Royal Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Board Approval Date: December 12, 2022
Public Presentation Date: November 29, 2022

Mission Statement

RISD's mission: Investing in our Tomorrow

Vision

RISD's vision is to be a destination district committed to instructional excellence in a safe, equitable environment for all.

District Goals

GOAL 1: Focus on Academic and Enrichment - Literacy and Writing

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

GOAL 2: Focus on Academic and Enrichment - Mathematics

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

GOAL 3: Focus on Academic and Enrichment - Whole Child - Well Rounded Education

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

Goal 4: Family and Community Engagement

RISD will focus on engaging family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Goal 5: Focus on School Climate

RISD will provide a healthy, safe, secure, and orderly environment for students, staff, families, and community.

Goal 6: Focus on Recruiting, Supporting, Assigning, and Retaining Highly Qualified Teachers

RISD will recruiting, supporting, assigning, and retaining Highly Qualified Teachers and encourage them to optimize their impact on student learning by creating a culture of teacher retention and continuous professional learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Title: 1st Comprehensive Needs Assessment Meeting

The committee was made up of all the required stakeholders. In attendance were, Clare Morgan (RJH Teacher), Kenna Harwell (RJH Teacher), Carrie Campbell-Bishop (RJH Assistant Principal), Jessica Bartels (Parent), Rachel Valis (Parent), Bonnie Sanchez (Parent), Javier Amezcua (RES Sped Teacher), Lezlie Venden (RES Clerical Paraprofessional), Noel Medina (RES Instructional Paraprofessional), Courtney Garfield (ECC Teacher), Madelyn Maldonado (ECC Bilingual Teacher), Ana Lopez (Teacher), Kim Hyatt (Teacher), Lisa Inniss (RHS Teacher), Melissa Baker (District Advanced Academics Administrator), Lillia Brents (ECC Bilingual Teacher), Natasha Moses (Principal), Casandra Runnels (Community Representative The Hangar Unity Center), and Aronda Green (District Administrator/ Facilitator). We met on May 26, 2022 at 1:00 p.m., at Royal Elementary, in the cafeteria and via Zoom https://us02web.zoom.us/j/85222110234. During this meeting, the district improvement team was informed of the vision and mission, and the needs assessment process was explained. Our district's mission is: Investing in our tomorrow. Our district's vision is: Destination district committed to instructional excellence in a safe, equitable environment for all.

The importance of stakeholder input and participation in the creation of both documents was discussed. The DIP team received training on the following: the process and purpose for creating a comprehensive needs assessment and a district improvement plan. The comprehensive needs assessments process is described below:

- Comprehensive Needs Assessment (CNA) Purpose-Help the district/campus monitor & assess the impact of programs, instruction, and resources related to the state standards (TEKS)-particularly needs of students who are failing, or at-risk of failing.

    - Comprehensive Needs Assessment-What are our needs and where do we focus our efforts?

        - Conduct CNA

        - Set Goals/Identify Strategies

        - Create a plan

        - Implement the plan

        - Monitor progress

        - Conduct annual review and revise as needed

- District Improvement Plans-What strategies and activities will help us meet the needs?

- Program Evaluation-Were we successful in addressing our needs and focus areas?

The 2021-2022 data to be reviewed was presented and explained. DIP team members evaluated the following data: Family survey results, RISD professional development courses, 2020-2021 Texas Academic Performance Report (TAPR) report and school report cards, district K-3 Literacy and Numeracy goals, Prekindergarten and kindergarten literacy and numeracy progress monitoring data, Reading STAAR scores, Math STAAR scores, Science STAAR scores, End of Course (EOC) scores, district Benchmark scores, district GT data, district Dyslexia enrollment, district TSI and Dual Credit data, campus failure report containing report card grades, Texas Education Agency (TEA) Student Transfer Report, district attendance report, district entry and withdrawal data, and district discipline report. The team was split into groups and each group was assigned a different data analysis area: Multiple Measures of Data: Demographics, Student Learning, School Processes and Programs, and Perceptions.

Title: 2nd Comprehensive Needs Assessment Meeting

The committee was made up of all the required stakeholders. In attendance were, Clare Morgan (RJH Teacher), Kenna Harwell (RJH Teacher), Carrie Campbell-Bishop (RJH Assistant Principal), Jessica Bartels (Parent), Rachel Valis (Parent), Lillia Brents (ECC Bilingual Teacher), Lindsey Touchy (RHS Teacher), Natasha Moses (Principal), and Aronda Green (District Administrator/ Facilitator). We met on May 31, 2022 at 1:00 p.m., virtually at the following Zoom link https://us02web.zoom.us/j/85222110234.

DIP team members evaluated the following data: Family survey results, RISD professional development courses, 2020-2021 Texas Academic Performance Report (TAPR) report and school report cards, district K-3 Literacy and Numeracy goals, Prekindergarten and kindergarten literacy and numeracy progress monitoring data, Reading STAAR scores, Math STAAR scores, Science STAAR scores, End of Course (EOC) scores, district Benchmark scores, district GT data, district Dyslexia enrollment, district TSI and Dual Credit data, campus failure report containing report card grades, Texas Education Agency (TEA) Student Transfer Report, district attendance report, district entry and withdrawal data, and district discipline report. The team was split into groups and each group was assigned a different data analysis area: Multiple Measures of Data: Demographics, Student Learning, School Processes and Programs, and Perceptions. As a team, we collaborated and identified our district strengths, problems, and our focus.

The following strengths were identified: the number of Early College High School (ECHS) graduates during the 2021-2022 school year, progress towards meeting the 2021-2022 district early literacy goal yearly target, Reading STAAR data from 5th to 6th grade is consistent from year to year.

The following problems were identified: need to identify STEM as an independent entity in the district, lack of professional development offerings for non-core content school teachers (special education, fine arts, etc.), the high cost of employee health insurance, the extended school day, the need to increase the number of students who meet STAAR expectations in reading, math, and science, student attendance concerns (lack of truancy follow through), the need to provide laptops for instructional paraprofessionals, the need to repair student devices as quickly as possible, the need to update teacher electronic devices, parents/ family members need additional technology training and access to how-to videos in order to access Skyward and other district platforms, and the need to purchase a program/platform for staff to monitor student activity while on the computer such as, Aristotle.

It was decided as a committee that our focus will be on these problems: Student engagement, attendance and achievement, and staff engagement, attendance and retention.

Demographics

Demographics Summary

Royal Independent School District is located west of Katy and is nestled between Katy, Lamar, and Sealy ISD. It is a 4A school district that is located in Waller County and serves the communities of Brookshire, Pattison, Sunnyside, and surrounding areas. The district boundaries are FM 529 to the north, Harris County to the east, the Fort Bend County line to the south, and the Brazos River to the west. This area encompasses 161 square miles. Royal ISD is in a prime location as this area continues to grow. Rooms-to-Go Warehouse, Igloo, Amazon, Goya, Houston Executive Airport, and Ross Distribution Center are some of the businesses that have established themselves in the district. The district continues to experience growth and additional master planned communities are projected.

