Royal Independent School District

Royal Junior High

2020-2021 Campus Improvement Plan

Board Approval Date: November 9, 2020
Public Presentation Date: November 9, 2020

Mission Statement

Royal Junior High believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty-first century workplace. RJH will meet the individual needs, interests and abilities of each student. We will challenge all students to become well educated, responsible and productive citizens.

Vision

Learn. **E**mpower. **A**chieve. **D**ream

We will LEAD our students to success and prepare them to be successful by focusing on the 3 A's -- Academics, Attitude, and Attendance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Royal Junior High is located in Brookshire, TX, a small city approximately twenty miles west of Katy. It currently serves 458 students. The community has recently encountered a spark in the building of new homes, which will impact enrollment in the future.

Over the past few years, Royal Junior High's Hispanic, Economically Disadvantaged, and At Risk groups have increased in numbers. These students tend to have lower reading levels and need increased support. We will continue to develop our Tier II and III Response to Intervention (RTI) Program for reading for these students as well as other student groups. We offer in-school tutorial opportunities and after-school tutorial opportunities.

The following is a breakdown of our student population:

	Count	Percentage
African American	66	14%
Hispanic	355	78%
White	30	6%
Asian	1	0.002%
Two or More Races	6	1.998%

SPECIAL EDUCTION: 52 (11%) students with disabilities.

LEP: We serve 232 (51%) English Learners. Over the last several years, we have seen a rapid increase in our EL population

AT RISK: 374 (82%) students are identified as being At-Risk.

RJH has one gifted and talented student, one migrant student and two homeless students. Mobility rate is 3.5% and this does not include our migrant student. Our migrant student has been enrolled since the beginning of the year.

Staff Demographics	Count	Percentage
African American	13	28%
Hispanic	10	23%
White	21	48%

Pacific Islander   2   >1%

24% Male, 76%Female Teachers

Our Teacher to Student Ratio is 20:1. It is low compared to the state average. We are still below the state averages when comparing STAAR scores although we are closing the gap.

Demographics Strengths

Royal Junior High has many strengths. Some of the most notable demographic strengths include:

1. The attendance rate at Royal Junior High remains strong. We are at the state average.
2. With a growing ESL population, the ESL program has the necessary materials to be successful. Materials are directly aligned to TELPAS. Students are beginning to exit out of the program.
3. The RTI process is evolving and helping to meet the needs of our growing number of struggling learners. Students are becoming self advocates for their learning.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have not successfully met the needs of each of our student groups when it comes to student achievement and must work to close the gap for EL students, Eco. Dis., and SPED. **Root Cause:** Historically, these sub-pops have performed below average on state assessments because we are a small campus and students are accounted for in multiple sub-groups.

Student Achievement

Student Achievement Summary

Student achievement data is monitored thoughout the school year. RJH monitors the percentage of students at the Approaches, Meets, and Masters Proficiency Levels. Teachers analyze student data and use the information to guide their daily instruction.

Math, Reading, and Social Studies teachers will attend professional development in their respective areas to learn high-yield strategies that will impact students' achievement. Teachers use differentiated instruction to meet the varied needs for their students and place learner-centered instruction. They also participate in content-specific professional development to address their specific needs. One bilingual paraprofessional who will provide teachers with support, work with identified LEP students, and translate during ARD meetings. Teachers have received professional development in Sheltered Instruction and ELPS. The Comprehension Toolkit, Fountal & Pinnell Leveled Literacy Instruction, and Do the Math are the current intervention programs used to support targeted instruction (Tier II & III) in Reading and Math comprehension. All teachers will continue to collaboratively plan instruction and discuss assessment results.

