

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Kim Cody
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Redwater Junior High School
(As it should appear in the official records)

School Mailing Address 202 Red River Road North PO Box 347
(If address is P.O. Box, also include street address.)

City Redwater State TX Zip Code+4 (9 digits total) 75573-0347

County Bowie

Telephone (903) 671-3227 Fax (903) 671-2019

Web site/URL https://www.redwaterisd.org/ E-mail kcody@redwaterisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Kelly Burns E-mail kburns@redwaterisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name REDWATER INDEPENDENT SCHOOL DISTRICT Tel. (903) 671-3481

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. James "Matt" Knight
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	50	44	94
8	45	46	91
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	95	90	185

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 0.5 % Asian
 - 2.7 % Black or African American
 - 3.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88.6 % White
 - 3.9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 14%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2018	174
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Spanish

English Language Learners (ELL) in the school: 1 %

2 Total number ELL

7. Students eligible for free/reduced-priced meals: 38 %

Total number students who qualify: 71

8. Students receiving special education services: 5 %

10 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Redwater Junior High will provide every student every day with a diverse education in a safe, supportive environment and promote self-discipline, motivation, and excellence in learning.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Redwater Junior High (RJH) is a place where students are nurtured to reach high personal expectations so all will experience their full potential. The school's motto of "Every Student, Every Day" is the fundamental truth by which the school's every action is measured. Priority is placed on providing a safe environment physically, mentally, and emotionally to ensure students can focus on learning. The refined abilities of each staff member are tapped to create an engaging academic program to address the unique needs of every student. The school operates on the premise that students are constantly evolving and should be given the tools to function productively and proactively in their current circumstances as preparation for a future that may include uncertainty. RJH employs the principles of collaboration, cooperation, and communication which create a strong scaffolding fortifying equity in education, high student expectations, and the belief that ALL students can learn.

The small, rural city of Redwater is situated in the piney woods of northeast Texas approximately twelve miles west of Texarkana, which straddles the border of Arkansas and Texas. The origin of Redwater dates back to the mid-1870's with the installation of a sawmill. Although the exact date of the first Redwater school is unknown, the district celebrated its 100th graduating class in 2019. The sawmill is long gone, but the vast acres of pine trees continue to be a resource for the timber and forestry industries, which include two internationally-operated paper mills within a 30 mile radius. The district spans 49 acres and includes a portion of a military ammunition storage facility which is one of the area's largest employers. Texas A&M University-Texarkana and Texarkana College are the two primary post-secondary institutions with whom the district has cooperative programs. The socio-economic makeup of the Redwater community is a combination of blue- and white-collar workers with a median household income of \$47,000. Approximately 92% of the population earn a high school diploma and 13% earn a bachelor's degree. Redwater ISD is the cultural and social epicenter of the larger Redwater community, allowing RJH and its ideals to permeate throughout, culminating in a unique and consistent belief system.

RJH is one of four campuses in Redwater ISD and serves a student population of 185 in seventh and eighth grade. The campus works toward maintaining high holistic academic standards while focusing on individual student growth. A portion of the instructional day, called advisory, is reserved for ensuring each student receives individualized instruction in the form of enrichment, intervention, remediation, pre-teaching, or tutoring. Since the implementation of advisory in 2016-17, campus scores at the Texas "meets grade level" standard for all subjects have increased by 26 percentage points. The most dramatic gains have been made at this level in closing the gaps for economically disadvantaged students in math and reading, 37 and 20 percentage points respectively. African American student performance at the "approaches grade level" standard improved from 44% in 2018 to 68% the following year in all subjects. These increases resulted in RJH receiving distinctions in Mathematics, Comparative Academic Growth, Post-Secondary Readiness, and Comparative Closing the Gaps under the state accountability system.

Monitoring and adjusting to improve academic performance is a continual process that is student driven, yet data informed. The motto of "Every Student, Every Day" is articulated through weekly content-area and grade-level team meetings that include dialogue with students and parents. The team analyzes data from multiple sources, focusing on trends and identifying student needs which results in adjustments. Data meetings, coupled with leadership feedback from classroom visits, assist with monitoring student success and determining instructional needs. This collaboration of leadership and teachers' data analysis results in meaningful professional development and instructional resources.

Students are encouraged and celebrated for reaching academic, attendance, and behavior goals through Taking Care of Business parties, student of the month awards, and positive phone calls and notes. The ability to maintain high expectations and build student self-esteem hinges on nurturing positive relationships with students through daily interaction. The focus on individual student growth is the impetus for campus improvement and closing achievement gaps as students map personal academic goals and develop individual targets, which they regularly reflect upon and adjust. The mantra "nobody goes backwards" distinguishes RJH as a school where ALL students are given the framework to build their own unique path.

