

# Royal Independent School District

## District Improvement Plan

2019-2020

Accountability Rating: B



# Mission Statement

Royal ISD believes every student should reach their full potential academically, socially, and physically. Our district will meet the individual needs, interests, and abilities of each student, challenging them to become well educated, responsible, and productive citizens.

## Vision

Royal ISD's vision is to provide a world class education that stresses whole child development in a climate of safety, equity, and fairness.

## District Goals

### **GOAL 1: Focus on Academic and Enrichment - Literacy**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on early literacy - providing quality instruction and resources starting in PK to ensure that students read on grade level as measured by grade level reading assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

### **GOAL 2: Focus on Academic and Enrichment - Mathematics**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on Mathematics - providing quality instruction and resources starting in PK to ensure that students master grade level math concepts as measured by grade level math assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

### **GOAL 3: Focus on Academic and Enrichment - Writing**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on writing skills - providing quality instruction and resources starting in PK to ensure that students master grade level writing TEKS as measured by writing assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

### **GOAL 4: Focus on Academic and Enrichment - Whole Child - Well Rounded Education**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas.

We strive to address the whole child, the at-risk child, and all members of our diverse population.

**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.

**Goal 6: Focus on School Climate**

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

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# Goals

Revised/Approved: November 16, 2019

## Goal 1: Focus on Academics and Enrichment - Literacy and Reading

**Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on early literacy and reading/ELA- providing quality instruction and resources starting in PK to ensure that students read on grade level as measured by grade level reading assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.**

**Performance Objective 1:** By May 2020, all students and student groups will increase literacy performance by demonstrating growth in academic performance for reading on at least 8 of the 11 Expected Results Measures as reflected in district, state of federal/national data reports

**Evaluation Data Source(s) 1:** STAAR data

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description  | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact | Reviews  |     |     |           |
|---|---------------|--|-----------------------------------|--|-----|-----|-----------|
|   |               |  |                                   | Formative  |     |     | Summative |
|   |               |  |                                   | Nov  | Feb | May | Aug       |
| <p><b>TEA Priorities</b><br/>           Build a foundation of reading and math<br/>           Connect high school to career and college<br/>           1) Provide material for literacy/ELA classes, intervention including books, software programs, supplemental workbooks.</p> | 2.4, 2.5, 2.6 | Campus administration, Director of Teaching & Learning |                                   | <br>50% |     |     |           |
| <p><b>Funding Sources:</b> Title I: 211 - 0.00, Title III: 263 - 0.00, 199 General Funds - 0.00, 199 General Funds: SCE - 0.00, TIV: 289 - 0.00</p>   |               |  |                                   |  |     |     |           |

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|---|---|---|-----|-----|-----------|
|  |               |   |   | Formative   |     |     | Summative |
|  |               |   |   | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br>2) Provide intense focused professional development to teachers and staff regarding the use of purchased material and strategies for better classroom methodologies and instruction.  | 2.4, 2.5, 2.6 | Director of Teaching and Learning   |   |  |     |     |           |
| 3) Provide additional support to students who are struggling as seen by RTI, DRA, CBA, report card data  | 2.4, 2.5, 2.6 | Campus Administration   | 90% of students in acceleration classes will show an increase of 10% performance improvement on progress reports. |  |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00, 199 General Funds: SCE - 0.00, 199 General Funds - 0.00   |               |   |   |   |     |     |           |
| 4) Provide teachers with PLC time to review CBA data in instructional data teams to ensure instruction is data driven based on results. Data walls are created and updated with new data.  |               | Director of Teaching and Learning, Campus Principals, Instructional Coaches | All teachers have the ability to read data and make instructional decisions to increase student achievement.      |  |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |               |   |   |   |     |     |           |

**Goal 1: Focus on Academics and Enrichment - Literacy and Reading**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on early literacy and reading/ELA- providing quality instruction and resources starting in PK to ensure that students read on grade level as measured by grade level reading assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 2:** Overall student scores on EOC ELA scores will increase by a minimum of 5% from 18/19 to 19/20.

