

# **Royal Independent School District**

## **Royal Early Childhood Center**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# **Mission Statement**

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

## **Vision**

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

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# Comprehensive Needs Assessment

Revised/Approved: June 23, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

Title: 1st Comprehensive Needs Assessment Meeting 1 Minutes

The committee was made up of all the required stakeholders. In attendance were B. Sanchez (parent), R. Valis Hillsman (parent), N. Moses (administrator), D. Kuykendal (paraprofessional), G. Oviedo (paraprofessional), E. Tavares (professional staff), A. Garcia (professional staff), L. Murray (counselor), K. Randall (sped teacher), L. Diaz (teacher), E. Guevara (teacher), M. Lituma (teacher), and M. Juarez (teacher). We met on June 2, 2022 at Royal Early Childhood Center campus / virtually at the following Zoom link <https://us05web.zoom.us/j/87877590911?pwd=eGpMQkw3OHpDYTJSWG55bUxKN2laUT09#success>. During this meeting, the campus improvement team was informed of the vision and mission, and the needs assessment process was explained. Our school's vision and mission are: Mission - Our mission is to develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: moral, intellectual, social, emotional, and physical. Vision - Royal Early Childhood Center, with children as its first priority, strives to be recognized as a leader in PK, K, and 1st grade education. 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:

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

Approximately 440 students are enrolled on campus and student subgroups are broken down as follows: 72.9% Hispanic, 14.1% Black, 10.4% White and 2.2% Multi-Race students.

The Early Childhood Center has offered full day Pre-K for 4 years. We have also implemented a One-Way Dual Language Program.

### Demographics Strengths

The Royal Early Childhood administrators, teachers and staff believe in continuous improvement. The district has sought to find the highest quality instructional programs that address all content areas and meet the increasing demands of our students. The teachers, staff and administrators ensure that the instructional materials provided are being implemented daily with fidelity. Instructional paraprofessionals support prekindergarten students and teachers by assisting with guided reading and guided math instruction in the classroom. Campus interventionists provide reading and math interventions to kindergarten and first grade TIER 2 and TIER 3 students.

At Royal ECC instruction is guided by the TEKS Resource System and the Prekindergarten guidelines.

Instructional materials for first line instruction include the following: Fountas and Pinnell Phonics, Fountas and Pinnell Classroom System, Comprehension Toolkit, Units of Study Writing and Kim Sutton Math. Interventionists use Level Literacy Intervention(LLI), Soluciones and Do the Math kits to provide additional support in achieving overall reading and math goals. Next Steps to Guided Reading and Istation Reading and Math are also used daily.

Our bilingual program offers one way dual language instruction. Reading/Language Arts, Math, Science, and Social Studies are taught in the students native language for all Prekindergarten students. In Kinder Reading/Language Arts, and Science are in the students native language while Math and Social Studies is taught in English. For first grade, we

support transitioning as an early exit district by instruction in the native language for Reading/Language Arts, while Math, Science, and Social Studies are instructed in L2.

Students in kindergarten and first grade will be assessed using the Developmental Reading Assessment (DRA) to determine current reading levels throughout the year (Middle and EOY only for Kinder). Due to the COVID 19 pandemic, many instructional gaps are being addressed through first-line instruction and RTI supports. End of year data was reviewed and a need for increased support with phonemic awareness/phonics instruction in prekindergarten and kindergarten to support all students in making at least a year's growth in their reading foundational skills. Math data supports the needs to continue with hands-on exploration and providing a variety of ways for students to critically analyze and respond.

Approved scheduling changes during the 2022-2023 school year allowed the interventionists to pull reading and math intervention groups during the 60 min block of time or during small group time. Classroom teachers also pull intervention students in small groups and provide additional support.

TIER 2 & 3 students will receive instruction from a paraprofessional, a teacher and/or an interventionist. Progress monitoring is completed weekly and adjustments made as needed. Bilingual students receive interventions in Spanish using Soluciones and in English using Do the Math or TEKS focused Programs.

Using local funding, Royal ECC will continue to share a librarian with the 2nd-5th grade campus and maintain a library paraprofessional that will assist with library duties. The campus will continue to employ a full time counselor to support the social-emotional support, character development, and overall mental wellness of our students.