Cultural awareness is integrated beyond academic coursework through travel opportunities, awareness days, and volunteerism. RJH students assist weekly at a nearby ranch that provides equine-assisted therapy for children with cognitive or emotional disabilities. Packing food boxes at the regional food bank, fundraising for various non-profits, and organized collections for food, coats, and toiletries are an integral part of school life at RJH. Students are given multiple avenues for sharpening their mental and physical capacities through participating in extracurricular activities such as University Interscholastic League (UIL) academics, athletics, music, cheer, robotics, raising stock animals, visual and performing arts contests, and winterguard. These are the things that enrich student life and illustrate how "Every Student" can make a difference "Every Day" at RJH.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Redwater Junior High School's overall approach to meet the needs of its students is embedded in the mission statement "Every Student, Every Day." These four words are interwoven into our school culture while delivering instruction which is aligned to the state standards, Texas Essential Knowledge and Skills (TEKS). The first word, "Every" signifies that ALL learners receive equitable access to an exemplary learning experience. It is followed by "Student" which represents the belief that each child is an individual entering the RJH community with their own unique combination of educational and socio-emotional needs. The latter part of the mission statement "Every Day" defines the energy devoted by faculty and staff to accomplish this process. "Every" does not simply refer to 8:00 to 3:30, Monday through Friday, but the totality of time spent facilitating the evolution of junior high students into responsible citizens contributing to society's well-being.

Within the context of daily school operations, students are supported socially and emotionally through a culture which encourages collaboration, goal setting, growth mindset, and reflection. Teachers meet weekly to review student data to determine the level of mastery of the TEKS for each student and set the appropriate pace for the following week. Students performing below, on, and above grade level find comfort in the guidance provided through daily interactions with their teachers and the individualized learning period at the end of the day. An important facet of the campus philosophy is the expectation that students are held accountable for tracking mastery as related to the TEKS for each course in which they are enrolled. Additionally, numerous opportunities for students to take part in educational trips, both during and outside the school day, extend learning beyond the classroom so that students may broaden their view of the world while increasing knowledge and enhancing critical thinking.

The overall approach of providing students with an equitable educational experience within a framework of academic and socio-emotional support contributes to the growth mindset of RJH. This philosophy, interwoven with student accountability and enriched with extra-curricular experiences, better prepares RJH students for navigating a constantly changing world.

1b. Reading/English language arts

The RJH English Language Arts and Reading (ELAR) curriculum employs a variety of instructional approaches to develop the five domains of language: listening, speaking, reading, writing and thinking skills, following the seven strands of the TEKS. Instruction and assessment is aligned with the TEKS and teachers develop comprehensive and effective lessons to address all levels of literacy needs of students. Uniquely, the RJH English department focuses on the individual needs of each student while integrating them, regardless of their learning needs, into a diversified, but inclusive, relationship-based instruction model. This focus allows for the exchange of distinctive ideas underscoring the culmination of content, skill assimilation, and synthesis.

The ELAR teachers routinely immerse students in a continuous cycle of reading, discussing, researching, and writing. Unit introductions include applicable background information that connects fiction with nonfiction, old learning to new learning. Both group and independent reading are completed with teacher generated handouts as well as student research. Very often the student research is presented to the whole class through student created media products. This best practice supports whole group discussion as well as stimulating critical thinking. In this method, the teacher utilizes every opportunity to ask "why," "why not," and "why do I care?" questions, prompting further in-depth thought. Best practices continue to be employed throughout the continuation of the lesson/unit instruction, including warm-ups such as the "because, but, and so" statements that reaffirm previous content or skill learning while triggering critical thinking, segueing yesterday's instruction into today's. Various modes of assessment (inclusive of a simple 'thumbs up' to higher order thinking questions) employ the TEKS stressed throughout the lessons (formative) and unit

(summative).

ELAR teachers routinely meet with each other and with grade level core and elective teachers, acting as a student support team. In this manner, teachers collaborate regarding instructional methodologies that are successful for our students and share any concerns about particular students or groups of students, while additionally dialoguing about curriculum alignment, assuring consistency in academic vocabulary and classroom practices, and disaggregating holistic and individual triangulated data. Very often the teams meet with not only the student but also the parent and utilize both the counselor and administration, if appropriate. These practices serve as an affirmation to students of the supportive nature of the instructional team. The outcomes often prompt open discussion for solutions and plans to reach a goal or simply kudos for a job well done.

One of the most important best practices is the aforementioned data triangulation disaggregation, which allows for empowered instructional decisions. Using a plethora of assessment instruments, ELAR and core teachers alike explore trends, diagnose weaknesses and strengths, and both create and implement instructional strategies prompting a constant examination of our students' growth. Being an inclusive campus has enabled our sub-populations to grow and succeed as scrutiny of our data has shown and this continues to be evident. Adjusting those methodologies and strategies enable all groups to maximize success.

