

**Royal Independent School District**  
**Royal Early Childhood Center**  
**2019-2020 Campus Improvement Plan**



# Mission Statement

**Our mission is to develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: moral, intellectual, social, emotional, and physical.**

## Vision

**Royal Early Childhood Center, with children as its first priority, strives to be recognized as a leader in PK, K , and 1st grade education.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Royal Early Childhood is one of five campuses in Royal ISD. Royal ECC is located in Brookshire, Texas, and we just completed our eighth full year at our current location. Royal Early Childhood Center is the home of Royal's Pre-School Program for Children with Disabilities (PPCD) as well as pre-kindergarten and kindergarten. Two years ago we are adding first grade to the campus. The school opened The elementary campus needed more space, so the students returned to the Pattison school setting. The school sits in a predominantly rural setting that has evolved into a multicultural one with 513 students that are 72.9% Hispanic, 14.1 % Black, and 10.4% White and 2.2 Multi-Race.

We offer full day PK to all students. The 2016-2017 school year was the first year that we were able to offer all day PK. The PK grant funded the first two years of all day PK, and Royal ISD has funded the program since. Our first students to benefit from all day PK will be in seventh grade this year.

We implemented the Dual Language two way program in two kindergarten classrooms in the 2017-2018 school year. The children were chosen by administering the OLPT in Spanish to the Spanish or English depending on the home language. We have interacted with both the parents of the bilingual children and the monolingual children in a meeting with the bilingual director.

### Demographics Strengths

The Royal Early Childhood teachers and staff believe in continuous improvement. The teachers and staff have sought to find the highest quality programs to make the improvements that they knew were needed to meet the increasing demands of first grade. Instructional paraprofessionals assist the PK teachers by assisting with small group instruction in the classroom. Paras will assist during mini lesson instruction and during guided reading time. interventionist will offer reading intervention to kindergarten and first grade TIER 2 and TIER 3 students.

Teachers and staff use Fountas and Pinnell Phonics, Fountas and Pinnell Classroom System, Comprehension Tool Kit, Units of Study Writing and Kim Sutton Math to strengthen language arts and math skills. Interventionist use Level Literacy Intervention and Do the Math to provide additional support to help us reach our reading and math goals. Next Steps to Guided Reading and Istation Reading and Math are also used daily.

Bilingual teachers have been trained in the Gomez and Gomez model for dual language instruction. Royal ISD offers one way and two way dual language instruction. Reading/Language Arts, Science, and Social Studies are taught in Spanish. Math is taught in English. Students use the LOD

**in read aloud time and in other areas of the school.**

**With continued parental support, the district will continue offer two classes of Dual Language Two Way. Additional materials and professional development support will need to be offered to these teachers.**

**Teachers in kindergarten and 1st grade will test each student using the DRA kits to determine reading levels. During the 2019-20 school year, 86% of the monolingual kindergarten students met the end of the year goal in DRA. Eighty -two percent of the bilingual students met the end of year goal. Students are tested three times a year and improvement is documented and used to group in the classroom. Teachers will use the leveled readers located in the library to assist with guided reading instruction.**

**A change in scheduling for the 2019-2020 school year allows the interventionists to pull for either reading or math during the 90 min block of time or during small group time. Teachers will use this time to give guided reading instruction in their classroom. The students that are being pulled for intervention will have their guided reading time during center time.**

**TIER 2 & 3 students will receive instruction from either a reading paraprofessional or a reading teacher or an interventionist. The students are progressed monitored weekly. Kindergarten students use LLI and Do the math address weaknesses. Bilingual children receive instruction in Spanish using EDL and Do the Math.**

**All reading students participate in the TEKS Resource System and guided reading through leveled readers. Teachers also use Comprehesion Tool Kit and Fontas and Pinnell Classroom to improve our overall reading growth. With our local funding, Royal ECC will continue to ahare a librarian with the RES and maintain a library paraprofessional that will assist with library duties.**

**The TEKS Resource System and the PK Guidelines guide the instruction at Royal ECC. Students are monitored for progress through the use of checklists.**

**The kindergarten teachers use Kim Sutton Math and Texas Go Math by HMH and follow the scope and sequence established by the TEKS Resource System. Kindergarten chose to further assist 1st grade by adding skills to the YAG.**

**Students also receive early math intervention from a certified teacher or a paraprofessional. Students are assessed and placed according to their strengths or weaknesses into the math intervention classes. The students in math RTI are monitored monthly as well.**

**Royal ECC will continue to use Istation in PK, K, and 1st grade classrooms and the labs so that students will be using the same program as the elementary. The ECC will also encourage parents to allow students to use the "home" edition. Research shows that Istation helps students grow in skills predictive of future reading success. Istation's computer-adaptive curriculum and assessment are research-based and aligned to individual state standards.**

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** When examining reading scores on DRA, 81.9 percent of the bilingual kindergarten students met the end of year goal compared to 85.9 percent of the monolingual students. **Root Cause:** The district's Hispanic population is growing very quickly and highly qualified teachers are hard to recruit and hire.