Royal ECC will continue to use Istation in PK, K, and 1st grade classrooms and in designated computer labs to reinforce skills taught during mini lessons and small group instruction. The ECC will also encourage parents to allow students to use the Istation "home" edition. Research shows that Istation helps students grow in skills predictive of future reading success. Istation's computer-adaptive curriculum and assessment are research-based and aligned to individual state standards.

Data as shown in the presentation was distributed beforehand, reviewed, and discussed. Each team member is expected to review the data with their teams. We have a goal of determining our next steps for the campus by identifying our strengths, weaknesses, and potential areas of adjustment to improve the campus and student outcomes.

After collaboration and discussion the meeting was concluded. Each team member will complete their homework by deep diving even more into the reviewed information with their teams before our next meeting.

The team was launched and the meeting was adjourned.

#### Title: 2nd Comprehensive Needs Assessment Meeting #2 Minutes

The committee was made up of all the required stakeholders. In attendance were B. Sanchez (parent), R. Valis Hillsman (parent), N. Moses (administrator), D. Kuykendal (paraprofessional), G. Oviedo (paraprofessional), E. Tavares (professional staff), A. Garcia (professional staff), L. Murray (counselor), K. Randall (sped teacher), L. Diaz (teacher), E. Guevara (teacher), M. Lituma (teacher), and M. Juarez (teacher). We met on June 23, 2022 at Royal Early Childhood Center campus / virtually at the following Zoom link <https://us05web.zoom.us/j/87877590911?pwd=eGpMQkw3OHpDYTJSWG55bUxKN2laUT09#success>. During this meeting, the campus improvement team reviewed the vision and mission, and the needs assessment process. The 2021-2022 data to be reviewed was presented and explained. CIP team evaluated the following data: (multiple sources) Circle Assessment Data, TxKea Data, DRA/EDL Data, Istation Reading/Math Data, and campus qualitative. The team was split into groups and each group was assigned a different data analysis area: (Eight) Demographics; Student Achievement; School Culture & Climate; Staff Quality, Recruitment, and Retention; Curriculum, Instruction & Assessment; Parent and Community Engagement; School Context & organization; and Technology.

Each team member shared their homework by providing feedback from their teams and data reviewed in our presentation. As a team, we collaborated and identified our campus strengths, problems, and our focus.

The following strengths were identified: growth in Prekindergarten data from beginning to end of the year. Most students are surpassing the PK guideline goals. Kindergarten bilingual language arts data meets the campus expectations. Dual first grade students are making more than a year's growth in reading.

The following problems identified were phonics/phonemic awareness data in Prekindergarten and Kindergarten does not meet the campus expectations. Math ISIP data for Prekindergarten students is below 70%. The number of monolingual students not meeting grade level expectations in DRA reading level for the end of the school year is too high per campus goals and expectations.

It was decided as a CIP committee that our campus will focus on these three (3) problems: Continuing to increase student performance with foundational reading skills. The campus will provide Tier 1 reading/math instruction that is hands-on and promotes problem solving and critical thinking. The campus will increase opportunities to connect with families and provide resources to increase the opportunities for students to expand their at home literacy connections. Problem Statement 1: Improving on level first grade readers is a need that has been identified at the campus. Root Cause: Students beginning the year significantly below grade level expectations impacts ending at the target for the grade level. Problem Statement 2: Improving phonics in prekindergarten and kindergarten would provide a stronger foundation for readers. Root Cause: More time is needed to develop in these areas. Other instructional needs took president during the 2021-2022 school year daily schedule and intervention times. Problem Statement 3: Prekindergarten students are not performing well on ISIP assessments. Root Cause: Students took the assessments in the computer lab with the paraprofessional educators, not homeroom teachers. The use of a chromebook and not tablets has decreased student independence with completing the assessments in a fluid manner

Goals for the 2022-2023 school year will be available and reviewed with all stakeholders at the beginning of the school year. The team will stay in communication and be a valuable resource for sharing the current mission, vision, and goals of the campus.

The committee was launched and the meeting was adjourned.

# Demographics

## Demographics Summary

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

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

Royal Early Childhood Center has a total of 60.5 staff members consisting of 2 administrators, 1 counselor, 2.5 instructional coaches, 1.5 interventionists, .5 librarian, 27 homeroom teachers, 5 additional support professionals (1 nurse, 2 P.E teachers, 1 music teacher, 1 in class support teacher), 16 paraprofessionals, and 3 clerical staff.

