

Royal Independent School District
Royal Junior High
2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Royal ISD District Mission:

Destination district committed to instructional excellence
in a safe, equitable environment for all.

RJH Mission Statement:

Attitude & Effort: The Royal Junior High Way!

Vision

Royal ISD Vision Statement:

Investing in our tomorrow.

Royal Junior High Vision Statement:

A Learning Community with High Expectations.

The RJH & STEM Campus Goals

GOAL 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

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

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

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

GOAL 5: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation

Value Statement

Our five Core Values affirm who we are, what we stand for, how we treat each other, what we prioritize, and what guiding principles we live by as members of the Royal Junior High family. We have 5 Core Values that we make every decision and communicate as a campus. They

focus us on what matters most and provide a unified sense of purpose.

RJH Core Values:

1. Collaborative Spirit
2. Collective Greatness
3. Every Child
4. Moral Compass
5. Attitude & Effort

As a campus we use the 3 main areas of the Royal ISD District Strategic Direction: Why we exist.

The Royal ISD 3 areas:

Learner Profile

Core Beliefs

Pillars

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall RJH & STEM Academy Needs Assessment:

While our campus has experienced a large jump in STAAR scores, we still have a long way to go. In order to achieve this, our campus needs to be purposeful in several areas. The following strengths were identified: improvement in scores, dedicated staff, variety of opportunities, and campus culture improvements. The following problems identified were technology (internet issues, chrome books need more on campus), expanding our instructional habits (such as providing stations for students and student directed activities, and students indicated a need to have teachers provide a specific time for those that need another "teach time" when in class), and professional development specific to our campus and the needs of our EB/ESL students. Through discussion, our campus will focus on these three problems academically related: Professional Development (as indicated in Goal 1, Performance Objective 1, Strategy 5), Strengthening Instruction through Differentiation (as indicated in Goal 1, Performance Objective 1, Strategy 7), and Differentiation of Instruction with a focus on the campus Emergent Bilingual students (as seen in Goal 1, Performance Objective 2, Strategy 1). While these academic areas of focus are very specific, they will have an impact on overall student learning. Additionally, campus safety (indicated in Goal 2) is important and ensuring the campus is in compliance.

Title: 1st Comprehensive Needs Assessment Meeting June 20,2022

The committee was made up of all the required stakeholders. In attendance either via Zoom or in person were Marcus McLemore (principal), Carrie Campbell-Bishop (Assistant Principal), Jonell Conway (Instructional Coach), Vicki Ibarra (Teacher) Clare Morgan (Teacher), Bobbie Novicke (Teacher). Those members that did not attend where sent information on June 21, 2022 that summarized the meeting. During this meeting, the campus improvement team was informed of the vision and mission, and the needs assessment process was explain as seen in the Mission and Vision section of the current CIP. The importance of stakeholder input and participation in the creation of both documents was discussed. The CIP team received training on the following: the process and purpose for creating a comprehensive needs assessment and a campus improvement plan. The comprehensive needs assessments process is described below and the following areas were addressed:

Demographics: We are projecting a growth in student population from previous years due to the construction of new homes. Our population as far as other aspects has stayed the same.

Student Achievement: After reviewing our 2022 STAAR scores, the team was pleased to see that we made significant growth especially in the area of 7th grade ELAR of about 22% from previous years.

School Culture & Climate: With the change in administration, there will be changes in the campus theme and parent night planned for the 1st part of August.

Staff Quality, Recruitment, and Retention: This has proven to be a challenge. At the time of this meeting we were still lacking 6 positions for hire.

Curriculum, Instruction & Assessment: STAAR scores were reviewed. A change in the master schedule was reviewed to indicate Math and ELAR will have a specific Intervention period scheduled throughout the day.

Parent and Community Engagement: The beginning of the year will have a Meet the Teacher, Schedule Pick up night, and a Title 1 meeting. The group discussed combining a few activities such as Title 1 parent meeting and Meet the Teacher.

School Context & Organization: Our campus will be creating two teams to address

Technology: As of this meeting, it is reported that we are short 150 computers front the initial handout for the 2020 Covid shutdown. An issue of concern by the teachers was the inconsistency in internet access.

All of these topics discussed were a part of our overall Needs Assessment for the 2022-2023 Campus Improvement Plan to be developed in July/August 2022.