Royal ISD unites legacy and tradition with current best practices to help students succeed. All students are destined for different futures; therefore Royal ISD focuses on the needs and goals of individual students. Royal ISD offers a suite of opportunities for college and career readiness to ensure that our graduates have happy and fulfilling futures. The district has campuses that are dedicated to early childhood, STEM, and early college courses.

Royal Independent School District has a student population of 2,651 students, 74% of which are Hispanic, 15% are African American, 8% are White, and 2% are two or more races. Our data indicates 76% of our students are economically disadvantaged, 71% are at risk, 11% receive Special Education services, and 45% are English Learners (EL).

Data from the Accountability reports indicate a need for reading performance to increase to reach the state average in the Approaches and Meets categories, as well as in math and science.

Demographics Strengths

- Our administrative staff has grown in diversity based on experiences.

- Royal ISD's district enrollment continues to increase. Attendance rates have remained consistent.

- Royal ISD works diligently to recruit and hire highly qualified staff to ensure that students instructional and emotional needs are met.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are a limited number of Spanish - Bilingual certified and EC-12 certified teachers. This limits our ability to serve our Bilingual students to the extent in which we would prefer. **Root Cause:** There are a limited amount of Bilingual certified and EC-12 certified teachers.

Student Learning

Student Learning Summary

Students in Royal ISD are exposed to a challenging and engaging curriculum that leads to student success. As a district, Royal ISD achieved an overall B rating for the 2021-2022 school year. Overall, the district did see improvements in our campus ratings. This shows how the school district is preparing students for success, both in school and after high school in college, career or the military.

Royal Elementary School earned a B for performance in the 2021-2022 Texas Accountability Ratings. The ratings are based on three domains: student achievement, school progress, and closing the gaps. RES earned a 65 in student achievement, 86 in school progress, and a 75 in closing the gaps.

Royal Junior High earned a C for performance in the 2021-2022 Texas Accountability Ratings. The ratings are based on three domains: student achievement, school progress, and closing the gaps. RJH earned a 67 in student achievement, 81 in school progress, and a 71 in closing the gaps.

Royal High School earned a C for performance in the 2021-2022 Texas Accountability Ratings. The ratings are based on three domains: student achievement, school progress, and closing the gaps. RHS earned a 77 in student achievement, 80 in school progress, and a 73 in closing the gaps.

Looking at data such as PBMAS and the TAPR we see the following issues: weakness in reading, math and science across all populations. Based on campus input, we need more focus on teacher certification and retention, student engagement and attendance, and curriculum and course offerings in reading, math and science.

Student Learning Strengths

Royal ISD continues to strive to ensure that every student is prepared for the future. This is demonstrated in the district's rating from the state.

Royal ISD has seen an increase in enrollment at the Early College High School.

There is consistency in the resources that are used for remediation, intervention and acceleration purposes.

Royal High School students are making overall gains in English I, Algebra, and History. All core content areas at the secondary level are receiving professional developmentt. RHS has a strong fine arts program and a CTE programs that offers students the opportunity to receive certifications in Cosmetology, Welding, Machining, and Floral Design. RHS students have the opportunity to earn an Associates Degree through our Early College High School program and Blinn Community College. RHS offers Advanced Placement courses covering all core content areas and an OnRamps program through the University of Texas. We offer OnRamps courses spanning all core content areas and Computer Science.

Royal Junior High students performed well on the 2021 STAAR assessment, in the areas of Reading and Math. Teachers use differentiated instruction to meet the varied needs for their students and plan learner-centered instruction. Teachers and staff participated in Region 4 and district led PD for ELA per grade level.

Royal Elementary School has a balanced literacy and math classroom approach that focuses on small group instruction and research-based literacy and math materials are provided to support teachers and students. Student scores on Grade 3-5 Reading and Math STAAR increased, and RES achieved an overall letter

grade of B.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Improving literacy and writing are needs that have been identified at all campuses in the district. **Root Cause:** Teacher retention would provide for increased teacher effectiveness and would allow to continue building capacity in our teachers. Teacher turnover directly impacts student achievement. Increase parental engagement by establishing a reading and writing program that will connect community, school and home is needed.

Problem Statement 2 (Prioritized): Improving math scores is a need that has been identified in the district. **Root Cause:** Teacher retention would provide for increased teacher effectiveness and would allow to continue building capacity in our teachers. Teacher turnover directly impacts student achievement. The need for vertical alignment exists.

Problem Statement 3: Improving science scores is a need that has been identified in the district. **Root Cause:** Teacher certification and retention would provide for increased teacher effectiveness and would allow to continue building capacity in our teachers. Teacher certification and turnover directly impacts student achievement. The need for vertical alignment exists.

Problem Statement 4 (Prioritized): Improving student attendance is a need that has been identified at campuses in the district. **Root Cause:** Root causes vary by campus. At the secondary level, root causes consist of students having to serve as babysitters, having to earn an income to help support families, transportation, etc. At the elementary level, students rely on parents/ guardians to send them to school. As a district, we need to review how we code secondary attendance and follow up regarding attendance documentation.

District Processes & Programs

District Processes & Programs Summary

<u>Instruction</u>

Royal ISD utilizes the Texas Curriculum Management Program Cooperative (TCMPC) TEKS Resource System (TRS) customized online curriculum management system which is aligned with the Texas Essential Knowledge and Skills (TEKS). The TRS was developed by Texas Education Service Centers and a team of content experts and is built on a framework that utilizes the most current research-based practices in the field. The curriculum model is designed to align the written, taught and tested curriculum in English Language Arts, Mathematics, Science, and Social Studies and is inclusive of research and best practices. The components of the system include the Units in which standards are grouped together for instruction (Year at a Glance, Instructional Focus Document), how much time to spend on each Unit (Year at a Glance), information on what students have learned in previous grades as well as what students will learn in the next grade (Vertical Alignment Document) and tests for each unit (Unit Assessments, Performance Indicators, Rubrics). These documents assist in the determination of both curriculum alignment and rigor, thereby supporting district efforts to ensure legally required standards (TEKS) are taught and assessed as approved by the State Board of Education.

Curriculum Assessments

Royal ISD believes there should be a systemic alignment between the curriculum and tools assessing students' obtained knowledge of the taught curriculum. Assessment data are used by teachers to measure, evaluate, and revise curriculum and instructional practices. Both formative and summative assessments that are aligned to the written curriculum are used by teachers as they plan for learning.

Balanced Literacy

Royal Early Childhood Center, Royal Elementary School and STEM Elementary have implemented a balanced literacy model that includes the instructional components of phonemic awareness, phonics, word study, semantics and syntax, reading/thinking together, read aloud, shared reading, guided reading, independent reading, modeled writing, shared writing, interactive writing, guided writing, and independent writing. Teachers will emphasize higher level questioning through the use of the following strategies: Reading Aloud and Thinking Together, Shared/Strategic Reading, Guided Reading, and Independent Reading in whole group, flexible groups, and with individual students.