## Demographics Strengths

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

## Problem Statements Identifying Demographics Needs

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

# Student Achievement

## Student Achievement Summary

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

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

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

### **Kindergarten Results for Monolingual Students Vocabulary:**

EOY On Track 51% met goal

### **Kindergarten Results for Monolingual Students Letter Names:**

EOY On Track 76% met goal

### **Kindergarten Results for Monolingual Students Spelling:**

EOY On Track 49% met goal

### **Kindergarten Results for Monolingual Listening Comprehension:**

EOY On Track 73% met goal

### **Kindergarten Results for Monolingual Students Letter Names:**

EOY On Track 76% met goal

### **Kindergarten Results for Monolingual Students Decoding:**

EOY On Track 52% met goal

### **Kindergarten Results for Monolingual Students Letter Sound:**

EOY On Track 63% met goal

### **Kindergarten Results for Monolingual Students Blending:**



EOY On Track 49% met goal

**Kindergarten Results for Bilingual Students Vocabulario:**

EOY On Track 82% met goal

**Kindergarten Results for Bilingual Students Ortografia:**

EOY On Track 79% met goal

**Kindergarten Results for Bilingual Students Decofificacion:**

EOY On Track 74% met goal

**Kindergarten Results for Bilingual Students Combinacion de Sonidos:**

EOY On Track 65% met goal

**Kindergarten Results for Bilingual Students Comprehension Auditiva:**

EOY On Track 85% met goal

**First Grade DRA Results for Monolingual Students:**

EOY 39% met goal

**First Grade EDL Results for Bilingual students:**

EOY 46% met goal

**First Grade DRA/EDL Results for Dual students:**

EOY 61% met goal

**First Grade Istation Overall Results for All Students:**

EOY 70% met goal

**Kindergarten Istation Overall Results for All Students:**

EOY 67% met goal

**Prekindergarten Istation Overall Results for All Students:**

### Student Achievement Strengths

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

### Problem Statements Identifying Student Achievement Needs

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

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

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

# School Culture and Climate

## School Culture and Climate Summary

The Royal Early Childhood Campus has a supportive culture.

Administrators, instructional coaches, counselor, librarian, aides, and support staff are stakeholder who provide support in multiple areas for staff, students, families, and the community.

Capturing Kids Hearts is used to support the culture/climate and social-emotional needs of the students and the staff.

All meetings/activities begin with Good Things. Affirmation stations are provided for staff to positively impact each other. Launches are used to close meetings/school day.

Social contacts are in place for the campus and each team to provide guidance and direction that benefits the campus community.

We have 4 staff who have been trained as Resiliency Support for all faculty/staff.

The Hospitality Committee also provides support, recognition, celebration, and acknowledgements for the community.

## School Culture and Climate Strengths

1. The campus staff is supportive.
2. Multiple departments and/or committees are available to promote a positive, supportive school culture and climate for all stakeholders.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Social-emotional needs and supports for staff have increased and cause increased stressors for stakeholders. **Root Cause:** Post COVID, needs of students, staff, and the community have shifted and caused for additional supports to be necessary.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

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

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

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

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

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

### Staff Quality, Recruitment, and Retention Strengths

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

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The application pool of highly qualified applicants is very minute. **Root Cause:** The rural location of the campus and neighboring larger district attract possible candidates.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

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

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

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

## Curriculum, Instruction, and Assessment Strengths

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

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

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

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

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

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

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

## Parent and Community Engagement Strengths

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

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Family involvement in the areas of campus visits, academic enrichment at home, and volunteering has declined. **Root Cause:** The working class families of our community have many priorities and constrained schedules.

# School Context and Organization

## School Context and Organization Summary

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

## School Context and Organization Strengths

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

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Smaller class sizes would benefit the impact on student outcomes with literacy and math. **Root Cause:** Teacher to student class size ratios by the state have not been adjusted post Covid.

# Technology

## Technology Summary

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

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

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

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

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

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

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

## Technology Strengths

All teachers and students have access to devices.

The instructional technology support is beneficial to teachers and students.