1c. Mathematics

RJH math curriculum and instruction is aligned with the TEKS. A multitude of resources are used to emphasize critical thinking, real-world problems, problem solving skills, and math fluency in the math classrooms. Math classes begin each period with warm-ups that spiral from previous lessons to expose students to the concepts that they have encountered throughout the year. Students are engaged throughout the class using questions that promote higher order thinking, note taking on notecards for daily spiraling, body movements and mnemonics that bring meaning to new concepts, and connections to the real world. Constant attention to the students' understanding and misconceptions ensures that each student is on target and progressing through the lesson. The monitoring that occurs in the math classroom is aggressive and precise. Math classrooms are abuzz with students using formulas, manipulatives, graphs, equations, calculators, etc., to enhance thinking, learning, and problem solving. RJH math teachers monitor and adjust their instruction based upon data from team meetings, unit tests, quizzes, daily formal assessments, e-learning standards-based assessment, instruction, test prep programs, state interim assessments, and mirrored assessments. Incentives dispersed throughout the year encourage and motivate students in the math classrooms and enhance relationships between teachers and students. Modeling by both students and teachers is an active technique that is routinely used in the learning process. The RJH math teachers know that the strategies used in the math department prepare the students for the rigor they will experience in high school and trust that the relationships they have with their students create a learning environment that not only nurtures the students' academic success but their emotional health as well.

The rigorous curriculum for Pre-Algebra and Algebra 1 requires students to meet specific prerequisite criteria in order to qualify for these advanced math classes. For seventh grade students the curriculum is based on more concrete skills and processes than that of the eighth grade. As students transition from seventh grade math to eighth grade math, they experience more abstract concepts and have access to the graphing calculator for assistance with conceptual math concepts. The use of Chromebooks and web-based programs provide reinforcement using instructional and skills practice.

Students that are not successful on the state math assessments from the previous year are scheduled into a 49 minute intervention class each day. Pre-teaching and state assessment concentration are provided in the intervention classes, thus empowering students in their math classes and on state assessments. Class size is kept to a minimum to provide more opportunities for individual instruction, and the positive reputation of the intervention classes has other students asking to be placed in the class. Teachers encourage all students to attend tutorials before and after school to help master concepts and to build their self-confidence. Tutorials provide an opportunity for teachers and students to extend learning beyond the classroom amid a more intimate learning environment.

1d. Science

The TEKS are the basis for the science curriculum at RJH, which focuses on awakening curiosity and observation through science exploration. It is with that in mind that the science teachers bring science to life by creating memorable activities that excite students in their classes. These activities are meant to engage students in the lesson and help students make connections to the real world while encouraging critical thinking. Daily demonstrations and experimentation are designed to not only make learning fun but to make instruction effective and meaningful for the students.

Students are required to learn state standards (TEKS) that focus on life science in the seventh grade and a combination of earth science, life science, and physical science in the eighth grade. Many instructional strategies are used to intensify the hands-on experience in the science classroom. Teaching with modeling, colorful visuals, graphic organizers, videos, lab experiments, and investigative practices are weekly strategies that are utilized to produce a deeper understanding of the material being presented. Critical thinking skills are being developed in the science classroom to promote questioning accuracy in experimental data in order for students to draw conclusions on their own. Weather experiments, projects on the solar system, and plate tectonic labs are a few of the activities that RJH science teachers use to enrich the classroom learning experiences.

Building science vocabulary in alignment with the state standards (TEKS) is essential for building a strong foundation in scientific knowledge. Students take ownership of vocabulary through application, repetition, and challenging investigative opportunities. Small groups are created using student data and the subsequent activities of these groups provide differentiation to support all levels of learners. When using standards-based assessments, instruction, and test preparation e-learning programs, students are allowed to take the assessments repetitively until they have mastered concepts and vocabulary. Guiding questions from the TEKS Resource System are used as higher order thinking "questions of the day" through the process of journaling. As the teachers monitor students' daily entries, questions creating engaging debates spur the students' curiosity toward a deeper understanding of the science standards. The best practices employed by the science teachers have yielded a dramatic increase in student growth and test scores.

1e. Social studies/history/civic learning and engagement

The social studies curriculum is aligned to the TEKS and prepares students to become productive members of society. Concentration on the state standards encompasses a variety of strategies to engage learners in the history of Texas and the United States by creating classrooms that come alive through storytelling, technological resources, and rigorous questioning strategies. Standards based assessments, instruction, and test preparation e-learning programs provide differentiation to meet the needs of all learners. High teacher expectations and best practices in the social studies classrooms have resulted in a substantial increase in state assessment scores. The percentage of "approaches grade level" or above for all students in eighth grade social studies jumped from 67% to 87% and from 56% to 81% for economically disadvantaged students.