6th Grade Reading	2017	2018	2019	6th Grade Math	2017	2018	2019
Approaches	52.20%	41.14%	41.36%	Approaches	50.31%	52.53%	61.78%
Meets	18.87%	14.56%	19.90%	Meets	13.84%	17.72%	22.51%
Masters	5.66%	3.80%	4.71%	Masters	4.40%	5.70%	6.28%

7th Grade Reading	2017	2018	2019	7th Grade Writing	2017	2018	2019	7th Grade Math	2017	2018	2019
Approaches	51.48%	56.69%	48.73%	Approaches	51.48%	56.69%	46.20%	Approaches	39.88%	51.59%	55.06%
Meets	23.67%	29.94%	24.68%	Meets	23.67%	29.94%	13.29%	Meets	16.07%	12.74%	24.68%
Masters	11.83%	13.38%	11.39%	Masters	11.83%	13.38%	3.80%	Masters	4.76%	5.10%	8.86%

8th Grade Reading	2017	2018	2019	8th Grade Math	2017	2018	2019
Approaches	60.38%	74.23%	70.41%	Approaches	73.38%	77.70%	75.00%
Meets	23.27%	29.45%	34.91%	Meets	31.65%	29.50%	39.71%
Masters	10.06%	12.88%	8.87%	Masters	8.63%	9.35%	5.88%

8th Grade Science	2017	2018	2019	8th Grade Soc Stds	2017	2018	2019
Approaches	54.43%	52.44%	62.28%	Approaches	42.52%	50.31%	51.19%
Meets	18.99%	28.66%	25.12%	Meets	14.17%	20.86%	17.26%
Masters	2.53%	14.02%	8.98%	Masters	5.51%	7.98%	5.36%

Student Achievement Strengths

8th grade students performed well on the 2019 STAAR assessment, in the areas of Reading and Math.

Teachers use differentiated instruction to meet the varied needs for their students and plan learner-centered instruction.

General education and special education teachers will collaborate to ensure success for all students.

All teachers will continue to collaboratively plan instruction and discuss assessment results.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 59% of 6th graders did not approach grade-level expectations in Reading, for the 2018-2019 school year. **Root Cause:** The specificity of the TEKS are not fully understood to reach the depth of rigor needed. Additionally, 6th grade had the highest number of LEP students.

Problem Statement 2 (Prioritized): 51% of 7th graders did not approach grade-level expectations in Reading and Writing, for the 2018-2019 school year. **Root Cause:** We are playing catch up and trying to close the gaps from prior years. This has not been an easy task due to the lack of knowledge that is needed to build new information.

School Culture and Climate

School Culture and Climate Summary

Royal Junior High staff participated in a campus survey designed to create a collective vision of what we want our school to be. We determined that we wanted our campus to have the following qualities:

- Collaboration
- Communication
- Support
- A High Standard for Achievement
- Safety as the #1 concern
- 100% Involvement
- Consistency
- Accountability
- Respect
- Growth
- Differentiated Instruction

Teachers participate in on-going team building activities and events. CHAMPS is being implemented school-wide to encourage appropriate behaviors. It provides students and staff members with positive reinforcement on campus.

New systems and structures were implemented at the start of the 2019-2020 school year to positively impact the school culture and climate for both students and staff.

School Culture and Climate Strengths

1. RJH Staff has a heart for doing what is best for students.
2. Clear expectations and consistency of enforcing the RISD Code of Conduct emphasizes support for all students and staff throughout the campus.
3. A successful Falcon PRIDE program is in place to recognize students who exhibit the character traits of Perseverance, Respect, Integrity, and Discipline in an effort to achieve Excellence.
4. Additional student activities such as Fun Friday have been added to promote positive behavior and classwork from all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teachers at Royal Junior High are highly-qualified and highly committed to the improvement of academic achievement in all students. Teachers participate in ongoing professional development and professional learning communities. We believe that we are responsible for instructing all students every day and in every possible way.