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

## Problem Statements Identifying Technology Needs

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



# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Demographics

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

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

**Problem Statement 2 Areas:** Student Achievement

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

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

**Problem Statement 3 Areas:** Student Achievement

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

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

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: December 12, 2022





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













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













## High Priority



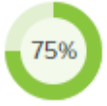





**Evaluation Data Sources:** Istation reports will be used for kindergarten and 1st grade. Circle testing reports will be used for Pre-kindergarten. TxKea testing reports will be used for Kindergarten. IXL testing reports will be used for 1st grade.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	May
<p><b>Strategy 1:</b> Provide Eureka Math and additional curriculum development and materials for Kindergarten teachers to study TEKS for the upcoming grading periods, instructional strategies, performance indicators, and academic vocabulary activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance scores on testing for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Administrative Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs. <b>Strategy's Expected Result/Impact:</b> Agendas/minutes from meetings/exit tickets will connect to improved instructional focuses. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Campus Administrative Team, Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 30 SCE Title IA Schoolwide Activity - \$150,000, - 199-PIC 34 SCE Prekindergarten - \$40,000		Formative			Summative
		Oct	Jan	Apr	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue to implement RTI intervention for students in TIER 2 and 3 for student/campus improvement. <b>Strategy's Expected Result/Impact:</b> Record of student attendance in RTI classes, parent conferences, and progress monitoring records. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrative Team, Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$15,000, - 199-PIC 30 SCE Title IA Schoolwide Activity - \$15,000		Formative			Summative
		Oct	Jan	Apr	May
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Promote and extend early mathematics development based on the PK guidelines which include the content areas of number concepts, extending patterns, naming and recognizing shapes, understanding measurement, and sorting objects. <b>Strategy's Expected Result/Impact:</b> Assessment checklists, Circle Assessments, Classroom Walkthroughs, Small Group Binders <b>Staff Responsible for Monitoring:</b> Administrative Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 199-PIC 34 SCE Prekindergarten - \$10,000		Formative			Summative
		Oct	Jan	Apr	May
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Support learning by providing real-life experiences through field trips that are in line with the TEKS Resource System and PK Guidelines. Some examples include visits to farms where children can learn about plants and animals, dairy, manufacturing facilities, museums and theaters. <b>Strategy's Expected Result/Impact:</b> Students can explain and demonstrate learning. <b>Staff Responsible for Monitoring:</b> Team leaders and Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 34 SCE Prekindergarten - 3,000, - 199-PIC 30 SCE Title IA Schoolwide Activity - 7,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Maintain a system of monitoring & assessing the delivery of curriculum, engaging student lessons with strategic walk-throughs. <b>Strategy's Expected Result/Impact:</b> Improved teacher and student outcomes. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$10,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Work with teachers on the differences between accommodations/modifications/intervention/acceleration to ensure students are working on grade level with a high level of rigor. <b>Strategy's Expected Result/Impact:</b> Special Education students will increase their performance rate by 10% in the area of reading. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Special Education Staff  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 224-IDEA B Special Education - \$500	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> All Prekindergarten -1st grade teachers will implement the highly qualified instructional materials (Teaching Strategies, Eureka Math, Kim Sutton). Students will receive guided instruction on how to solve mathematical problems in various ways. <b>Strategy's Expected Result/Impact:</b> Students will show academic success on unit test, Istation, Circle, TxKea , and IXL testing. <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team and Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>Funding Sources:</b> - 263-Title III English Language Acquisition - \$5,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			









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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to focus on monitoring attendance, meeting with families, and providing incentives to students.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus PEIMS clerk and campus principal will monitor student attendance on a weekly basis and review reports. Monthly perfect attendance celebrations will be facilitated by campus PEIMS clerk. <b>Strategy's Expected Result/Impact:</b> Weekly reports kept in binders. Weekly attendance rates will meet or exceed 94% <b>Staff Responsible for Monitoring:</b> Campus PEIMS Clerk, Teachers, Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











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

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

**High Priority**

**Evaluation Data Sources:** Increase in use of innovative technologies including Eduphoria, Istation, Reading A to Z, Teaching Strategies Cloud, CLI Engage, TxKea.