Title: 2nd Comprehensive Needs Assessment Meeting October 19, 2022

The committee was made up of all the required stakeholders. In attendance were Marcus McLemore (Principal) , Carrie Campbell-Bishop (Assistant Principal), Katria Ruiz (Special Education), Clare Morgan (8th Grade ELAR), Jene Kershner (Athletics/Electives), Rod Davenport (Band/Electives), Ruth Willis (paraprofessional), Sylvia Rojas (7th Grade Math), Shannon Vince (parent via Zoom) My'Asia Nhem (student), Treasure Espree (student), and Jonell Conway (Instructional Coach via Zoom). We met at the RJH campus. During this meeting, the campus improvement team reviewed the vision and mission, and the needs assessment process, as well as reviewed the area of GOAL 1 by assigning percentages toward meeting the goal.

The 2022-2023 along with the 2021-2022 data was reviewed, presented, and explained. CIP team evaluated the following data: CBA/Unit Exam 1 data. the official scores (per handout), as well as student input from those present. The team was discussed as a group the following items:

Demographics: We reviewed the fact that the majority of our campus population is Latin X (speaking Spanish) as well as new additions such as Arabic (speaking Urdu).

Student Achievement: The scores from the 2021-2022 school year were discussed. The area of the most growth was seen in 7th grade reading. We did notice that our EB (Emergent Bilingual formerly known ESL)population is lagging in growth. Our special education group of students showed a better amount of growth. It was discussed that the latest CBA/Unit scores were low especially in 6th grade where the grade level had 2 math/science non-certified substitutes and 1 ELAR non-certified at times or certified teacher while awaiting hiring of local certification teachers from district Human Resources

School Culture & Climate: With the addition of very precise Mission and Vision statements, the school is feeling more like a family. Students are responding to the Capturing Kids Hearts process.

Staff Quality, Recruitment, and Retention: Due to multiple late hires (7 total), our staff was not fully hired and on campus until the 8th week of school. We now have locally certified teachers as well as Teach-Worthy candidate teachers. At the time of this meeting we will need to hire an 8th grade ELAR (due to resignation) and a 6th grade Math/Science teacher.

Curriculum, Instruction & Assessment: The teachers are meeting weekly to plan per the data collected during PLC meetings. The utilization of Amplify for ELAR has proven to be a positive addition to our curriculum toolbox. The only concern was that the curriculum was not in full use until the 4th week of school.

Parent and Community Engagement: We have had a great turn out for the following events: Meet the Teacher (8/10/2022), Open House (9/7/2022), and the Hispanic Heritage Night (10/7/2022).

School Context & Organization: In this area discussion was around having internal processes (as seen in the District Strategic Plan under District Pillar).

Technology: Due to various reasons, we are currently short approximately 150 chrome books. Administration filled out a google form recently that addressed the campus needs for chrome books. The internet speed and how slow it has been has greatly affected the amount of lost instruction time due to students having to wait until the Classlink loads and then the needed app to start.

Title: 3rd Campus Improvement Team Review January 11,2023

The committee was made up of all the required stakeholders. In attendance were, Marcus McLemore, Principal, Carrie Campbell-Bishop, Assistant Principal, Vicki Ibarra, math teacher, Clare Morgan, ELAR teacher,

Shanta Potts, Social Studies Teacher, Jene Kershner Electives teacher, Chandell Murphy, Professional School Counselor, Jonell Conway, Instructional Coach, Jorge Espinoza,

Science Teacher, and Ruth Willis paraprofessional.

During this meeting, the committee performed a mid-year audit on the academic goals within the plan.

Demographics: We reviewed the fact that the majority of our campus population is Latin X (speaking Spanish) as well as new additions such as Arabic (speaking Urdu). Our campus is receiving new students every week.

School Culture & Climate: With the addition of very precise Mission and Vision statements, the school is feeling more like a family. Students are responding to the Capturing Kids Hearts process.

Student Achievement: The team review recent CBA scores and determined that with the implemented designated Intervention period and advisory, the achievement has great prospects for improvement. The goals were reviewed for each academic area.

Curriculum, Instruction & Assessment: The teachers are meeting weekly to plan per the data collected during PLC meetings. The utilization of Amplify for ELAR has proven to be a positive addition to our curriculum toolbox.

Staff Quality, Recruitment, and Retention: As of this meeting we are now fully staffed. In February, the administration will send out survey of staffing for next year.

Technology: The internet speed and how slow it has been has greatly affected the amount of lost instruction time due to students having to wait until the Classlink loads and then the needed app to start. At this point in time, the district technology team is working with RJH to ensure that there are enough working computers for the benchmark testing in March and the STAAR testing in May.

Title: 4th Campus Improvement Team Review April 11, 2023

The committee was made up of all the required stakeholders. In attendance were Marcus McLemore, Principal, Carrie Campbell-Bishop, Assistant Principal, Katria Ruiz special education teacher, Vicki Ibarra, math teacher, Clare Morgan, ELAR teacher, Shanta Potts, social studies teacher, Chandell Murphy, Professional School Counselor, Ruth Willis, paraprofessional, Jorge Espinoza, science teacher, and Jene Kershner, electives teacher..

