

Royal Independent School District
Royal Elementary School
2020-2021 Campus Improvement Plan



Mission Statement

Royal Elementary School, in collaboration with students, families, and community members, will provide a safe and learning environment that holds high expectations for the academic achievement of **all students**. We seek to honor the diversity of our students while meeting their individual needs. Our purpose is to add value to the lives of our students today and for a lifetime.

Vision

All students, faculty, counselors, administrators and staff will be held to high expectations which will be measured by meeting and exceeding local, state and national standards.

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2020

Needs Assessment Overview

The committee was made up of Aronda, Green, Stacy Joseph, Madelyn Maldonado, Luz Severson, Sandra Padilla, Manuel Reyes, Thelma McClellan, Lionel Cryer, Cynthia Gardner-Lacy, Karen Perez, Lezlie Venden and Endee Dilworth. Data was emailed and a separate meeting was held for our community member, Jim Hight and parent committee members, Joseph Burrow and Tamara Estep due to their inability to attend the first meeting. Irma Valencia, STEM Representative was not present for the first meeting. We held our first recorded meeting on Thursday, May 15 at 2:30 PM via Zoom due to COVID-19. We discussed the following items: The Campus Needs Assessment training power point provided by the district and campus academic data. We held our second recorded meeting on Tuesday, May 19 at 2:30 PM via Zoom due to COVID-19. Aronda, Green, Stacy Joseph, Irma Valencia, Madelyn Maldonado, Luz Severson, Sandra Padilla, Manuel Reyes, Thelma McClellan, Cynthia Gardner-Lacy, Lionel Cryer, Karen Perez, Lezlie Venden and Endee Dilworth were present. Data was emailed and a separate meeting was held for our community member, Jim Hight and parent committee members, Joseph Burrow and Tamara Estep due to their inability to attend the second meeting. We discussed the following items: campus strengths, problem statements, root causes and action steps.

Demographics

Demographics Summary

For the 2019-2020 school year, Royal Elementary currently has 568 students. This consists of 15 monolingual classes, 13 bilingual classes and 1 life skills class. Students are supported through systems with tier 1 instruction, RtI, Special Education, 504, Bilingual/ESL programming and other services as needed by students.

Demographics Strengths

RES has a multicultural community of staff and students. Staff have backgrounds from across the U.S.A., Puerto Rico, Dominican Republic, Mexico, and Spain. RES has over 75% Hispanic population of students, 14% African American, 10% White and 1% two or more races.

Student Learning

Student Learning Summary

RES continues to work on improving low performing schools by focusing on reading and math. The focus is on building capacity with staff which will directly impact student achievement. During the 2018-2019 school year, 65% of our students scored at approaches, 32% meets and 14% masters on the Reading STAAR in grades 3-5 and 49% of our students scored approaches, 18% meets and 4% masters on Writing STAAR in grade 4. In addition, 74% of our students scored at approaches, 40% meets and 19% masters on the Math STAAR in grades 3-5. We are focused on a balanced literacy and balanced math program in all classrooms, all classroom teachers have an established intervention block in their schedule and students who are one grade level or more below in reading/math are being pulled out for intervention during ancillary classes. Additional research-based balanced literacy and math materials were ordered to support teachers and students.

Student Learning Strengths

RES has a balanced literacy and math classroom approach that focuses on small group instruction and research-based literacy and math materials are provided to support teachers and students. Student scores on Grade 3-5 STAAR increased by 17% in reading, 22% in writing and 29% in math from 2017 to 2018. We increased in all areas of state accountability (Student Achievement, Student Progress, and Closing the Gaps), met standard and achieved an overall letter grade of C. We will maintain this campus rating for the 2019-2020 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Gaps continue to exist between overall student performance on reading, writing and science formative and summative assessments.
Root Cause: Insufficient gaps have been closed from year to year in the area of grammar, spelling, word study, comprehension and science instructional minutes.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary: Our staff is highly diverse with backgrounds from across the U.S.A., Puerto Rico, Dominican Republic, Mexico, and Spain. Classroom teachers are highly qualified and attend professional development throughout the school year. Professional development is provided by campus instructional coaches, Region 4 ESC, and other outside vendors. Professional development is offered on established district calendar days and through weekly professional learning community meetings. Staff are extended the opportunity to attend sessions at Region 4 ESC that support our campus goals of English as a Second Language certification, Gifted and Talented Certification, and Special Education Self-Contained instruction for Life Skills and PPCD.