**Evaluation Data Source(s) 2:** EOC data

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description   | ELEMENTS | Monitor  | Strategy's Expected Result/Impact                                   | Reviews   |     |     |           |
|--|----------|--|---|-----------|-----|-----|-----------|
|  |          |  |   | Formative |     |     | Summative |
|  |          |  |   | Nov       | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>Improve low-performing schools<br>1) Teachers will receive ongoing professional development from a Region 4 ELA consultant.       |          | Director of Teaching & Learning, Campus administration | EOC ELA scores will increase  |           |     |     |           |
| <b>TEA Priorities</b><br>Improve low-performing schools<br>2) Teachers will participate in PLCs to review student CBA data and ensure that instructional pacing is determined by making data driven decisions. |          | Campus administration                                  | Students ELA EOC scores will increase.                              |           |     |     |           |
| <b>TEA Priorities</b><br>Improve low-performing schools<br>3) Increase opportunities for students to receive additional instructional support per EOC areas. i.e. increase EOC tutorial offerings              |          | Campus administration                                  | Increase in the percentage of students meeting EOC approaches level |           |     |     |           |
| <b>Funding Sources:</b> 199 General Funds: SCE - 0.00  |          |  |   |           |     |     |           |
| = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue  |          |  |   |           |     |     |           |

## Goal 2: Focus on Academics and Enrichment - Mathematics

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on Mathematics - providing quality instruction and resources starting in PK to ensure that students master grade level concepts as measured by grade level assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 1:** Overall student scores on STAAR mathematics will increase by a minimum of 5% from 18/19 to 19/20.

**Evaluation Data Source(s) 1:** Grade level assessments, CBAs, STAAR

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

| Strategy Description   | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|----------|---------|-----------------------------------|---|-----|-----|-----------|
|  |          |         |                                   | Formative   |     |     | Summative |
|  |          |         |                                   | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>Build a foundation of reading and math<br>1) Teachers will participate in PLCs to review student CBA data and ensure that instructional pacing is determined by making data driven decisions.   |          |         |                                   |  |     |     |           |
| <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 2: Focus on Academics and Enrichment - Mathematics**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on Mathematics - providing quality instruction and resources starting in PK to ensure that students master grade level concepts as measured by grade level assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 2:** Overall student scores on EOC Algebra I scores will increase by a minimum of 5% from 18/19 to 19/20.

**Evaluation Data Source(s) 2:** EOC, benchmarks, AP scores

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college. 2. Build a foundation of reading and math.

| Strategy Description   | ELEMENTS | Monitor               | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|-----------------------|--|---|-----|-----|-----------|
|  |          |                       |  | Formative   |     |     | Summative |
|  |          |                       |  | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br>Improve low-performing schools<br>1) Provide tutorials and acceleration classes for struggling students   | 2.4, 2.5 | Campus administration | Increase percentage of students reaching Approaches on EOC and STAAR exams |  |     |     |           |
| <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 3: Focus on Academics and Enrichment - Writing

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on writing skills - providing quality instruction and resources starting in PK to ensure that students master writing TEKS at grade level as measured by grade level writing assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 1:** Overall student scores on STAAR writing will increase by a minimum of 5% from 18/19 to 19/20.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college.

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|----------|---|-----------------------------------|-----------|-----|-----|-----------|
|   |          |   |                                   | Formative |     |     | Summative |
|   |          |   |                                   | Nov       | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>Build a foundation of reading and math<br>1) Provide tools to teachers/staff that assure effective instruction | 2.4      | Associate Superintendent<br><br>Director of Teaching and Learning |                                   |           |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00, Title III: 263 - 0.00, 199 General Funds - 0.00  |          |   |                                   |           |     |     |           |
| = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue   |          |   |                                   |           |     |     |           |

**Goal 3: Focus on Academics and Enrichment - Writing**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on writing skills - providing quality instruction and resources starting in PK to ensure that students master writing TEKS at grade level as measured by grade level writing assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 2:** Overall student scores on EOC ENG I and II writing scores will increase by a minimum of 5% from 18/19 to 19/20.