Staff Quality, Recruitment, and Retention Strengths

1. All ELA teachers are ESL certified with new teachers to ELA working to attain their certification by the end of this school year.
2. 100% of our teaching staff and paraprofessionals are Highly Qualified.
3. Mentor program for all new teachers to the profession as well as new to the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Royal ISD uses the data management program called AWARE which provides assessment management and reporting and analysis of student data. RJH teachers teach the state aligned curriculum provided by the district. RJH and RISD uses the Texas Resource System to provide a shared language, structure, and process for curriculum development via an easy-to-use online software delivery system. The curriculum model aligns the written, taught, and tested curriculum. All curriculum documents, resources and assessment items are aligned to the TEKS.In addition, teachers on our campus meet regularly in PLCs by grade level to study student data and plan for instruction

Curriculum, Instruction, and Assessment Strengths

1. Uniform district CBAs and benchmarks

2. Campus curriculum is aligned to state standards

3. Vertical meetings to collaborate for instruction and data analysis

4. Individual student data is analyzed to determine placement in specific and targeted intervention programs.

5. In-class support is provided to our special education students that receive inclusion services by atending general education classes.

Parent and Community Engagement

Parent and Community Engagement Summary

Royal Junior High strives each year to improve parental involvement. Thrillshare is a one-way communication system created by administrators to provide parents with school information. RJH holds an annual career day where parents and community members come out and share their expertise with our students. Title IV Grant Funds will be used to support campus activities.

Parent and Community Engagement Strengths

1. Parents feel welcome on campus.

2. Electronic communication to provide updated information to parents via Skyward, Remind101, and Facebook.

3. Communication is in English and Spanish.

4. Red Ribbon Week Items

5. College Go Get It Week Items

School Context and Organization

School Context and Organization Summary

The master schedule at Royal Junior High has been designed in order to maximize the amount of time spent in instruction. Content area teams have similar conference periods in order to meet once a weeks for Team PLC's. Each grade level team is led by a team leader and teams meet after school every other week to discuss student data, needs, and instruction.

School Context and Organization Strengths

1. Royal Junior High's staff participate in professional learning communities. Each content area team shares the same conference period in order to plan instruction, activities, and assessments to ensure that their classes are aligned to the TEKS.

2. Staff expectations are clear and staff meet expectations consistently.

3. Teachers are committed to excellence in the classrooms, and thus indicated the need for additional professional development activities on campus to build capacity

Technology

Technology Summary

Royal Junior High uses various types of technology which includes: interactive whiteboards, projectors, Chromebooks, and student response system for students. RJH strives to integrate technology into our daily routines. RJH is a one-to-one campus to further meet the needs of our learners.

Technology Strengths

1. There are approximately 350 working Chromebooks on campus. Students use the Chromebooks to complete lessons/activities in the Google Classroom, create presentations, write papers, and much more.

Priority Problem Statements

Problem Statement 1: 59% of 6th graders did not approach grade-level expectations in Reading, for the 2018-2019 school year.

Root Cause 1: The specificity of the TEKS are not fully understood to reach the depth of rigor needed. Additionally, 6th grade had the highest number of LEP students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 51% of 7th graders did not approach grade-level expectations in Reading and Writing, for the 2018-2019 school year.

Root Cause 2: We are playing catch up and trying to close the gaps from prior years. This has not been an easy task due to the lack of knowledge that is needed to build new information.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: We have not successfully met the needs of each of our student groups when it comes to student achievement and must work to close the gap for EL students, Eco. Dis., and SPED.

Root Cause 3: Historically, these sub-pops have performed below average on state assessments because we are a small campus and students are accounted for in multiple sub-groups.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Focus on Academics and Enrichment - Literacy and Writing

Royal JH and Royal STEM Academy will focus on improving students reading and writing levels by providing quality instruction and resources to ensure that all students read and write on grade level as measured by grade level reading assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