Demographics: We reviewed the fact that the majority of our campus population is Latin X (speaking Spanish) as well as new additions such as Arabic (speaking Urdu). Our campus is receiving new students every week.

School Culture & Climate: With the addition of very precise Mission and Vision statements, the school is feeling more like a family. Students are responding to the Capturing Kids Hearts process. A review of the comprehensive Need Assessment as conducted in this area.

Student Achievement: The team reviewed the March Benchmark scores briefly and correlated any score to the CIP goals for each academic area.

Curriculum, Instruction & Assessment: The teachers are meeting weekly to plan per the data collected during PLC meetings. The utilization of Amplify for ELAR has proven to be a positive addition to our curriculum toolbox With the coordination of teacher and instructional coaches, the campus is doing a STAAR Blitz using Closing the Distance. A review of the comprehensive Need Assessment as conducted in this area.

Staff Quality, Recruitment, and Retention: As of this meeting we are now fully staffed. In February, a survey was sent to all staff about their next year plans. This also included a question about areas of certification and if they were willing to do a different position/role for the 2023-2024 school year. This proved very useful and the results indicate that there should be a low turn over rate compared to last school year.

Technology: The internet speed and how slow it has been has greatly affected the amount of lost instruction time due to students having to wait until the Classlink loads and then the needed app to start. At this point in time, the district technology team is working with RJH to ensure that there are enough working computers for the STAAR testing in April and May. Our students have performed interim exams within the state system in order to be comfortable with the features. A review of the comprehensive Need Assessment as conducted in this area.

Demographics

Demographics Summary

Royal Junior High is located in Brookshire, TX, a small city approximately twenty miles west of Katy. It currently serves approximately 500 students. The community has recently encountered a spark in the building of new homes, which will impact enrollment in the future.

Over the past few years, Royal Junior High's Hispanic, Economically Disadvantaged, and At Risk groups have increased in numbers. These students tend to have lower reading levels and need increased support. We will continue to develop our Tier II and III Response to Intervention (RTI) Program for reading for these students as well as other student groups. We offer in-school tutorial opportunities and after-school tutorial opportunities.

African American 14.3% Hispanic 75.2% White 8.6% American Indian 0.3% Asian 0.2% Pacific Islander 0.0% Two or More Races 1.4%

Enrollment by Student Group

Economically Disadvantaged 78.7% Special Education 11.4% Emergent Bilingual/EL 48.1% Mobility Rate (2019-20) 8.7%

Our Teacher to Student Ratio is 22:1. It is low compared to the state average, but with each day our numbers are increasing. Due to all components of Royal Junior High, in 2019 the campus was at 62% (close to failure rating). In 2022, the campus was 78% (two points away from a B rating).

Demographics Strengths

Though we have a large Spanish speaking population, we are able to communicate with parents while utilizing staff and programs. Our demographics are changing due to the large amount of home development in our area.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students enter in 6th grade below grade level, specifically our EBs. Only an approximately 25% of ELL students are making one year growth, according to TELPAS results. **Root Cause:** ELL instructional strategies need to continue to be a focus in order to strengthen tier 1 instruction. Teachers have gained capacity on tier 1 instruction, but more strengthening is needed.

Student Achievement

Student Achievement Summary

While the campus (RJH & STEM) have a large Emergent Bilingual (ESL) population, our campus showed remarkable improvements over previous years.

All Subjects ESL Student Achievement combined 6,7,8 RJH & STEM:

Approaches Grade Level: 49% of students tested in 2022

Meets Grade Level: 21% of students tested in 2022

Masters Grade Level: 6% of students test in 2022

Using the Group Academic Summary Report from the Texas Assessment with RJH and STEM together:

2021-2022 By grade level: Did Not Approaches Meets Masters

6th grade Reading	41%	59%	25%	7%
6th grade Math	38%	63%	25%	5%
7th grade Reading	39%	61%	34%	23%
7th grade Math	42%	58%	24%	11%
8th grade Reading	25%	75%	42%	22%
8th grade Math	37%	63%	28%	4%
8th grade Social Studies	61%	39%	12%	4%
8th grade Science	33%	67%	32%	12%

Overall for the 2021-2022 School Year the following STAAR results were reported:

Overall Score for RJH:78 / C

Student Achievement for RJH: 67 / NR:SB1365

School Progress for RJH: 81 / B

Closing the Gaps 71 / C

This is a higher rating that in 2019 with a 68 overall score to 2022 overall score of 78.

