

Royal Independent School District

Royal Early Childhood Center

2022-2023 Campus Improvement Plan

Accountability Rating: B



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
School Context and Organization	10
Technology	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.	16
Goal 2: Focus on Human Capital and Organizational Development: Recruit and hire qualified teachersand paraprofessionals and support them with ongoing professional development that will lead to successfor all students.	22
Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.	24
Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.	26
Goal 5: Communication: Improve student achievement and build community support by creating and implementing a proactive, strategic communication plan that encouruages the success for all.	28
2022-2023 Site Based Decision Making Team	29

Comprehensive Needs Assessment

Revised/Approved: June 23, 2022

Demographics

Demographics Summary

Royal Early Childhood Center (ECC) is one of five campuses in Royal Independent School District located in Brookshire, Texas. Brookshire is a rural community near an up and coming business corridor. Royal Early Childhood Center is home to prekindergarten through first grade students. This campus also houses students in our Early Childhood Special Education Program (ECSE). Early Childhood Special Education (ECSE) is a federal and state mandated program for children with disabilities ranging from ages 3-5.

Approximatley 450 students are enrolled on campus and student subgroups are broken down as follows: 72.9% Hispanic, 14.1% Black, 10.4% White and 2.2% Multi-Race students.

Royal Early Childhood Center has a total of 64 staff members consisting of 2 administrators, 1 counselor, 2.5 instructional coaches, 1.5 interventionists, 28 homeroom teachers, 5 additional support professionals (nurse, 2 P.E, teachers, music teacher, in class suppor teacher), 16 paraprofessionals, and 4 clerical staff.

Demographics Strengths

1. We have consistency amongst staff. 88% of the staff are returning RISD staff members.
2. We have increased our prekindergarten aide positions to provide an aide for prekindergarten classrooms.
3. There is increased opportunity with the split literacy coach/intervention position to provide additional support to the staff and interventions to students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An increase number of prekindergarten students are enrolling with undiagnosed disabilities and an increased number of students in kinder/1st grade have not been enrolled in school. These students have increased level needs for support and remediation. **Root Cause:** COVID is still impacting the productivity of our educational institution. There is data that supports more intervention, instructional, and behavioral accommadations are provided to serve our student population. Social-emotional needs have greatly increased and students need intensified supports.

Student Achievement

Student Achievement Summary

During the 2021-2022 school year Royal Early Childhood Center administered DRA and Istation testing at the beginning, middle, and end of the year for all first grade students. Each year the teachers and staff strive to improve the students' performance from the previous year by 5%.

Pre-Kindergarten students take the Circle assessment and Kindergarten students take TxKea two times a year. Test results are used to guide small group instruction and determine the need for additional intervention.

Royal Early Childhood Center will continue to improve our students overall reading and math performance to aid in closing the achievement gap.

Kindergarten Results for Monolingual Students Vocabulary:

EOY On Track 51% met goal

Kindergarten Results for Monolingual Students Letter Names:

EOY On Track 76% met goal

Kindergarten Results for Monolingual Students Spelling:

EOY On Track 49% met goal

Kindergarten Results for Monolingual Listening Comprehension:

EOY On Track 73% met goal

Kindergarten Results for Monolingual Students Letter Names:

EOY On Track 76% met goal

Kindergarten Results for Monolingual Students Decoding:

EOY On Track 52% met goal

Kindergarten Results for Monolingual Students Letter Sound:

EOY On Track 63% met goal

Kindergarten Results for Monolingual Students Blending:

EOY On Track 49% met goal

Kindergarten Results for Bilingual Students Vocabulario:

EOY On Track 82% met goal

Kindergarten Results for Bilingual Students Ortografia:

EOY On Track 79% met goal

Kindergarten Results for Bilingual Students Decofificacion:

EOY On Track 74% met goal

Kindergarten Results for Bilingual Students Combinacion de Sonidos:

EOY On Track 65% met goal

Kindergarten Results for Bilingual Students Comprension Auditiva:

EOY On Track 85% met goal

First Grade DRA Results for Monolingual Students:

EOY 39% met goal

First Grade EDL Results for Bilingual students:

EOY 46% met goal

First Grade DRA/EDL Results for Dual students:

EOY 61% met goal

First Grade Istation Overall Results for All Students:

EOY 70% met goal

Kindergarten Istation Overall Results for All Students:

EOY 67% met goal

Prekindergarten Istation Overall Results for All Students:

EOY 67% met goal

Student Achievement Strengths

1. 1st Dual Language is performing well with EOY reading levels.
2. Math ISIPs are above 70% for all 1st graders.
3. Listening comprehension (>78%), Letter Name (>75%) have high percentages in Kindergarten.
4. Social Emotional Comp. are at an increased level in Prekindergarten and Kindergarten.
5. Rapid Letter Naming and Overall Measures for Vocabulary and Phonological Awareness are above 70%.
6. PK Bilingual students are performing exceptionally well in most literacy assessment categories.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Improving on level first grade readers is a need that has been identified at the campus. **Root Cause:** Students beginning the year significantly below grade level expectations impacts ending at the target for the grade level.

Problem Statement 2 (Prioritized): Improving phonics in prekindergarten and kindergarten would provide a stronger foundation for readers. **Root Cause:** More time is needed to develop in these areas. Other instructional needs took president during the 2021-2022 school year daily schedule and intervention times.

Problem Statement 3: Prekindergarten students are not performing well on ISIP assessments. **Root Cause:** Students took the assessments in the computer lab with the paraprofessional educators, not homeroom teachers. The use of a chromebook and not tablets has decreased student independence with completing the assessments in a fluid manner.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All professional positions, excluding a librarian and Prekindergarten monolingual teacher are highly qualified applicants as required by TEA. All paraprofessional staff members hold their Educational Aide certificates as required by TEA.

In the 2021-2022 academic year Royal Early Childhood Center employed 26 homeroom teachers including ECSE, 1 interventionist, 2 instructional coaches, 2 administrators, 1 counselor, 1 PEIMS Clerk, 1 nurse, 1 nurse aide, 1 part-time librarian, 1 campus secretary, 1 in-class support teacher, 3 ancillary teachers, and 16 para-professionals.

RISD recruits at several universities; local, state and national conferences.

Classroom teachers attend various professional development throughout the school year. Professional development is provided by campus administration, instructional coaches, Region 4 ESC, and other outside vendors. Professional development is offered on established district calendar days and through weekly professional learning community meetings. Staff are extended the opportunity to attend sessions at Region 4 ESC that support our campus goals of English as a Second Language certification, Gifted and Talented Certification, and Special Education Self-Contained instruction for ECSE.

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

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

Staff Quality, Recruitment, and Retention Strengths

88% of the teaching staff returned to the campus or district for the 2022-2023 school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum used for instruction is based on the TEKS Resource System and Prekindergarten Guidelines. This is a state-wide adopted curriculum available for purchase by subscription to school districts. The material purchased for Tier 1 instruction includes the following: Fountas and Pinnell/Units of Study for Writing/Teaching Strategies (Language Arts), Eureka Math (Mathematics), and Stemscopes (Science). Students in first grade are administered unit assessments for each content area.

For Tier 2 intervention for RtI (small group), the District Curriculum and Instruction Department has provided Math Context for Learning, Do the Math, Leveled Literacy Intervention and Soluciones. For students requiring Tier 3 intervention for reading, the District Curriculum and Instruction Department has provided Do the Math and leveled text for balanced literacy small group instruction. Additionally, I-Station will be a monthly progress monitoring tool used by the RtI team and teachers.

Teachers have access to multiple online resources such as Handwriting without Tears, Epic, SeeSaw, IXL, Stemscopes, and Reading A-Z.

The campus has opted to assess students' reading comprehension levels through DRA/EDL testing for all first grade and kinder students (second semester). Fountas and Pinnell is used in grades K-1st to monitor the progress of students' phonics skills that range from letter identification through multisyllabic words.

Curriculum, Instruction, and Assessment Strengths

1. Interventions are provided in both English and Spanish.
2. RtI Interventions are provided in reading and math.
3. Each grade level is afforded 2 field trips.
4. The TEKS Resource System has been adopted by the school district as the curriculum source guide.
5. During 2021-2022 school year, Royal Early Childhood Center purchased additional balanced literacy classroom resources in English and Spanish for all classrooms.
6. RECC has content area instructional coaches for language arts, math and science.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student data continually shows a need for increased phonics development. **Root Cause:** The schedule only allows for a specific time period to be devoted to phonics words study daily. While teachers incorporate sections during whole group and small group, more time would benefit the students growth and development in order to transfer these skills into reading. Due covering all daily content expectations, the pacing provided is followed.