Seventh grade teachers enrich students' learning by bringing life to Texas history through technology and current events. Students use hyperdocs to write essays on topics such as the Alamo, Texas in the Civil War and Reconstruction, and Texas in the Great Depression, thus employing cross-curricular activities. Students in the seventh grade take ownership of their learning through the use of technology where the teacher facilitates the activities after showcasing the historical information of the lesson.

When students reach eighth grade, they learn about the colonization of our country, the American Revolution, and the creation of its government through primary source examination of key historical documents such as the Declaration of Independence and the United States Constitution. With preparation for high school courses as well as dual credit college courses, the students are taught effective note-taking skills to enhance the learning experience. Using virtual reality technology, students are allowed to visit historical sights and tour such locations as Jamestown, Roanoke, Boston, Philadelphia, and the nation's capital. Locally, a national tire manufacturing corporation offers students an extensive half-day field trip to explore the use of technology as it reflects America's historical move to industrialization and unionization in

the workforce of today. As students experience the social studies adventure through a variety of instructional methods and strategies, teachers analyze classroom data, unit tests, and state testing to ensure that the needs of all students are being met. Struggling learners are identified through the data analysis and attend tutoring before or after school to help them meet expected goals. All students at RJH are well prepared for the next phase in their educational journey.

1f. For secondary schools:

Teachers incorporate the Texas College and Career Readiness Standards to support the skills necessary to succeed as students transition to high school and ultimately college or a career. Today's workplace relies on teamwork, critical thinking, and reflective practices that lead to self-awareness. These skills are developed at RJH through learning how to give and receive constructive criticism, collaborating in small groups, conducting research using appropriate and relevant sources, and communicating effectively verbally and in writing. Mastering mathematics standards related to disciplines that require mathematical proficiency and preparing students to explore and appreciate the richness of the natural world through science are also integrated to round out college and career preparedness. Socratic seminars, simulations, self-exploration, and cross-curricular projects are employed to make connections between content areas and develop problem-solving and critical-thinking skills. This is also an area in which the growth mindset of the campus supports experiential learning and requires students to reflect so each can discover, adjust, or modify their knowledge and skills to achieve personal goals.

Students are given multiple opportunities to explore careers through electives, college/career fairs, field trips, and guest speaking events. A community based program provided by the Boy Scouts of America and a research-based socio-emotional curriculum are interwoven with health and technology classes to explore careers, self-reflect, and better equip students with the tools needed to make good decisions and set goals. Students who potentially would be the first in their family to pursue post-secondary education are identified and mentored as they move toward high school to provide support needed to achieve their goals. RJH also participates in the seventh grade Duke TIP Talent search program so that academically talented students are challenged, motivated, and supported if they are to reach their highest potential.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

In addition to the core curriculum, the RJH educational experience is deeply enriched through participation in elective courses and extra-curricular programs on a daily basis. All students choose at least one elective class to accompany the core content.

The fine arts program includes visual arts, theatre, and music. Instruction and assessment is aligned with the TEKS and teachers develop comprehensive lessons to meet the needs of all students throughout the program. Almost half of the student body chooses to continue their intermediate school music education by participating in band. Seventh grade is the students' first time to experience playing in a full band versus a small group of similar instruments. Students expand their musical journey in eighth grade and transition to the next level by playing more complex music. Band offers a plethora of enriching opportunities outside the band hall, allowing students to grow as musicians through evaluative, competitive, and team building events.

Visual arts are offered at both grade levels with eighth graders being given the opportunity to earn a high school fine arts credit. Students in seventh grade analyze artistic styles and historic periods and develop respect for the traditions and contributions of diverse cultures. In the art curriculum, both seventh and eighth grade classes cover mandated TEKS where students incorporate written expression and presentations along with creating diversified portfolios. Students respond to and analyze artworks, thus contributing to the development of the lifelong skills of making informed judgments and evaluations. The curriculum includes a review of the elements and principles of art, with use of varied media being explored including a foundation of art criticism and art history. The junior high art class includes studying the elements and principles of design and compositional development. Students gain a basic foundation for learning art

processes, procedures, theories, and art judgment and are introduced to a wide range of materials and techniques, knowledge, and skills including digital tools. Students in both grade levels are encouraged to participate in regional art shows and competitions.

The theatre curriculum employs a variety of instructional approaches to develop the four basic strands of inquiry and understanding, creative expression, historical and cultural relevance, and critical evaluation and response of the TEKS. Theatre arts introduces students to the skills and disciplines needed to be a focused and successful actor. Acting study is based on group games, memorized scene work, monologues, improvisation, and imagination. Students express themselves creatively in an unthreatening and accepting class environment. There are multiple opportunities for students to showcase their talents both in and out of the classroom including UIL One-Act Play contest and the district's Fine Arts Showcase. Students wishing to pursue more diverse interests may elect to take photography, audio-video production, or robotics.