Student Achievement Strengths

Considering that in 2019, this campus was 2 points away from an F rating, our students have made great strides. As of 2022, our campus is 2 points away from a B rating. Our PLC planning and data collection has become refined along with lesson planning with many steps still to go.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Although our students are making progress, many students are still below grade level, have gaps in learning from previous years, and many students are not at the meets and the masters level. **Root Cause:** Tier 1 instruction has improved, but still needs to be strengthened with rigor in order to increase academic success of students. Teachers are having to use instructional time to address learning gaps and there needs to be more emphasis on quality of first round instruction to support all students, then the RTI system to support tier 3 (learning gaps) and tier 2 (reteach of on-grade level instruct

School Culture and Climate

School Culture and Climate Summary

Royal Junior High staff participated in a campus discussion designed to create a collective vision of what we want our school to be. Royal Junior High School works under the exact practice that;

With new administration for the 2022-2023 school year, the overall theme is Attitude & Effort The Royal JH Way!

Additionally, our goal is as follows:

[Every Child](#) - We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

We determined that we wanted our campus to have the following qualities:

Collaboration

Communication

Support

A High Standard for Achievement

Safety as the #1 concern

100% Involvement

Consistency

Accountability

Respect

Growth

Differentiated Instruction

Teachers participate in on-going team building activities and events. Per the 2021-2022 ROYAL ISD Initiative for climate, culture, and philosophy, Capturing Kids Hearts is being implemented school-wide to encourage appropriate behaviors. It provides students and staff members with positive reinforcement on campus.

New systems and structures will be implemented at the start of the 2021-2022 school year to positively impact the school culture and climate for both students , families, and staff.

School Culture and Climate Strengths

Our campus has a great plan in place for the 2022-2023 school year with new campus administration. Our strength is that we do take the time to get to know each student and work well as a team.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The families belief that previous low achievement and the perception that RJH is not a good campus has created a negative narrative. **Root Cause:** At one time, the campus was experiencing a negative decline in student achievement and increase in negative student behavior.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

From the 2019 to 2021 school year, 100% of teachers at Royal Junior High are highly-qualified and highly committed to the improvement of academic achievement in all students. Teachers participate in ongoing professional development and professional learning communities.

For the 2022-2023 school year, there is a challenge in finding fully qualified staff. Through the District of Innovation, we are utilizing local certification for some staff as well as the enrollment in the Teach-worthy program. This program provides staff with the opportunity to gain full employment while they are finishing a teaching degree.

We believe that we are responsible for instructing all students every day and in every possible way.

Staff Quality, Recruitment, and Retention Strengths

The greatest strength in keeping staff is the culture and climate of a welcoming family atmosphere. With the 2022-2023 school year, administration has changed therefore new mission and vision statements were developed to support this goal.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Due to hiring issues, finding qualified staff has been a challenge. **Root Cause:** Overall State of Texas issue with limited workforce available for hire.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum

The master schedule at Royal Junior High has been designed in order to maximize the amount of time spent in instruction. Content area teams have similar conference periods in order to meet once a weeks for Team PLC's. Each grade level team is led by a team leader and teams meet after school every other week to discuss student data, needs, and instruction. At the Junior High School Core STAAR assessed subjects are double blocked for a full 90 minutes of instruction.

Curriculum, Instruction, and Assessment Strengths

Though the use of content area specific Instructional Coaches, there has been a better communication and connection with the office of Teaching and Learning. Through the development of lesson plans with assistance and oversight of the Instructional Coaches, our teachers have grown in understanding curriculum and applying in the classroom.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): CBA's for the 2021-2022 school year were at times limited in producing data that was consistent with the mid-year assessment. **Root Cause:** Access to a full staff of Instructional coaches until January 2022.

Parent and Community Engagement

Parent and Community Engagement Summary

Overtime, our campus has slowly started more involvement for families. In April 2022, an Open House was conducted with over 150 parents present. As the new year progresses, the goal is to have more events that are educationally driven as well as culturally in order to draw more families to the campus and share in these events.

Parent and Community Engagement Strengths

There have been attempts to meet more with families, but it has not been a super big strength. If anything, better attempts are made to reach out directly to parents by the teachers.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent Family involvement has been limited even with options of virtual or in person meetings. **Root Cause:** Previously due to COVID, families have not been in strong attendance for on campus academic events.

School Context and Organization

School Context and Organization Summary

The administration team consists of an instructional leader over each department--Math, ELA, Science, and Social Studies.

The instructional leader also oversees other areas such as special education, athletics, and electives.

Each instructional leader also collaborates with an instructional coach in each content area.

For the 2021-2022 school year, we hired both an ELAR/Social Studies Instructional Coach (Facilitator) and a Math/Science Instructional Coach (Facilitator). Specifically, the Middle School Instructional Facilitator will streamline PLC processes and instructional strategies for all content areas.