# **Student Academic Achievement**

## **Student Academic Achievement Summary**

**Royal Early Childhood Center administered DRA and Istation testing at the beginning of the year, the middle of the year, and the end of the year. Each year the teachers and staff strive to improve the students' performance from the previous year by 5%.**

**Pre-Kindergarten students took the Circle tests three times a year. The results from these tests are used for grouping and planning. RTI folders are developed and students are progress monitored.**

**With our larger Hispanic population, it is imperative that we get keep parents involved in their child's education. One way we propose to do this is to continue to reach out to parents through the Dual Language Advisory Committee and creating a parent center for parents to volunteer to assist teachers and students.**

**Royal Early Childhood Center will work to improve our students to assist with the need identified for third grade: 3rd grade summary: we need to focus on males, AA and math. Gaps in ethnic groups need to be closed.**

**The EOY DRA scores reflected the best practices implemented in each monolingual classroom. The screening showed that 86% of our students were developed. In rhyming 85% of the students were developed. Blending word parts showed that 94% of the monolingual students were developed. Deleting Initial sounds had 56% mastery and deleting final sounds showed 41 % mastery. Graphophonemic knowledge showed that our students were 98% developed and letter to sound linking was at 96% mastery. Listening comprehension was 80%.**

**The EOY TEJAS LEE scores reflected the instruction of the bilingual classes. The screener showed 76% mastery. Identification of letters was mastered by 99%. Sound recognition was 100%. Rhyming was 50 %. Syllable segmentation is at 99% and identification of the beginning sound is at 99%. Final sound identification is at 88%. Blending of the sounds is at 83%. Word recognition was tested and showed 78% mastery. Listening comprehension is at 35% and Reading Comprehension is at 69%.**

**Students in kindergarten were also tested three times during the 2018-2019 year for progress in reading using DRA:**

### **Results for Monolingual Students:**

**BOY 36.99 % met goal**

**MOY 83.75% met goal**

**EOY 85.9 % met goal**

### **Results for BL students:**

**BOY 22.86% met goal**

**MOY 74.65 % met goal**

**EOY 81.94% met goal**

**First grade was at the elementary. The scores at EOY for bilingual students showed 44% had met the goal and monolingual students showed that 32.86 % met the goal.**

**Finally, since the ECC is counted with RES accountability and RES was labeled "Improvement Required", we are also. As such, we will work with the campus leadership team on the RES campus to identify weaknesses and act on these weaknesses to improve our ratings.**

### **Student Academic Achievement Strengths**

**Royal ECC kindergarten students were successful on DRA and I-Station. Improvement is still needed in the areas of listening comprehension.**

**The DRA scores for the kindergarten students showed tremendous growth from the BOY to the MOY testing. I believe with the additional time in the schedule for the 2019-2020 school year for guided reading and with the additional purchase of materials, that we will see more growth.**

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** DRA scores for first grade at the EOY showed 44% of bilingual students meeting the EOY goal and 32.86 % of the monolingual students meeting the EOY goal. **Root Cause:** Requirements for the testing of DRA consistently implemented across the district.

**Problem Statement 2:** STAAR 3rd grade math scores indicate that 42% of 176 (all students) did not meet the state standard . **Root Cause:** Minority sub pops are missing foundational math concepts.

**Problem Statement 3:** STAAR 3rd grade reading scores indicate that 51% of the students did not meet the state standard. **Root Cause:** Across all sub pops, there are weaknesses in skill levels in reading.

# School Processes & Programs

## School Processes & Programs Summary

Royal Early Childhood Center often recruits through the staff network on the campus. We retain the staff by offering a business like, but fun atmosphere where we try to accommodate many ideas and suggestions of the staff. We believe that each person should feel valued.

We believe in the core values of excellence, integrity, leadership, loyalty, respect, and selfless service. By building these core values, we maintain a staff that is loyal to Royal ISD.

*Excellence* for Royal ECC is the gold standard. We strive to reach our goals, and we BELIEVE we can! We are often given directives, and rather than shy away or say we cannot do it, we put our heads together and shine through!

We have *Integrity* at Royal ECC. We try to treat each child and parent the way we would like to be treated or the way we would want our children treated.