New teachers are partnered with a mentor teacher and an instructional coach for support. We utilize classroom observation feedback, instructional coach one-on-one cycles, observations of peers, administrator goal setting meetings, and Google Classroom extension activities (videos) to build capacity in new teachers and teachers whose student performance is below district and/or standards. The strengths of the most effective teachers are shared with others through video demonstration lessons, sharing/modeling through professional learning communities, and by allowing other staff to visit their classrooms.

Instructional paraprofessionals are highly qualified through having college hours or completing a district assessment. Instructional paraprofessionals attend professional development/training with grade level classroom teachers throughout the school year. Many of our paraprofessionals are from the community, graduated from RISD and remain in the district year after year.

Curriculum, Instruction, and Assessment Summary

Royal Elementary has several programs within the school structure:

- Gomez and Gomez is for our Bilingual instructional components.
- Stemsopes is our guide for science instructional resource that supports the curriculum
- TEKS Resource System is our guide for following State Texas Essential Knowledge and Skills (TEKS) and we align curriculum and assessment to TEKS with a year-long scope and sequence
- RTI serves students for reading and math, students who scored below grade level in DRA, and STAAR students.
- PLC by grade levels are built 2 days in the schedule on Tuesdays and Thursdays for teachers to lesson plan, review data, and receive professional development. This is to ensure that lesson plans and instruction are objective, data driven, and include critical thinking, formative assessments, and interventions
- Four content area instructional coaches and a science lab instructor are working to support RES teachers

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Summary. Lesson planning has improved and changed over the last two years. Guided reading and math occur more often on campus across grades 2-5. In addition, Professional learning communities are very structured in order to ensure that every student in the building is receiving instruction at the appropriate grade level, that TEKS-task alignment is present and that research-based resources are utilized. Data tracking through small group binders, PLC data walls and assessment goal setting meetings are emphasized as additional methods to make data-driven decisions on campus. Lastly, campus instructional coaches provide professional development sessions that guide teachers to the "what" and "how" of instructional delivery and allow opportunities for vertical alignment and collaboration amongst grade level and campus teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are/were gaps in availability of hardware, software, instructional resources between RISD campuses, within grade levels on a campus and teachers on a campus. **Root Cause:** Insufficient technology (Chromebooks, teacher laptops, Interactive white boards, hot spots, etc) are available on the elementary level; technology is not repaired/replaced year to year; lack of variety in programming results in reduced student engagement.

Perceptions

Perceptions Summary

The number of discipline referrals and out of school suspensions have decreased dramatically on our campus within the last two years. We have implemented an additional layer of support for classroom teachers with the STEPS program. A certified teacher and paraprofessional offer assistance to students displaying tier 3 behavior that requires intervention. The PASS program continues to support students receiving special education services that display tier 3 behavior. Student discipline issues do not affect students and learning on our campus due to the consistent implementation of the campus behavior management process. Discipline issues are addressed immediately and the appropriate intervention assigned to eliminate the affect on the classroom environment. The PBIS Committee assists in designing the referral system for behavior and documentation in classes.

The student mobility rate for the 2017-2018 school year is 12.4% The average class size in Grade 2 19.2, Grade 3 18.4, Grade 4 18.2 and Grade 5 19.9.