**Evaluation Data Source(s) 2:** EOC, benchmarks, CBA's, SAT writing

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description  | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--------------------------|--|-----------|-----|-----|-----------|
|   |          |                          |  | Formative |     |     | Summative |
|   |          |                          |  | Nov       | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Recruit, support, retain teachers and principals<br>Build a foundation of reading and math<br>1) Provide English and ELA teachers professional development geared towards writing.<br>Contract with R4 for a mentor in ELA | 2.4      | Associate Superintendent | Increase in percentage of students achieving Approaches on STAAR and EOC exams |           |     |     |           |
| <b>TEA Priorities</b><br>Build a foundation of reading and math<br>2) Increase the number of opportunities for students to attend tutorials and receive additional support in specific content areas  |          | Campus administration    | Increase percentage of students obtaining approaches on STAAR and EOC exams    |           |     |     |           |
| <b>Funding Sources:</b> 199 General Funds: SCE - 0.00   |          |                          |  |           |     |     |           |
| = Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue  |          |                          |  |           |     |     |           |

## Goal 4: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education

**Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, and all members of our diverse population.**

**Performance Objective 1:** Develop hands-on science labs for students to garner a deep understanding of all sciences - including Biology, Chemistry, Earth Science

**Evaluation Data Source(s) 1:** STAAR, EOC, observations,

**Summative Evaluation 1:**

**TEA Priorities:** 3. Connect high school to career and college. 4. Improve low-performing schools.

| Strategy Description   | ELEMENTS   | Monitor               | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|--|-----------------------|---|---|-----|-----|-----------|
|  |  |                       |   | Formative   |     |     | Summative |
|  |  |                       |   | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Connect high school to career and college<br>Improve low-performing schools<br>1) Purchase 21st Century materials to fully equip a hands-on lab for science students.   | 2.4, 2.5, 2.6  | Campus Administrators | All science labs (STEM/RES/ECHS/HS/JH) will have the equipment they need for students as documented by teacher input. |    |     |     |           |
|  | <b>Funding Sources:</b> Title I: 211 - 0.00, Title III: 263 - 0.00, TIV: 289 - 0.00, 199 General Funds - 0.00, 199 General Funds: SCE - 0.00 |                       |   |   |     |     |           |
| 2) New STEM/ECHS teachers will attend project based learning training and attend strands that pertain to their area, as well as GT/PAP training.   |  | STEM/ECHS Principal   | Documentation that teachers have attended training.   |  |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |  |                       |   |   |     |     |           |

**Goal 4: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 2:** Royal ISD will develop effective Career and Technology Education programs which enable students to learn the skills necessary for career readiness.

**Evaluation Data Source(s) 2:** Total number of students enrolled in CTE program and the number receiving certifications.