We believe in staff *Leadership*. We allow teachers and staff to develop into the great leaders that we know will be needed by the campus.

*Loyalty* to Royal ISD and Royal ECC is taught through out each day. *Respect* is given to each other, and we ask the same of our children and parents. Selfless Service can be identified on the campus when a staff member steps up to help even when it's not her child , rather, she just sees a need and volunteers to assist.

Royal ECC uses the TEKS Resource System as our curriculum. We believe in RTI and the earlier it's implemented the better. Guided reading, DRA, and Istation are an integral part of each day.

## School Processes & Programs Strengths

The strongest aspect about Royal ECC is our full day Pre-kindergarten program. This year aquired and additional monolingual pre-teacher. We now have nine full pre- k classroom. One teacher was a new hire and the other moved from the elementary campus. We have also created an art class. Students will visit art on the regular block rotation. This will allow students to express themselves creatively during the school day.

# Perceptions

## Perceptions Summary

**We have taken great measures in creating a climate where all stakeholders feel safe and welcomed upon entering. We try to create an environment that's conducive to learning...visibly, physically and internally. We take pride in our building, in displaying/highlighting student work and in providing a multitude of incentives to reward those who obtain excellence, while motivating others to work harder to achieve the same. We encourage participation from parents as well as the community. We make every effort to create opportunities for such, and we have numerous activities/programs throughout the year that highlight students' talents and promote parental support. We have adopted a positive behavior approach to student discipline and believe in training students to help develop the appropriate skills needed to function in society.**

**Our campus strives to provide a well-structured environment which is consistently safe and orderly, where teachers design quality lessons and make optimal use of instructional time. We support the premise that these are students' developmental years and we make every effort to afford each child an opportunity to explore and experience a variety of activities that will not only enhance him academically, but socially and emotionally, as well. We believe that Royal ECC has all the components needed to be a leader in PK and K education, and we try to convey that 100% of the time in 100% of all areas. We not only set high standards for our students, but for our teachers as well. However, we do recognize that academic gains must be made to take Royal ECC to the next level of recognition by TEA.**

**At Royal ECC, we also recognize that decisions should lead to quality learning for all students, support student achievement and a vision that assures learning for ALL. In addition, we recognize the importance of working within a framework that will foster continuous improvement. We understand that an effective school is one in which all the students learn the curriculum regardless of factors that would typically prevent such success. With these facts in mind, Royal ECC structures itself around seven correlates: (1) establishing a clear/focused mission; (2) conveying strong instructional leadership; (3) setting a climate of high expectations; (4) creating positive home-school relations; (5) frequent monitoring of student progress; (6) fostering a safe and orderly environment; and (7) providing equal opportunities for students to learn.**

**A parent survey was sent home to assess the needs of the campus. Thirty-six parent surveys were returned.**

- 1. 62% strongly agree that they receive information on what can be done at home to help their child improve or advance in his /her learning; 29% agree.**
- 2. 72% strongly agree that their child's teacher asked them to meet face to face at least once; 16% agree.**
- 3. 61% strongly agree that my child's school is very good about staying in touch with the parent (e.g., letters, phone calls, or e-mails) 28% agree; 4% were neutral.**
- 4. 66% strongly agree that when their child's school communicates with them, it is easy for them to read or understand; 22% agree.**

5. **57% strongly agree that when they have a question, concern ,or comment about their child, the teacher or principal gets back to them right away; 30% agree; 3% were neutral.**
6. **57% strongly agree that they are invited to meetings so they can learn about what is going on in the school( e.g., issues or policies); 33% agree; 3% neutral; 2% disagree.**
7. **50% strongly agree that there are many different ways they can be involved with the school, either at the school itself, or at home in the community; 36% agree; 7% neutral.**
8. **58% strongly agree that they receive regular updates from the teacher on the child's progress; 27% agree; 7% neutral.**
9. **53% strongly agree that that they receive information on what their child should learn and be able to do in each grade in school; 33% agree; 6% neutral.**
10. **57% strongly agree that their child's teacher adjusts her/his teaching styles to meet the academic needs of the child; 25% agree; 8% neutral.**
11. **37% strongly agree that their child is challenged by the school's curriculum; 33% agree; 12% neutral; 5 % disagree.**
12. **49 % strongly agree that their child receives the academic support needed to meet his/her individual needs; 34% agree.**
13. **54% strongly agree that their involvement at school is valued; 29% agree; 9% neutral.**
14. **60% strongly agree that the school is a friendly environment for students, parents, and families; 29% agree; 3% neutral.**
15. **62% strongly agree that their child's school is a safe place to learn; 27% agree.**
16. **63% strongly agree that the school respects all cultures and diversity; 27% agree.**
17. **55% strongly agree that the school keeps them informed about the child's progress; 33% agree; 3% neutral.**
18. **51% strongly agree that the school keeps them informed about what their child is learning; 36% agree.**
19. **57% strongly agree that the school makes them feel welcome; 33% agree; 1% neutral.**
20. **58 % strongly agree that the school communicates in a language that they can understand; 32% agree**
21. **53% strongly agree that the school has high expectations for their child; 35% agree; 3 % neutral.**
22. **58 % strongly agree that the school gives their child meaningful assignments that help the child learn; 28% agree.**