Parent and Community Engagement

Parent and Community Engagement Summary

Royal Early Childhood Center reaches out to the community looking for active partnerships in a variety of ways.

Meet the Teacher and Open House occurs for RECC before within the first two months of school to establish relationships and openly communicate with parents.

School Messenger is our communication system with parents via emails, calls and sends text messages to them in English and/or in Spanish.

RECC has local volunteers who support teachers in the classroom and sign up for special events, programs, and other campus needs.

RECC participates in the annual FFA parade on mainstream with students and staff.

RECC hosts literacy, math, and fine arts nights for parents and students.

Parent and Community Engagement Strengths

1. Parents serve in our LPAC and participate in meetings.
2. Local churches, organizations, and businesses volunteer time on campus, donate school supplies, food for Back Pack Buddies, shoes, and other holiday donations.
3. Parents/Guardians attend Meet the Teacher Night, Open House, Reading Night, Math Night and a Science Fair.
4. Teachers maintain contact logs and hold parent conferences in the fall and again in the spring for all students.
5. RECC holds its annual Thanksgiving Luncheon for parents and community members.

School Context and Organization

School Context and Organization Summary

Royal Early Childhood Center functions with approximately 450 students in grades PK-1st grade. The staff are equal to approximately 65 members. This means consistent organization and procedures are paramount to the safety and academic success of all students. The campus is open from 7:10 a.m. to 3:40 p.m. (Class is from 7:15 to 3:10) Monday through Friday with staff actively in the building.

School Context and Organization Strengths

1. The master schedule for 2022-2023 allows for all students to experience 50 minute daily specials that includes a combination of Library, P.E., Rtl, Art, Music, Character Education, and Technology. RTI runs daily every 50 minutes so tier 3 students are pulled 3-4 days a week.
2. Students have daily access to social-emotional growth and development via Capturing Kids Hearts.
3. Students are scheduled for 30p minute recess periods on a daily basis, which includes travel and restroom time.
4. Students are afforded free breakfast every morning.
5. All students have an opportunity to participate in a school performance.
6. Teachers organize lesson plans and have access to student formative dataa in Eduphoria and on the campus data spreadsheet. For 2022-2023 school year, teachers have access to PLC once a week to plan and collaborate with each other; biweekly PLCs are utilized for data review and professional learning.

Technology

Technology Summary

Royal ECC partners with RISD vision to be a one-to-one device campus.

All PK students have Chrome touch tablets available for instructional support in their classroom.

All Kinder and 1st grade students have Chromebooks available for instructional support and integration in their classroom.

The campus has 2 mobile touch screen smart boards available to check out. These are used for various lesson integration opportunities.

Skillstruck coding is in the beginning implementation phase for Kinder and 1st grade students in the computer labs.

All students rotate to the Istation Reading and Math labs to have increase opportunities of exposure to the technology TEKS and guidelines for their grade level.

A district technology integration specialist is available at the campus daily and partners with leadership to provide trainings, onboarding, troubleshooting, and other technology needs for the campus.

Technology Strengths

All teachers and students have access to devices.

The instructional technology support is beneficial to teachers and students.

There is access to learning platforms at the campus and at home.

Problem Statements Identifying Technology Needs

Problem Statement 1: Interactive boards in all classrooms would provide greater opportunities for technology integration in all subjects. **Root Cause:** This is not currently budgeted for at the district or campus level.

Priority Problem Statements

Problem Statement 1: An increase number of prekindergarten students are enrolling with undiagnosed disabilities and an increased number of students in kinder/1st grade have not been enrolled in school. These students have increased level needs for support and remediation.

Root Cause 1: COVID is still impacting the productivity of our educational institution. There is data that supports more intervention, instructional, and behavioral accommodations are provided to serve our student population. Social-emotional needs have greatly increased and students need intensified supports.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Improving on level first grade readers is a need that has been identified at the campus.

Root Cause 2: Students beginning the year significantly below grade level expectations impacts ending at the target for the grade level.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Student data continually shows a need for increased phonics development.

Root Cause 4: The schedule only allows for a specific time period to be devoted to phonics words study daily. While teachers incorporate sections during whole group and small group, more time would benefit the students growth and development in order to transfer these skills into reading. Due covering all daily content expectations, the pacing provided is followed.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Improving phonics in prekindergarten and kindergarten would provide a stronger foundation for readers.

Root Cause 3: More time is needed to develop in these areas. Other instructional needs took president during the 2021-2022 school year daily schedule and intervention times.