<u>Professional Learning</u>

The Department of Teaching and Learning continuously strives to build capacity in all our teachers. For the 2022-2023 school year, the focus will be on literacy skills and improving literacy instruction including writing across the grade levels. Our mathematics skills focus will be on improving grade-level mathematics skills taught, including number sense, and financial literacy skills. Additionally, we are ensuring our students are college and career ready by ensuring our professional development plan has components for science and CTE teachers and instructional strategies to improve instruction in their content areas.

Programs and Opportunities for Students

Advanced Academics & Dual Credit: Advanced Academics provides students with the opportunities to enroll in PreAP and AP courses. Students can also enroll in OnRamps courses through the University of Texas and obtain dual credits.

Bilingual and ESL Program: Bilingual and ESL programs provide our English learners an educational environment where they learn using their native language or by utilizing sheltered instruction. The district's bilingual program is available from Pre-K through 5th grade and the languages of instruction are Spanish and English. The ESL program is available at all campuses.

Bullying and Violence Prevention: Royal ISD has policies in place that prohibit bullying, including cyberbullying as defined by state law. Procedures are in place for campus reporting, including anonymous reporting of bullying. Each campus conducts an investigation based on the allegations of the report and takes appropriate action based on the outcome of the investigation.   Parents of the victim and the student accused of bullying are both notified of the results of the investigation, the steps put in place to prevent future bullying, and if necessary, of any disciplinary action.

Career and Technical Education: Career and Technical Education (CTE) is a specialty area which requires teachers to possess certifications and credentials that align with the industry that they teach. Royal ISD is a District of Innovation which allows the flexibility to hire professionals from the industry under a District Teaching Permit. Royal ISD offers students 10 elective pathways to facilitate exploring career options. Students can participate in Agricultural Science Technology, Automotive Technology, Arts & Communications, Business & Computer Applications, Cosmetology, Education & Training, Health Science, Machining Technology, Welding Technology, STEM (Science, Technology, Engineering & Math). Approximately 93.7% of our students participate in at least one CTE pathway. This allows students the option to obtain career certifications prior to graduation preparing them to be ready to start on their career path.

Culture, Well-being, Counseling and Mental Health Services:

The primary role of Royal ISD's Culture & Well-being Department is to create a safe & supportive learning and working environment. At Royal ISD we support the district's mission of "investing in our tomorrow" by cultivating a culture that empowers all students and staff to reach their full personal and professional potential. This includes prevention, intervention, and postvention support.

Counselors on each campus provide comprehensive services in 4 different areas.

1) Guidance (Coordinate lessons and activities for all students that promote growth in the following areas: Intrapersonal Effectiveness, Interpersonal

Effectiveness, Post-Secondary Education & Career Readiness and Personal Health & Safety)

2) Responsive Services (Need based services such as mediation of peer conflicts, behavior coaching, problem solving, discipline processing, risk assessments, grief)

3) Individual Planning (PGP, 504 plans, RTI, attendance plans, etc.)

4) System Support (consultations with and support of staff, parents, outside agencies)

All students in 6th-12th grade students meet with the school counselors each year to discuss course selection, career pathways, review credits, and create personal graduation plans. School counselors meet with students and parents to provide information about financial opportunities including FAFSA.

RHS and ECHS provide multiple opportunities for our students to prepare them for higher education and/or career goals after graduation. Students who are interested participate on college tours of the colleges/universities and technical schools (such as TSTC) in the surrounding areas. Colleges/universities, various trade schools, and military branches set up in the gym during lunch, so that students may visit each table and meet with representatives.

When the FAFSA application website opens for students to apply for financial aid, a FAFSA/TASFA night is held so that students and their parents come to the school in the evening and receive assistance and guidance from the counselors to complete their online application. In the spring semester, a college and career day is held. This is an opportunity for students to listen to presenters share about their occupations. Throughout the school year, scholarships are posted on the scholarship wall across from the counselors' office, the high school website and the counselor's google classroom.

SAT and ACT waivers are offered for students, as well as TSI testing free of charge to the student.

Dropout Prevention and Credit Recovery: Royal ISD offers students at the high school level opportunities to obtain credit for courses in which they were not successful by assigning students a credit recovery period or courses to complete after school on their own time. RHS counselors and administrators review district dropout and completion rate data and meet with students to determine best course of action. Credit recovery lab is funded with state compensatory funds.

Dyslexia Program: Royal ISD strives to implement the Dyslexia Program in accordance with state requirements, laws and guidance from the Region Centers. The program includes screening, evaluation and student service procedures. Royal ISD stays current with state updates, guidelines and best practices through continuous education and training in the area of Dyslexia. HB 1886 requires all Kindergarten and First grade students to be screened for reading difficulties associated with Dyslexia. The screening process is completed by January 31st for First Grade and by the end of the current school year for Kindergarten.

Royal ISD utilizes the Reading by Design Dyslexia Intervention Program, Esparanza Dyslexia Intervention Program, and Read 180 with System 44 which adhere to the State Dyslexia Handbook requirements for program implementation. Reading by Design and Esparanza are utilized for students enrolled at Royal Early Childhood Center (RECC) and Royal Elementary School (RES). Reading by Design and Read 180 with System 44 are utilized at RJH and RHS in accordance with the intervention level and needs of the student. It is documented in the 504 service plan or IEP that students receive dyslexia intervention with a certified teacher trained in the designated program. The dyslexia intervention follows a pull-out model and is separate and in addition to any other interventions being provided to the student.

Gifted and Talented Program: Royal ISD offers a Gifted and Talented program at all campuses. Students who participate in the GT program will demonstrate skills in self-directed learning, thinking, research, and communication by developing innovative products and performances that reflect individuality and creativity. Royal ISD meets the needs of GT students by modifying the depth, complexity, and the pacing of the curriculum.

Title I, Part A, Improving Basic Programs: Title I, Part A's goal is to ensure that all students receive a high-quality education and are prepared to meet and exceed the state's performance standards. For the 2022-2023 school year, all campuses in Royal ISD will participate in the program. Title I funds on these campuses will be utilized to close the achievement gap by providing additional staff, instructional resources, tutorials, professional development and technology to assist all students served. The District will ensure that all compliance requirements are completed including parent and family engagement activities, transitions between grade levels, coordination with other programs and fund sources. Royal ISD determines Title I eligibility by the number of students who are eligible for free and reduced priced lunches. Funds are used schoolwide with a focus on struggling learners.

There were twenty students identified as displaced (homeless) for the 2021-2022 school year. Transportation is provided so that students can continue to attend their school of origin. Campus staff monitors student attendance, grades, and meets with campus administrators to review student progress.

Well-Rounded Education: Students at Royal ISD have opportunities to participate in STEM activities such as PLTW (Project Lead the Way) and STEMscope lessons. STEMscopes offers STEM lessons embedded in the curriculum. STEM Academy provides students with an innovative program that offers students the knowledge and skills needed to solve problems, gather and evaluate evidence, and think critically to prepare them in the fields of science, technology, engineering, and math (STEM). The skills taught at the STEM Academy are designed to create future leaders who have the ability to understand and solve some of the complex challenges of today and tomorrow. Our primary objectives are to meet the demands of the dynamic and evolving workforce while building students' skills, content knowledge, and fluency in STEM fields.