Perceptions Strengths

During the last two years, student behavior management has improved due to a district and campus focus on the implementation of CHAMPS, classroom management, and relationships with students are major campus focuses. Our students know what it means to be a Royal Elementary Falcon and display appropriate behavior throught the campus. RES Counselors support students by conducting daily guidance lessons and pulling student groups. The counselors send home a letter to parents for permission to pull students for groups. RTI has a referral process for academic and behavioral concerns. A PBIS committee was established last year and continues into this school year. Communication with parents is supported by daily folders with RES Behavior Charts, Reading Logs, Sight Words, assignments that need to go home along with any RES/RISD letters or information to parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A decline in parent and community engagement continues to exist. **Root Cause:** A lack of training opportunities (academic support sessions, English classes, technology sessions, resume writing, etc) exist for parents/ guardians at the elementary campus and in the district.

Priority Problem Statements

Problem Statement 2: Gaps continue to exist between overall student performance and subgroup performances for Black, Hispanic and Economically Disadvantaged students.

Root Cause 2: Insufficient understanding of poverty, language, and culture, and how these issues impact students behaviors, engagement, and achievement.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 1: By implementing the district curriculum along with research-based instructional strategies to strengthen the instructional core, RES will focus on Mathematics providing quality instruction and resources starting in second grade to ensure that all students perform on grade level as measured by the STAAR and state assessments.

STEM

STEM Academy student achievement data will reflect continuous academic growth while continuing to make progress towards the highest level of student achievement as defined and measured by local and State assessments.

Evaluation Data Source(s) 1: STAAR scores across grades 3-5 for Math; Istation reports for grade 2; CBA scores for grades 2-5

STEM

STAAR results, Indices 1-4 and Distinctions.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) The Intervention team will assist in increasing students math levels for individual student growth.</p>	2.4, 2.6	Interventionist and administrators will monitor DRA, I-Station, IXL and Do the Math progress monitoring throughout the year.	Students move from tier 3 interventions to tier 2 through the consistent use of research based instructional resources for tier 3 interventions.				
Funding Sources: Title I: 211 - 272707.00							
<p>2) Increase access to math materials and technology for students in classrooms for tier one and two instruction. Materials such as math manipulatives, IXL computer-based program, Total Motivation Math, and Chromebooks will be purchased.</p> <p>STEM-fact fluency</p>	2.4, 2.6	Administrators, Instructional Coaches, and classroom teachers will monitor daily use of research-based instructional resources throughout the year.	Classroom teacher daily use of research-based instructional strategies, implementation of daily school-wide math intervention time for tier 2 students, and daily implementation of balanced math small groups will result in students performing on grade-level and/or make one year's growth based on ISIP reports.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>3) Work with Inclusion and general education teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor in the area of math.</p>	2.4, 2.6	Principal, SPED Director, Inclusion teachers	Special Education students will increase their performance rate by 10% in the listed areas and reduce the STAAR Alt 2 participation rate by 5%.				
							

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 2: By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, RES will focus on early literacy providing quality instruction and resources starting in second grade to ensure that all students read on grade level as measured by STAAR and state assessments.

Evaluation Data Source(s) 2: STAAR scores across grades 3-5 for Reading; TELPAS as published by TEA; CBA scores for grades 2-5

Summative Evaluation 2:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) The Intervention team will assist in increasing students reading levels for individual student growth.</p>	2.4, 2.6	Interventionist and administrators will monitor DRA, I-Station, and guided reading progress monitoring throughout the year.	Students move from tier 3 interventions to tier 2 through the consistent use of LLI, balanced literacy small groups, and Soluciones for tier 3 interventions.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>2) Increase access to reading materials and technology for students in classrooms for tier one and two instruction. Materials such as leveled text for guided reading, Time for Kids, Studies Weekly, Science Weekly, IXL, LLI & Soluciones kits, Fountas and Pinnell, Comprehension Toolkits, classroom libraries, Phonics/Word study kits, and Total Motivation Reading, Chromebooks will be purchased.</p>		Interventionist, Instructional Coaches, and classroom teachers will facilitate/monitor Running records, DRA, balanced literacy small group lesson plans/anecdotal records, and I-Station reports	Classroom teacher daily use of research-based instructional strategies, implementation of daily school-wide reading intervention time for tier 2 students, and daily implementation of balanced literacy small groups will result in students performing on grade-level and/or make one year's growth based on ISIP reports.				
Funding Sources: 199 General Funds: SCE - 15000.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor in the area of reading, writing, and social studies.		Principal, SPED Director, Inclusion teachers	Special Education students will increase their performance rate by 10% in the listed areas.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 3: A science lab rotation for all 4-5th grade students and science lab materials will be added for students. Science time has been extended daily in all grade levels.