Problem Statement 3 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 goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 31, 2022





Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards 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, Circle, TxKea, and IXL testing.

High Priority

Evaluation Data Sources: Istation reports will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten. TxKea testing reports will be used for Kindergarten. IXL testing reports will be used for 1st grade.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Improved student performance scores on testing for the campus. Staff Responsible for Monitoring: Instructional Coaches, Campus Administrative Team Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs. Strategy's Expected Result/Impact: Agendas/minutes from meetings/exit tickets will connect to improved instructional focuses. Staff Responsible for Monitoring: Instructional Coaches, Campus Administrative Team, Interventionists	Formative			Summative
	Oct	Jan	Apr	May





Strategy 3 Details	Reviews			
Strategy 3: Continue to implement RTI intervention for students in TIER 2 and 3 for student/campus improvement. Strategy's Expected Result/Impact: Record of student attendance in RTI classes, parent conferences, and progress monitoring records. Staff Responsible for Monitoring: Instructional Coaches, Administrative Team, Interventionists	Formative			Summative
	Oct	Jan	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Promote and extend early mathematics development based on the PK guidelines which include the content areas of number concepts, extending patterns, naming and recognizing shapes, understanding measurement, and sorting objects. Strategy's Expected Result/Impact: Assessment checklists, Circle Assessments, Classroom Walkthroughs, Small Group Binders Staff Responsible for Monitoring: Administrative Staff	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 5 Details	Reviews			
Strategy 5: 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. Strategy's Expected Result/Impact: Students can explain and demonstrate learning. Staff Responsible for Monitoring: Team leaders and Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 6 Details	Reviews			
Strategy 6: Maintain a system of monitoring & assessing the delivery of curriculum, engaging student lessons with strategic walk-throughs. Strategy's Expected Result/Impact: Improved teacher and student outcomes. Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 7 Details	Reviews			
Strategy 7: Work with teachers on the differences between accommodations/modifications/intervention/acceleration to ensure students are working on grade level with a high level of rigor. Strategy's Expected Result/Impact: Special Education students will increase their performance rate by 10% in the area of reading. Staff Responsible for Monitoring: Instructional Leadership Team and Special Education Staff	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 8 Details		Reviews			
Strategy 8: All Prekindergarten -1st grade teachers will implement the highly qualified instructional materials (Teaching Strategies, Eureka Math, Kim Sutton). Students will receive guided instruction on how to solve mathematical problems in various ways. Strategy's Expected Result/Impact: Students will show academic success on unit test, Istation, Circle, TxKea , and IXL testing. Staff Responsible for Monitoring: Instructional Leadership Team and Teachers		Formative			Summative
		Oct	Jan	Apr	May
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.

Performance Objective 2: Increase student attendance at the ECC by 3% from 2021-2022 campus rates.





Evaluation Data Sources: Attendance rate as measured by Average Daily Attendance from PEIMS reports.

Strategy 1 Details	Reviews			
Strategy 1: The campus PEIMS clerk and campus principal will monitor student attendance on a weekly basis and review reports. Monthly perfect attendance celebrations will be facilitated by campus PEIMS clerk. Strategy's Expected Result/Impact: Weekly reports kept in binders. Weekly attendance rates will meet or exceed 94% Staff Responsible for Monitoring: Campus PEIMs Clerk, Teachers, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Assist with enforcing district truancy policy. Strategy's Expected Result/Impact: Numbers of referrals to the local judicial system for truancy. Staff Responsible for Monitoring: Campus PEIMs Clerk, Principal	Formative			Summative
	Oct	Jan	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards 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 Sources: Increase in use of innovative technologies including Eduphoria, Istation, Reading A to Z, Teaching Strategies Cloud, CLI Engage, TxKea.

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide a Technology teacher in the ECC computer labs for efficient access to Istation, Skill Struck, IXL, and other selected programs. Lab monitors will provide data analysis reports each nine weeks. Strategy's Expected Result/Impact: Improved time in selected programs in class and use of programs in computer labs A and B. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards 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 Pre- Kindergarten to ensure that all students read on grade level as measured by DRA/EDL, Istation, TxKea, and Circle testing.







Evaluation Data Sources: Istation reports (all grade levels),. Circle testing reports will be used for Pre-kindergarten. TxKea reports will be used for kindergarten. DRA/EDL levels and running records will be used for kindergarten (EOY only) and 1st grade.

