Students will sign the Home/School compact.	AR	All, At-risk	Student	Local funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #3 Students will have instruction on Internet safety and cyberbullying.	AR	All	Counselor, Teachers, Students	Local funds	Aug, Jan, May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #5 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
<ul style="list-style-type: none"> ○ Strategy #6 All special education students and students at-risk of failing will have access to student support services content mastery lab	T1, AR	At-risk, SpEd	Teachers, Principal	Local funds, Title I, IDEA, SCE	Aug, Dec, May

1B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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	Oct, Feb
<ul style="list-style-type: none"> ○ Strategy #2 RJHS Campus will have a Parent Compact signed by students, parents, and school.	T1	All	Principal	Local funds	August
<ul style="list-style-type: none"> ○ 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

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #5 RJHS campuses will hold parental involvement conferences and make positive contacts to parents. (Open House, Title I & II meetings, Parent Training).	T1, PI	All	Director of Education, Principal	Local funds, Title I, Title II, Grant	Oct,Dec,April,May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #7 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	Aug,Dec,May
<ul style="list-style-type: none"> ○ Strategy #8 RJHS will provide and document appropriate services and frequency and duration of services for all special needs students (ESL,GT, 504, AR, ED).	AR	At-risk	Principal, Counselor	Local funds, IDEA, SCE, Grant, Title I	Aug,Dec,May
<ul style="list-style-type: none"> ○ Strategy #9 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
<ul style="list-style-type: none"> ○ Strategy #10 RJHS will work to have all ELA teachers ESL certified to provide services to students.	T1	ESL, LEP	Administrator, ELA Teachers	Title I, Local Funds	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #11 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
<ul style="list-style-type: none"> ○ Strategy #12 RJHS will provide research based professional development to staff in areas of need/interest and will encourage faculty to pursue/maintain certifications. (GT, ESL, MTSS and ALP ,etc)	T1, SD	All	Teachers, Administration	Local funds, Title I, Title II, Grants	Aug,Jan
<ul style="list-style-type: none"> ○ Strategy #13 New teachers will be provided assigned a partner teacher for support and will attend New Teacher Academy, ESC 3	T1, SD	New teachers	Principal	Local funds	August
<ul style="list-style-type: none"> ○ Strategy #14 RJHS will maintain certified teachers and Highly-Qualified paraprofessionals as defined by No Child Left Behind guidelines.	T1	Teachers & Paraprofessionals	Administration	Title I, Local funds, Grant	August, January
<ul style="list-style-type: none"> ○ 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

1B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #16 RJHS will provide parents with timely notifications through the use of School Messenger, SchoolStatus, and Remind 101.	T1, P1,	All	Campus Principal	Title 1, Local funds	Aug, Dec, May

1C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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	Aug-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 Junior High School will maintain a safe, drug free and orderly learning environment for the 2021-2022 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
<ul style="list-style-type: none"> ○ Strategy #1 Students will be educated on the local policies and procedures for reporting suspected incidents of bullying.	T1, AR	At-risk, All	Students	Community Partners, Local Funds, Title I	Aug, Dec, June
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #3 Students will sign a Home/School compact.	T1	All	Student	Local Funds, Title I	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #4 Students will attend an assembly to review the Student Handbook, Code of Conduct, and discipline expectations.	T1	All	Principal, Student	Local Funds, Title I	Aug, Jan, May
<ul style="list-style-type: none"> ○ 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

2B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RJHS will maintain and update the Crisis Management Plan.	T1, AR	All, At-risk	Principal, Administration	Local Funds, Title I	August
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #3 RJHS will have a parent compact signed by students, parents, and school.	T1	All	Principal	Local Funds, Title I	August
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #5 RJHS 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