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to provide a Technology teacher in the ECC computer labs for efficient access to Istation, Skill Struck, IXL, and other selected programs. Lab monitors will provide data analysis reports each nine weeks. <b>Strategy's Expected Result/Impact:</b> Improved time in selected programs in class and use of programs in computer labs A and B. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team, Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 30 SCE Title IA Schoolwide Activity - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
	 50%	 75%	 90%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





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













**High Priority**

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

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

**Next Year's Recommendation:** Continue this goal.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-kindergarten, Kindergarten, and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared and guided reading and writing, vocabulary building, word recognition and phonemic awareness.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvements on grading period checklists, Circle/TxKea assessments, DRA/EDL assessments and Istation data.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team, Administrative Team</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> - 199-PIC 30 SCE Title IA Schoolwide Activity - \$50,000, - 199-PIC 34 SCE Prekindergarten - \$25,000, - 199-PIC 25 State Bilingual/ESL - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Learning Centers for Pre-kindergarten, kindergarten and 1st grade classrooms will be established to provide independent learning, as well as, student choice. These centers will include, but are not limited to literacy centers, social studies centers, science centers, math centers and technology centers. <b>Strategy's Expected Result/Impact:</b> Improvement in overall literacy skills. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$10,000, - 199-PIC 34 SCE Prekindergarten - \$5,000, - 199-PIC 30 SCE Title IA Schoolwide Activity - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Work with teachers on the differences between accommodations/modifications/acceleration/intervention to ensure students are working on grade level with a high level of rigor. <b>Strategy's Expected Result/Impact:</b> Special education students will increase their performance rate by 10% in the area of reading. <b>Staff Responsible for Monitoring:</b> Administrative Team and Special Education Staff  <b>Title I:</b> 2.4, 2.6, 4.1 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 224-IDEA B Special Education - \$500	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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









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

**High Priority**

**Evaluation Data Sources:** Student Writing Samples

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

**Next Year's Recommendation:** Continue next year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Pk, Kinder, and 1st grade teachers will implement researched-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared/guided reading and writing, vocabulary building, word recognition and phonemic awareness. <b>Strategy's Expected Result/Impact:</b> First-line instructional practices, Student performance data <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - 263-Title III English Language Acquisition - \$10,000	Formative			Summative
	Oct	Jan	Apr	May
	 30%	 45%	 70%	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



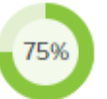





**Goal 2:** Focus on Human Capital and Organizational Development: Recruit and hire qualified teachers and paraprofessionals and support them with ongoing professional development that will lead to success for all students.













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

**High Priority**

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to build teacher leaders who can provide staff development in the areas of lesson plans, guided reading, guided math, and other instructional strategies to improve learning across the campus. <b>Strategy's Expected Result/Impact:</b> Improvement in lesson plans, newsletters, agendas, lesson delivery <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Team Leaders, Committee Chairs  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$30,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development on strategies to improve reading through guided reading. <b>Strategy's Expected Result/Impact:</b> Increase reading performance from BOY to EOY. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$50,000, - 199 - General Fund - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide LPAC training for all EB teachers, administrators, and LPAC parent representatives. <b>Strategy's Expected Result/Impact:</b> Improved outcomes for the committee <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 263-Title III English Language Acquisition - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Instructional coaches/counselor will provide in class support and planning assistance for all teachers, provide weekly PLC planning meetings for sharing strategies for improved instruction. <b>Strategy's Expected Result/Impact:</b> Improved instruction, documented coaching 'in the moment' <b>Staff Responsible for Monitoring:</b> Campus Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$30,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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













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

**High Priority**

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All students will receive TIER 1 instruction. Students in need of assistance as identified by the grade level assessments will receive TIER 2 instruction in a teacher small group. TIER 2 groups will be progress monitored. <b>Strategy's Expected Result/Impact:</b> Students will show academic success on the assessment for their grade level. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 211-Title I, Part A Improving Basic Programs - 25,000, - 199 - General Fund - \$25,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Kinder and 1st grade teachers will continue to use the TEKS resource system and the leveled readers to assist with reading development. All students will participate in guided reading instruction and small groups daily. Teachers will also use the Leveled Literacy Kits/Soluciones as well as guided reading books organized in the book room. Teachers will list small group text used weekly in their lesson plans for reference and data purposes. <b>Strategy's Expected Result/Impact:</b> Improved DRA/EDL2 student performance across the campus. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 25 State Bilingual/ESL - \$25,000, - 199-PIC 24 SCE Accelerated Education - \$25,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Chromebooks or Chrome tablets for each classroom to ensure Istation reading/math and other applications are being used to develop students' skills during center time. <b>Strategy's Expected Result/Impact:</b> Increased skill practice across the campus, students have the opportunity to revisit first-line skills <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase take home readers and increase in-class literacy centers. <b>Strategy's Expected Result/Impact:</b> Students engaged in self-reading opportunities <b>Staff Responsible for Monitoring:</b> Principal, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 25 State Bilingual/ESL - \$30,000, - 211-Title I, Part A Improving Basic Programs - \$30,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











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



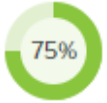





**Performance Objective 2:** Seventy-five percent of the students in PK, K, and 1st grade will meet the grade level expectations for math as determined by Circle, TxKea, and IXL screeners.