Campus administration shares the needs per a grade level and along with a counselor.

The master schedule has been created in order to support student achievement in reading and math, as well as support newcomers and EBs.

Specifically, students have been double-blocked to support student specific deficit areas.

For the 2022-2023 school year, true newcomer academic support advisory period has been created for first year students as well as inclusion time has been created to support beginner and intermediate EBs.

The master schedule was modified for this school year to 8 periods/day for students, in order to provide content teachers with an additional PLC meeting time, aside from their daily planning times.

The additional PLC time will allow for teachers to collaborate on a daily basis, focusing on the PLC process. Additions to the CTE program provide student opportunities to excel in areas outside of academics.

School Context and Organization Strengths

Due to our Master Schedule, the double blocking of Reading and Math, student achievement has increased as well as instructional time being better focused.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Due to the State of Texas Accelerated Instruction (HB 4545) time, students need subject specific TEKS objectives review. There is a limited amount of time within the 90 minute block. **Root Cause:** Students failing the STAAR have required additional time in addition to the 90 minute block.

Technology

Technology Summary

While there has been a push for 1 to 1 computers for students, the reality has been that having students take them home has caused several distractions as reported by parents. Our overall campus technology is not up to date as far as smart boards or other types of technology. The applications in Classlink are of great use and help drive our classroom instruction.

Technology Strengths

We have a great technology team to support our campus. There are processes being developed to ensure retention of products and issuing of new product. Teacher inventory is improving through the support of the district technology team. After hiring a person on campus to specifically assist with all things technology, there has been an improvement to student access to products.

Problem Statements Identifying Technology Needs

Problem Statement 1: During the 2021-2022 school year, over 150 computers were lost/not returned. **Root Cause:** Issuing computers to the individual student to take home.

Priority Problem Statements

Problem Statement 1: Although our students are making progress, many students are still below grade level, have gaps in learning from previous years, and many students are not at the meets and the masters level.

Root Cause 1: Tier 1 instruction has improved, but still needs to be strengthened with rigor in order to increase academic success of students. Teachers are having to use instructional time to address learning gaps and there needs to be more emphasis on quality of first round instruction to support all students, then the RTI system to support tier 3 (learning gaps) and tier 2 (reteach of on-grade level instruct

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Students enter in 6th grade below grade level, specifically our EBs. Only an approximately 25% of ELL students are making one year growth, according to TELPAS results.

Root Cause 2: ELL instructional strategies need to continue to be a focus in order to strengthen tier 1 instruction. Teachers have gained capacity on tier 1 instruction, but more strengthening is needed.

Problem Statement 2 Areas: Demographics

Problem Statement 3: CBA's for the 2021-2022 school year were at times limited in producing data that was consistent with the mid-year assessment.

Root Cause 3: Access to a full staff of Instructional coaches until January 2022.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: July 20, 2022

Goal 1: Goal 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 1: STUDENT ACHIEVEMENT: By June 2023, as a part of a Targeted Intervention Plan, Royal Junior High School and Royal ISD STEM Academy will increase student performance on STAAR Grades 6-8 exams in reading and math by at least 10 % points in Reading and 10% points in Math at each performance level (approaches, meets, masters).

All Students:

Using the Group Summary Report from the Texas Assessment with RJH and STEM together:

2021-2022 By grade level:	Did Not Meet	Approaches	Meets	Masters
6th grade Reading	41%	59%	25%	7%
6th grade Math	38%	63%	25%	5%
7th grade Reading	39%	61%	34%	23%
7th grade Math	42%	58%	24%	11%
8th grade Reading	25%	75%	42%	22%
8th grade Math	37%	63%	28%	4%
8th grade Social Studies	61%	39%	12%	4%
8th grade Science	33%	67%	32%	12%

Overall for the 2021-2022 School Year the following STAAR results were reported:

Overall Score for RJH: 78 / C

Student Achievement for RJH: 67 / NR:SB1365

School Progress for RJH: 81 / B













Closing the Gaps 71 / C








This is a higher rating that in 2019 with a 68 overall score to 2022 overall score of 78.