23. 54% strongly agree that the school encourages their child not to give up on challenging work; 33% agree.
24. 50% strongly agree that the school provides their child with extra help when needed; 33% agree; 7% neutral.
25. 53% strongly agree that the school is preparing their child well to be promoted to the next grade level; 34% agree.
26. 58% strongly agree that the school is kept clean; 30% agree; 2% neutral.
27. 50% strongly agree that their child is safe at school; 38% agree.
28. 48% strongly agree that there is an adult whom the child trusts and can go to for help with a problem; 36 % agree;6% neutral.
29. 42% strongly agree that students with disabilities are included in all school activities (lunch, class trips, etc. ) 31% agree; 13% neutral.
30. 52% strongly agree that they would recommend this school; 32% agree; 5% neutral.
31. 50% strongly agree that the school is headed in the right direction. 33% agree; 7% neutral.
32. 47% strongly agree that they attended a parent/teacher conference. 36% agree; 7 neutral.
33. 55% strongly agree that they have been invited to an event at school. 33% agree; 3 % neutral.
34. 52% strongly agree that they communicated with school staff about their child's progress. 33% agree; 3% neutral.

### **Perceptions Strengths**

- 62% strongly agree that they receive information on what can be done at home to help their child improve or advance in his /her learning; 29% agree.
- 72% strongly agree that their child's teacher asked them to meet face to face at least once; 16% agree.
- 61% strongly agree that my child's school is very good about staying in touch with the parent (e.g., letters, phone calls, or e-mails) 28% agree; 4% were neutral.
- 66% strongly agree that when their child's school communicates with them, it is easy for them to read or understand; 22% agree.
- 60% strongly agree that the school is a friendly environment for students, parents, and families; 29% agree; 3% neutral.

**63% strongly agree that the school respects all cultures and diversity; 27% agree.**

**62% strongly agree that their child's school is a safe place to learn; 27% agree.**

**By examining the survey, parents feel that we communicate well with them, offer them opportunities to meet face to face, respect all cultures, and the school is a safe place to learn.**

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents completing the survey were concerned about the treatment of students in the cafeteria. **Root Cause:** After examining the comments, the staff has agreed to put more personnel in the cafeteria in the mornings .

# Priority Problem Statements

**Problem Statement 1:** When examining reading scores on DRA, 81.9 percent of the bilingual kindergarten students met the end of year goal compared to 85.9 percent of the monolingual students.

**Root Cause 1:** The district's Hispanic population is growing very quickly and highly qualified teachers are hard to recruit and hire.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** DRA scores for first grade at the EOY showed 44% of bilingual students meeting the EOY goal and 32.86 % of the monolingual students meeting the EOY goal.

**Root Cause 2:** Requirements for the testing of DRA consistently implemented across the district.

**Problem Statement 2 Areas:** Student Academic Achievement

**Problem Statement 3:** Parents completing the survey were concerned about the treatment of students in the cafeteria.

**Root Cause 3:** After examining the comments, the staff has agreed to put more personnel in the cafeteria in the mornings .

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** STAAR 3rd grade math scores indicate that 42% of 176 (all students) did not meet the state standard .

**Root Cause 4:** Minority sub pops are missing foundational math concepts.

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** STAAR 3rd grade reading scores indicate that 51% of the students did not meet the state standard.

**Root Cause 5:** Across all sub pops, there are weaknesses in skill levels in reading.

**Problem Statement 5 Areas:** Student Academic Achievement

**Problem Statement 6:** Individual student engagement in early literacy is weak.

**Root Cause 6:** Lack of center resources

**Problem Statement 6 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Communications data
- Study of best practices
- Other additional data

# Goals

## Goal 1: Focus on Academics and Enrichment

**Provide effective teaching and learning that results in student mastery for successful college and career readiness.**

**Performance Objective 1:** By implementing the district curriculum along with research-based instructional strategies to strengthen the instructional core, ECC will focus on Mathematics providing quality instruction and resources starting in pre-kindergarten to ensure that all students perform on grade level as measured by Istation and Circle testing.