**High Priority**

**Evaluation Data Sources:** Assessment results improve from BOY to EOY

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide strategic and prescriptive math instruction and interventions through the RTI program on the campus and through small group instruction. Students with disabilities and bilingual students will receive targeted assistance by teachers, interventionists, and paraprofessionals. <b>Strategy's Expected Result/Impact:</b> Improved math scores <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$20,000, - 211-Title I, Part A Improving Basic Programs - 20,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Istation and IXL computerized programs for independent math practice in school and at home for all students. <b>Strategy's Expected Result/Impact:</b> Math growth <b>Staff Responsible for Monitoring:</b> Teachers and Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Funding Sources:</b> - 211-Title I, Part A Improving Basic Programs - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Provide RTI supplemental materials for students in TIER II and TIER III interventions for math in English and Spanish as needed. <b>Strategy's Expected Result/Impact:</b> TIER 2 and 3 students grow in math strategies and performance <b>Staff Responsible for Monitoring:</b> Teachers, interventionists, Instructional Leadership Team  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> RTI supplemental materials - 199-PIC 30 SCE Title IA Schoolwide Activity - \$5,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 3:** All students will have enrichment opportunities that align with their literacy and math goals with authentic experiences in fine arts, physical movement, technology, and social-emotional development.

**Evaluation Data Sources:** Walkthrough data, observation, surveys

**Summative Evaluation:** Exceeded Objective






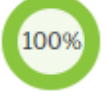

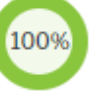




**Goal 4: Family and Community Engagement:** Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

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

**High Priority**

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

**Summative Evaluation:** Met Objective

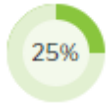







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Messages out (call, email, text) and student flyers to all parents about important events and holidays. Teachers uses communication application to directly communicate with families. <b>Strategy's Expected Result/Impact:</b> Improved communication and family-school engagement <b>Staff Responsible for Monitoring:</b> Teachers, Office Staff, Principal  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$10,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to update school calendar on campus website and send home monthly calendar with students. Provide updates on social media and via messaging applications. <b>Strategy's Expected Result/Impact:</b> Parents are knowledgeable of school events. <b>Staff Responsible for Monitoring:</b> Administrative Team, Office Staff  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$25,000, - 263-Title III English Language Acquisition - \$10,000	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 facilitation of quality education and producing well-rounded students.

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

**Evaluation Data Sources:** Family/community participation results

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to offer family events that will assist parents with materials and strategies for success; encourage attendance by family members at district sessions. <b>Strategy's Expected Result/Impact:</b> Improved results in DRA3/EDL2, Istation, Circle, TxKea <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$5,000, - 211-Title I, Part A Improving Basic Programs - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host the annual Title 1 Parent Meeting to collaborate with parents on the annual revision of the district written Parent Engagement Policy. <b>Strategy's Expected Result/Impact:</b> Meet requirements for Title 1 <b>Staff Responsible for Monitoring:</b> District Level Administrators  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 211-Title I, Part A Improving Basic Programs - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Disseminate School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. <b>Strategy's Expected Result/Impact:</b> Increased number of compacts returned. <b>Staff Responsible for Monitoring:</b> Teachers Administrative Team, Office Staff  <b>Title I:</b> 2.4, 2.5, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$1,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide family engagement events that give parents, guardians, and students the opportunity to grow in their understanding and development in the areas of social-emotional, academic, physical fitness, and fine arts. <b>Strategy's Expected Result/Impact:</b> Student growth and outcomes. Parent/family partnerships <b>Staff Responsible for Monitoring:</b> Administration, Instructional Leadership Team  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 263-Title III English Language Acquisition - \$5,000, - 211-Title I, Part A Improving Basic Programs - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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