RJH embraces physical education (PE) as a part of the instructional curriculum capitalizing on instruction, data, and writing aligned with the TEKS. PE students monitor their progress and growth in activities such as the mile run, weight training, and aerobic improvement throughout the year, emphasizing eye-hand coordination, balance, and strength. Instruction is developed emphasizing physical health and well-being through student-led daily warm-up conditioning, daily athletic activities, and researched based projects that challenge students to create written lessons that elaborate on the skills required to excel in a sport or exercise activity.

In addition to an elective, all eighth graders are required to take one semester of health, for which they receive high school credit, and a semester of technology applications. The health curriculum is aligned with the high school health TEKS and includes a ten-lesson curriculum which takes students on a journey that adheres to Sexual Risk Avoidance (SRA) national standards. This evidence-based and medically accurate program offers the tools students need to develop healthy relationships and make good choices.

In technology applications, eighth grade students refine keyboarding skills emphasizing accuracy and speed, word processing, spreadsheet development, and database creation, while incorporating critical thinking and problem solving using digital tools and resources as required by the TEKS. Technology applications focus on project-based learning using various computer applications and equipment to enhance students' knowledge beyond what is learned and applied in the core content areas. In addition to technology, career exploration and character education is incorporated using a curriculum that works in tandem with the health class for guiding character education, life skills, building self-esteem, and developing ethical decision-making skills.

3. Academic Supports:

3a. Students performing below grade level

The progress RJH has made over the past five years while moving toward individualized instruction to assure equity in education is due to exemplary teachers and their flexibility and willingness to find best practices to benefit all students. High student expectations, rigorous instruction, and the curriculum framework combined with teacher expertise provide the critical attributes necessary for mastering the state standards. The incorporation of a variety of tools to support learning and provide accommodations has grown exponentially as teachers continually learn how to maximize these tools to meet the individual needs of students performing below grade level.

Gathering beginning-of-year information such as previous state assessment performance is essential for providing the initial data points necessary for tracking and closely monitoring student growth throughout the year. Additional data gathered through screeners and formative assessment help teachers identify students performing below grade level very soon after the start of the school year. This is especially helpful at the seventh grade level since these students previously attended the intermediate campus.

Based on beginning-of-year data, students are placed in an advisory class during the last period of the day to meet their specific needs. Students identified as needing additional assistance in order to perform at grade

level are served by content-appropriate teachers who provide differentiated lessons for the purpose of remediation, intervention, or introduction to new content prior to a whole class lesson (pre-teaching). Teachers meet weekly to review student progress. Data disaggregation is accomplished through analyzing state assessments, local formative assessments, usage and progress reports from digital learning platforms, and in-class assignments. Students are involved in this process as they are provided with their own data so that they can develop individual learning goals and track their progress.

The instructional time outside the regular class time for targeted instruction is a non-graded class called 'advisory' which has a fluid class enrollment. Based on progress monitoring, students can be moved in and out of the advisory as needed. The English and math teachers make a concerted effort to focus on growth over time rather than achievement levels while preparing for state assessments to encourage those who are below grade level to not give up. Daily tutoring for help on individual assignments is also available before and after school for any and all students. This process has proved to be successful for closing the achievement gap for students performing below grade level.

3b. Students performing above grade level

The district's gifted and talented (GT) students are identified starting in kindergarten and served through pull-out classes up through sixth grade. Upon entering RJH, these students' academic needs are met through differentiated instruction in the regular classrooms through the four content areas including advanced ELAR and mathematics. Qualifying students may apply to be on the robotics team and compete several times a year. Additionally, non-GT students identified as performing above grade level by teachers using summative and formative assessments receive differentiated instruction, including access to advanced coursework, to assure continued levels of high achievement.

Instructional strategies for those performing above grade level include enriching assignments and activities which demonstrate high levels of problem-solving skills, collaborating on group projects, and creating artifacts which are aligned with college and career readiness standards. The philosophy for meeting these students' needs is to provide an authentic path to enriching learning opportunities that take them farther or deeper into the learning continuum rather than simply giving them more work.

Students performing at grade level but identified as having the potential to achieve "masters grade level" on state assessments are identified during team meetings through data disaggregation from summative, interim, and formative assessments as well as performance on classroom assignments. Through lesson planning and rigorous instruction, teachers work diligently to assure these students are pulled up academically to maximize their potential. With the focus being on individual growth and "nobody goes backwards," e-learning assignments are tailored to challenge these students and improve skills necessary for moving past the "meets grade level" boundary.