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












Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the same goal with higher rates and modify for the Effective School Framework Plan.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate instructional planning and data analysis PLCs to strengthen initial instruction and outline action plans for remediation and enrichment. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level (PLC report sheets/attendance/agenda). Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Create and administer common formative assessments such as unit assessment, or other district required exams, (can be every 3 or 6 weeks), or as directed by the Office of Teaching and Learning, to monitor student progress and drive instruction and small group intervention/enrichment. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Promote student self-advocacy, through a partnership with the teacher of instruction with the student, create goals through the use of a student data tracking tool after common assessment administration, unit tests, Istation ISIP, IXL Math and other diagnostic tools. Strategy's Expected Result/Impact: Increased awareness of TEKS performance throughout the school year. Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 4 Details	Reviews			
Strategy 4: Provide personalized learning opportunities during the school day to be in compliance with House Bill 4545 and transportation (or other alternative after school program partnership) for students who participate in tutorials. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$10,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 5 Details	Reviews			
Strategy 5: Research, create, and facilitate professional learning (including Title 1 requirements) opportunities for teachers and administrators based on campus and individual needs assessment. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance goals. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide teachers with effective intervention resources, through a partnership with the Office of Teaching and Learning, to best utilize district provided intervention resources for all students, including but not limited to, those students identified of needing House Bill 4545 completion of 30 hours per failed STAAR subject.</p> <p>Strategy's Expected Result/Impact: Improvement in performance for students by closing gaps as shown by STAAR scores, Campus Based Assessments, and District Benchmarks</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers (through the use of district tracking tool), and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Provide TEKS Resource System curriculum development or other district adopted curriculum source, for 6-8 grade teachers to study TEKS for the upcoming six weeks, to include targeted lesson plans, enrichment and remediation planning, instructional strategies, performance indication, academic vocabulary activities and higher order thinking skills.</p> <p>Strategy's Expected Result/Impact: Lesson planning and writing will improve. Increased data from administration and instructional coaches, in Campus Based Assessments, District Benchmarks, teacher collected data, and STAAR results.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coaches and Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 8 Details	Reviews			
Strategy 8: CLOSING THE GAP (ALL STUDENTS): Through the PLC meetings and data collection review during the meetings teachers will become fully aware of students who are deficient in demonstrating proficiency of team-identified essential standards, allowing for appropriate identification of students for RTI and development of RTI Individual Student Plans. Strategy's Expected Result/Impact: Increase in STAAR scores as measured by Closing the GAP indicators. Staff Responsible for Monitoring: Administrators, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 9 Details	Reviews			
Strategy 9: CLOSING THE GAP (ALL STUDENTS): Using RTI protocol, provide appropriate intervention and extension activities for students in need of additional help or enrichment of team-identified essential standards. Strategy's Expected Result/Impact: : As a result of provided academic support, all students will meet or master essential standards prior to STAAR assessment leading to improved scores across all subgroups. Increase in the STAAR Indicator of Closing the GAP. Student overall performance on CBA, District Benchmarks, and STAAR results. Staff Responsible for Monitoring: Administration, Classroom Teachers, Intervention Staff/Teacher, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 1: Goal 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.








Performance Objective 2: GAP-CLOSING (EL Students): By June 2022, Royal Junior High and Royal ISD STEM Academy will increase overall performance on STAAR Grades 6-8 exams to narrow the gap or improve performance above the target by at least 6% for EL students in the areas of meets and masters as a part of a Targeted Improvement Plan. (approaches will not be assessed in 2023)

High Priority

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

Next Year's Recommendation: Continue this goal with the use of 2022-2023 STAAR data and assess the next overall percentage.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build master schedule to include a Newcomers Program, through the use of an ESL Support Aide, to support students during advisory with those student with beginning language acquisition.</p> <p>Strategy's Expected Result/Impact: Increased EB student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EB students and non-EB students.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, LEP Coordinator, ESL Support Aide, and Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 263-Title III English Language Acquisition - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Research, create, and facilitate professional learning opportunities focused on improving the learning outcomes for English Learners/Emergent Bilingual. Strategy's Expected Result/Impact: Increased EB student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EB students and non-EB students. Increased teacher knowledge of instructional strategies to support EB students Staff Responsible for Monitoring: Administrators, Classroom Teachers, District Support, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction - \$7,500	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.









Performance Objective 3: (Literacy) Royal JH and Royal STEM Academy will focus on improving students reading levels by providing quality instruction and resources to ensure that all students read and write on grade level as measured by grade level reading assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Progress toward objective is improving and need to continue with elements through the use of 2022-2023 STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: 6th, 7th, and 8th Grade students will participate in a specific time daily to use Read 180 and/or iStation or other district approved program as remediation and enrichment to increase fluency, vocabulary, and comprehension skills. Strategy's Expected Result/Impact: Increase in scores Campus Based Assessments, District Benchmarks, Teacher Data Tracking, and STAAR results Staff Responsible for Monitoring: Administration, Classroom Teachers, Interventionist, and Instructional Coaches. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: Goal 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ACADEMICS AND ENRICHMENT: (Mathematics) Royal JH will focus on Mathematics providing quality instruction and resources to ensure that all students meet or master grade level concepts as measured by grade level assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The resources provided by the district were used, the accuracy and effective out comes need to be improved upon.

