

**Royal Independent School District**  
**Royal Junior High**  
**2021-2022 Campus Improvement Plan**



# 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

**L**earn. **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

## Student Learning

### Student Learning Strengths

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 through the use of In-Class Support.

All teachers will continue to collaboratively through the PLC Model, creation of Campus Based Assessments ,and discuss /plan for instruction based on assessment results.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** The STAAR scores for the 2020-2021 were significantly lower than projected. **Root Cause:** Loss and interrupted instruction due to the effects of the world-wide pandemic which caused attendance issues that have lead to to performance gaps since March 2020.

**Problem Statement 2:** 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.

**Problem Statement 3:** Due to interruptions in learning caused by the effects of the world-wide pandemic, student achievement decreased from previous years. **Root Cause:** Learning environment for some students is not conducive to learning. Constant interruptions due to COVID in attendance.

**Problem Statement 4:** The establishment of PLCs has not fully reached a level of proficiency in analyzing data and a continual focus on drilling deeper is needed to meet the needs of every child. **Root Cause:** Students have gaps in learning due to the interruptions posed during the 2019-2020 and 2020-21 school years due to the effects on learning during a pandemic. We need to prioritize the most important essential learning for each content to be more focused and build intervention accordingly.

# School Processes & Programs

## School Processes & Programs Summary

**Professional Practice:** Professional development is based on the needs of the campus as assessed through various metrics, including student achievement data and surveys from stakeholders. This goal of post-secondary readiness guides our campus-based goal setting and our values guide how we do business. For the 2021-2022 school year, we have taken the specific targeted approach of **Every Child: We put students at the heart of everything we do. • Every child. Every day. Every minute. Every way. • What's Best for the Child Drives the Decision • Infinite Possibilities Through Education**

As a campus leadership team, in collaboration with our staff, we assess our current state and set our goals based on this district vision. We then identify gaps and work toward continuous improvement through effective PLCs that employ the Data Wise model for data analysis and action planning.

**Programs and Opportunities:** With guidance and input from the district, we have developed and continually update our approach to instruction and culture in order to meet the needs of every child. At the core, is a focus on teaching to the depth and complexity of the standards while employing instructional strategies to meet the needs of every child.

**Procedures:** We have partnered with Royal ISD STEM Academy counterparts to prioritize elective opportunities between both campus' through the use of shared staff. Implementation of content-based PLCs, culture building time through grade level /content area conference periods, and the advancement of post-secondary options for learning. Beginning 2021-2022 we will analyze the Panorama survey data to identify opportunities to improve our students' feeling of safety and connectedness This will also include creating spaces and time to analyze and discuss actions as a leadership team, full staff, and individual grade levels/departments.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The establishment of PLCs has not fully reached a level of proficiency in analyzing data and a continual focus on drilling deeper is needed to meet the needs of every child. **Root Cause:** Students have gaps in learning due to the interruptions posed during the 2019-2020 and 2020-21 school years due to the effects on learning during a pandemic. We need to prioritize the most important essential learning for each content to be more focused and build intervention accordingly.

**Problem Statement 2:** Families believe previous low achievement and perception that RJH is not a good campus has created a negative narrative. **Root Cause:** At one time, the campus was experiencing a negative decline in student achievement and increase in negative student behavior. There was not an academic focus on the campus. At the beginning of the 2019 school year the campus was moving to improve this area. The amount of disruptions since 2019 has created gaps that has hindered the ability to create a more positive narrative.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## **Student Data: Assessments**

- STAAR EL progress measure data
- 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**

- 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Section 504 data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- TTESS 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: STUDENT ACHIEVEMENT:** Every Royal Junior High Student and Royal ISD STEM Academy student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: STUDENT ACHIEVEMENT:** By June 2022, Royal Junior High School and Royal ISD STEM Academy will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 10 % points in Reading and 10% points in Math at each performance level (approaches, meets, masters).