2B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #6 All staff will receive specialized safety training such as Stop the Bleed, Active Shooter, Darkness to Light, Cybersecurity.	VP	All	All Staff	Local, Community Partners, Grant	Aug.
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #11 A student resource officer will be utilized to ensure school safety.	AR, T1, VP, BP	All, At-risk	SRO, Administrators	Local Funds, Community Partners	Aug, Jan, May
<ul style="list-style-type: none"> ○ Strategy #12 RJHS will install interior safety locks in all classrooms. Teachers will practice using the safety locks prior to safety drills.	VP	All	Administrator	Local Funds, Title IV, Grant	Aug. - May

2C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RJHS will have a parent compact signed by students, parents, and school.	T1	All parents	Parents	Local Funds, Title I	August
<ul style="list-style-type: none"> ○ Strategy #2 RJHS will have a single point of entry for parents to check in using the Raptor system	VP	All Parents	Office staff, Parents	Local Funds, School Safety	Aug. - 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 2021-22 school year.

Formative Evaluation: Attendance Reports, AEIS, Report Cards

3A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #2 RJHS students will receive recognition and awards for perfect attendance.	AR	All, At-risk, H, ECD	Counselor	Local Funds, Community Partners	Oct,Dec,Feb,May
<ul style="list-style-type: none"> ○ Strategy #3 Students are expected to attend school regularly. Meet with students individually if they are below the 90% requirement and contact parents using SchoolStatus if their child is not meeting attendance requirements.	AR	All, At-risk, ECD	principal	local	Sept, Nov, Dec, Feb, Ap, May

3B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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	Sept,Jan,May
<ul style="list-style-type: none"> ○ Strategy #2 All campuses will monitor struggling students and their tutorial attendance.	T1	At-risk	Administrator	Local Funds, SCE	Sept,Jan,May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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	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
<ul style="list-style-type: none"> ○ Strategy #1 RJHS will make parent notification for absences and tardies through School Messenger, SchoolStatus, ParentPortal, and phone calls.	T1, PI	All	Administrator	Local Funds	Daily
<ul style="list-style-type: none"> ○ 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

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.

Formative Evaluation: Surveys, STAAR Scores, PGP

4A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will utilize Enrichment and Informational Technology classes for job exploration and interest inventories.	T1	All, At-risk, H, ECD	Student, Counselor	Local Funds, CTE Funds	January
<ul style="list-style-type: none"> ○ Strategy #2 6th graders have opportunity to participate in the Victoria College Youth Leadership conference.	T1, AR	All, At-Risk	Principal, Counselor	Parent funded	June
<ul style="list-style-type: none"> ○ Strategy #3 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

4B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #2 Students will have opportunity to take a keyboarding course Typing Agent	T1	All	Administrator, Teachers	Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 Students will begin career planning through Informational Technology classes.	T1	All	Administrator, Teachers	Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 RJHS 8th grader students will have the opportunity to take high school credit courses such as Ag., Art, Algebra, Spanish	T1	All	Counselor, Administrator	Local, CTE	Aug. - May

4C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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

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: 90% 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 2021-22 school year.

Formative Evaluation: District-developed assessments, Benchmarks, STAAR

5A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #2 All students will attend daily tutorial period.	T1, AR	All, At-risk, H, ECD, SPED	Campus Principal, Teacher(s)	Local funds, SCE Title I	Sept, Dec, May

5B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Teachers will use Chromebooks as a resource for classroom instruction.	T1, T	All, At-risk	Teachers, Administration, IT specialist	Local Funds, Grant, Title I, REAP	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 Teachers will increase lab activities and opportunities for hands-on learning with Stemsscopes, Drop Anywhere labs, Earth Day, Science Mobile Lab, Generation Genius	T1	All	Teachers, Administrator	Local Funds, Title I	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 RJHS will continue to offer STAAR tutorials in the area of science for at-risk students.	T1, AR	At-risk	Teachers, Administrator	Local Funds, Title I, SCE	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 Addition of a STAAR period to focus on STAAR objectives.	T1	All, At-Risk	Teachers, Administrator	Schedule time, local	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #5 Teachers will benchmark test throughout the year to assess growth	T1	All	Teachers	Time, local	Aug. - May
<ul style="list-style-type: none"> ○ 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, Planning Time, Grant, Title I, Title II	Nov. - May

5C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

5C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will monitor student study habits and academic performance via ParentPortal and parent-teacher communication.	PI	All	Parents	Local Funds	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: 75% of all students 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 2021-22 school year.