Strategy 1 Details	Reviews			
Strategy 1: Pre-kindergarten, Kindergarten and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared and guided reading and writing, vocabulary building, word recognition and phonemic awareness. Strategy's Expected Result/Impact: Improvements on grading period checklists, Circle/TxKea assessments, DRA/EDL assessments and Istation data. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Learning Centers for Pre-kindergarten, kindergarten and 1st grade classrooms will be established to provide independent learning, as well as, student choice. These centers will include, but are not limited to literacy centers, social studies centers, science centers, math centers and technology centers. Strategy's Expected Result/Impact: Improvement in overall literacy skills. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
Strategy 3 Details	Reviews			
Strategy 3: Work with teachers on the differences between accommodations/modifications/acceleration/intervention to ensure students are working on grade level with a high level of rigor. Strategy's Expected Result/Impact: Special education students will increase their performance rate by 10% in the area of reading. Staff Responsible for Monitoring: Administrative Team and Special Education Staff	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards 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 Sources: Student Writing Samples








Strategy 1 Details	Reviews			
Strategy 1: Work with teachers on the differences between accommodations/modifications/intervention/acceleration to ensure students are working on grade level with a high level of rigor. Strategy's Expected Result/Impact: Special education students will increase their performance rate by 10 % in the area of writing. Staff Responsible for Monitoring: Administrative Team and Special Education Staff	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Pk, Kinder and 1st grade teachers will implement researched-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared/guided reading and writing, vocabulary building, word recognition and phonemic awareness. Strategy's Expected Result/Impact: First-line instructional practices, Student performance data Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Focus on Human Capital and Organizational Development: Recruit and hire qualified teachers and paraprofessionals and support them with ongoing professional development that will lead to success for all students.

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

Evaluation Data Sources: Student achievement data will be evaluated to determine success including, but not limited to, Circle, Assessment for PK, TxKea Assessment for K, Istation for PK, K, and 1st, DRA3/EDL 2 for K and 1st.









Strategy 1 Details	Reviews			
Strategy 1: Continue to build teacher leaders who can provide staff development in the areas of lesson plans, guided reading, guided math, and other instructional strategies to improve learning across the campus. Strategy's Expected Result/Impact: Improvement in lesson plans, newsletters, agendas, lesson delivery Staff Responsible for Monitoring: Instructional Leadership Team, Team Leaders, Committee Chairs	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide ongoing coaching through the use of instructional coaches, the administrative team, and learning walks. Strategy's Expected Result/Impact: Instructional delivery, collaborative conversations, student achievement Staff Responsible for Monitoring: Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development on strategies to improve reading through guided reading. Strategy's Expected Result/Impact: Increase reading performance from BOY to EOY. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
Strategy 4: Provide training on ELL strategies to all EB teachers and instructional aides. Provide ELPS and TELPAS training. Strategy's Expected Result/Impact: Improved academic results Staff Responsible for Monitoring: Instructional Leadership Team, Department of Teaching and Learning	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 5 Details	Reviews			
Strategy 5: Provide LPAC training for all EB teachers, administrators, and LPAC parent representatives. Strategy's Expected Result/Impact: Improved outcomes for the committee Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 6 Details	Reviews			
Strategy 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 openings and attend job fairs as needed. Strategy's Expected Result/Impact: Improved learning across the campus Staff Responsible for Monitoring: Campus Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 7 Details	Reviews			
Strategy 7: Instructional coaches/counselor will provide in class support and planning assistance for all teachers, provide weekly PLC planning meetings for sharing strategies for improved instruction. Strategy's Expected Result/Impact: Improved instruction, documented coaching 'in the moment' Staff Responsible for Monitoring: Campus Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

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








Evaluation Data Sources: Using Circle, TxKea, Istation, and DRA3/EDL3 the campus will meet the required goals.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Students will show academic success on the assessment for their grade level. Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Kinder 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. Teachers will also use the Leveled Literacy Kits/Soluciones as well as guided reading books organized in the book room. Teachers will list small group text used weekly in their lesson plans for reference and data purposes. Strategy's Expected Result/Impact: Improved DRA/EDL2 student performance across the campus. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide Chromebooks or Chrome tablets for each classroom to ensure Istation reading/math and other applications are being used to develop students' skills during center time. Strategy's Expected Result/Impact: Increased skill practice across the campus, students have the opportunity to revisit first-line skills Staff Responsible for Monitoring: Teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
Strategy 4: Purchase take home readers and increase in-class literacy centers. Strategy's Expected Result/Impact: Students engaged in self-reading opportunities Staff Responsible for Monitoring: Principal, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

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 Circle, TxKea, and IXL screeners.