All Students:

2020-2021: Reading 48.31% (approaches), 22.54 % (meets), 8.98% (masters)

Overall % for Reading: 55.13%;



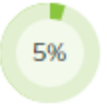
Math 54.65% (approaches), 22% (meets), 5.92% (masters)

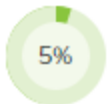

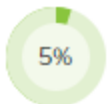
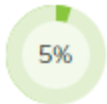
Overall % for Math 45.13%

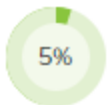

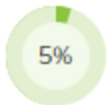




2019-20: Not Rated due to COVID

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR Data (use of CBA and Benchmarks as data points)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Facilitate instructional planning and data analysis PLCs to strengthen initial instruction and outline action plans for remediation and enrichment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR in each performance level (PLC report sheets/attendance/agenda). <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and administer common formative assessments (Campus Based Assessments) every 3 weeks to monitor student progress and drive instruction and small group intervention/enrichment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR in each performance level. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote student self-advocacy, through a partnership with the teacher of instruction, the use of a student data tracking tool after common assessment administration. <b>Strategy's Expected Result/Impact:</b> Increased awareness of TEKS performance throughout the school year. Increased student achievement in all content areas as measured by STAAR in each performance level. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide personalized learning opportunities and transportation for students who participate in tutorials. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR in each performance level. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Research, create, and facilitate professional learning (including Title 1 requirements) opportunities for teachers and administrators based on campus and individual needs assessment. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in all content areas as measured by STAAR in all performance levels. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Counselors (SEL needs to meet goals) <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide teachers with effective intervention resources such as Do the Math and the Comprehension Toolkit or other district provided resources. <b>Strategy's Expected Result/Impact:</b> Improvement in performance for students by closing gaps as shown by STAAR scores, Campus Based Assessments, and District Benchmarks <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide TEKS Resource System curriculum development for 6-8 grade teachers to study TEKS for the upcoming six weeks, to include targeted lesson plans, enrichment and remediation planning, instructional strategies, performance indication, and academic vocabulary activities. <b>Strategy's Expected Result/Impact:</b> Lesson planning and writing will improve. Increased data in Campus Based Assessments, District Benchmarks, teacher collected data, and STAAR results. <b>Staff Responsible for Monitoring:</b> Administration and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> CLOSING THE GAP (ALL STUDENTS): Through the PLC meetings and data collection review during the meetings teachers will become fully aware of students who are deficient in demonstrating proficiency of team-identified essential standards, allowing for appropriate identification of students for RTI and development of RTI Individual Student Plans. <b>Strategy's Expected Result/Impact:</b> Increase in STAAR scores as measured by Closing the GAP indicators. <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, and Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> CLOSING THE GAP (ALL STUDENTS): Using RTI protocol, provide appropriate intervention and extension activities for students in need of additional help or enrichment of team-identified essential standards. <b>Strategy's Expected Result/Impact:</b> As a result of provided academic support, all students will meet or master essential standards prior to STAAR assessment leading to improved scores across all subgroups. Increase in the STAAR Indicator of Closing the GAP. Student overall performance on CBA, District Benchmarks, and STAAR scores. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Intervention Staff, ELA and Math Interventionist, and Instructional Coaches. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1: STUDENT ACHIEVEMENT:** Every Royal Junior High Student and Royal ISD STEM Academy student will master rigorous academic standards to ensure college and career readiness.






**Performance Objective 2: GAP-CLOSING (EL Students):** By June 2022, Royal Junior High and Royal ISD STEM Academy will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 6% for EL students in the areas of approaches, meets, masters.