Performance Objective 1: Performance Objective 1: 6th Grade Reading scores will improve in the following areas: ALL - 41% to 50%, AA - 39% to 50%, Hispanic - 37% to 50%,
Economically Disadvantaged - 39% to 50%, ELL - 27% to 50%.
7th Grade Reading scores will improve in the following areas: ALL - 49% to 60%, AA - 43% to 55%, Hispanic - 49% to 60%, White - 55% to 65%, Economically Disadvantaged - 45% to 55%, ELL - 32% to 45%.
By May 2021, Overall 8th Grade Reading scores will improve 67% to 77%.
By May 2021, Overall 6th Grade Math scores will improve by 10% and 7th Grade Math by 10%.
By May 2021, All students in Reading who did not Meet Standard in Reading Academic Achievement will grow by 15%.
By May 2021, All students who did not show Academic Growth in Reading will improve by 15%.
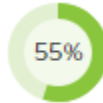
    Evaluation Data Sources: 2019 STAAR scores compared to 2021 STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Provide TEKS Resource System curriculum development for 6-8 grade teachers to study TEKS for the upcoming six weeks, instructional strategies, performance indication, and academic vocabulary activities.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Curriculum-based assessments, STAAR data; PLC agendas and sign-in sheets; Teacher participation and feedback.
    Staff Responsible for Monitoring: Leaders: Campus Administrative Team
Others Involved:
ESL
Paraprofessional
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2
	40%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Provide 6 weeks TEKS Resource System Instructional Focus Document (IFD) snapshots as a tool to support and monitor the implementation of the ELAR, Math, Social Studies, and Science curriculum	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Curriculum-Based Assessments (CBAs), STAAR Data
    Staff Responsible for Monitoring: Leaders: Campus
Administrative
Team
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2
	15%	50%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Instructional coach and administrators will provide support to teachers implementing of the curriculum during campus PLCs, grade-level, and/or department meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Administrative
Team
Minutes from PLCs/grade-level meetings
    Staff Responsible for Monitoring: Leaders: Campus
Administrative
Team
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers
    Problem Statements: Student Achievement 1, 2
    Funding Sources: Instructional Coach - Title I: 211 - $85,000
	40%	55%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with effective intervention resources such as Do the Math, Fountas and Pinnell Leveled Literacy Intervention, and the Comprehension Toolkit.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**

Strategy's Expected Result/Impact: Close gaps in struggling students.
    Staff Responsible for Monitoring: Leaders: Campus
Administrative
Team
    Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2
    Funding Sources: Math and Reading Interventions - Title I: 211 - $10,000
	30%	40%	50%	

Strategy 5 Details	Reviews			
Strategy 5: Use an ESL based program to provide LEP newcomers lessons that include graphic organizers, visual aids and a "hands-on" approach for working with and discovering new words. Newcomers also receive supplemental language instruction during 7th period.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: TELPAS, Benchmark data, STAAR data, and CBA data will show growth in our newcomers program to help in learning comprehension. **Staff Responsible for Monitoring:** Leaders: Campus Administrative Team Others Involved: ESL Paraprofessional **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	30%	50%	40%	

Strategy 6 Details	Reviews			
Strategy 6: 7th grade students in need of more intensive writing interventions will be placed in a 7th grade wiritng lab serviced by a certified ELA teacher; the intervention teacher will use the Revision Decisions and other resources provided by Jeff Anderson's writing program; as well as STAAR writing practice materials	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: CBAs, Benchmarks, STAAR Writing **Staff Responsible for Monitoring:** Campus Administrators, ELA Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** Writing Intervention Teacher Salary - 199 General Funds: SCE - $65,000, Writing Intervention - 199 General Funds: SCE - $3,000	30%	40%	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: We have not successfully met the needs of each of our student groups when it comes to student achievement and must work to close the gap for EL students, Eco. Dis., and SPED. **Root Cause**: Historically, these sub-pops have performed below average on state assessments because we are a small campus and students are accounted for in multiple sub-groups.

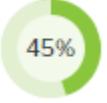| Student Achievement |
|---|
| **Problem Statement 1**: 59% of 6th graders did not approach grade-level expectations in Reading, for the 2018-2019 school year. **Root Cause**: The specificity of the TEKS are not fully understood to reach the depth of rigor needed. Additionally, 6th grade had the highest number of LEP students. |

| Student Achievement |
|---|
| **Problem Statement 2**: 51% of 7th graders did not approach grade-level expectations in Reading and Writing, for the 2018-2019 school year. **Root Cause**: We are playing catch up and trying to close the gaps from prior years. This has not been an easy task due to the lack of knowledge that is needed to build new information. |

Goal 2: Focus on Academics and Enrichment - Mathematics

Royal JH will focus on Mathematics - providing quality instruction and resources to ensure that all students master grade level concepts as measured by grade level assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

Performance Objective 1: Overall student scores in grades 6th, 7th & 8th on STAAR mathematics will increase by 10%.