Professional Practices

Staff Quality, Recruitment, and Retention: Our goal is to have classroom teachers that are highly qualified who will attend professional development throughout the school year. Professional development is provided by the Department of Teaching and Learning, campus 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 Life Skills and ECSE.

The District participates in multiple job fairs to recruit certified, highly effective teachers and provide the best instructional practices for all students. The District recruits from various university and alternative certification program job fairs. Human Resources personnel travels across Texas, to neighboring states, to Puerto Rico, and internationally to attract the best teachers to work in Royal ISD. Human resources personnel also participate in virtual job fairs. Royal ISD strives to provide competitive salaries to reduce turnover.

District Processes & Programs Strengths

<u>Instruction</u>

- Incorporates assessment data (Unit assessments, CBA, Benchmarks, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level

Professional Learning

- Increased targeted professional development

- Enhanced the understanding of rigor and relevance

Programs and Opportunities for Students

- Incorporated digital resources in support of strategic plan for increasing technology in the classroom

Professional Practices

- During the 2021-2022 school year, the district added a Culture and Well-being coordinator position to support the Social Emotional Learning (SEL) needs of students and staff

- In response to staff feedback, the staff work day was shortened for the 2022-2023 school year. In addition, the academic calendar includes consistent professional development days and staff work days.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Roles and responsibilities are not clearly defined and communicated within the organization. **Root Cause:** Frequent changes in top level leadership influence the lack of clarity around district staff roles, responsibilities, and the overall organizational structure. There is a lack of a team-oriented culture, and a trusting, safe, and supportive environment for staff. There is a lack of succession training for those who take over new positions when personnel leave.

Problem Statement 2: Stakeholder feedback is solicited and received. However, evidence of incorporation is not evident. **Root Cause:** The method of collection, time period of collection, and lack of follow up do not allow for authentic collaboration and planning.

Perceptions

Perceptions Summary

Royal ISD continues to strengthen its relationships with parents/ guardians, community partners, and additional stakeholders. It is a priority to develop lifelong citizens utilizing resources from our strong business supporters, community partnerships, neighborhood churches, and Education Foundation. We strive to find ways to get all of our parents/guardians involved and feeling welcome in our schools. Our RISD families are involved in campus and district activities through events and organizations including PTO, booster clubs, volunteer programs, family nights, festivals, campus awards programs, scholarship opportunities, recognition banquets, fine arts productions and events, sporting events, Math Nights, Reading Nights, Open Houses, Meet the Teacher Nights, Report Card Pick up, and countless other opportunities for involvement.

In an effort to get more information to parents/ guardians we purchase e-tips from the Parent Institute and this provides on line - on our web site - tips to parents in both English and Spanish. We also have a call out system that is used to keep parents informed of events and happenings on campuses and districtwide.

Students in RISD are highly involved in the community. Families are encouraged to participate in campus events that focus on the academic and social development of every student at every level of the educational experience. Our high school provides students and their families an opportunity to discover and learn about the high school experience and future educational and career possibilities beyond graduation through the RISD College and Career Fair. Secondary students participate in job shadowing opportunities and community experiences through our Career and Technological Education program courses at the junior high and high school campuses.

Effective communication with parents and the community is a priority for RISD. In order to ensure that the district's communication is effective and reaching all stakeholders, the district hired a Communications and Marketing Coordinator. In addition, every campus posts important events and updates to the website and through social media. RISD also utilizes the School Messenger system to share timely, important information from the campuses and district with parents. Campus and district websites are sources of information for parents and the community. Parents/ guardians and community partners are involved in Campus Improvement Committee, District Improvement Committee, and the Parent Advisory Committee. RISD is committed to providing the highest level of effective communication possible to all stakeholders in order to increase family, community, and student engagement to assure a well-rounded education for all students.

RISD strives to attract and recruit the teachers and leaders that are familiar with our unique student population. We attend multiple job fairs focusing on areas of need. We offer stipends in areas such as ESL, BL, math, and science as well as Advanced Placement. RISD offers pay incentives to those who retire - we pay $125/day for up to 150 days of unused leave. As a small district, we struggle to attract and recruit teachers with mutliple years of experience. Many of our teachers are first year teachers or with less than 5 years of experience. Housing in the district is a challenge because there is limited dwelling. In addition, being next to large districts such as Katy ISD and Lamar CISD, our teachers find the opportunities for growth and advancement appealing. Building capacity of our teachers, administrators, and staff is a priority. We strive to create a family atmosphere where staff and personnel feel valued, respected, and appreciated.

Perceptions Strengths

- Strategies for implementing effective parent and family engagement include in-person forums and meetings, regular electronic communication, and ongoing survey research with all level of stakeholders.

- ECHS and CTE programs provide a gateway to prepare students for opportunities in college and careers.

- Stakeholder communication is improving.

- Great family and community participation in lower grades and in athletic and fine arts events in the higher grades. Teachers know their students and parents and have a good rapport with them.

- As a small district, we offer a family atmosphere setting where we provide staff and teachers opportunities that will build capacity. We equip our teachers with tools necessary to be successful. In order to attract highly qualified teachers, we offer a competitive salary to comparable neighboring districts. In addition, we offer stipends for various certifications such as ESL, Bilingual, Math, Science, and Advanced Academics.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to promote and advertise student and staff achievement, school events, etc. in order to increase parental and community engagement in the district. **Root Cause:** Provide information in a timely manner. Updating parental information such as phone numbers, emails, in Skyward is a needed step.

Problem Statement 2: Royal ISD finds it challenging to attract and retain teachers. There is a need across the state. **Root Cause:** Royal ISD is located west of Katy in Brookshire, Pattison, Sunnyside, and surrounding areas. Housing options for staff are limited, insurance is very expensive and employee childcare options within the community are very limited. New teachers come to Royal, gain experience, and then transfer to larger districts. Negative perceptions of the district are internal and permeate into the community.

Priority Problem Statements

Problem Statement 1: Improving literacy and writing are needs that have been identified at all campuses in the district.

Root Cause 1: Teacher retention would provide for increased teacher effectiveness and would allow to continue building capacity in our teachers. Teacher turnover directly impacts student achievement. Increase parental engagement by establishing a reading and writing program that will connect community, school and home is needed.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Improving math scores is a need that has been identified in the district.

Root Cause 2: Teacher retention would provide for increased teacher effectiveness and would allow to continue building capacity in our teachers. Teacher turnover directly impacts student achievement. The need for vertical alignment exists.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Improving student attendance is a need that has been identified at campuses in the district.

Root Cause 3: Root causes vary by campus. At the secondary level, root causes consist of students having to serve as babysitters, having to earn an income to help support families, transportation, etc. At the elementary level, students rely on parents/ guardians to send them to school. As a district, we need to review how we code secondary attendance and follow up regarding attendance documentation.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

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
- Community surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: December 12, 2022

Goal 1: Focus on Academics and Enrichment: RISD will focus on early literacy and writing providing quality instruction and resources starting in PK to ensure that all students read and write on grade level as measured by grade level reading assessments (CLI, TXKEA, mClass), STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 1: The District will exceed state averages (where applicable) for all student groups in student achievement and progress.