Formative Evaluation: District-developed assessments, Benchmarks, STAAR

6A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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

6B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will have the opportunity to attend daily tutorials for 30 minutes.	T1	All	Principal, Teachers	Local, T1,	Aug, May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #3 RJHS 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 \$12,323 summer school (ESSER III SCE)	May
<ul style="list-style-type: none"> ○ Strategy #4 RJHS will offer intervention math classes and after school remediation.	T1, AR	All, At-risk, H, ECD, SPED	Teacher, Principal	Title I, Local Funds, Grant, SCE\$138,160	Aug, Dec, May
<ul style="list-style-type: none"> ○ Strategy #5 RJHS will offer Pre-Algebra and Algebra I accelerated courses.	T1	All, At-risk, H, ECD, SPED	Counselor, Teachers, Principal	Title I, Local Funds	August, January
<ul style="list-style-type: none"> ○ Strategy #6 Programs such as Study Island and Carnegie 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	Aug, July
<ul style="list-style-type: none"> ○ Strategy #7 RJHS will use the MSTAR to screen students for Algebra readiness	T1	All	Math Teachers	Local, Title I	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #8 RJHS will implement a 20 minute STAAR period	T1	All	Teachers	Schedule Time, STAAR resources	Aug. - May

6B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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,	Aug,Dec,May

3C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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: 70% 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 2021-22 school year.

Formative Evaluation: District-developed assessments, Benchmarks, STAAR

7A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in ELA at the end of each six weeks. 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	Oct, Jan, May
<ul style="list-style-type: none"> ○ 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 (ReadingPlus, Amplify, and StudyIsland)	T1	All, At-risk, H, ECD, SPED	Director of Education, IT Specialist	Title I, Local Funds, REAP	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 Students will have the opportunity to attend daily tutorial periods for 30 minutes.	T1	All, At-risk, H, ECD, SPED	Principal, Teachers	Local, T1	Aug, May

7B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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 Specialists, Librarian, Teachers	Title I, Grant, Local Funds, Grant	Sept, May
<ul style="list-style-type: none"> ○ Strategy #3 RJHS 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #5 ELAR teachers will utilize library resources weekly in conjunction with Accelerated Reader.	T1	All, At-risk, H, ECD, SPED	Teachers, Librarian	Title I, Local Funds	Aug, May

7B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #6 ELAR teachers will utilize DMAC and Star Renaissance to monitor student progress	T1	All, At-risk, H, ECD, SPED	Teachers	Local Funds, Grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #7 RJHS will employ a reading interventionist to help at risk students	T1	At Risk	Administrator	Title I	Aug. - May
<ul style="list-style-type: none"> ○ 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	August, May
<ul style="list-style-type: none"> ○ Strategy #9 RJHS will implement a STAAR intervention period	T1	All	Administrator	Local, Title I, Title II, SCE	Aug. - May

7C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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: 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 2021-22 school year.
Formative Evaluation:	District developed assessments, Benchmarks, STAAR

8A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in Writing 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #3 Students will have the opportunity to attend daily tutorials.	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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #2 RJHS will provide summer school for students not earning credit in ELAR and/or not meeting SSI requirements.	AR	All At-risk, H, ECD, SPED, ELL	Teachers, Director of Education, Principal	Local Funds, Title I, Grant, SCE	May,July
<ul style="list-style-type: none"> ○ Strategy #3 RJHS will offer Accelerated Instruction ELAR classes and tutorial time built into the school day.	AR	All At-risk, H, ECD, SPED, ELL	Teachers, Principal	SCE, Local Funds, Title I	Aug,Dec,May
<ul style="list-style-type: none"> ○ 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	Aug,May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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.	T1, AR	All At-risk, H, ECD, SPED, ELL	Teachers	Local Funds, Title I	August, May

8B. Teachers

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #7 RJHS will implement a 20 minute STAAR period for intervention	T1	All	Administrator	Time, SCE	Aug. - May

8C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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: 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:

60% of all 8th 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 2021-22 school year.