Evaluation Data Sources: CBAs, Benchmarks & STAAR

Strategy 1 Details	Reviews			
Strategy 1: Targeted interventions based on state BOY assessment to address COVID-19 virtual learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student achievement **Staff Responsible for Monitoring:** Teachers, Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	40%	45%	50%	

Strategy 2 Details	Reviews			
Strategy 2: Provide supplemental resources, professional development opportunities to improve the academic performance of all students in math including students who are served by special populations	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Improve scores on CBAs, benchmarks, and STAAR **Staff Responsible for Monitoring:** Teacher Leaders, Campus Administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	40%	40%	45%	

Strategy 3 Details	Reviews			
Strategy 3: Staff will implement the district's curriculum and utilize instructional models to ensure that we create a well-rounded instructional program to reach all learners.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Increase student achievement and increase student assessment results **Staff Responsible for Monitoring:** Campus administrators, Director of Teaching and Learning **Title I Schoolwide Elements:** 2.4, 2.5	40%	40%	65%	

Strategy 4 Details				Reviews			
Strategy 4: Provide tutorials and acceleration classes for struggling students				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student scores on CBAs, benchmarks, and STAAR				**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Campus administrators **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Payroll for teachers providing interventions - 199 General Funds: SCE - $5,000				40%	20%	50%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue			

Performance Objective 1 Problem Statements:
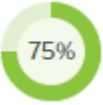
Demographics
Problem Statement 1: We have not successfully met the needs of each of our student groups when it comes to student achievement and must work to close the gap for EL students, Eco. Dis., and SPED. **Root Cause**: Historically, these sub-pops have performed below average on state assessments because we are a small campus and students are accounted for in multiple sub-groups.

Goal 3: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education
Royal JH and Royal STEM Academy will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Royal JH will ensure that 100% of our students are on track to be College and Career Ready.

Evaluation Data Sources: Resources, Activities, Events

Strategy 1 Details	Reviews			
Strategy 1: Royal JH will incorporate technology in all classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to multiple ways technology is used in the everyday world.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Teachers, Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Purchase chromebooks and repairs - 199 General Funds - $5,000	50%	50%	75%	
Strategy 2 Details	Reviews			
Strategy 2: Royal JH will host a Career Day in the spring to introduce students to possible future careers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to various career options and explore areas of interest to them.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counselor, Campus Administrative Team	30%	0%		
Strategy 3 Details	Reviews			
Strategy 3: Provide trips to colleges and other locations to expose students to future opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will be exposed to various colleges and explore areas of interest to them.	**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Counsleor, Campus Administrators	30%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education

Royal JH and Royal STEM Academy will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: STEM - STEM Will refine and expand activities for building college-bond students with strong character, ethics and integrity

    Evaluation Data Sources: Project Lead the Way involvement; classroom walk-throughs; teacher observation and feedback, Students of the month nominations

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 1: Royal JH will build the capacity for parents and school staff to interact and collaborate by increasing parent engagement by 20%.
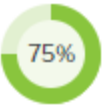
    Evaluation Data Sources: newsletters, agendas, sign-in sheets, meeting minutes

Strategy 1 Details	Reviews			
Strategy 1: Utilize Title 1 funds to provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Provide parents/guardians with the information they need to plan for high school and beyond. **Staff Responsible for Monitoring:** Campus Administrative Team, Counselor **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	30%			
Strategy 2 Details	**Reviews**			
Strategy 2: Host parental involvement activities that inform parents of the school policies such as Title 1 meeting, CIP, and parental involvement policies.	**Formative**			**Summative**
	Oct	Jan	Apr	July
Strategy's Expected Result/Impact: Increase parental involvement **Staff Responsible for Monitoring:** Campus Administrative Team **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** College Readiness Resources - 199 General Funds - $1,000	40%	10%	20%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 2: 100% of Royal JH teachers will establish an effective communication system between the school and parents/guardians.