2019-2020 No Test Given

2020-2021 EL Student Scores: Math 51.23% (approaches), 7.81% (meets), 0% (masters) Overall 33.17%,  
Reading 14.29% (approaches) 4.76% (meets), 1.59% masters Overall 35.76%

**Evaluation Data Sources:** STAAR Data with the use of periodic measures of Campus Based Assessments, & District Benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build master schedule to include a Newcomers Program, through the use of an ESL Support Aide, to support students during a certain period of the day (9th period or other) with beginning language acquisition. <b>Strategy's Expected Result/Impact:</b> Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, LEP Coordinator, ESL Support Aide, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Incorporate and monitor the execution of the Foundational Components of Instruction: (1) comprehensible input, (2) formative assessment and response, (3) feedback, (4) structured student conversations, and (5) responsive teaching in all classrooms. <b>Strategy's Expected Result/Impact:</b> Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. TELPAS scores/levels increase per individual student. <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF</b> <b>Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Research, create, and facilitate professional learning opportunities focused on improving the learning outcomes for English Learners. <b>Strategy's Expected Result/Impact:</b> Increased EL student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EL students and non-EL students. Increased teacher knowledge of instructional strategies to support EL students. <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, District Support, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	July
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 1: STUDENT ACHIEVEMENT:** Every Royal Junior High Student and Royal ISD STEM Academy student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT ACHIEVEMENT:** (Literacy) Royal JH and Royal STEM Academy will focus on improving students reading 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. (For the 2021-2022 School Year there is no specific STAAR exam for 7th grade writing.)


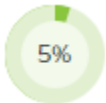




By May 2022, Overall Reading scores will improve in the following areas: ALL - increase by 5% (2021=55.13%), AA - increase by 5% (2021=31%), Hispanic - 5% (2021=51.46%)

Economically Disadvantaged - increase by 5% (2021=53.69%), ELL - 5% (2021=48.41%) Black/African American increase by 5% (2021=54.07%), Special Education- increase by 5% (2021=35.76%)

By May 2022, All students who did not show Academic Growth in Reading from the 2021 STAAR will improve by 6%.

#### Targeted or ESF High Priority

**Evaluation Data Sources:** Evaluation Data Sources: 2021 STAAR scores compared to 2022 STAAR scores



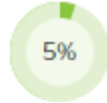




Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 7th grade students in need of more intensive writing interventions will be placed in a 7th grade Writing (Reading) lab serviced by a certified ELA teacher; the intervention teacher will use the Read 180 program in conjunction with a district designated comprehensive writing program. <b>Strategy's Expected Result/Impact:</b> Increase student achievement in Writing STAAR Scores, Campus Based Assessments, and District Benchmarks (Secondary - Increase in TELPAS Writing Scores). <b>Staff Responsible for Monitoring:</b> ELA Specific Teacher for Intervention, Administration, and Instructional Coaches <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 6th, 7th, and 8th Grade students will use Read 180 and/or iStation as remediation and enrichment to increase fluency, vocabulary, and comprehension skills. <b>Strategy's Expected Result/Impact:</b> Increase in scores Campus Based Assessments, District Benchmarks, Teacher Data Tracking, and STAAR results <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Interventionist, and Instructional Coaches. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: STUDENT ACHIEVEMENT:** Every Royal Junior High Student and Royal ISD STEM Academy student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: 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.

By May 2022, Overall Math scores will increase by 6% (2021=45.13% overall)








**Evaluation Data Sources:** STAAR Data with the use of periodic measures of Campus Based Assessments, & District Benchmarks

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide supplemental resources, professional development opportunities to improve the academic performance of all students in math including students who are served by special populations  <b>Strategy's Expected Result/Impact:</b> Improve scores on Campus Based Assessments, District Benchmarks, and STAAR.  <b>Staff Responsible for Monitoring:</b> Administration, Classroom Teachers, Special Populations Staff, and Instructional Coaches	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1: STUDENT ACHIEVEMENT:** Every Royal Junior High Student and Royal ISD STEM Academy student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ADVANCED COURSES:** Strengthen the level of advanced academic instruction in order to increase student preparation for and success in advanced courses that are aligned to high school.

**Evaluation Data Sources:** Skyward Course Enrollment Data

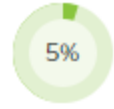






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to offer advanced level courses at Royal Junior High School and Royal ISD STEM Academy: Spanish courses for 8th grade students, Health for 7th and 8th grade students, other Royal STEM Academy specific advanced courses, and Algebra I (new to RJH 2021-2022). <b>Strategy's Expected Result/Impact:</b> Increased number of students who enroll in and receive high school credit while in middle school. <b>Staff Responsible for Monitoring:</b> Administration and Campus Counselors <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Oct	Jan	Apr	July
	 5%	 0%	 0%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 2: SAFETY:** Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment.