Strategy 1 Details	Reviews			
Strategy 1: For grades 6, 7, 8, provide supplemental resources, professional development opportunities to improve the academic performance of all students in math including students who are served by special populations Strategy's Expected Result/Impact: Improve scores on Campus Based Assessments, District Benchmarks, and STAAR. Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Populations Staff, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction - \$7,500	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 1: Goal 1: STUDENT ACHIEVEMENT: Every Royal Junior High Student and Royal ISD STEM Academy student will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

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

Evaluation Data Sources: Skyward Course Enrollment Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Due to the 16 different types of HS credits along with the number of pathways associated and HS credit, the campus has met this goal.

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer advanced level courses at Royal Junior High School and Royal ISD STEM Academy: Spanish courses for 8th grade students, Health for 7th and 8th grade students, other Royal STEM Academy specific advanced courses, and Algebra I (new to RJH 2021-2022), Mass Communications, General Trades (added 2022). Strategy's Expected Result/Impact: Increased number of students who enroll in and receive high school credit while in middle school. Staff Responsible for Monitoring: Administration and Campus Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools -	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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

Performance Objective 1: Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment.

High Priority

Evaluation Data Sources: Campus emergency operation procedures documents

Next Year's Recommendation: TEA audits with not issues did not yield any issues to be addressed at this time, but this will continue to be an accountability to have within a CIP.

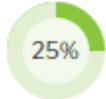
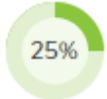






Strategy 1 Details	Reviews			
Strategy 1: Emergency Operations: Update campus EOPs annually and train staff at the start of each school year and throughout the school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents maintained. EOP submitted by September 1st and other district timelines. Staff Responsible for Monitoring: Administrators and District Personnel ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: STUDENT SUPPORT: Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2023, the percentage of Royal Junior High and Royal ISD STEM Academy students who feel connected as both individuals will be 80%.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Through initiatives from the district and collaboration with the CTE department, there has been progress toward college and career readiness.

Strategy 1 Details	Reviews			
Strategy 1: Identify students disconnected from school and encourage their participation in various clubs, organizations, and athletic pursuits as well as providing student assistance as a part of a SEL model for support. Strategy's Expected Result/Impact: Additional students will participate in extracurricular activities leading to improved campus connection. Staff Responsible for Monitoring: Administration and Classroom Teachers. ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Host multiple campus-wide social/entertainment activities as well as academic nights with highlights. Strategy's Expected Result/Impact: Improved campus community connection due to shared positive experiences. Staff Responsible for Monitoring: Administration and Classroom Teachers Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$1,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details		Reviews			
Strategy 3: Monitor student attendance reports and hold administrator/student conferences twice per grading period for students with excessive absences. Strategy's Expected Result/Impact: Improved student attendance rates due to better understanding of the issues caused by missing school, resulting in students feeling more connected to school. Staff Responsible for Monitoring: Administration and Campus Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$1,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 3: STUDENT SUPPORT: Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.









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

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Due to some delays in resources and direction, this specific area is not fully achieved, but significant progress toward knowing what is needed to graduate and how to use current classes for pathways was done with fidelity.

Strategy 1 Details	Reviews			
Strategy 1: 8th grade students participate in Royal High School campus and the Early College Campus visits to learn more about CTE Programs of Study and early college credit opportunities Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity or participate in the Early College Program through the selection of courses for 9th grade. Staff Responsible for Monitoring: Campus Counselor(s) TEA Priorities: Connect high school to career and college - Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: 8th Grade Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity or participate in the Early College Program through the selection of courses for 9th grade. Staff Responsible for Monitoring: Campus Counselor(s) TEA Priorities: Connect high school to career and college - Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	Formative			Summative
	Oct	Jan	Apr	May
	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: 8th Grade students will complete a 4-Year Plan prior to entering 9th grade Strategy's Expected Result/Impact: All 8th grade students, by March 2022 will choose a career path aligned to an endorsement, and -plan their courses across all 4 years of high school. All to be entered into Skyward or other district approved format such as Kuder. Staff Responsible for Monitoring: Administrators and Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
Strategy 4 Details	Reviews			
Strategy 4: 6th and 7th Grade students will participate in lessons and informational sessions on career plans, career clusters, and graduation requirements including opportunities to earn HS credit while in Junior High School Strategy's Expected Result/Impact: Increased enrollment in on campus High School credit courses and results from career inventory scales. Staff Responsible for Monitoring: Administrators and Campus Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 3: STUDENT SUPPORT: Every Royal Junior High and Royal ISD STEM Academy student will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

Performance Objective 3: ACADEMIC AND ENRICHMENT: The Whole Child - Well Rounded Education Royal JH and Royal STEM Academy will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students in preparation for Post-Secondary Readiness

Evaluation Data Sources: Course Selections and 4 year plans

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: A continued partnership with the CTE and HS has provided a better range of activities and college and career readiness than in years past.