**Evaluation Data Source(s) 1:** Istation reports will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide TEKS Resource System Curriculum Development for Kindergarten teachers to study TEKS for the upcoming grading period, instructional strategies, performance indicators, and academic vocabulary activities.		Instructional Specialists; Campus Principal	Improved scores on testing for campus				
<b>Comprehensive Support Strategy</b> 2) Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs.		Instructional specialists, Campus Administrative Team	Minutes from meetings/exit tickets; improved instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
<b>Comprehensive Support Strategy</b> 3) Continue to implement RTI intervention for students in TIER 2 and 3 for campus improvement.		Campus Administrative team, and Intervention Teachers	Record of student attendance in RTI classes, parent conferences, and progress monitoring records.				
	<b>Funding Sources:</b> Title I: 211 - 120000.00						
<b>Comprehensive Support Strategy</b> 4) PK, K, and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, share/guided reading and writing, vocabulary building, word recognition and phonemic awareness.		Administrative staff	Checklists				
	<b>Funding Sources:</b> Title I: 211 - 500.00						
5) Promote and extend early mathematics development based on the PK guidelines and the NCTM standards which include the content areas of number concepts, extending patterns, naming and recognizing shapes, understanding measurement, and sorting objects.		Administrative Staff	Grading period checklists, CIRCLE assessment, Classroom walkthroughs				
	<b>Funding Sources:</b> Title I: 211 - 500.00						
6) Learning Centers for PK, K, and 1st grade classrooms will be established to provide independent learning, as well as, student choice. These centers will include, but not limited to, bilingual centers literacy centers, math centers, social studies centers, science centers and technology.		Team leader and principal	Lesson plans				
	<b>Funding Sources:</b> Title I: 211 - 0.00, Title III: 263 - 0.00, TIV: 289 - 0.00						
7) Support learning by providing real life experiences through field trips that are in line with the TEKS Resource System and PK Guidelines. Some examples include visits to farms where children can learn about plants and animals, dairy, manufacturing facilities, museums and theaters.		Team leaders and Administrative Team	Sign-in sheets; students can explain/demonstrate learning				
	<b>Funding Sources:</b> Title I: 211 - 2500.00						
8) Increase the number of Spanish books in the library.		Librarian and principal	More books for Spanish speaking families to read.				
	<b>Funding Sources:</b> 199 General Funds - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
9) Maintain a system of monitoring & assessing the delivery of curriculum, engaging student lessons with strategic walk-throughs		Campus teams; principal	Improved teacher and student outcomes				
10) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor			Special Education students will increase their performance rate by 10% in the area of Math				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Goal 1: Focus on Academics and Enrichment**

Provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 2: Increase student attendance at the ECC to 97.5%**

**Evaluation Data Source(s) 2:** Attendance rate as measured by Average Daily Attendance from PEIMS reports

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) The campus PEIMS clerk and campus principal will monitor student attendance on a weekly basis and review reports.		Campus PEIMS Clerk, Campus Teachers, and Campus Principal	Weekly reports kept in binders. Weekly attendance rates will meet or exceed 96.5%.				
	<b>Funding Sources:</b> 199 General Funds - 27000.00						
2) Assist with enforcing district truancy policy.		Campus PEIMS clerk, principal	Number of referrals to the local judicial system for truancy				
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Goal 1:** Focus on Academics and Enrichment

Provide effective teaching and learning that results in student mastery for successful college and career readiness.

**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 in use of innovative technologies including Eduphoria, Istation, Reading A to Z, Jr. and CLI Engage.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Continue to provide a Technology teacher in the ECC computer lab for easier access to Istation.		Principal	Improved time on Istation. Use computer lab A & B				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1: Focus on Academics and Enrichment**

Provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 4:** By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on early literacy providing quality instruction and resources starting in Kindergarten to ensure that all students read on grade level as measured by DRA, Istation and Circle testing.

**Evaluation Data Source(s) 4:** Istation reports, DRA levels and running records will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor.			Special education students will increase their performance rate by 10% in the area of reading				
= Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue							

**Goal 1: Focus on Academics and Enrichment**

Provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 5:** By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on writing skills providing quality instruction and resources starting in pre-kindergarten to ensure that all students write on grade level as measured by writing rubrics created based on learning objectives.

**Evaluation Data Source(s) 5:** Student writing samples.

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor.			Special education students will increase their performance rate by 10 % in the area of writing.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 1: Focus on Academics and Enrichment**

Provide effective teaching and learning that results in student mastery for successful college and career readiness.