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

| Strategy Description  | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|---|---|-----------|-----|-----|-----------|
|   |          |   |   | Formative |     |     | Summative |
|   |          |   |   | Nov       | Feb | May | Aug       |
| 1) Inform and notify students and parents regarding opportunities for advanced courses or dual-credit college enrollment.   |          | Counselors; teachers; Royal STEM/ECHS staff; principals | Increase number of students applying to Royal STEM/ECHS   |           |     |     |           |
| 2) Develop pathways providing students with industry certifications and dual credit/articulated credit opportunities.   |          | CTE Director; HS Counselors; Campus Principal           | Graduation plans completed for each student at the high school  |           |     |     |           |
| 3) Ensure that students are on track to obtain at least one endorsement and performance acknowledgement.  |          | CTE Director; HS Counselor; Campus Principal; CTE Staff | Collaborate with high school counselors to monitor student four year coherent sequence in order to obtain an endorsement.                           |           |     |     |           |
| 4) All CTE students will comply with the campus organizational structure of which includes campus dress code and conduct policy.                                  |          | CTE Director; HS Counselor; Campus Principal; CTE Staff | CTE teachers will spend time regularly stressing the importance of school structure, teacher expectations, regular attendance and academic success. |           |     |     |           |
| 5) CTE staff will provide opportunities for students to explore career opportunities in industries that are relevant to the area.                                 |          | CTE Director; HS Counselor; Campus Principal; CTE Staff | Each pathway will take at least one industry based field trip per school year to receive exploratory career knowledge.                              |           |     |     |           |
| 6) Post high school students will be surveyed through online tracking database and data collection will be taken on college, employment and military involvement. |          | CTE Director; HS Counselor; Campus Principal; CTE Staff | Surveys will be conducted annually to assess what students are involved in after high school graduation.  |           |     |     |           |

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Nov       | Feb | May | Aug       |
| 7) Implement and continue the public relations development through the use of local newspaper, school web page, school board recognition and end of the the school year banquet. |          | CTE Director; HS Counselor; Campus Principal; CTE Staff | Monthly updates to various media sources and hosting of a successful CTE End of Year Recognition Banquet. |           |     |     |           |
|  |          |   |   |           |     |     |           |

**Goal 4: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education**

Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 3:** Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

**Evaluation Data Source(s) 3:** Increase the use of innovative technologies for teaching and learning

**Summative Evaluation 3:**

**TEA Priorities:** 4. Improve low-performing schools. 3. Connect high school to career and college.

| Strategy Description  | ELEMENTS | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|--|---|---|-----|-----|-----------|
|   |          |  |   | Formative   |     |     | Summative |
|   |          |  |   | Nov   | Feb | May | Aug       |
| 1) Continue to build the capacity of district and campus level instructional leaders to effectively implement innovative technologies for teaching and learning.  |          | Technology Department; Campus Principals                   | Number of PD sessions attended by campus and district leaders; district/campus leader self-assessment                         |   |     |     |           |
| 2) Continue to provide ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement  |          | Technology Department                                      | Professional Development sessions and feedback; provide log of opportunities and use  |   |     |     |           |
| 3) Revise curriculum to reflect current technology standards (TEKS) and digital citizenship needs.  |          | Technology Department; Curriculum & Instruction Department | Updated and revised curriculum; evidence of implementation through lesson plan rubric   |   |     |     |           |
| 4) Continue to provide technology resources for campuses based on adopted standards for life-cycle replacements and to support ever emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication. |          | Technology Department                                      | Resources in place for teachers and students to use; Replace out of date lab and student technology with up-to-date equipment |  |     |     |           |
| 5) Create a district technology review committee for the purpose of leadership, design, and evaluation of technology planning.  |          | Technology department                                      | Meeting roster and agendas  |   |     |     |           |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|----------------------|----------|---------|-----------------------------------|-----------|-----|-----|-----------|
|                      |          |         |                                   | Formative |     |     | Summative |
|                      |          |         |                                   | Nov       | Feb | May | Aug       |
|                      |          |         |                                   |           |     |     |           |

**Goal 4: Focus on Academics and Enrichment - The Whole Child - Well Rounded Education**

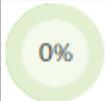
Provide effective teaching and learning that results in student mastery for successful college, career, and military readiness. RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, and all members of our diverse population.

