

Royal Independent School District

Royal Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Royal Elementary School, in collaboration with students, families, and community members, will provide instructional excellence in a safe and equitable environment.

Vision

Investing in our tomorrow.

Value Statement

We're all in this together!

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Comprehensive Needs Assessment

Revised/Approved: November 29, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview

Title I, Part A Schoolwide Program Element 1.1: Comprehensive Needs Assessment: The campus improvement committee (CIC) met on June 6, 2022, to conduct a comprehensive needs assessment of the entire school that considered available information regarding the academic achievement of students in relation to the changes in state academic learning standards, gaps related to the covid pandemic, and with special attention to the needs of students that are failing or are at risk of failing to meet the aforementioned academic learning standards and other factors determined by our local education agency.

The committee discussed/completed the following steps to conduct the comprehensive needs assessment:

1. Purpose of creating a comprehensive needs assessment and campus improvement plan
2. Processes for creating a campus improvement plan and campus improvement plan
3. Survey centered around the 4 traditional areas for comprehensive needs assessments plans

Next, the committee brainstormed and discussed campus goals and developed strategies to address the identified areas in need of improvement. The committee then created a plan to gather data to further guide decision-making by developing a list of data sources and designating which committee members would be responsible for securing and presenting data to the committee. The data sources were obtained for the 2021-22 school year and included the following:

Tier 1 Instructional resources currently available (math, RELA, science and bilingual)	Campus assessment data (math, RELA, science, bilingual & subpopulations)	Social-emotional referrals
Tier 2 Instructional resources currently available (math, RELA, science and bilingual)	District assessment data (math, RELA, science, bilingual & subpopulations)	Parent involvement data
	STAAR assessment data (math, RELA, science, bilingual & subpopulations)	Campus budget documents
		Year bullying incidents
		Professional development opportunities
		Discipline data
		Teacher attendance
		Climate and culture survey results

The committee met again on June 14, 2022, in the campus' conference room and via the campus' virtual meeting platform. The meeting participants included all the required stakeholders. The committee reviewed the survey completed during the June 6th meeting with a direct focus on Demographics, Perceptions, Student Learning, and School Processes analysis areas. As a team, we collaborated and identified our campus strengths, problems, and our focus, as follows:

3. Instructional planning and professional learning have improved and changed over the last two years. Guided reading and math group times are designated in each teacher's daily schedule. Bi-weekly Professional learning communities (PLCs) take place to empower teachers with instructional strategies, content knowledge, and collaborative learning opportunities. PLCs are designed to ensure that quality instruction and aligned practices are in place to ensure all students learn essential grade-level knowledge and skills receive very structured in order to ensure that every student in the building is receiving instruction at the appropriate grade level, that TEKS-task alignment is present, and that research-based resources are utilized. Data tracking through small group binders, goal setting meetings are emphasized as additional methods to make data-driven decisions on campus. Lastly, campus instructional coaches provide professional development sessions that guide teachers in unwrapping the TEKS and allow opportunities for vertical alignment and collaboration among grade-level and campus teachers.

PROBLEM AREAS

1. It is unclear how, when, and to whom certain concerns such as social-emotional problems, bullying, etc., need to be reported.
2. Too much time in the classroom is wasted on negative behavior.
3. There is currently no Response to Intervention (RTI) program in place.
4. Teacher absences were consistently over 50% each month of the school year.
5. Teachers are not consistently using the guided reading lesson cycle to produce gains in student reading levels.
6. Many students are unable to read on grade level, as measured by DRA, iStation, STAAR, and Amplify Intervention.
7. Teachers did not receive consistent classroom support in the form of coaching cycles.
8. Emergent Bilingual students participating in the Bilingual Early Exit Program transition from Spanish literacy instruction to English starting in 4th grade. However, there is no clear definition of English literacy instruction in 2nd and 3rd grade to advance students' English language development.
9. Low student Achievement in Math, ELAR, and Science
10. Lack of community engagement, partnerships, and resources.

It was decided as a CIP committee that our campus will focus on these three areas:

1. Increase engagement of community stakeholders
2. Provide instructional excellence for all students in a safe and equitable environment
3. Recruit, retain, and develop highly effective staff

Demographics

Demographics Summary

Royal Elementary School is located in southern Waller County serving the communities of Brookshire, Pattison, Sunnyside, and the surrounding areas. The district boundaries are FM 529 to the north, the Harris County line to the east, the Fort Bend County line to the south, and the Brazos River to the west. This area contains a total of 161 square miles. Royal Elementary School services 560 students in grades 2 -5.

Demographics Strengths



Royal Elementary School is growing. We ended the year with a total of 529. We opened the 22-23 school year with 560. Royal Elementary School is a culturally diverse campus of students and staff. Students from various ethnic, economic, and educational backgrounds receive services from a variety of programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A decline in parent and community engagement continues to exist. **Root Cause:** Our campus lacks true community partnerships that help families with physical, mental, and social/ emotional needs. A lack of training opportunities (academic support sessions, English classes, technology sessions, resume writing, etc) exist for parents/ guardians.