HB3 Goal

Evaluation Data Sources: Assessment results from the identified assessments will be compared with state data.

Strategy 1 Details		Reviews			
Strategy 1: RISD will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] identifying students who may be at risk for academic failure and providing additional support to students who are not meeting expectations as seen by RTI, CBA, iStation, report card, etc. data by providing additional educational assistance to individual students the school determines need help in meeting the challenging State academic standards. RISD will provide interventionists, instructional coaches, supplemental resources, supplemental instruction blocks, professional development opportunities to improve the academic performance of all students.		**Formative**			**Summative**
		Oct	Jan	Apr	May
		60%	70%		
Strategy's Expected Result/Impact: Improve scores on CBAs, district, and state assessments					
Staff Responsible for Monitoring: Campus Administrators Department of Teaching & Learning Special Education Director					
Title I: 2.4, 2.5, 2.6 - **Results Driven Accountability**					
Funding Sources: Professional Development - 255-Title II Supporting Effective Instruction - 255 - $15,000, Supplemental resources for all campus - 211-Title I, Part A Improving Basic Programs - 211 - $40,000, Salary for RECC & RJH STEM- ESL Para - 263-Title III English Language Acquisition - 263 - $45,000, Supplemental resources for EL students - 263-Title III English Language Acquisition - 263 - $20,000, Salaries for campus instructional coaches, instructional program specialist - 211-Title I, Part A Improving Basic Programs - 211 - $487,000, Tutorials, Summer School, Before/ after school Interventions - 199-PIC 24 SCE Accelerated Education					

Strategy 2 Details	Reviews			
Strategy 2: Support the delivery of personalized professional learning through job-embedded coaching, facilitating, and professional learning, and facilitate training regarding identifying and providing services to at-risk students.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase the capacity of campus instructional staff, district staff **Staff Responsible for Monitoring:** Campus administrators Department of Teaching & Learning Special Education Director **Title I:** 2.5 **Funding Sources:** Professional development, contracted services, and resources - 211 - $10,000, Instructional Program Specialist - 211 - $40,000	60%	75%		

Strategy 3 Details	Reviews			
Strategy 3: Monitor the fidelity of credit recovery opportunities for at-risk students to increase graduation/completion rates.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase graduation rates Decrease dropout rates **Staff Responsible for Monitoring:** RHS administrators & counselors **Title I:** 2.4, 2.6 **Funding Sources:** Supplies and resources - 199 SCE, Credit recovery teacher salary - 199 SCE - $60,000	60%	60%		

Strategy 4 Details	Reviews			
Strategy 4: Support increased high school graduation and completion rates by focusing efforts to reduce the dropout rate by continuing with ongoing dropout prevention, intervention and recovery program protocols and the use of alternate online-based learning environments and mentoring.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Reduce dropout rate Increase graduation and completion rates **Staff Responsible for Monitoring:** RHS Administrators & Counselors Director of Teaching & Learning Special Education Director **Title I:** 2.6 **Funding Sources:** Materials and resources	50%	50%		

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

Goal 1: Focus on Academics and Enrichment: RISD will focus on early literacy and writing providing quality instruction and resources starting in PK to ensure that all students read and write on grade level as measured by grade level reading assessments (CLI, TXKEA, mClass), STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 2: By May 2023, all students and student groups will increase literacy and writing performance by 10% demonstrating growth in academic performance for reading and writing as reflected in district and state data reports.

HB3 Goal

Evaluation Data Sources: CBAs and STAAR data - Reading/Writing

Strategy 1 Details	Reviews			
Strategy 1: Provide literacy materials designed for literacy/writing, intervention including books, software programs, and supplemental workbooks.	**Formative**			**Summative**
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase student literacy achievement **Staff Responsible for Monitoring:** Campus administrators Director of Teaching & Learning Director of Special Education **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Software program renewals - 199-PIC 24 SCE Accelerated Education - 199 SCE, Materials (Intervention/acceleration books, materials, etc.) - 289-Title IV Student Support & Academic Enrichment - 289, Instructional resources and software program renewal - 211-Title I, Part A Improving Basic Programs - 211	60%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Provide focused professional development to teachers and staff regarding the use of purchased material and strategies for tier 1-3 instruction. Provide teachers with PD that encompasses using technology tools.	**Formative**			**Summative**
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase teacher knowledge of tools available. **Staff Responsible for Monitoring:** Department of Teaching and Learning Special Education Director Technology Department **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Build teacher capacity - 255-Title II Supporting Effective Instruction - 255 - $8,000	75%	75%		

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: RISD will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] by identifying students who may be at risk for academic failure and providing additional support to students who are not meeting expectations as seen by RTI, mClass, CBA, iStation, Amplify, report card, etc. data. by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.	**Oct**	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: 90% of students in acceleration classes will show an increase of 10% performance improvement on progress measures. **Staff Responsible for Monitoring:** Campus Administrators Department of Teaching and Learning **Title I:** 2.4, 2.5, 2.6 **- Results Driven Accountability** **Funding Sources:** Staff - 199 SCE; 199-11-6119....30	35%	50%		

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

Goal 2: Focus on Academics and Enrichment: RISD will focus on Mathematics by providing quality instruction and resources starting in PK to ensure that all students master grade level concepts as measured by grade level assessments, STAAR and EOC state assessments. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 1: The District will exceed state averages (where applicable) for all student groups in student achievement and progress.

HB3 Goal

Evaluation Data Sources: State assessment results

Strategy 1 Details	Reviews			

Strategy 1: RISD will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] identifying students who may be at risk for academic failure and providing additional support to students who are not meeting expectations as seen by RTI, CBA, iStation, IXL, report card, etc. data.
 	
RISD will provide interventionists, instructional coaches, program specialist, supplemental resources, professional development opportunities to improve the academic performance of all students.
    Strategy's Expected Result/Impact: Improve student scores on district and state assessments
    Improve tier 1 instruction across the district for all students
    Staff Responsible for Monitoring: Campus administrators
    Department of Teaching & Learning
    Director of Special Education
 	
    Title I:
    2.4, 2.5, 2.6
    - **Results Driven Accountability**
    Funding Sources: Supplemental resources for all campus - 211-Title I, Part A Improving Basic Programs - 211 - $20,000, Professional development - 255-Title II Supporting Effective Instruction - 255 - $10,000, Instructional Program Specialist - 211-Title I, Part A Improving Basic Programs - 211 - $42,361, Materials and supplemental resources - 199-PIC 24 SCE Accelerated Education - 199 SCE - $22,000
	Formative			**Summative**

	Oct	**Jan**	**Apr**	**May**
	65%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Support the delivery of personalized professional learning through job-embedded coaching, facilitating, and professional learning.	Formative			Summative
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase the capacity of campus instructional staff, district staff **Staff Responsible for Monitoring:** Campus administrators, Department of Teaching & Learning **Title I:** 2.5 **Funding Sources:** Instructional Program Specialist, professional and contracted services and resources - 211	50%	60%		

Strategy 3 Details	Reviews			
Strategy 3: Monitor the fidelity of credit recovery opportunities for at-risk students to increase graduation/completion rates.	Formative			Summative
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase graduation rates Decrease dropout rates **Staff Responsible for Monitoring:** RHS administrators & counselors **Title I:** 2.6	60%	60%		

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

Goal 3: Focus on Academics and Enrichment (The Whole Child - Well Rounded Education): RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 1: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners including district and campus personnel.