**Performance Objective 4:** Inform and notify students and parents regarding opportunities for advanced courses or dual-credit college enrollment

**Evaluation Data Source(s) 4:** Number of students enrolled in advanced courses or dual-credit

**Summative Evaluation 4:**

**TEA Priorities:** 3. Connect high school to career and college.

| Strategy Description   | ELEMENTS | Monitor   | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|--|----------|---|-----------------------------------|---|-----|-----|-----------|
|  |          |   |                                   | Formative   |     |     | Summative |
|  |          |   |                                   | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Connect high school to career and college<br>1) Meet with students to discuss advantages of dual credit or AP   | 2.4, 2.5 | Associate Superintendent<br><br>Director of Teaching and Learning |                                   |  |     |     |           |
| <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 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:** Through family and community partnerships, we expect a 10% increase in access and opportunity for family/community participation in the educational process.

**Evaluation Data Source(s) 1:** Family / Community participation results

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

| Strategy Description  | ELEMENTS                                    | Monitor   | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|---|---|---|---|-----|-----|-----------|
|   |   |   |   | Formative   |     |     | Summative |
|   |   |   |   | Nov   | Feb | May | Aug       |
| <b>TEA Priorities</b><br>Connect high school to career and college<br>1) Provide district wide opportunities for awareness sessions that cover the following topics: graduation plans, PGPs, RTI, State testing requirements, college financial aid.  | 2.6, 3.1, 3.2                               | Associate Superintendent<br><br>Campus Principals;                        | Parent participation and feedback   |  |     |     |           |
|   | <b>Funding Sources:</b> Title I: 211 - 0.00 |   |   |   |     |     |           |
| 2) Increase elementary, middle & high school parent awareness of STAAR testing, End-of-Course examinations, and college readiness examinations  |   | Campus Principals   | Parent participation and feedback   |   |     |     |           |
| 3) Hold regularly scheduled parent meetings in order to: --Collaborate with parents on the annual revision of the District Written Parent Involvement Policy --Gather input from parents regarding the annual evaluation of the Title I program --Provide information on topics of interest to members of the District-Wide Education Improvement Committee | 2.6, 3.1                                    | Associate Superintendent;<br>Campus Principals; Federal Programs Director | Parent participation documented with sign-in sheets, revised parent involvement policy, completed annual evaluation |   |     |     |           |
| 4) Promote additional outreach efforts to parent/community volunteers by adding public service announcements to local networks and various forms of media/print outlets.  |   | Central Office Personnel; Campus Principals                               | Monthly Volunteer Reports; Log of public service  |   |     |     |           |

| Strategy Description   | ELEMENTS | Monitor                                     | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|---|--|---|-----|-----|-----------|
|  |          |   |  | Formative   |     |     | Summative |
|  |          |   |  | Nov   | Feb | May | Aug       |
| 5) Create a committee of volunteers to engage additional volunteers to mentor, tutor, and/or assist in classrooms.   |          | Central Office Personnel; Campus Principals | Monthly Volunteer Reports  |   |     |     |           |
| 6) Provide additional feedback/input/suggestions from parents and community members on what expectations are to assist and promote parent partnerships in the educational process.   |          | Central Office Personnel; Campus Principals | Parent Survey input  |   |     |     |           |
| <p><b>TEA Priorities</b></p> <p>Build a foundation of reading and math<br/>Connect high school to career and college</p> <p>7) Increase parent knowledge of the benefits of advanced courses and dual credit enrollment</p>  | 2.6, 3.2 | Principals                                  | Based on sign in sheets we will see a 5% increase on parent participation at informational nights. |  |     |     |           |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |   |  |   |     |     |           |