As with all other student groups, GT and non-GT students are given access to their assessment data, including the beginning-of-year screenings, to monitor their own progress and formulate their growth targets. This individual approach to goal setting creates self-regulating competencies that ensures this particular group of students receive the attention and rigorous instruction needed for them to perform at their highest level.

3c. Special education

The district maintains a shared services arrangement through a local area tri-district agreement to serve students who are identified for special education services. To reduce the achievement gap for students in special education, the campus moved to an inclusion model of instruction in academic year 2018-19. Based on individualized education plans, students are served through general education classes and as needed through resource classes for math and ELAR. Students eligible for instruction in basic life skills are served on campus or at one of the shared services campuses in another district depending on the level of their needs.

The general education inclusion model has proven to be very successful for students receiving special

education services at RJH. The opportunity for students with disabilities to learn alongside their non-disabled peers has had a profound effect on both students and teachers. For students, it has boosted their confidence and improved their attitude toward academics. Teachers have stretched and refined their repertoire through collaboration and professional development to adapt and maximize the tools in their teaching toolbox. Progress monitoring of this group of students is essential for bolstering performance on grade level state assessments. Therefore, student-driven, data informed instruction and progress monitoring for mastery has resulted in better preparation for grade-level state assessments. Teachers meet weekly to discuss student progress, challenges, or concerns. Students are included in the dialogue to learn how instruction and accommodations can be adjusted to meet their needs. In the academic year 2018-19, the percentage of special education students achieving the "approaches grade level" standard in math increased from 37% to 62%.

Students receiving special services are placed in advisory classes with their peers based on their educational needs. Performance on the previous year's state assessment, a reading screener, and math assessment is used to develop a plan for addressing deficits in reading and math. In advisory, the student may receive remediation to build a strong foundation of basic skills that are missing, pre-teaching prior to the next day's regular classroom math lesson, or intervention based on the student's specific disability. A virtual reading coach program and a standards-based digital learning platform are incorporated as intervention strategies. All of these approaches serve to build student confidence which has a positive impact on achievement.

3d. ELLs, if a special program or intervention is offered

Although RJH has a small number of English Learners (ELs), this does not diminish the importance of meeting their needs. The first steps of our EL intervention program are to gather data to determine what each student needs academically, socio-emotionally, and culturally.

Each EL family is contacted to determine their preferred language for school communications and to determine if they need assistance in multiple areas including, but not limited to: understanding school policies and procedures (both local and state,) locating English classes for adults, how to access their child's grades, how to receive automated messages from the school, best ways to communicate with teachers, and translation services. The campus counselor gathers and distributes cultural data to the staff to ensure all staff are sensitive to the cultural diversification of our ELs.

In conjunction with ensuring all ELs are supported through the English Language Proficiency Standards (ELPS) for all subjects, each English teacher holds an additional certification in English as a Second Language (ESL). An important part of the services provided, include assessing each individual ELs needs, particularly in the area of language proficiency, math, and reading. In addition to using any accessible Texas English Language Proficiency Assessment System (TELPAS) or language proficiency data, students are screened to determine reading level and to identify any specific areas in which there are deficits such as fluency, comprehension, phonics, and phonemic awareness. The math department, using their own instrument, identifies where the student is in relation to their grade level in math and which skills should be addressed. Working with the ESL Coordinator, a plan is developed for each EL which results in providing the support needed to help them be successful in daily classroom work and as they move toward taking grade level state assessments. The ESL Coordinator meets with the students on a regular basis depending on the level of need determined by the team. The use of a standards-based digital learning platform and a web-based virtual reading coach are also assigned. Both of these products make adjustments automatically within the instructional delivery to target the specific needs of the EL. The EL's progress, both academically and socially, is vigorously monitored by the grade-level and content-area teams in cooperation with the ESL Coordinator. Electronic translation products are issued to students with little to no proficiency in English for use as needed.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

The campus does not have a migrant population.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Students have collectively, through Socratic discussion, created classroom norms and agree to follow these guidelines ensuring positive classroom behavior that they, the stakeholders, assert would aid their success socially and academically, inside and outside the classroom environment. Through the modeling of a growth mindset, students learn by doing so as they face challenges and struggles they see failure as a necessity for growing and evolving, not only as a learner but as a person in an ever-changing world. This motivates students to not give up and continue to pursue excellence. Likewise, the classroom instructor's building of strong individual relationships with students and the consistent practice of praising students not only for their successes but also their hard work and persistent efforts supports the growth mindset of the campus as a whole. Creating this 'safe space' results in students continuing to perform their best.

Preparation of engaging lessons is essential and teachers use a variety of instructional resources and techniques to pull students into the learning experience. Including students in the development of their own instruction is essential. Students are consistently asked for feedback to direct changes necessary to raise the level of success. Teachers model a strong work ethic to illustrate how this translates to personal success which is evidenced by the improvement of state assessment results, particularly in the 2018-19 academic year, for the entire campus, including at-risk and economically disadvantaged.