Formative Evaluation:

District-developed assessments, Benchmarks, STAAR

9A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will take benchmark tests in SS in the Spring so teachers may gauge student needs. Teachers will review data in dissaggregated format to gauge students' needs.	T1, AR	All, At-risk, H, ECD, SPED	Students	Title I, Local Funds	Sept, Jan, May
<ul style="list-style-type: none"> ○ 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

9B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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,	Aug,May
<ul style="list-style-type: none"> ○ Strategy #3 RJHS will implement a 20 minute STAAR intervention period	T1	All	Administrator	Local, Title I, SCE	Aug. - May
<ul style="list-style-type: none"> ○ Strategy #4 RJHS 8th grade will use Loman Curriculum to assist students with SS Staar	T1	All, At-risk, H, ECD, SPED	Counselor, Principal	Title 1, Local Funds, SCE	Sept, March
<ul style="list-style-type: none"> ○ Strategy #5 RJHS will provide tutorial time during the school day for students at-risk of failing.	T1, AR	All, At-risk, H, ECD, SPED	Counselor, Principal	Title 1, Local Funds, SCE	Aug, Dec, May

9C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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 continue to receive a campus rating of "Met Standard" or higher while earning distinctions by 2022

Campus Performance Objective:

By May 2022, 60% 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

10A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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

10B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Give benchmark tests.	T	All	Teachers	Local	Aug,May
<ul style="list-style-type: none"> ○ Strategy #2 Analyze benchmark data to address specific student needs.	T	All	Campus Principal, Teachers	Local, SCE, Grant	Aug,May
<ul style="list-style-type: none"> ○ Strategy #3 Use TEKS Resource system to develop TEK specific lessons.	T	All	Teachers, Principal	Local	Aug,May
<ul style="list-style-type: none"> ○ Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis.	T	All	Teachers	Local	Aug,May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #6 Receive Data Driven Instruction training through Region III	T	All	Teachers, Administrator	Local, DMAC, TRS, Title I, Grant	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #7 District will purchase update social studies curriculum through Lowman Consulting	T	All	Administrator	Local, Ed. Materials, IMA	Aug. - May

10C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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 2022.

Campus Performance Objective:

By May 2022, 65% of all students and each student group will pass the science portion of the state assessment.

Formative Evaluation:

Accountability Summaries, Safeguard Status Reports, PBMAS, TAPR, Report Cards, Progress Reports

11A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will have the opportunity to attend daily tutorials as needed for remediation.	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
<ul style="list-style-type: none"> ○ Strategy #1 Give benchmark tests each semester.	T	All	Teachers	Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #2 Analyze benchmark data to address specific student needs.	T	All	Campus Principal, Teachers	Local, SCE, Grant	Aug, May
<ul style="list-style-type: none"> ○ Strategy #3 Use TEKS Resource system to develop TEK specific lessons.	T	All	Campus Principal, Teachers	Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis.	T	All	Campus Principal, Teachers	Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #5 Provide daily tutorials for at-risk students	AR, CE	All, At-Risk	Campus Principal, Teachers	Title I, SCE, Local	Aug, May
<ul style="list-style-type: none"> ○ Strategy #6 Teachers will utilize the Fundamental Five framework to improve instruction.	AR, T1	All, At-Risk, SPED	Campus Principal, Teachers	Title I, Local	Aug, May
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ Strategy #8 All students at RJHS will use Reading Plus to improve reading scores		All	Teacher, Campus principals		Aug, Nov, Feb, April, May
<ul style="list-style-type: none"> ○ Strategy #9 Teachers will receive Data Driven Instruction training through Region III	T1	All	Administrator	Local, DMAC, Title I, Grant	Nov. - May
<ul style="list-style-type: none"> ○ Strategy #10 The district will employ a JH reading intervention teacher	TI	At-risk	Administrator	LOCAL, Title I, SCE	Aug. - May

11C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline

11C. Parents

Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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 2022.