**Performance Objective 1:** Emergency Operations: Establish Campus Safety Committees composed of a cross section of stakeholders to review, plan, or revise campus safety operations and procedures.

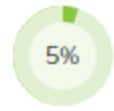
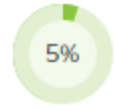
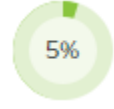





**Evaluation Data Sources:** Campus Safety Committee roster

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Emergency Operations: Establish Campus Safety Committees composed of a cross section of stake holders to look at matters related to campus safety. <b>Strategy's Expected Result/Impact:</b> Campus principal will recruit a safety team and provide a roster. The campus team will meet at least three times per year so that the campus will be able to refine safety practices. <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Participate in the County/Local Authorities campus safety audit and District Developed Audits <b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits. <b>Staff Responsible for Monitoring:</b> Administrators, Safety Committee	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2: SAFETY:** Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment.

**Performance Objective 2:** Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment.


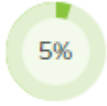




**Evaluation Data Sources:** Campus emergency operation procedures documents

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Emergency Operations: Campus EOP (Emergency Operations Plan ) will align to the best practices from the Texas School Safe Center and the Standard Operating Procedures as establish by the Royal ISD School District. <b>Strategy's Expected Result/Impact:</b> Campus EOP turned in and filed by September 1st <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Emergency Operations: Update campus EOPs annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administrators, Safety Committees	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Update campus EOPs annually and train staff at the start of each school year. <b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st. <b>Staff Responsible for Monitoring:</b> Administration and Campus Safety Committee	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus wide safety drills will be performed every 30 days per State of Texas guidelines. <b>Strategy's Expected Result/Impact:</b> Student and staff will perform safety drills with accuracy. All drills will be reviewed for adjustments. <b>Staff Responsible for Monitoring:</b> Administration and Safety Committee	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: FISCAL RESPONSIBILITY.:** Royal Junior High School and Royal ISD STEM Academy will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for college and career readiness.


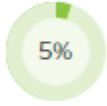






**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money. <b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use campus needs assessment and other data to determine appropriate expenditures including use of Title I funds, ESSER Grants, and other budgetary sources. <b>Strategy's Expected Result/Impact:</b> Resources purchased align to campus goals and district initiatives and goals for student progress and learning. <b>Staff Responsible for Monitoring:</b> Administration <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: STUDENT SUPPORT:** Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2022, the percentage of Royal Junior High and Royal ISD STEM Academy students who feel connected as both individuals will be 80%.

**Evaluation Data Sources:** Panorama Student Survey and Student Panel Discussions

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students disconnected from school and encourage their participation in various clubs, organizations, and athletic pursuits. <b>Strategy's Expected Result/Impact:</b> Additional students will participate in extracurricular activities leading to improved campus connectedness. <b>Staff Responsible for Monitoring:</b> Campus Counselors and Administrators	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host multiple campus-wide social/entertainment activities. <b>Strategy's Expected Result/Impact:</b> Improved campus community connectedness due to shared positive experiences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Campus Club Sponsors	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor student attendance reports and hold administrator/student conferences twice per grading period for students with excessive absences. <b>Strategy's Expected Result/Impact:</b> Improved student attendance rates due to better understanding of the issues caused by missing school, resulting in students feeling more connected to school. <b>Staff Responsible for Monitoring:</b> Administration and Campus Counselors	Formative			Summative
	Oct	Jan	Apr	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to build a positive culture through the use of Tier 1 Positive Behavior Interventions - Capturing Kids Hearts <b>Strategy's Expected Result/Impact:</b> Increased percentages in all surveyed areas on Panorama Decreased discipline referrals and out of classroom placements <b>Staff Responsible for Monitoring:</b> Administration, District SEL Specialist, and Campus Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4: STUDENT SUPPORT:** Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

**Performance Objective 2: COUNSELING/STUDENT SUPPORT/POST-SECONDARY READINESS:** 100% of 8th graders will have an informed four-year plan and 80% of 6th and 7th Grade students will have participated in informational lessons on graduation requirements, endorsements, and college and career readiness.