    Evaluation Data Sources: Increase the use of innovative technologies for teaching and learning

Strategy 1 Details	Reviews			

Strategy 1: RISD will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] by developing and implementing a well-rounded program of instruction to meet the academic needs of all students. Staff will implement the district's curriculum and utilize instructional models to ensure that we create a well-rounded instructional program to reach all learners.
 	
    Strategy's Expected Result/Impact: Number of PD sessions attended by campus and district leaders; District level walkthrough data and feedback; campus level walkthroughs; district local and state assessment data.
    Staff Responsible for Monitoring: Department of Teaching and Learning
Campus administrators
Special Education Director
 	
    Title I:
2.4, 2.5, 2.6
 - **Results Driven Accountability**
	Formative			**Summative**

	Oct	Jan	Apr	May
	30%	40%		

Strategy 2 Details	Reviews			

Strategy 2: Continue to build the capacity of district and campus level instructional leaders to effectively implement innovative technologies for teaching and learning by providing ongoing professional development opportunities that engage staff in the effective use of technology to improve their own productivity and improve student achievement.
 	
    Strategy's Expected Result/Impact: Professional Development sessions and feedback; Instructional technology staff walkthroughs and feedback; provide log of opportunities and use; district/campus leader self-assessment
    Staff Responsible for Monitoring: Department of Teaching and Learning
Technology Department
Campus principals
 	
    Title I:
2.5
    Funding Sources: Hardware, software, etc. - 289-Title IV Student Support & Academic Enrichment, Professional development sessions - 255-Title II Supporting Effective Instruction
	Formative			**Summative**

	Oct	Jan	Apr	May
	30%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Continue to provide technology resources for campuses based on adopted standards for life-cycle replacements and to support ever emerging technologies to enable efficient, effective, and meaningful teaching, learning, research, and communication.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Resources in place for teachers and students to use; Replace out of date lab and student technology with up-to-date equipment; increase Wi-Fi capacity across the district **Staff Responsible for Monitoring:** Technology Department Chief Financial Officer **Title I:** 2.4, 2.5 **Funding Sources:** resources - 289 - $3,000, resources, supplies - 199	10%	30%		

Strategy 4 Details	Reviews			
Strategy 4: RISD proposes to use funds to meet the purpose of the Title I, Part A grant by assisting schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: RISD will have at least (1) certified district librarian in order for students to have access to the library and media services **Staff Responsible for Monitoring:** Director of Human Resources Director of Teaching and Learning **Funding Sources:** Librarian resources - 211-Title I, Part A Improving Basic Programs, Professional Development, Recruitment expenses - 255-Title II Supporting Effective Instruction	30%	50%		

Strategy 5 Details	Reviews			
Strategy 5: RISD will utilize direct certification through the Community Eligibility Provision (CEP) as the poverty criteria that will be used to select school attendance areas under Section 1113.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: The number of CEP surveys returned to the district **Staff Responsible for Monitoring:** Chief Financial Officer Chartwells Staff	30%	50%		

Strategy 6 Details	Reviews			
Strategy 6: The nature of the programs conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day schools. In the event of an addition of a neglected or delinquent facility, Title I, Part A funds will be allocated for collaboration and purchase of instructional resources to meet the needs of students. **Strategy's Expected Result/Impact:** Increased educational opportunities for all students **Staff Responsible for Monitoring:** Director of Federal, State, and Student Programs	Formative			Summative
	Oct	Jan	Apr	May
	0%	0%		

Strategy 7 Details	Reviews			
Strategy 7: Teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A. In the event of a target assistance program is added, Title I, Part A funds will be allocated accordingly. At this time, all schools are served under schoolwide Title I. **Strategy's Expected Result/Impact:** Increased educational opportunities for all students **Staff Responsible for Monitoring:** Director of Federal, State, and Student Programs Chief Financial Officer & RISD Business Office	Formative			Summative
	Oct	Jan	Apr	May
	0%	0%		

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

Goal 3: Focus on Academics and Enrichment (The Whole Child - Well Rounded Education): RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 2: Royal ISD will support programs that coordinate and integrate [Section 1112(b)(12)] Academic and Career and Technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit by developing effective Career and Technology Education programs which enable students to learn the skills necessary for career readiness.

Evaluation Data Sources: Total number of students enrolled in CTE program and the number receiving certifications.

Strategy 1 Details			Reviews		
Strategy 1: Capitalize on state supported/funded Industry-Based Certifications reimbursement		**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaborate with junior high teachers and high school counselors to monitor student four year coherent sequence in order to obtain an endorsement.		**Oct**	**Jan**	**Apr**	**May**
Staff Responsible for Monitoring: CTE Director & Staff RJH/RHS/ECHS administrators & counselors Director of Advanced Academics **Title I:** 2.4, 2.5		50%	0%		
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue	

Goal 3: Focus on Academics and Enrichment (The Whole Child - Well Rounded Education): RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 3: Royal ISD will Increase student access to early college high school or dual credit courses and increase the number of students who participate in the AP, TSI, ACT, PSAT, SAT Prep will increase by 5%.

Evaluation Data Sources: Number of students who participate

Strategy 1 Details	Reviews			
Strategy 1: Students will be provided guidance on different college readiness exams and will be able to register for the exams.	**Formative**			**Summative**
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase the number of students who participate **Staff Responsible for Monitoring:** RJH & RHS administrators and counselors Director of Advanced Academics **Title I:** 2.5 **Funding Sources:** Preparation and testing resources - 289 - $5,000	50%	0%		

Strategy 2 Details	Reviews			
Strategy 2: ECHS will host recruitment sessions, Informational booth at RJH during lunch, Informational flyers in English and Spanish, Parent information sessions including Blinn representative, ECHS ambassador -give tours	**Formative**			**Summative**
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase student, parent and family awareness of college opportunities **Staff Responsible for Monitoring:** Director of Advanced Academics RHS administrators **Title I:** 2.5, 2.6, 4.2 **Funding Sources:** - 211	15%	0%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Goal 3: Focus on Academics and Enrichment (The Whole Child - Well Rounded Education): RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 4: Royal ISD will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] identifying and implementing instructional and other strategies intended to strengthen academic program and improve school conditions for student learning by continuing to provide STEM opportunities for students including PLTW and STEMscopes.