Grade level and core subject team meetings are held weekly for the identification of students that display noticeable trends in academics or behavior that could affect the student's success. Those students are invited to meet with the team in a safe environment so the student can discuss academic, social, or family concerns that the student feels comfortable with sharing for the purpose of helping the instructional staff become aware, assist, and counsel the struggling student.

Taking Care of Business (TCB) celebrations are hosted following each six week grading period for any student meeting the academic and disciplinary goals. These parties are a time when students can play games, socialize, and eat snacks they enjoy. Students look forward to earning the privilege to get out of class to attend these parties and it has decreased discipline referrals, improved completion of classroom assignments, and raised the collective student grade average each six week period.

One-on-one academic counseling takes place with the student's last period teacher once a week during each grading period for the purpose of examining the student's success and academic weaknesses. This cyclical process assists the student in formulating proactive strategies and goals for the next grading period. The student creates the goals and strategies then signs a mini-contract with the teacher of their commitment to work toward those goals and strategies.

2. Engaging Families and Community:

RJH prides itself on its open-door policy and the collaboration between the school and the families it serves. The alliance that RJH has and continues to cultivate with families and community stakeholders serves as a catalyst for students' growth and school improvement. Before school begins in the fall, RJH hosts Meet the Teacher where students, parents, and grandparents have the opportunity to meet with teachers, support staff, and administration to begin the process of building a strong sense of community within the school. In November, the school hosts a STEAM (Science, Technology, Engineering, Arts, and Math) Day under the direction of the technology and robotics teacher for students and parents to learn together as they rotate through different stations. The stations, led by teachers and support staff, extend learning beyond the classroom using innovative and futuristic activities that pique the curiosity, stimulating further inquiry-based learning. In the spring, parent-teacher conferences and open house are held to extend the commitment to the open-door policy and to showcase student learning. Students proudly share the products they have created with their families: apps, poems, art work, cross-curricular projects, and more. These forums send a clear message to the community that every child is important, every day.

Part of the learning process at RJH goes beyond oneself and focuses on helping others. The students are taught philanthropy through a variety of activities and fundraisers. One project that lasts all year involves student volunteers going to a ranch where they assist disabled children with therapeutic horse rides. The students that volunteer for this project receive lessons in compassion, patience, and humility. Another project that all students at RJH get involved with is dedicated to finding a cure for leukemia. This project becomes a serious competition that exhibits pride and determination in helping those that are fighting this disease. National Junior Honor Society (NJHS) sponsors canned food drives for a local pantry, paper goods and personal items for a local shelter, and the angel tree project during the holiday season. Each of these projects encourage and teach our students the importance of focusing on others.

Local organizations bring the act of giving full circle. The Parent-Teacher Organization provides snacks for TCB parties that celebrate academic and behavioral achievements throughout the six weeks. The Redwater Foundation Organization offers family activities such as Taco Trivia night, team spelling bee competitions, and jean days for teachers to encourage students to be active members in their communities even as young people. These activities along with band concerts, NJHS inductions, school sponsored student and parent assemblies, dances, and awards assemblies help foster a culture of service and gratitude.

3. Creating Professional Culture:

RJH is exemplary and unique in all respects when providing for its teachers, administrators and support staff. A culture of inclusivity resonates through every avenue, ensuring each staff member, regardless of position, holds an integral role in the continuous improvement process. A deep-seated team mentality is underscored by the belief that maintaining a culture of professionalism relies upon a consistent cycle of needs assessment, planning, action, evaluation, and reflection. The focus on the campus mission "Every Student, Every Day" is characteristic throughout and connects the staff through an innate philosophy that students come first. These core convictions support and unite to ensure the expectation of excellence in all facets of the school.

Professional development is intentional and targeted to avoid a "one-size-fits-all" approach. Campus and district administration collaborate with teachers and paraprofessionals to identify individual professional development needs based on comprehensive needs assessments which include formative and summative assessment data, data walks by administrators, and input from all stakeholders. The year-round district professional development calendar is designed to enable staff to map an individualized professional growth plan in conjunction with campus administrator feedback and support. Membership in collaborative groups focused on developing instructional skills and strategies, and coordinated by the regional Education Service Center, are added to the campus professional development calendar as well. To support inter-campus instructional alignment, meeting times are scheduled for teachers to identify and solve vertical alignment issues by content area to bridge the divide between campuses. The principal also reserves time to address variances in teacher and student expectations to maintain the campus vision and mission. Within the context of peer observation, teachers improve their classroom practices by committing to non-judgmental observations once per six weeks. This element of professional learning has helped to narrow the expertise gap for new teachers and acclimate teachers who are new to the campus. The strength of the professional culture of RJH is solidified through a continuous cycle of improvement which includes reflective practices that rely on an authentic and professional level of introspection as well as dialogue with colleagues and campus leadership. All professional development efforts are evaluated based on student needs to assure "nobody goes backwards."