Student Learning

Student Learning Summary

Texas Education Agency	 
2022 Accountability Ratings Overall Summary	
ROYAL EL (237905105) - ROYAL ISD - WALLER COUNTY	

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		83	B
Student Achievement		65	Not Rated: Senate Bill 1365
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		86	B
Academic Growth	79	86	B
Relative Performance (Eco Dis: 82.5%)	38	70	C
Closing the Gaps	70	76	C

Student Learning Strengths

RES earned a B campus rating. Elementary schools earn a "B" (80–89) for recognized progress when 75% or more of students have made a year's worth of academic gains and the school's achievement is above average compared to similar elementary schools. RES continues to work on improving low performing schools by focusing on reading and math. The focus is on building capacity with staff which will directly impact student achievement. We are focused on a balanced literacy and balanced math program in all classrooms, all classroom teachers have an established intervention block in their schedule and students who are one grade level or more below in reading/math are being pulled out for intervention during ancillary classes. Additional research-based balanced literacy and math materials were ordered to support teachers and students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Gaps continue to exist between overall student performance on reading and writing formative and summative assessments **Root Cause:** Insufficient gaps have been closed from year to year in the area of grammar, spelling, word study, and comprehension.

Problem Statement 2: 30% of our 3rd grade students did not reach the passing rate to approach on the Math STAAR assessment. 40 % of our 4th grade students did not reach the passing rate to approach on the Math STAAR assessment. 25% of our 5th grade students did not reach the passing rate to approach on the Math STAAR assessment **Root Cause:** Insufficient gaps have been closed from year to year in the area of mathematics and problem solving .

Problem Statement 3: 50% out our 5th grade students did not reach the passing rate to approach on the Science STAAR assessment. **Root Cause:** Students did not receive high quality instruction due to positions not filled and the rotation of staff and long term substitutes due to shortages.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention Summary: Our staff is highly diverse with backgrounds from across the U.S.A., Puerto Rico, Dominican Republic, Mexico, and Spain. Classroom teachers are highly qualified and attend professional development throughout the school year. Professional development is provided by campus instructional coaches, Region 4 ESC, and other outside vendors. Professional development is offered on established district calendar days and through weekly professional learning community meetings. Staff are extended the opportunity to attend sessions at Region 4 ESC that support our campus goals of English as a Second Language certification, Gifted and Talented Certification, and Special Education Self-Contained instruction for Life Skills and PPCD. Due to the teacher shortage we have multiple vacancies but were able to hire long-term substitutes.

New teachers and long term substitutes 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.

Curriculum, Instruction, and Assessment Summary :

Royal Elementary has several programs within the school structure:

- TEKS Resource System is our guide for following State Texas Essential Knowledge and Skills (TEKS) and we align curriculum and assessment to TEKS with a year-long scope and sequence
- Stem scopes is our guide for science instructional resource that supports the curriculum
- RTI serves students for reading and math, students who scored below grade level in DRA, and STAAR students. All RTI teachers are serving as teachers providing daily instruction.
- PLC by grade levels are built 2 days in the schedule on Tuesdays and Thursdays for teachers to lesson plan, review data, and receive professional development. This is to ensure that lesson plans and instruction are objective, data driven, and include critical thinking, formative assessments, and interventions
- Three content area instructional coaches working to support RES teachers.
- Amplify M-Class materials and IStation to help support and provide intervention for AT-Risk students
- Eureka Math is our 2nd grade math curriculum that that carefully sequences mathematical progressions in expertly crafted modules, making math a joy to teach and learn.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment Summary. Lesson planning has improved and changed over the last two years. Guided reading and math occur more often on campus across grades 2-5. In addition, Professional learning communities are very structured in order to ensure that every student in the building is receiving instruction at the appropriate grade level, that TEKS-task alignment is present and that research-based resources are utilized. Data tracking through small group binders, goal setting meetings are emphasized as additional methods to make data-driven decisions on campus. Lastly, campus instructional coaches provide professional development sessions that guide teachers unwrapping the TEKS and allow opportunities for vertical alignment and collaboration among grade level and campus teachers.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are/were gaps in availability of hardware, software, instructional resources for both students and staff. **Root Cause:** Insufficient technology (Chromebooks, teacher laptops, Interactive whiteboards, hot spots, etc) available on the elementary level; technology is not repaired/replaced year to year; not enough equipment to meet student growth numbers.

Problem Statement 2 (Prioritized): Rigor and instruction in the classroom do not meet the expectations of our campus assessment and STAAR. **Root Cause:** RES have several vacancies and many classrooms covered by long term substitutes.

Problem Statement 3: RES experiences high teacher turnover rates year after year. **Root Cause:** Teachers report leaving because of the pay and campus culture.

Problem Statement 4: RTI is not implemented with fidelity. **Root Cause:** Intervention teachers are being used to provide instruction as classroom teachers.