Campus Performance Objective: By May 2022, 80% of all students will pass the mathematics portion of the state assessment.

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

12A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will have the opportunity to attend daily tutorials as needed for remediation.	AR, CE	All, At-risk	Campus principal, Teachers	Local, SCE, Title I	September, May

12B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Give benchmark tests each semester.	T	All, At-risk	Teachers	Local	August, May
<ul style="list-style-type: none"> ○ Strategy #2 Analyze benchmark data to address specific student needs.	T	All, At-risk	Campus Principal, Teachers	Local, SCE, Grant	August, May
<ul style="list-style-type: none"> ○ Strategy #3 Use TEKS Resource system to develop TEK specific lessons.	T	All, At-risk	Campus Principal, Teachers	Local	August, May
<ul style="list-style-type: none"> ○ Strategy #4 Utilize DMAC to upload all classroom assessment data for analysis.	T	All, At-risk	Campus Principal, Teachers	Local	August, May
<ul style="list-style-type: none"> ○ Strategy #5 Provide daily tutorials for at-risk students	AR, CE	All, At-risk	Campus Principal, Teachers	Local, Title I, SCE	August, May
<ul style="list-style-type: none"> ○ Strategy #6 Teachers will utilize the Fundamental Five framework to improve instruction.	AR,CE	All, At-risk	Teachers	Local, Title I	August, May
<ul style="list-style-type: none"> ○ Strategy #7 Utilize Think Through Math program during intervention classes to reduce learning gaps.	AR, CE	At-Risk	Teachers	Local, SCE	August, May
<ul style="list-style-type: none"> ○ Strategy #8 Teachers will receive Data Driven Instruction training through Region III and will have other opportunities to attend trainings to learn effective instruction strategies and best practices.	T	All	Administrator	Local, DMAC, Title I, Grant, Title II	Nov. - May

12C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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 2022, Refugio JH will reduce the number of disciplinary removals of special education students by 50% 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> ○ 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 III ESC	August - May
<ul style="list-style-type: none"> ○ Strategy #3 RISD will provide Sheltered Instruction training to all staff members	T1	SPED, LEP	Principal	Region III ESC	August - May
<ul style="list-style-type: none"> ○ Strategy #4 RJHS will provide training in pre-referral intervention strategies and techniques	T1	All students	Principal	Time, Region III ESC, SCE	August - May

13C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ 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	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 2022, 50% of all special education students in grade seven and eight will pass the ELA STAAR assessment.
Formative Evaluation: State Assessment Data

14A. Students					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Students will attend Reading and ELA intervention classes if they were unsuccessful on the previous year's reading assessment.	T1, AR	SPED, At-Risk	Counselor, Principal	Schedule, Intervention Support	August - May
<ul style="list-style-type: none"> ○ Strategy #2 Students will have the opportunity attend daily tutorials for remediation from 3:30 -4:00	T1, CE	All students	Principal, Teachers	Scheduling	August - May

14B. Teachers					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 RJHS will create a data driven instruction campus team and utilize the Region III service center for support services.	T1	All students, SPED	Principal, DDI team members	Region III ESC, DDI Team data	August - May
<ul style="list-style-type: none"> ○ Strategy #2 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	August - May
<ul style="list-style-type: none"> ○ Strategy #3 Implement a reading specialist to provide remediation in basic reading skills.	T1, CE	SPED, At-Risk	Principal	Meeting time, scheduling, SCE	August - May
<ul style="list-style-type: none"> ○ Strategy #4 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	August - May
<ul style="list-style-type: none"> ○ Strategy #5 Teachers will develop content specific lesson plans that include differentiation of instruction	T1	All, SPED	Principal, Teachers	Planning Time, SCE, Local	August - May