Evaluation Data Source(s) 3: Science STAAR scores for 5th grade Science and Common Based Assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Follow TEA's required minutes for hands-on science instruction time and increase access to science materials for students in classrooms and the science lab by replenishing/purchasing resources for Stemscoptes kits, purchasing Science Weekly readers and instructional technology that supports STEM such as, Gizmos.	2.4	Science lab instructor, Instructional Coaches, classroom teachers, and administrators will review Stemscoptes usage reports and student CBA scores.	Students will perform higher on CBAs and STAAR as a result of having hands-on lessons in the classroom and lab.				
2) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor in the area of science.		Principal, SPED Director, and Inclusion teachers.	Special Education students will increase their performance rate by 10% in the listed areas.				
<p>TEA Priorities Improve low-performing schools</p> 3) Provide teachers with material that focuses on mastery of the Science STAAR assessment.	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Principal, Instructional Coaches	Increase of 5% on STAAR science assessment.				
Funding Sources: Title I: 211 - 5000.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 4: RES: By increasing student and teacher daily access to technology equipment and programs, we will create well rounded students, prepare students for 21st century learning and the workforce.

STEM: Integration of technology use in every grade level a minimum of once daily throughout all grade levels and all core curriculum content.

Evaluation Data Source(s) 4: RES: Data reports will be run on programs being implemented by the school and lesson plans will reflect use of technology/programs.

STEM: Lesson Plans and Student project/product/presentation

Summative Evaluation 4:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Increase student and teacher access to technology equipment and programs through daily access. Ensure that all classroom teachers have electronic devices (laptops) and PK-5 students have access to electronic devices (Chromebooks) and replace broken hardware pieces in a yearly rotation.</p>	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	Principal, Instructional Coaches, and classroom teachers	Increase of a minimum of 5% points on local and state assessments from year to year or benchmark to benchmark.				
				Funding Sources: Title I: 211 - 0.00, 199 General Funds: SCE - 0.00, TITLE 225 SPED - 0.00, 199 General Funds - 0.00, TIV: 289 - 0.00			
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.</p>	2.4, 2.4, 2.4, 2.4, 2.6, 2.6, 2.6, 2.6	District technology director, campus administrators, classroom teachers, etc	<p>Increase student and teacher access to technology equipment and programs through daily access.</p> <p>Integration of technology use in every grade level a minimum of once daily throughout all grade levels and all core curriculum content.</p>				
				Funding Sources: 199 General Funds: SCE - 24000.00			

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 5: By implementing the district curriculum along with strong instructional strategies and initiatives to strengthen the instructional core, RES will focus on writing skills providing quality instruction and resources starting in second grade to ensure that all students write on grade level as measured by the STAAR and state assessments.

Evaluation Data Source(s) 5: CBAs and STAAR data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Build a foundation of reading and math</p> <p>1) Continue to implement a campus-wide writing planning and increase access to writing materials for students in classrooms for tier one instruction. Materials such as Phonics/Word study kits, Units of Study for Writing, and Jeff Anderson mentor texts will be purchased.</p>	2.4, 2.6	Interventionist, Instructional Coaches, and classroom teachers will facilitate/monitor writer's workshop lessons and groups.	Students will show growth in their independent writing skills.				
Funding Sources: 199 General Funds: SCE - 2000.00							

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 6: Planning, communication, and collaborative time with staff by providing a variety of on-going professional development opportunities to staff within the school day, before and after school to increase content knowledge and vertical alignment.