This wholly-supported equitable team mentality has resulted in increased student engagement and better identification and instruction of students performing below grade level. The expectation for professionalism has become ingrained in the campus culture through the team's efforts and has evolved into an individualized and self-monitored system in which everyone is held accountable. The high level of collegiality and professionalism has made a positive impact on student achievement and school climate.

4. School Leadership:

The leadership philosophy at RJH is "Every Student, Every Day" and with the guidance of teachers and administrators, it is successful not only academically but in all facets of students' lives. It is the goal of school leadership, including the principal, assistant principal, director of curriculum and instruction, and counselor, to support and encourage not only the needs of each student, but also the teachers, aids, custodians and maintenance workers. Each day at lunch the principal and assistant principal can be found in the cafeteria greeting students and talking with them about the events of their day. The conversations with students help them understand that the principals care about them and are there to help them. RJH administration is dedicated to serving teachers and students to ensure that the needs of the students are met along with the goals of the campus.

The leadership team is committed to providing teachers and students with the tools needed to create an optimal learning environment. The principal and assistant principal monitor and assess the effectiveness of instruction. Weekly classroom walk-throughs provide opportunities to make connections with students and staff and to observe instructional practices. Feedback is provided to the teachers to help reinforce best practices and to improve instruction. The director of curriculum and instruction designs professional development, monitors state and federal instructional programs, and supports classroom teachers with instructional resources. The counselor teaches character building classes and promotes the theme of kindness throughout the year to encourage positive behavior, trust, and confidence in RJH students. The principals and counselor meet with students to help guide and encourage them to make good choices that directly impact their daily lives. The leadership team believes that providing support to students on a daily basis directly impacts their success both in and out of the classroom.

Faculty meetings to celebrate personal and professional victories, and discuss calendars, classroom strategies, concerns, etc., are held monthly. Grade level teachers meet weekly to discuss student expectations, strategies, and best practices that result in student growth. The meetings also provide the opportunity to discuss academic and behavior issues with students and parents. Specific goals, including strategies and activities that directly impact individual student learning and behavior, are developed with stakeholders committed to the plan.

At RJH the positive school culture and climate help promote and sustain a student's ability to learn and to reach their highest potential. The administrative team concentrates on the support systems in place to guide high levels of teacher instruction. All administrators and teachers support a growth mindset that every student can learn and that it is their responsibility to ensure optimal learning occurs every day. The principal, assistant principal, and counselor encourage students, teachers, and parents to visit with them about accolades and concerns thus creating positive relationships that extend beyond the school day.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

RJH's academic success encompasses many components, but one practice that has had the most impact on student growth and closing the gaps is the 49 minute advisory period that is in every students' schedule the last period of the day. As with many schools, data indicates that students enter junior high with a multitude of deficits in reading and as concentration centers on the standards, interventions to amend the deficits fall short. RJH is making every attempt to change this cycle in the educational process. The ELAR teachers meticulously disaggregate reading data for every student using at least two diagnostic tests along with the state assessment, and the overwhelming result is that we must be committed to improving the reading skills of each and every student in addition to what they learn in the regular classroom. RJH advisory classes provide a scheduled time each day for every student to improve on their reading skills regardless of their reading level, receive assistance on assignments, make up missed tests, receive grade counseling from teachers, and practice skills needed for online testing.

English and math advisory classes are used for intense intervention, working with students that have been identified as low performing on state tests. Maintaining small class size provides the intervention teachers the opportunity to individualize instruction and focus on individual student growth. Pre-teaching and state assessment concentration are provided in the math intervention classes thus empowering students in their regular math classes and on state assessments. English intervention classes focus on reading skills and state assessments, relying on reading data to guide the intervention process.

All other advisory classes adhere to a strict schedule dedicated to two days of reading intervention, one day of online test preparation, and two days of enrichment where students can get extra help on assignments, make-up tests, and one-on-one teacher/student counseling for the purpose of examining successes and academic weaknesses. Strategies to help keep students on track are discussed and teachers follow up to guide students as part of the mentoring process. The principal defends this time with minimal interruptions ensuring that teachers and students focus on students' areas of need. At the end of three weeks, reading data is provided to the advisory teachers for disaggregation and shared with students individually. The data guides and directs reading teachers in the implementation of strategies that directly support the diagnostic results. The structure of the advisory classes assures that students are receiving personalized instruction that meets their needs and keeps them on track to meet or exceed academic expectations in all areas.