Evaluation Data Sources: Assessment results improve from BOY to EOY

Strategy 1 Details	Reviews			
Strategy 1: Provide strategic and prescriptive math instruction and interventions through the RTI program on the campus and through small group instruction. Students with disabilities and bilingual students will receive targeted assistance by teachers, interventionists, and paraprofessionals. Strategy's Expected Result/Impact: Improved math scores Staff Responsible for Monitoring: Teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize Istation and IXL computerized programs for independent math practice in school and at home for all students. Strategy's Expected Result/Impact: Math growth Staff Responsible for Monitoring: Teachers and Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Provide RTI supplemental materials for students in TIER II and TIER III interventions for math in English and Spanish as needed. Strategy's Expected Result/Impact: TIER 2 and 3 students grow in math strategies and performance Staff Responsible for Monitoring: Teachers, interventionists, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

Performance Objective 1: Improve all communication with parents.








Evaluation Data Sources: Communication comments/feedback reflect that parents are informed and involved in all events.

Strategy 1 Details	Reviews			
Strategy 1: Messages out (call, email, text) and student flyers to all parents about important events and holidays. Teachers uses communication application to directly communicate with families. Strategy's Expected Result/Impact: Improved communication and family-school engagement Staff Responsible for Monitoring: Teachers, Office Staff, Principal	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Continue to update school calendar on campus website and send home monthly calendar with students. Provide updates on social media and via messaging applications. Strategy's Expected Result/Impact: Parents are knowledgeable of school events. Staff Responsible for Monitoring: Administrative Team, Office Staff	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded 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 Sources: Family/community participation results

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer family events that will assist parents with materials and strategies for success; encourage attendance by family members at district sessions. Strategy's Expected Result/Impact: Improved results in DRA3/EDL2, Istation, Circle, TxKea Staff Responsible for Monitoring: Teachers, Instructional Leadership Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Host the annual Title 1 Parent Meeting to collaborate with parents on the annual revision of the district written Parent Engagement Policy. Strategy's Expected Result/Impact: Meet requirements for Title 1 Staff Responsible for Monitoring: District Level Administrators	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Disseminate School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. Strategy's Expected Result/Impact: Increased number of compacts returned. Staff Responsible for Monitoring: Teachers Administrative Team, Office Staff	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Communication: Improve student achievement and build community support by creating and implementing a proactive, strategic communication plan that encourages the success for all.

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

Evaluation Data Sources: Involvement and communication will increase by 10%.

Strategy 1 Details	Reviews			
Strategy 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. Strategy's Expected Result/Impact: Less phone calls about events. Staff Responsible for Monitoring: Principal, Office Staff, Team Leaders	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct a GT meeting for parents of student in the Gifted and Talented program by March. Strategy's Expected Result/Impact: Improved attendance at meeting Staff Responsible for Monitoring: GT staff, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Encourage a grade level representative at all PTO meetings. Strategy's Expected Result/Impact: Improved communication and coordination. Staff Responsible for Monitoring: Team Leaders	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
Strategy 4: Communicate with all parents for parent conferences twice a year (minimum). One in the fall and one in the spring. Strategy's Expected Result/Impact: Increased parent attendance and knowledge of student abilities. Staff Responsible for Monitoring: Teachers, Administrative Team	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Natasha Moses	Principal
Classroom Teacher	Emma Guevara	Kinder Teacher
Classroom Teacher	Mabely Lituma	PK Teacher
Classroom Teacher	Marisol Juarez	Ancillary Teacher
Classroom Teacher	Leah Gungor	1st Grade Teacher
Classroom Teacher	Kathy Randall	ECSE (Sped) Teacher
Non-classroom Professional	Eileen Tavarez	Instructional Coach
Non-classroom Professional	Alicia Garcia	Instructional Coach
Specialized Instructional Support personnel	Lakisha Murray	Counselor
Parent	Rachel Hillsman Valis	Parent
Parent	Blanca Flores	Parent
Community Representative	Bonnie Sanchez	Community Representative
Parent	Simbiat Olowu	Parent
Paraprofessional	Dana Kuykendall	Paraprofessional
Paraprofessional	Gloria Oviedo	Paraprofessional