Evaluation Data Source(s) 6: Classroom walk-throughs, weekly Professional Learning Community meetings, monthly professional development through district in-service days, and evidence of attendance

Summative Evaluation 6:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Provide preparation for ESL supplemental exam and reimburse teachers for passing exam.</p>		Administrators and District Bilingual/ESL Coordinator	All teachers requiring ESL certification will have appropriate certificates by May 2022.				
Funding Sources: 199 General Funds - 1000.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Campus Instructional Coaches will provide weekly planning sessions and weekly professional learning community sessions.</p>	2.4, 2.6	Administrators and instructional coaches will monitor teacher progress/growth through reviewing lesson plans and classroom instruction.	Instructional staff's knowledge of new instructional resources, research-based instructional strategies, and the TEKS will deepen.				
							

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 7: STEM

STEM will refine and expand activities for building college-bound students with strong character, ethics and integrity.

Evaluation Data Source(s) 7: Project Lead the Way involvement; classroom walk-throughs, UIL involvement, teacher observation and feedback, Student of the Month nominations

Summative Evaluation 7:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
TEA Priorities Connect high school to career and college 1) STEM students are exposed TO TSI prep in the 8th grade in preparation for Dual Credit courses in high school; students shadow Early College High School Students in the Spring semester.		STEM Principal					

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 8: RES will provide material for teachers to assist in student performance on STAAR STEM - provide material for teachers to assist in student performance on STAAR

Evaluation Data Source(s) 8: Increases of at least 10% in all populations on math and reading STAAR

Summative Evaluation 8:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Purchase core classroom materials that allow for hands on exploration and better understanding of TEKS and real world processes.</p>	2.4, 2.4, 2.4, 2.4, 2.5, 2.5, 2.5, 2.5, 2.6, 2.6, 2.6, 2.6	Principal, instructional coaches, team leaders and classroom teachers	Better scores on CBAs, daily grades, STAAR, teacher and student goal setting sheets, conferences and celebrations. Increased hands on student engagement as seen through observations and walk throughs. .				
Funding Sources: TIV: 289 - 0.00, 199 General Funds - 0.00							
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Goal 1: Royal ISD will provide effective teaching and learning that results in student mastery for all students to be successful with college and career readiness. This includes technology, teacher training, manipulatives, STAAR prep material, etc. We will focus on the whole child - providing a well-rounded education.

Performance Objective 9: Address the needs of all children in the school, but particularly the needs of those at-risk of not meeting challenging State academic standards by provide opportunities in fine arts (PE, art, and music), counseling, school-based mental health programs, specialized instructional support services, and mentoring services for a more well-rounded education for all students.

Evaluation Data Source(s) 9: Observations, student fine arts performances, counseling groups, IEP progress, and products.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>1) Purchase materials in physical education (PE), art and music for all students to have access to fine arts.</p>	2.5, 2.5, 2.5, 2.5, 2.6	Principals and ancillary teachers	More rounded students - more focus on fine arts.				
Funding Sources: 199 General Funds: SCE - 1000.00, 199 General Funds - 1000.00							
<p>TEA Priorities Improve low-performing schools</p> <p>2) All students will have the opportunity to participate in hands-on field trip opportunities.</p>		Administrators and classroom teachers	All students will participate in 2 field trips this school year.				
Funding Sources: 199 General Funds: SCE - 2000.00							
<p>TEA Priorities Improve low-performing schools</p> <p>3) Purchase materials for parent engagement fine arts events/activities such as, Report Card Award Ceremonies, Family Fitness Night, Counselor Chats, student fall & winter performances.</p>	3.1, 3.1, 3.1, 3.2, 3.2, 3.2	Administrator, ancillary teachers and counselor	More rounded students - more focus on fine arts, additional parent involvement in school sponsored activities, and additional parent involvement activities offered on campus at flexible times.				
Funding Sources: 199 General Funds: SCE - 3000.00, 199 General Funds - 2000.00							
							

Goal 2: Royal ISD will provide a healthy, safe, secure and orderly environment for students, staff, families and community members.