**Performance Objective 6:** By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on reading, writing and math skills. Providing quality instruction and resources starting in pre-kindergarten to ensure that all students are able to solve mathematical problems on grade level as measure by Istation and Circle Testing

**Evaluation Data Source(s) 6:** Istation, circle testing and unit test.

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) All pre-k -1st grade teachers will implement the Kim Sutton Math Program. Students will receive guided instruction on how to solve mathematical problems in various way..		Campus leadership and classroom teachers	Students will show academic succes on unit test, istation and circle testing				
<b>Funding Sources:</b> 199 General Funds: SCE - 0.00							
= Accomplished                      = Continue/Modify                      = No Progress                      = Discontinue							

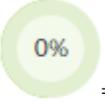
## Goal 2: Focus on Human Capital and Organizational Development: Recruit and hire qualified teachers and paraprofessionals and support them with professional development.

**Performance Objective 1:** Increase the capacity of teacher leadership to facilitate collaboration

**Evaluation Data Source(s) 1:** Student achievement data will be evaluated to determine success including, but not limited to, CIRCLE Assessment for PK, Istation for PK, K, and 1st , DRA/EDL 2 for K and 1st.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Continue to build teacher leaders who can provide staff development in the areas of lesson plans, guided reading, and other instructional strategies to improve learning across the campus.		Team leaders, Principal	Improvement in Lesson plans, newsletters, agendas				
<b>Comprehensive Support Strategy</b> 2) Continue to provide ongoing coaching through the use of instructional specialists, the administrative team, and learning walks.		Instructional specialists, campus administrative team	Sign-in sheets for PD, classroom walkthrough data, CARA process				
<b>Comprehensive Support Strategy</b> 3) Provide professional development on strategies to improve reading through guided reading.		Team leaders and campus leadership	Sign-in sheets, increased scores from BOY to EOY.				
<b>Funding Sources:</b> Title I: 211 - 2300.00							
4) Provide training on ELL strategies to all BL and ESL teachers and instructional aides. Provide ELPS & TELPAS training.		BL Director, Principal	Improved academic results				
<b>Funding Sources:</b> Title III: 263 - 500.00							
5) Provide LPAC training for ESL/Bilingual teachers, administrators, and LPAC parent.		Principal	Improved success of committee.				
6) Work to retain highly qualified teaching staff and continue to recruit a well-trained and diverse population of teachers. Use Talent Ed to post all opening and attend job fairs as needed.		Campus Principal	Improved learning across the campus				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
7) Instructional specialists will provide in class support and planning assistance for all teachers; Provide weekly PLC meetings for sharing strategies for improved instruction.		Campus Principal	Improved instruction; documented coaching "in the moment"				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

### Goal 3: Build a foundation for early literacy/reading and math.

**Performance Objective 1:** Seventy-five percent of the students in PK, K, and 1st grade will meet or surpass the requirements for grade level assessments.

**Evaluation Data Source(s) 1:** Using CIRCLE, Istation, and DRA/EDL2 the campus will meet the required goals.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) All students will receive TIER 1 instruction. Students in need of assistance as identified by the grade level assessments will receive TIER 2 instruction in a teacher small group. TIER 2 groups will be progress monitored.		Campus Leadership, classroom teacher	Students will show academic success on the assessment for their grade level.				
<b>Funding Sources:</b> 199 General Funds - 150000.00							
2) Kindergarten and 1st Grade teachers will continue to use the TEKS resource system and the leveled readers to assist with reading development. All students will participate in guided reading instruction and small groups daily. Teacher will also use the leveled literacy kits purchased in English and Spanish, as well as, the guided reading books organized in the library. The librarian will provide the principal with a list of books checked out by teacher monthly.		Campus leadership team, team leaders	Improved DRA/EDL2 scores across the campus				
<b>Funding Sources:</b> 199 General Funds: SCE - 5000.00							
3) Provide mini ipads for each classroom to ensure that Istation reading and math skills are being developed during center time.		Campus leadership team.	Increased minutes across the campus and a year's growth determined by classroom.				
4) Work with teachers on the differences between accommodations and modifications to ensure students are working on grade level with a high level of rigor			Special Education students will increase their performance rate by 10% in the area reading and Math				
<b>TEA Priorities</b> Build a foundation of reading and math 5) Purchase in-class literacy centers	2, 3, 3	Principal	Students engaged in self-reading.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 3:** Build a foundation for early literacy/reading and math.

**Performance Objective 2:** Seventy-five percent of the students in PK, K, and 1st grade will meet the grade LEVEL expectations for math as determined by Istation.