14C. Parents					
Strategies	Codes	Target Group	Person(s) Responsible	Resources	Timeline
<ul style="list-style-type: none"> ○ Strategy #1 Parents will encourage their child to read at home	P1	All students	Parents and students	Time	August - May

SCE 2021-2022

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 ELAR, Math, Science, and Social Studies for at-risk students	#9--Effective & Timely assistance to students; #8--Teacher decision making regarding assessments	\$138,160; \$500 subscription, \$500 supplies	All At-Risk students will master the TEKS; STAAR tested in all tested subjects	Improved grades each six weeks; Progress reports/report cards, Benchmark data	Increase in STAAR scores for At-Risk students
				Total	\$139,160

Summary of FTEs 2021-2022

Campus	Position	FTE	SCE Funds
RES	Interventionist	.6	\$ 31,242
RES	Tutorials/Int. (18 teachers)	3.09	\$167,431
RES Total			\$198,673
RJHS	AI Classes/Tut (12 Teachers)	2.96	<u>\$138,160</u>
RJHS Total			\$138,160
RHS	AI Classes/tut (17 Teachers)	1.67	\$85,975
RHS	At-Risk Coordinator	0.066	\$4,500
RHS	Interventionist	.75	<u>\$41,280</u>
RHS Total			\$131,755
Total for FTEs			\$468,588

SCE Summary

Campus	6100	6200	6300	6400	Total
RES	\$198,673	\$500	\$10,550	\$0	\$209,723
RJHS	\$138,160	\$500	\$500	\$0	\$139,160
RHS	\$131,755	\$250	\$4500	\$0	\$136,505

TOTAL: \$485,388

Other Services/Funds Utilized

In addition to the strategies listed within the campus tables, Refugio ISD draws on other fund sources to support services to address the needs of students identified in at-risk situations. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. As well, other special state and federal funds support additional initiatives designed to support all students, especially those identified as at-risk.

REFUGIO ISD FUNDING SOURCES 2021-2022

	Purpose	Entitlement
State Compensatory Education	Enhance and improve the regular education program to increase the academic achievement and to reduce the dropout rate of identified students in at-risk situations. Supplements local funds.	\$366,083
ESL	Address the needs of students whose home language survey is one other than English.	\$11,134
Special Education	Address the needs of students identified with disabling conditions.	\$491,032
Gifted & Talented	To identify and provide services for students identified as gifted/talented.	\$5,965
Career & Technology	Develop more fully the academic and occupational skills of all segments of the student populations, ultimately assisting to make the US more competitive.	\$123,955
Title I, Part A	To enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the state student performance standards developed for all children.	\$166,309
Title II, Part A	To increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers, principals, and assistant principals in schools.	\$26,830
Title III	To help ensure that the limited English proficient students meet the same state academic content and student academic achievement standards that all students are expected to meet.	SSA
Early Education Allotment	To provide additional funding over the allotment for economically disadvantaged students or English Language Learners in K-3rd	\$79,741
Title IV	To implement school safety improvements on campuses	\$12,450
Instructional Materials Allotment	For the purchase of instructional materials, technological equipment, and technology-related services	\$43,720
REAP	Small, Rural School Achievement Program (REAP) funding is used to enhance and improve education programs to increase student achievement	\$24,716
ESSER III	Elementary and Secondary Schools Emergency Relief funds from the American Recovery Plan (ARP) to address learning loss due to the COVID-19 pandemic.	\$1,273,896
ESSER II	Funds are provided to State educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the Nation's students.	\$567,220
TCLAS	Funds are provided for COVID learning acceleration supports	\$449,659