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

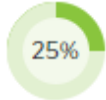







**High Priority**

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

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

**Next Year's Recommendation:** Continue.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send home all notes in English and Spanish. Send home flyers for special events, utilize school messenger for quick updates and reminders for meetings and events. <b>Strategy's Expected Result/Impact:</b> Less phone calls about events. <b>Staff Responsible for Monitoring:</b> Principal, Office Staff, Team Leaders  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 211-Title I, Part A Improving Basic Programs - \$20,000, - 263-Title III English Language Acquisition - \$15,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Conduct a GT meeting for parents of student in the Gifted and Talented program by March. <b>Strategy's Expected Result/Impact:</b> Improved attendance at meeting <b>Staff Responsible for Monitoring:</b> GT staff, Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199-PIC 21 State Gifted & Talented (G/T) - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Communicate with all parents for parent conferences twice a year (minimum). One in the fall and one in the spring. <b>Strategy's Expected Result/Impact:</b> Increased parent attendance and knowledge of student abilities. <b>Staff Responsible for Monitoring:</b> Teachers, Administrative Team  <b>Title I:</b> 2.4, 2.5, 2.6, 4.1, 4.2 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools <b>Funding Sources:</b> - 199 - General Fund - \$5,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue



# State Compensatory

## Budget for Royal Early Childhood Center

**Total SCE Funds:** \$55,250.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

Title1 A School Wide Activity 40, 750 and SCE Prekindergarten
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# 2022-2023 Site Based Decision Making Team

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

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
1	1	6			\$10,000.00
1	2	1			\$5,000.00
1	4	2			\$10,000.00
2	1	1			\$30,000.00
2	1	2			\$50,000.00
2	1	2			\$50,000.00
2	1	4			\$30,000.00
3	1	1			\$25,000.00
3	1	3			\$50,000.00
3	2	1			\$20,000.00
4	1	1			\$10,000.00
4	1	2			\$25,000.00
4	2	1			\$5,000.00
4	2	3			\$1,000.00
5	1	3			\$5,000.00
Sub-Total					\$341,000.00
Budgeted Fund Source Amount					\$3,335,632.00
+/- Difference					\$2,994,632.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$364,727.00
+/- Difference					\$359,727.00

199-PIC 24 SCE Accelerated Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$25,000.00
Sub-Total					\$25,000.00
Budgeted Fund Source Amount					\$364,727.00
+/- Difference					\$339,727.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$5,000.00
3	1	2			\$25,000.00
3	1	4			\$30,000.00
Sub-Total					\$60,000.00
Budgeted Fund Source Amount					\$71,648.00
+/- Difference					\$11,648.00
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
+/- 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					\$0.00
+/- Difference					\$0.00
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	1			\$3,000.00
1	1	2			\$150,000.00
1	1	3			\$15,000.00
1	1	5		7,000	\$0.00
1	3	1			\$50,000.00
1	4	1			\$50,000.00
1	4	2			\$5,000.00
3	2	3	RTI supplemental materials		\$5,000.00
Sub-Total					\$278,000.00
Budgeted Fund Source Amount					\$284,013.00
+/- Difference					\$6,013.00
199-PIC 34 SCE Prekindergarten					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$40,000.00
1	1	4			\$10,000.00
1	1	5		3,000	\$0.00
1	4	1			\$25,000.00
1	4	2			\$5,000.00
Sub-Total					\$80,000.00
Budgeted Fund Source Amount					\$308,076.00
+/- Difference					\$228,076.00
211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1		25,000	\$0.00
3	1	4			\$30,000.00
3	2	1		20,000	\$0.00
3	2	2			\$50,000.00
4	2	1			\$5,000.00
4	2	2			\$5,000.00
4	2	4			\$5,000.00

211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$20,000.00
Sub-Total					\$115,000.00
Budgeted Fund Source Amount					\$219,300.00
+/- Difference					\$104,300.00
224-IDEA B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$500.00
1	4	3			\$500.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$30,720.00
+/- Difference					\$29,720.00
255-Title II Supporting Effective Instruction					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
263-Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$5,000.00
1	5	1			\$10,000.00
2	1	3			\$5,000.00
4	1	2			\$10,000.00
4	2	4			\$5,000.00
5	1	1			\$15,000.00
Sub-Total					\$50,000.00
Budgeted Fund Source Amount					\$47,420.00
+/- Difference					-\$2,580.00

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					\$809,314.00
+/- Difference					\$809,314.00
Grand Total Budgeted					\$5,835,577.00
Grand Total Spent					\$955,000.00
+/- Difference					\$4,880,577.00