**Evaluation Data Sources:** Skyward Reports and development of 4 year plans, Documentation of lessons

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 8th grade students participate in Royal High School campus and the Early College Campus visits to learn more about CTE Programs of Study and early college credit opportunities. <b>Strategy's Expected Result/Impact:</b> Students will determine if they want to pursue a career and technical opportunity or participate in the Early College Program through the selection of courses for 9th grade. <b>Staff Responsible for Monitoring:</b> Campus Counselors <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 8th Grade Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. <b>Strategy's Expected Result/Impact:</b> All students will have a full schedule of courses selected for 9th grade by March 2022. <b>Staff Responsible for Monitoring:</b> Campus Counselors and Administrators <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 8th Grade students will complete a 4-Year Plan prior to entering 9th grade. <b>Strategy's Expected Result/Impact:</b> All 8th grade students, by February 2022 will: -choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. All to be entered into Skyward or other district approved format. <b>Staff Responsible for Monitoring:</b> Administrators and Counselors. <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 6th and 7th Grade students will participate in lessons and informational sessions on career plans, career clusters, and graduation requirements including opportunities to earn HS credit while in Junior High School <b>Strategy's Expected Result/Impact:</b> Increased enrollment in on campus High School credit courses and	Formative			Summative
	Oct	Jan	Apr	July

<p>results from career inventory scales.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Campus Counselors</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>				


No Progress


Accomplished







Continue/Modify


Discontinue

**Goal 4: STUDENT SUPPORT:** Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.





**Performance Objective 3: GUIDANCE AND COUNSELING:** Each grade level classroom will implement and support character education and social-emotional learning curriculum. during Advisory time.

**Evaluation Data Sources:** Panorama Student Survey, Teacher Observations, Discipline Referral Data (Skyward)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Through the implementation of Capturing Kids Hearts and Guidance Counselor Developed Weekly Lesson Plans implemented by staff during Advisory time 2-3 times per week, students will become more socially aware of how their actions and decisions impact others. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline incidents. <b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers, and Campus Counselors <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4: STUDENT SUPPORT:** Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

**Performance Objective 4: ACADEMIC 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 in preparation for Post-Secondary Readiness





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Royal JH will ensure that 100% of our students are on track to be College and Career Ready through the use of Resources, Activities, Events. <b>Strategy's Expected Result/Impact:</b> Increase in scores on Post-Secondary Readiness Standards or College and Career Readiness Standards <b>Staff Responsible for Monitoring:</b> Administrator and Campus Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 5: 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% for the 2021-2022 school year.





**Evaluation Data Sources:** Newsletters, agendas, sign-in sheets, meeting minutes, school call outs, Panorama Survey results and participation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize Title 1 funds to provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond. <b>Strategy's Expected Result/Impact:</b> Provide parents/guardians with the information they need to plan for high school and beyond. Families will understand the post-secondary options and endorsements/pathways. <b>Staff Responsible for Monitoring:</b> Administrators and Campus Counselors	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host Family Involvement activities that inform parents of the school policies such as Title 1 meeting, CIP, parental involvement policies, informational sessions, awards night, Meet the Teacher, Family Picnic on Content Showcase nights, and others deemed throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increase family involvement which leads to better school to home connections. <b>Staff Responsible for Monitoring:</b> Administration	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5: 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, Classroom Teacher website, participation in Panorama Survey's.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure that all communication with parents is provided in the appropriate language (utilize tools for translation, support from Spanish speaking staff, and other district resources for translation purposes) <b>Strategy's Expected Result/Impact:</b> Copies of all communication on file in both English and Spanish. <b>Staff Responsible for Monitoring:</b> Classroom Teachers and Administration.	Formative			Summative
	Oct	Jan	Apr	July
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Addendums