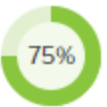   **Evaluation Data Sources:** newsletters, Appetgy, mailings, phone logs, website
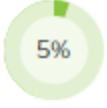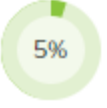
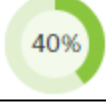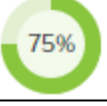| Strategy 1 Details	Reviews			
Strategy 1: Ensure that all communication with parents is provided in the appropriate language	**Formative**			**Summative**

Strategy's Expected Result/Impact: Copies of all communication on file in both English and Spanish
   Staff Responsible for Monitoring: Principals
   Title I Schoolwide Elements: 3.1, 3.2
	Oct	**Jan**	**Apr**	**July**

	50%	60%	75%	
Strategy 2 Details	Reviews			
Strategy 2: Provide staff with student contact information through the Skyward system	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase communication with parents and parental involvement
   Staff Responsible for Monitoring: Principals and Office Staff
   ESF Levers: Lever 3: Positive School Culture
   Funding Sources: Postage stamps and supplies - 199 General Funds - $1,500
	Oct	**Jan**	**Apr**	**July**

	40%	40%	75%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Focus on School Climate:

Provide a healthy, safe, secure, and orderly environment for students, staff, families, and community.

Performance Objective 1: Royal JH will provide staffing and procedures that guarantee physical safety for all students.

> **Evaluation Data Sources:** training documents, certificates of completion, sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Continue employment of a School Resource officer as part of staff	**Formative**			**Summative**
Strategy's Expected Result/Impact: Physical safety for all students and staff **Staff Responsible for Monitoring:** Superintendent, Campus Administrative Team **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Apr	July
	40%	40%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Consult with the District Police Chief to receive feedback on drill performance, audits and overall campus safety and security	**Formative**			**Summative**
Strategy's Expected Result/Impact: Log of drills and audit feedback to receive feedback on drill performance, audits, and overall campus safety and security **Staff Responsible for Monitoring:** Campus Administratitve Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Apr	July
	40%	5%	5%	

Strategy 3 Details	Reviews			
Strategy 3: Monitor the consistent and continous wearing of school-wide Staff ID badges	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety procedures for all **Staff Responsible for Monitoring:** Leaders, Campus Administrative Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Apr	July
	40%	80%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Monitor office staff for proper and consistent use of visitor identification system (V-Soft) to ensure all campus visitors are cleared with main office	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety procedures for all **Staff Responsible for Monitoring:** Leaders, Campus Administrative Team; Others Involved: Campus Receptionist	Oct	Jan	Apr	July
	40%	70%	75%	

Strategy 5 Details		Reviews			
Strategy 5: Exterior doors are locked at all times; FOBS are utilized for staff to gain entry on campus		**Formative**			**Summative**
Strategy's Expected Result/Impact: Safety for all		**Oct**	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Leadrs, Campus Administrative Team; Others Involved: Campus Staff **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Purchase and repairs as needed for school safety - 199 General Funds - $1,500		40%	70%	75%	
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Carrie Bishop	Assistant Principal

Campus Funding Summary

			Title I: 211		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Instructional Coach		$85,000.00
1	1	4	Math and Reading Interventions		$10,000.00
				Sub-Total	$95,000.00
			199 General Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Purchase chromebooks and repairs		$5,000.00
4	1	2	College Readiness Resources		$1,000.00
4	2	2	Postage stamps and supplies		$1,500.00
5	1	5	Purchase and repairs as needed for school safety		$1,500.00
				Sub-Total	$9,000.00
			199 General Funds: SCE		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Writing Intervention Teacher Salary		$65,000.00
1	1	6	Writing Intervention		$3,000.00
2	1	4	Payroll for teachers providing interventions		$5,000.00
				Sub-Total	$73,000.00
				Grand Total	$177,000.00

Addendums