**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:** Engage parents and community by sharing information and including them in decision making to foster positive relationships.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description   | ELEMENTS      | Monitor   | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|---|--|-----------|-----|-----|-----------|
|  |               |   |  | Formative |     |     | Summative |
|  |               |   |  | Nov       | Feb | May | Aug       |
| 1) RISD will host a series of interactive events providing support and resources for parents/guardians and teachers.   |               | Federal Programs Director                               | Sign in sheets; minutes.   |           |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00  |               |   |  |           |     |     |           |
| 2) Purchase material from The Parent Institute in both English and Spanish that assists parents with college readiness, managing student behavior, realizing school expectations, etc. |               | Federal Program Director, Principals                    | Material on display at campuses for parents to take and read.  |           |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00  |               |   |  |           |     |     |           |
| 3) Purchase e-tips for District website.   |               | Federal Program Director                                | Parents being more informed as seen through observations and also by comments from parents regarding e-tips. |           |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00  |               |   |  |           |     |     |           |
| 4) Develop a Parent Advisory Committee with parents from each campus   | 2.6, 3.1, 3.2 | Federal Program Director                                | Establish parent partnerships  |           |     |     |           |
| 5) Increase parent knowledge of the benefits of advanced course and dual credit enrollment.  |               | Counselors; teachers; Royal STEM/ECHS staff; principals | Increase number of students applying to Royal STEM/ECHS  |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue   |               |   |  |           |     |     |           |

**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 3:** Create a Parent Advisory Committee to garner their input in such things as our Parent Compact, Family Engagement Policy, federal applications, district happenings.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**TEA Priorities:** 4. Improve low-performing schools. 2. Build a foundation of reading and math.

| Strategy Description  | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|--------------------------|--|-----------|-----|-----|-----------|
|   |          |                          |  | Formative |     |     | Summative |
|   |          |                          |  | Nov       | Feb | May | Aug       |
| 1) Reach out to campuses for names of parents to serve on various committees. | 3.1, 3.2 | Federal Program Director | Names of both Spanish and English speaking parents to serve on committees - a least eight parents. |           |     |     |           |
| 2) Provide multiple times for meetings to reach all parents                   | 3.1      | Campus Principals        | Increased attendance as shown through sign in sheets.  |           |     |     |           |



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**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 4:** Provide on line newsletters from R16 and Parent Institute

**Evaluation Data Source(s) 4:** Parent response via email

**Summative Evaluation 4:**

| Strategy Description  | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---|----------|--------------------------|-----------------------------------|-----------|-----|-----|-----------|
|   |          |                          |                                   | Formative |     |     | Summative |
|   |          |                          |                                   | Nov       | Feb | May | Aug       |
| 1) Purchase the on line newsletters from The Parent Institute to be shared via social media as well as printed out and on display at administration and campuses. |          | Federal Program Director | Increase of parent input by 5%.   |           |     |     |           |
| <b>Funding Sources:</b> Title I: 211 - 0.00   |          |                          |                                   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue   |          |                          |                                   |           |     |     |           |

## Goal 6: Focus on School Climate:

**Provide a healthy, safe, secure, and orderly environment for students, staff, families, and community by providing ongoing professional development and attracting and recruiting certified teachers.**

**Performance Objective 1:** Refine and continue staff in-service training in the specific areas of intruder detection and suppression with officers, campus administrators and other self-defense support resources.

**Evaluation Data Source(s) 1:** Number, type, and attendees of professional development sessions

### Summative Evaluation 1:

| Strategy Description   | ELEMENTS | Monitor                           | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|-----------------------------------|---|-----------|-----|-----|-----------|
|  |          |                                   |   | Formative |     |     | Summative |
|  |          |                                   |   | Nov       | Feb | May | Aug       |
| 1) Training will be provided by Police and Campus Principals for all staff in dealing with intruders and other unwanted safety threatening persons.  |          | RISD police;<br>Campus Principals | Number of training; sign-in sheets; drill logs with date & time                       |           |     |     |           |
| 2) Police will document their procedures and mock event training for inclusion in district safety plan for response to active shooter.   |          | RISD Police                       | District Safety Plan updated; log of training event with date, time, & place.         |           |     |     |           |
| 3) Development of District and Campus Safety plans   |          | RISD Police;<br>Campus Principals | Development of District Safety Plan placed on each campus and with the Superintendent |           |     |     |           |
| 4) Perform a detailed safety audit of all facilities that is inclusive of all facets of safety planning and response (e.g., Hazard Plan, intrusion, signage, disaster preparedness, etc.). |          | RISD Police                       | Report to RISD School Board and Superintendent. Submit a copy to the Superintendent.  |           |     |     |           |



100% = Accomplished    → = Continue/Modify    0% = No Progress    X = Discontinue

**Goal 6: Focus on School Climate:**

Provide a healthy, safe, secure, and orderly environment for students, staff, families, and community by providing ongoing professional development and attracting and recruiting certified teachers.