**Evaluation Data Source(s) 2:** Istation results improve monthly

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide strategic and prescriptive math instruction and interventions through the RTI program on the campus and through small group instructions. Students with Disabilities and bilingual students will receive targeted assistance by paraprofessionals.		Teachers; campus leadership team	Improved math scores				
2) Utilize Istation computerized program for independent math practice in school and at home for all students.		Teachers and campus leadership team	Math growth				
3) Provide RTI Supplemental materials for students in Tier II and Tier III Interventions for math in English and Spanish as needed.		Teachers; interventionists, campus leadership team	TIER2 and 3 students grow in math strategies				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the education of our students.

**Performance Objective 1:** Improve all communication with parents

**Evaluation Data Source(s) 1:** Communication comments/feedback reflect that parents are informed and involved in events.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Call outs and student flyers to all parents about important events and holidays.		Office staff; principal	Improved attendance at events.				
2) Continue to update calendar on website.		Principal; office staff	Parents are knowledgeable of events.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Goal 4:** Family and Community Engagement: Engage family and community members to be active partners in the education of our students.

**Performance Objective 2:** Through family and community partnerships, Royal ECC will expect a 10% increase in access and opportunity for family/community participation in the educational process.

**Evaluation Data Source(s) 2:** Family/community participation results

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Continue to offer Family Events that will assist parents with materials and strategies for success.; Encourage attendance by family members at district sessions.		Campus leadership team; classroom teachers	Improved results in DRA/EDL2, Istation and CIRCLE				
2) Host the annual Title 1 Parent Meeting to collaborate with parents on the annual revision of the District Written Parent Involvement Policy.		District level administrators	Meet requirements for Title 1				
3) Disseminate School-Parent -Student Compacts indicating each group's responsibilities to ensure student achievement		Teachers, principals, office staff	Increased number of compacts returned				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 5: Public Communication: Improve student achievement and build community support by creating and implementing a proactive, strategic communication plan.

**Performance Objective 1:** Improvement in all communication with parents and community.

**Evaluation Data Source(s) 1:** Involvement and communication will increase by 10%.

**Summative Evaluation 1:** Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Send home all notes in English and Spanish. Send home flyers for special events; utilize school messenger for quick updates and reminders for meetings and events.		Team leader, principal, office staff	Less phone calls about events.				
2) Conduct a GT meeting for parents of students in the Gifted and Talented program by March.		GT staff and principal	Improved attendance at meeting				
3) Encourage a grade level representative at all PTO meetings.		Team leaders	Improved communication and coordination.				
4) Contact all parents for parent conferences in fall and spring semester.		Teachers, office staff, campus leadership team	Increased parent attendance.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs.
1	1	3	Continue to implement RTI intervention for students in TIER 2 and 3 for campus improvement.
1	1	4	PK, K, and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, share/guided reading and writing, vocabulary building, word recognition and phonemic awareness.
2	1	2	Continue to provide ongoing coaching through the use of instructional specialists, the administrative team, and learning walks.
2	1	3	Provide professional development on strategies to improve reading through guided reading.

# 2019-2020 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Belinda Williams	
Classroom Teacher	Nancy Reyes	
Classroom Teacher	Alicia Garcia	
Classroom Teacher	Beatriz Rojas	
Non-classroom Professional	Cesar Miranda	
Paraprofessional	Kenadi Jackson	
Substitute/Parent	Faira Curry	
Classroom Teacher	Lilia Brents	
Non-classroom Professional	Sherrice Jones	
Non-classroom Professional	Byron Hunter	
Parent	Valerie Hinojosa	