Performance Objective 1: Enhance staff in-service training in the specific areas of CHAMPS and safety drills (intruder detection, medical scenarios, emergency evacuation, stay in place, and bad weather protocol).

Evaluation Data Source(s) 1: All staff members will attend initial campus level training and training will be held throughout the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
1) Campus Safety will be maintained through the safety committee having representation across the grade levels and special areas.		The committee will meet at minimum 4 times this academic year to evaluate campus behavior systems, behavior referrals, address major incidents on campus related to student and staff safety, and make recommendations for change.	On-time campus drills and a safe campus.				
2) The campus will hold regularly scheduled drills for fire, inclement weather, and stay in place. Campus drills will include all staff and district officers.		All campus staff	Students and staff will respond quickly due to procedures and expectations set by the campus and district.				
Funding Sources: 199 General Funds - 2000.00							
<p>TEA Priorities Improve low-performing schools</p> 3) The Academic/behavior Intervention teacher and paraprofessional will assist in increasing students reading/math levels for individual student growth and teach students social skills/character traits in order to improve decision making.	2.4, 2.6	STEPS teacher, STEPS paraprofessional and Administrators.	Students move from tier 3 interventions to tier 2 through the consistent use of research based instructional resources/interventions.				
Funding Sources: 199 General Funds: SCE - 500.00, 199 General Funds - 0.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July

Goal 3: Royal ISD will recruit, retain and develop a highly effective staff that proactively engage students for success.

Performance Objective 1: Recruit, hire, and maintain highly qualified staff.

Evaluation Data Source(s) 1: Ensure all teaching staff meets the standard for Highly Qualified for the content and/or grade levels for which they are assigned.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
TEA Priorities Recruit, support, retain teachers and principals 1) Reduce the number of teacher turnover rate from 25% to the current state's rate of 10%.		Administrators and District Human Resources Director	Retain at least 75% of teaching staff.				
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Offer effective and meaningful campus-based/job-embedded professional development that will best enhance a teacher/staff member in their area		Administrators and Instructional Coaches will monitor staff attendance during planning, PLC, and after-school PD	95% of staff attends PD and applies it to their classroom with a positive impact on student learning.				
Funding Sources: 199 General Funds - 2000.00							

Goal 4: Royal ISD will improve student achievement and build community support by creating and implementing a proactive, strategic communication plan.

Performance Objective 1: Continue improving all communication with all Royal ISD stakeholders by consistently using multiple forms of communication.

Evaluation Data Source(s) 1: Communication will be available in English and Spanish and the campus will host Family/Parent Engagement events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
<p>TEA Priorities Improve low-performing schools</p> <p>1) Send home all school communication in English and Spanish such as conferences, call-outs, emails, phone calls, letters, etc. Training will occur with staff on communication program options and expectations.</p>	3.1, 3.2	Administrators and classroom teachers will ensure that all materials are sent home in the appropriate language.	Continue communication with School Messenger call outs and messages, conference documents, parent letters sent home with upcoming information and event reminders to parents in English and Spanish.				
Funding Sources: 199 General Funds - 3000.00							
2) Continue with family/community events throughout the school year involving academic nights and campus and district events	3.2	Administrators, Counselors, and Instructional Coaches	Host at least four family/community events during the school year and sign in sheets will serve as evidence; 5% increase in parent/guardian participation at each event. Increased student performance/behavior as a result of involved parents/guardians.				
<p>TEA Priorities Improve low-performing schools</p> <p>3) Each grade level will send home a monthly team newsletter to parents/ guardians highlighting what students will learn for the month, homework and important campus events. The campus will also purchase newsletters from The Parent Institute in order to assist families with strategies to support reading at home.</p>		Administrators and team leaders	Monthly grade level newsletters will be sent home to parents/ guardians in English and Spanish; The Parent Institute monthly newsletters will be sent home in order to assist families with strategies to support reading at home.				
Funding Sources: 199 General Funds: SCE - 3490.00							