Strategy 1 Details	Reviews			
Strategy 1: Royal JH will ensure that 100% of our students are on track to be College and Career Ready through the use of Resources, Activities, Events. Strategy's Expected Result/Impact: Increase in scores on Post-Secondary Readiness Standards or College and Career Readiness Standards Staff Responsible for Monitoring: Administrator and Campus Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$4,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 1: Royal JH will build the capacity for parents and school staff to interact and collaborate by increasing parent engagement by 20% for the 2022-2023 school year

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to develop more opportunities of varying interest to involved families in the process of educating their student.

Strategy 1 Details	Reviews			
Strategy 1: Provide parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond. Strategy's Expected Result/Impact: Provide parents/guardians with the information they need to plan for high school and beyond. Families will understand the post-secondary options and endorsements/pathways. Staff Responsible for Monitoring: Administrators and Campus Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Host Family Involvement activities that inform parents of the school policies such as Title 1 meeting, CIP, parental involvement policies, informational sessions, awards night, Meet the Teacher, Family Picnic on Content Showcase nights, and others deemed throughout the school year Strategy's Expected Result/Impact: Increase family involvement which leads to better school to home connections. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 2: 100% of Royal JH teachers will establish an effective communication system between the school and parents/guardians.

Evaluation Data Sources: Newsletters, Apptegy, mailings, phone logs, Classroom Teacher website, participation in Panorama Survey's.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: While the campus has provided opportunities for families to be a part of the education of their student, a review of the daily communications related to attendance, grades,, behavior and etc will need to be a focus for the 2023-2024 school year.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all communication with parents is provided in the appropriate language (utilize tools for translation, support from Spanish speaking staff, and other district resources for translation purposes) Strategy's Expected Result/Impact: Copies of all communication on file in both English and Spanish. Staff Responsible for Monitoring: Classroom Teachers and Administration. ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500	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	Marcus McLemore	Principal
Administrator	Carrie Campbell-Bishop	Assistant Principal
Special Education Representative	Katiria Ruiz	Life Skills Teacher
Classroom Teacher	Vicki Ibarra	Math Teacher
Classroom Teacher	Clare Morgan	ELAR Teacher
Classroom Teacher	Shanta Potts	Social Studies
Classroom Teacher	Jene Kershner	Athletics
Classroom Teacher	Rod Davenport	Electives
Social Emotional Learning /Guidance and Counseling Representative	Chandell Murphy	Professional School Counselor
Community Representative	Jeremiah Hill	Community Member
Paraprofessional	Ruth Willis	Special Education Para
Non-classroom Professional	Esmirna Hernandez	Instructional Coach
Classroom Teacher	Sylvia Rojas	Coach/Other Teacher
Parent	Shannon Vince	parent
Other School Staff	Jonell Conway	Instructional Coach
Classroom Teacher	Jorge Espinoza	Science Teacher
Community Representative	Ms. KANEISHA Gladney	Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$183,787.00
+/- Difference					\$183,787.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$1,400.00
199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$1,000.00
199-PIC 26 SCE Non-disciplinary DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00

199-PIC 26 SCE Non-disciplinary DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
199-PIC 28 SCE DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,100.00
+/- Difference					\$2,100.00
199-PIC 29 DAEP Supplemental costs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199-PIC 30 SCE Title IA Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$10,000.00
1	1	9			\$2,000.00
1	3	1			\$5,000.00
3	1	1			\$3,000.00
3	1	2			\$1,000.00
3	1	3			\$1,000.00
Sub-Total					\$22,000.00
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$3,000.00
199-PIC 34 SCE Prekindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$2,000.00
1	1	7			\$2,000.00
1	1	8			\$500.00
2	1	1			\$5,000.00
3	2	1			\$500.00
3	2	2			\$500.00
3	2	3			\$500.00
3	3	1			\$4,000.00
4	1	1			\$2,000.00
4	1	2			\$500.00
4	2	1			\$500.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$11,872.00
+/- Difference					-\$6,128.00
255-Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$2,000.00
1	2	2			\$7,500.00
1	4	1			\$7,500.00
Sub-Total					\$17,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$17,000.00
263-Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$5,000.00

270-Title V Rural & Low-Income Schools					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289-Title IV Student Support & Academic Enrichment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$235,159.00
Grand Total Spent					\$62,000.00
+/- Difference					\$173,159.00