# Campus Funding Summary

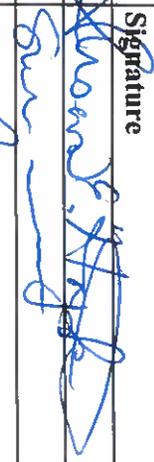
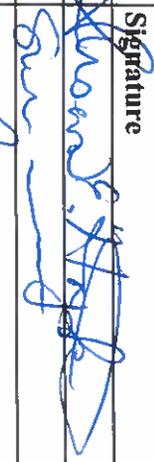
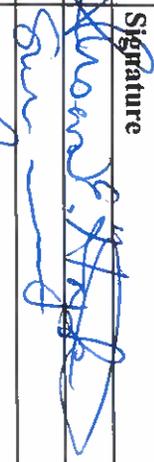
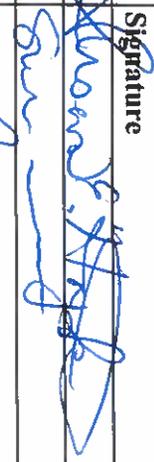
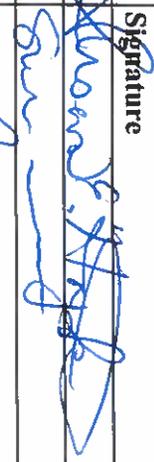
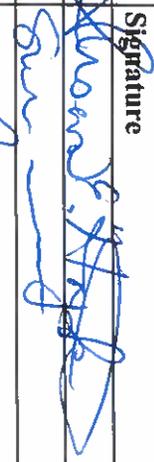
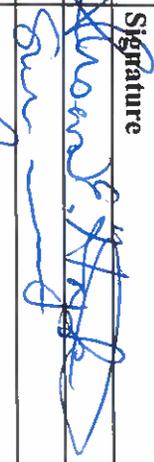
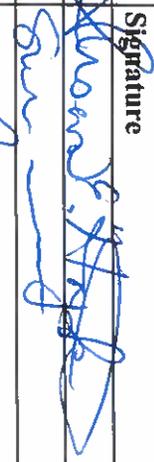
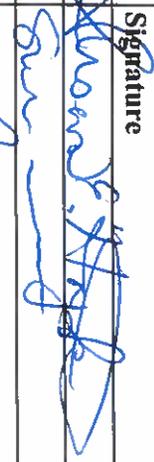
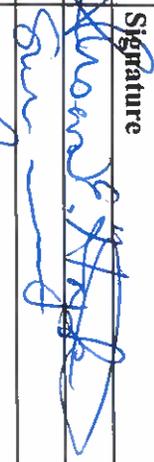
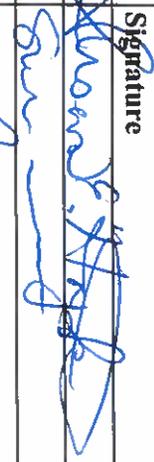
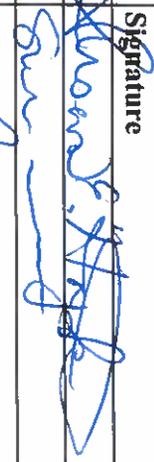
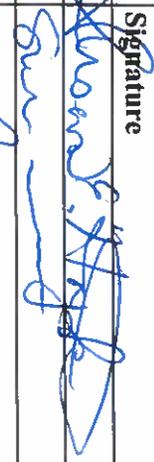
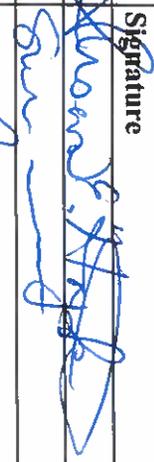
<b>Title I: 211</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Salaries and materials		\$120,000.00
1	1	5			\$500.00
1	1	6			\$0.00
1	1	7			\$2,500.00
2	1	3			\$2,300.00
<b>Sub-Total</b>					\$125,300.00
<b>Title III: 263</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	6	Listening centers		\$0.00
2	1	4			\$500.00
<b>Sub-Total</b>					\$500.00
<b>199 General Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8			\$3,000.00
1	2	1			\$27,000.00
3	1	1	Salaries		\$150,000.00
<b>Sub-Total</b>					\$180,000.00
<b>199 General Funds: SCE</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	Resources need to support district math program		\$0.00
3	1	2	Additional DRA kits, App		\$5,000.00

199 General Funds: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
<b>Sub-Total</b>					\$5,000.00
TIV: 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Listening centers		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$310,800.00

# Addendums

# 2017-18 Site Based Decision Making Team

Meeting Date: May 3, 2018

Committee Role	Name	Position	Signature
Administrator	Susie Hopkins	Principal	
District-level Professional	Susan Cardiff	Federal Programs/SCE	
Business Representative	Russell Klecka	Waller County Commissioner	
Classroom Teacher	Mabely Lituma	PK BL teacher	
Classroom Teacher	Jana Mostert	PK teacher	
Community Representative	Sam Eng	Community Representative	
Paraprofessional	Noemi Carranza	Paraprofessional	
Paraprofessional	Brenda Connor	Paraprofessional	
Classroom Teacher	Katherine Henry	1st grade teacher	
Classroom Teacher	Heather Bozeman	1st grade teacher	
Classroom Teacher	Keri Houston	Kindergarten Teacher and team leader	
Classroom Teacher	Emma Guevara	BL Kindergarten Teacher	
Classroom Teacher	Carol Pagel	Math Intervention Teacher	
Classroom Teacher	Quiana Jackson	Special Ed. Inclusion Teacher	
Parent	Maria Gomez	Parent	