Strategy Description	ELEMENTS	Staff Responsible for Monitoring	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	July
4) Utilize the campus marquee to communicate important dates/information to parents, guardians and community stakeholders		Administrator	Parents, guardians and community stakeholders have a daily reminder of important dates and events on campus				
Funding Sources: 199 General Funds - 300.00							
							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	4	1	Increase student and teacher access to technology equipment and programs through daily access. Ensure that all classroom teachers have electronic devices (laptops) and PK-5 students have access to electronic devices (Chromebooks) and replace broken hardware pieces in a yearly rotation.

State Compensatory

Budget for Royal Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199-12-6329-00-105-9-30-0-00	6399 General Supplies	\$1,000.00
211-11-6399-00-105-9-30-0-00	6399 General Supplies	\$12,546.00
211-61-6399-00-105-9-99-0-00	6399 General Supplies	\$1,095.00
263-11-6399-00-105-9-25-0-00	6399 General Supplies	\$4,292.00
6300 Subtotal:		\$18,933.00
6400 Other Operating Costs		
211-13-6411-00-105-9-30-0-00	6411 Employee Travel	\$5,000.00
199-11-6499-24-105-7-30-0-00	6499 Miscellaneous Operating Costs	\$1,000.00
6400 Subtotal:		\$6,000.00

District Funding Summary

Title I: 211					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist Salaries		\$272,707.00
1	3	3	STAAR readiness		\$5,000.00
1	4	1	technology		\$0.00
Sub-Total					\$277,707.00
199 General Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	technology		\$0.00
1	6	1	Funds for exam prep and exam reimbursement if passed	199....25	\$1,000.00
1	8	1	Teacher and student goal setting incentives/rewards		\$0.00
1	9	1	Instruments/PE equipment/art materials		\$1,000.00
1	9	3	Materials/supplies for parent engagement events, award ceremonies, etc.		\$2,000.00
2	1	2	Walkie-talkies		\$2,000.00
2	1	3	Salary for STEPS teacher and paraprofessional		\$0.00
3	1	2	Region 4 PD Sessions (GT/ESL/Dyslexia)		\$2,000.00
4	1	1	Student take-home folders		\$3,000.00
4	1	4	Purchase/replace broken letters for the campus marquee		\$300.00
Sub-Total					\$11,300.00
199 General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Instructional resources for reading/math		\$15,000.00

199 General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	technology		\$0.00
1	4	2	Chromebook Carts PK-5 (Intervention)		\$24,000.00
1	5	1	Writing instructional materials		\$2,000.00
1	9	1	Instruments/PE equipment/art materials		\$1,000.00
1	9	2	Virtual field trip experiences		\$2,000.00
1	9	3	Materials/supplies for parent engagement events, award ceremonies, etc.		\$3,000.00
2	1	3	Salary for STEPS teacher and paraprofessional		\$0.00
2	1	3	Guidance lesson materials and incentives for students		\$500.00
4	1	3	The Parent Institute newsletter; supplies (paper/ink) for monthly grade level newsletters		\$490.00
4	1	3	Paper, card stock, laminating, etc. for monthly grade level newsletters		\$3,000.00
Sub-Total					\$50,990.00
TIV: 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	technology		\$0.00
1	8	1	Classroom material		\$0.00
Sub-Total					\$0.00
TITLE 225 SPED					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	technology		\$0.00
Sub-Total					\$0.00
Grand Total					\$339,997.00