Evaluation Data Sources: Increase in students participating

Strategy 1 Details	Reviews			
Strategy 1: Provide students with PLTW at the STEM academy	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student interest	**Oct**	**Jan**	**Apr**	**May**
Staff Responsible for Monitoring: STEM Associate Principal **Title I:** 2.4, 2.5 **Funding Sources:** Supplies and resources - 289-Title IV Student Support & Academic Enrichment - 289 - $10,698	50%	60%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Focus on Academics and Enrichment (The Whole Child - Well Rounded Education): RISD will focus on science, fine arts, and CTE by providing quality instruction and resources starting in PK to ensure that students are equipped with the tools to be successful in all areas. We strive to address the whole child, the at-risk child, all members of our diverse population, and provide a learning environment that results in student mastery for successful college, career, and military readiness.

Performance Objective 5: RISD will provide needed services to homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services RISD is providing under the McKinney-Vento Homeless Assistance Act.

Evaluation Data Sources: Student attendance, performance. and graduation rates

Strategy 1 Details		Reviews			
Strategy 1: Provide transportation, resources, tutorials, mentoring, and attendance monitoring for displaced students to increase student achievement and graduation rates.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase attendance, student performance, and graduation rates **Staff Responsible for Monitoring:** Campus administrators, counselors & PEIMS Clerks Director of Federal, State and Student Programs Director of Transportation Chief Financial Officer **Funding Sources:** Services (transportation, instructional resources, etc.) - 211-Title I, Part A Improving Basic Programs - $9,000		30%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Focus on Parent, Family and Community Engagement: RISD will focus on engaging family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 1: Through family and community partnerships, we expect a 5% increase in access and opportunity for family/community participation in the educational process.

    High Priority

    Evaluation Data Sources: Family / Community participation results

Strategy 1 Details	Reviews			
Strategy 1: RISD campuses will implement effective parent and family engagement (PFE) under Section 1116 by providing district-wide opportunities for awareness sessions that cover the following topics: State academic standards, graduation plans, PGPs, RTI, State testing requirements, and college financial aid.	**Formative**			**Summative**
	Oct	Jan	Apr	May

Strategy's Expected Result/Impact: Parent/family participation and feedback
    Staff Responsible for Monitoring: Campus principals
 	
    Title I:
    2.6, 4.1, 4.2
    Funding Sources: Supplies and materials to host sessions - 211 - $3,300
	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Hold regularly scheduled parent and family meetings in order to: --Collaborate with parents on the annual revision of the District Written Parent Involvement Policy --Gather input from parents regarding the annual evaluation of the Title I program --Provide information on topics of interest to members of the District-Wide Education Improvement Committee	**Formative**			**Summative**
	Oct	Jan	Apr	May

Strategy's Expected Result/Impact: Parent participation documented with sign-in sheets, revised parent involvement policy, completed annual evaluation
    Staff Responsible for Monitoring: Campus principals
    Director Federal, State, and Student Programs
 	
    Title I:
    2.6, 4.1
    Funding Sources: Resources and materials - 211-Title I, Part A Improving Basic Programs - 211 - $3,300
	30%	50%		

Strategy 3 Details	Reviews			
Strategy 3: Host sessions for EL/EB sessions for families, parents, and community and provide supplies and resources needed for EL/EB parent and community sessions--ECC, RES, RJH, and RHS.	Formative			Summative
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase parental engagement and equip parents and guardians with tools and strategies to use at home **Staff Responsible for Monitoring:** Campus administrators Director of Federal, State, & Student Programs Department of Teaching and Learning **Title I:** 2.4, 2.6, 4.2 **Funding Sources:** Supplemental Pay for teachers to host sessions - 263 - $5,000	15%	25%		

Strategy 4 Details	Reviews			
Strategy 4: Host College Awareness sessions for EL/EB Parents and Families	Formative			Summative
	Oct	Jan	Apr	May
Strategy's Expected Result/Impact: Increase parents' toolbox with strategies and activities related to College Awareness **Staff Responsible for Monitoring:** Campus administrators and counselors Director of Federal, State and Student Programs **Title I:** 2.4, 2.6, 4.2 **Funding Sources:** Supplemental Pay - 263-Title III English Language Acquisition - 263 - $2,000	0%	0%		

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

Goal 4: Focus on Parent, Family and Community Engagement: RISD will focus on engaging family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 2: Engage parents and community by sharing information and fostering collaborative decision making sessions to create positive relationships.

Strategy 1 Details	Reviews			
Strategy 1: RISD will host a series of interactive events providing support and resources for parents/guardians and teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Sign in sheets; minutes;agendas/presentations. **Staff Responsible for Monitoring:** Campus principals Federal, State, & Student Programs Director **Title I:** 2.5, 4.2 **Funding Sources:** Resources and materials - 211 - $5,000	Oct	Jan	Apr	May
	30%	35%		

Strategy 2 Details	Reviews			
Strategy 2: Purchase material from The Parent Institute in both English and Spanish that assists parents with college readiness, managing student behavior, realizing school expectations, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Material on display at campuses for parents/families to take and read. **Staff Responsible for Monitoring:** Campus principals Federal, State, and Student Programs Director **Title I:** 2.6 **Funding Sources:** Individual school parents tips-Parent Institute - 211 - $1,292	Oct	Jan	Apr	May
	100%	100%	100%	100%

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

Goal 4: Focus on Parent, Family and Community Engagement: RISD will focus on engaging family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 3: RISD will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to post secondary education including, coordination with institutions of high education, employers, and other local partners; and Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify students interests and skills.

Evaluation Data Sources: Number of students remaining in RISD from 1st to 2nd grade, number of students participating in 5th to 6th and 8th to 9th summer bridge program, and numbers in ECHS/ Dual credit courses

Strategy 1 Details	Reviews			
Strategy 1: Campuses will create and host transition activities, days, schedules, etc. to facilitate effective transitions for students RECC to RES, from RES to Royal Junior high, and RJH to RHS.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase parent awareness of available programs Increased number of students participating in 5th to 6th and 8th to 9th summer bridge program Increased numbers in ECHS/ Dual credit courses **Staff Responsible for Monitoring:** Campus administrators and counselors Director of Advanced Academics Special Education Director	30%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 5: Focus on School Climate: RISD will provide a healthy, safe, secure, and orderly environment for students, staff, families, and community.

Performance Objective 1: Royal ISD will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students by implementing practices to support social emotional learning, conflict resolution, and restorative practices, and will focus on continuing to build relationships with students to gather insight into students' needs.

Evaluation Data Sources: Office referrals, DAEP referrals, District discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Build capacity within our staff to be prepared to recognize and respond to social emotional needs of all learners. Provide training in the following areas: Trauma Informed Care, Threat Assessment Team, Resiliency, Capturing Kids' Hearts, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Establish a student support model that will allow for prevention as well as intervention **Staff Responsible for Monitoring:** District Coordinator of Culture and Well-being Special Education Director and support staff Campus principals and counselors **Title I:** 2.5	50%	60%		

Strategy 2 Details	Reviews			
Strategy 2: RISD proposes to use funds to meet the purpose of the Title I grant by assisting schools in identifying and serving gifted and talented students and identifying professional development in the social and emotional needs of gifted students for campus access.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase the number of students identified as GT; Increased attention to the unique needs of GT students and their social and emotional needs **Staff Responsible for Monitoring:** Director of Advanced Academics Campus principals **Title I:** 2.6 **Funding Sources:** GT Assessment materials - 211-Title I, Part A Improving Basic Programs, GT professional development - 255-Title II Supporting Effective Instruction	50%	0%		

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

Goal 5: Focus on School Climate: RISD will provide a healthy, safe, secure, and orderly environment for students, staff, families, and community.