**Performance Objective 2:** In response to TEA's safe school priority and the required use of TIV funds for such, RISD will purchase material/tools to assist in keeping staff and students safe.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

| Strategy Description      | ELEMENTS | Monitor      | Strategy's Expected Result/Impact | Reviews   |     |     |           |
|---------------------------|----------|--------------|-----------------------------------|-----------|-----|-----|-----------|
|                           |          |              |                                   | Formative |     |     | Summative |
|                           |          |              |                                   | Nov       | Feb | May | Aug       |
| 1) Purchase Safe Sentinel |          | Police Chief |                                   |           |     |     |           |
|                           |          |              |                                   |           |     |     |           |

**Goal 6: Focus on School Climate:**

Provide a healthy, safe, secure, and orderly environment for students, staff, families, and community by providing ongoing professional development and attracting and recruiting certified teachers.

**Performance Objective 3:** Staff and students will be aware of signs and dangers of date-rape, bullying and other emotionally or physically harmful threats.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor                                       | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|---|---|-----------|-----|-----|-----------|
|  |          |   |   | Formative |     |     | Summative |
|  |          |   |   | Nov       | Feb | May | Aug       |
| 1) Train counselors in awareness strategies  |          |   |   |           |     |     |           |
| 2) Provide avenues for students to report date-rape or bullying activities. (HB 1942) i.e. online Bullying Reporting system  |          | Campus Administrators<br>Counselors           | Decrease of % of bullying reports.  |           |     |     |           |
| 3) Provide resources such as <a href="https://www.pacer.org/bullying/classroom/elementary/">https://www.pacer.org/bullying/classroom/elementary/</a> for bullying awareness... <a href="https://www.ptoday.com/campaign/request/pifirst/thanks">https://www.ptoday.com/campaign/request/pifirst/thanks</a> |          | Campus Administrators                         | 5% less reports of bullying   |           |     |     |           |
| 4) Provide training for principals and counselors on signs of suicide and steps to follow in the event of threats.   | 2.6      | Associate Superintendent                      | Registration rosters of class participants. PD sign in sheets.  |           |     |     |           |
| 5) Provide information in district informational handbooks that address sexual abuse and trafficking of children and increases awareness of teachers, students, and parents regarding sexual abuse and trafficking of children utilizing Educational Code Resources found under Section 38.004             |          | Associate Superintendent<br>Campus Principals | More profound awareness of such issues as demonstrated by an increase in possible instances where applicable. |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue  |          |   |   |           |     |     |           |

**Goal 6:** Focus on School Climate:

Provide a healthy, safe, secure, and orderly environment for students, staff, families, and community by providing ongoing professional development and attracting and recruiting certified teachers.

**Performance Objective 4:** District will continue to focus on recruiting, retaining, and building capacity of all staff to ensure that students are engaged in success building opportunities.

**Evaluation Data Source(s) 4:** Career fair results, teacher retention records

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

| Strategy Description  | ELEMENTS | Monitor     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|-------------|---|-----------|-----|-----|-----------|
|   |          |             |   | Formative |     |     | Summative |
|   |          |             |   | Nov       | Feb | May | Aug       |
| 1) HR will attend job fairs at universities and service centers.  |          | HR Director | Increase the number of Certified teachers<br>-General Ed<br>-Bilingual ED<br>-ESL certified |           |     |     |           |
| <b>Funding Sources:</b> TIV: 289 - 0.00   |          |             |   |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue |          |             |   |           |     |     |           |