Performance Objective 2: Royal ISD will purchase software to monitor social media for any threatening or hurtful language to the district or students.

Strategy 1 Details		Reviews			
Strategy 1: Purchase Navigate 360/Social Sentinel		**Formative**			**Summative**
Strategy's Expected Result/Impact: Alert district of threats or threatening language that refers to the district		**Oct**	**Jan**	**Apr**	**May**
Staff Responsible for Monitoring: Police Chief Director of Technology District Coordinator of Culture and Well-being **Title I:** 2.4, 2.5 **Funding Sources:** Purchase Navigate 360/ Social Sentinel license - 289 - $7,089.75		30%	90%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 5: Focus on School Climate: RISD will provide a healthy, safe, secure, and orderly environment for students, staff, families, and community.

Performance Objective 3: Staff and students will be aware of signs and dangers of Dating violence, Sexual abuse, sex trafficking, and other maltreatment of children, date-rape, bullying and other emotionally or physically harmful threats.

Strategy 1 Details	Reviews			
Strategy 1: Provide avenues for students to report date-rape or bullying activities anonymously. (HB 1942) i.e. online Bullying Reporting system - STOPit & Crime Stoppers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Decrease in the percentage of bullying incidences. **Staff Responsible for Monitoring:** Technology Director District Coordinator of Culture and Well-being Campus administrators and counselors **Title I:** 2.5, 2.6 **Funding Sources:** Stop It - 289-Title IV Student Support & Academic Enrichment - $2,000	15%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide campuses, students, and families training and resources regarding awareness of Dating violence, Sexual abuse, sex trafficking, and other maltreatment of children, date-rape, bullying and other emotionally or physically harmful threats. Examples include, https://www.pacer.org/bullying/classroom/elementary/ https://www.ptotoday.com/campaign/request/pifirst/thanks Crime stoppers presentations	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: 5% less incidences of bullying Increased awareness among staff, students and families **Staff Responsible for Monitoring:** District Social Emotional Learning Coordinator Campus administrators and counselors	15%	30%		

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

Goal 6: Focus on Recruiting, Supporting, Assigning, and Retaining Highly Qualified Teachers: Royal ISD will attract high quality staff members and encourage them to optimize their impact on student learning by creating a culture of teacher retention and continuous professional learning.

Performance Objective 1: All campuses and departments will be 100% staffed with highly effective, certified personnel (when applicable).

High Priority

Evaluation Data Sources: Recruiting records, hiring timelines, retention reports, exit interview reports

Strategy 1 Details	Reviews			
Strategy 1: To address and provide equity, the Human Resources Director and Campus principals will attend job fairs at universities and service centers in order to recruit highly-qualified teachers in various subject areas, grades, and specializations.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: Increase the number of Certified teachers and Highly qualified paraprofessionals in all areas -General Education -Bilingual Education -English as Second Language -Special Education **Staff Responsible for Monitoring:** Superintendent Chief Financial Officer Human Resources Director **Title I:** 2.4, 2.6 - **Equity Plan** **Funding Sources:** Registrations, travel - 255-Title II Supporting Effective Instruction - 255 - $3,000	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: To address and provide equity, RISD will focus on providing induction, a district level mentoring cohort, campus based mentors, ongoing professional development, and stipends to attract, recruit, and retain highly qualified teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**

Strategy's Expected Result/Impact: Provide initial and ongoing support to teachers, incentivize teachers by competing with area districts, and decrease teacher turnover
    Staff Responsible for Monitoring: Chief Financial Officer
Human Resources Director
Department of Teaching and Learning
 	
    Title I:
2.5, 2.6
 - **Equity Plan**
    Funding Sources: Professional development and stipends - 255-Title II Supporting Effective Instruction - 255 - $50,000
	70%	80%		

Strategy 3 Details	Reviews			
Strategy 3: RISD will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other income students by ineffective, inexperienced, our out-of-field teachers by providing opportunities to build capacity within instructional staff, teachers, and campus leaders in various subject areas, grades, and specializations in order to meet all of our student populations' needs.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**

Strategy's Expected Result/Impact: Build capacity in staff, retain staff
    Staff Responsible for Monitoring: Campus administrators
Department of Teaching and Learning
Director of Human Resources
 	
    Title I:
2.5
 - **Equity Plan**
    Funding Sources: Training for Staff - 289-Title IV Student Support & Academic Enrichment - 289 - $3,000, Professional development conferences - 255-Title II Supporting Effective Instruction - 255 - $5,000
	25%	50%		

Strategy 4 Details	Reviews			
Strategy 4: RISD will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2) by maintaining a local target improvement plan for RJH and by monitoring students' progress in meeting challenging State academic standards.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**May**
Strategy's Expected Result/Impact: RJH will continue to show academic gains on local and state assessments; RJH will not be a target campus for the 2023-2024 school year **Staff Responsible for Monitoring:** Superintendent RJH Principal Department of Teaching and Learning **Funding Sources:** - 211-Title I, Part A Improving Basic Programs, - 199-PIC 24 SCE Accelerated Education	30%	50%		

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

State Compensatory

Personnel for District Improvement Plan

Name	Position	FTE
Staff DAEP	Secretary	1
Staff DAEP	Coordinator	1
Staff ECC	Math Interventionist	1
Staff ECC	Bilingual Math Coach	0.5
Staff ECC	Reading Interventionist	1
Staff ECC	Paraprofessional	1
Staff ECC	PE Aide	1
Staff ECC	Bilingual Aide	1
Staff RES	Interventionist	1
Staff RHS	Educational Teacher	1
Staff RHS	DAEP Teacher	1
Staff RJH	7th Grade ELA Teacher	1
Staff RJH	8th Grade Math Teacher	1
Staff RJH	8th Grade ELA Teacher	1
Staff RJH	Math Teacher	1
Staff RJH	8th Grade Math Teacher	1
Staff RJH	8th Grade Science Teacher	1
Staff RJH	7th grade ELA Teacher	1

Title I Personnel

Name	Position	Program	FTE
Staff	Paraprofessional	Royal Early Childhood Center	Yes - 211
Staff	Paraprofessional	Royal Early Childhood Center	Yes - 211-50%
Staff	Paraprofessional	Royal Early Childhood Center	Yes - 211
Staff	Paraprofessional	Royal Early Childhood Center	Yes - 211
Staff	Literacy & Math Coach/ Interventionist	Royal Early Childhood Center	Yes - 211
Staff	Math Coach	Royal Elementary	Yes - 211
Staff	Math Coach	Royal Elementary	Yes - 211
Staff	Instructional Program Specialist	District	Yes- 211 - 50%
Staff	Math Coach	Royal Early Childhood Center	Yes-211-50%
Staff	Instructional Coach	STEM	Yes-211