Priority Problem Statements

Problem Statement 1: Gaps continue to exist between overall student performance on reading and writing formative and summative assessments

Root Cause 1: Insufficient gaps have been closed from year to year in the area of grammar, spelling, word study, and comprehension.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Rigor and instruction in the classroom do not meet the expectations of our campus assessment and STAAR.

Root Cause 2: RES have several vacancies and many classrooms covered by long term substitutes.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: A decline in parent and community engagement continues to exist.

Root Cause 3: Our campus lacks true community partnerships that help families with physical, mental, and social/ emotional needs. A lack of training opportunities (academic support sessions, English classes, technology sessions, resume writing, etc) exist for parents/ guardians.

Problem Statement 3 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: December 12, 2022

Goal 1: Royal Elementary School will engage all community stakeholders in an effort to provide instructional excellence for RES students.





Performance Objective 1: Royal Elementary School will focus on partnerships in the community to help meet the needs of our families.












High Priority

Evaluation Data Sources: Local partnerships/activities with churches, businesses, food banks, etc.

Summative Evaluation: Met Objective

Next Year's Recommendation: Invite more organization to partner with school to create a wealth of community resources/ Greater participation at family events

Strategy 1 Details	Reviews			
Strategy 1: Contact local businesses, organizations, sporting clubs, and churches to create a community partnership. Strategy's Expected Result/Impact: Invite organizations to partner with schools and share community resources and events. Staff Responsible for Monitoring: Counselor Administration Title I: 2.5, 4.1, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: Advertisement and Incentives - 199-PIC 25 State Bilingual/ESL - \$1,000, Advertisement and Incentives - 199-PIC 30 SCE Title IA Schoolwide Activity - \$1,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate family/community events throughout the school year involving academic nights and campus and district events. Strategy's Expected Result/Impact: Increase parent involvement in an effort to increase student achievement and behavior Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration Title I: 2.4, 2.5, 4.2 - TEA Priorities: Improve low-performing schools Funding Sources: Advertisement, Parent Materials, Incentives, Activity Materials - 199-PIC 25 State Bilingual/ESL - \$2,000, Advertisement, Parent Materials, Incentives, Activity Materials - 211-Title I, Part A Improving Basic Programs - \$2,000, Advertisement, Parent Materials, Incentives, Activity Materials - 199-PIC 30 SCE Title IA Schoolwide Activity - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Host family and community events for EL/EB sessions for families, parents, and the community Strategy's Expected Result/Impact: Increase parent involvement in an effort to increase student achievement and behavior. Staff Responsible for Monitoring: EB Teachers, Instructional Coaches, and Administration Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional supplies, Advertisement, Parent Materials, Incentives, Staffing - 263-Title III English Language Acquisition - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 1: Royal Elementary School will engage all community stakeholders in an effort to provide instructional excellence for RES students.

Performance Objective 2: RES will improve student achievement and build community support by creating and implementing a proactive, strategic communication plan.

Evaluation Data Sources: Communication will be available in English and Spanish and the campus will host Family/Parent Engagement events.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to send communication in English and Spanish/ make sure phone calls directly impacting RES students is provided in Spanish

Strategy 1 Details	Reviews			
Strategy 1: Send home all school communication in English and Spanish such as conferences, call-outs, emails, phone calls, letters, etc. Training will occur with staff on communication program options and expectations Strategy's Expected Result/Impact: Parents will receive information about the upcoming classroom, campus, and district events. Staff Responsible for Monitoring: Teachers and Administrators Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper, Translation, Card Stock - 199-PIC 30 SCE Title IA Schoolwide Activity - \$7,500	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Each grade level will send home a monthly team newsletter to parents/ guardians highlighting what students will learn for the month, homework, and important campus events Strategy's Expected Result/Impact: Parents will receive information about the upcoming classroom, campus, and district events. Staff Responsible for Monitoring: Teachers and Administrators Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Paper, ink, translation, weekly folders - 199-PIC 30 SCE Title IA Schoolwide Activity - \$7,500	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Royal Elementary School has the core belief that all students can learn and is committed to instructional excellence in a safe and equitable environment.

Performance Objective 1: RES will focus on early literacy providing quality instruction and using research-based practices, beginning in second grade to ensure that all students read on grade level by Implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core.





High Priority








HB3 Goal

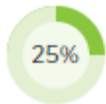

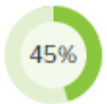




Evaluation Data Sources: Diagnostic and Screening Assessments; District CBA Data; TELPAS; STAAR








Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with goal and modify strategies

Strategy 1 Details	Reviews			
Strategy 1: Utilize guided reading and small group instruction consistently and effectively. Strategy's Expected Result/Impact: Utilizing the Guided Reading Framework will increase student fluency, comprehension, and reading levels. Staff Responsible for Monitoring: Coaches and Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Small group binders and folders - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000, Small group resources and learning materials - 211-Title I, Part A Improving Basic Programs - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details	Reviews			
Strategy 2: Increase access to reading materials and technology for students in the classroom. Strategy's Expected Result/Impact: The resources will help students become more engaged and help students retain information. The use of technology and different resources helps to accommodate multiple learning styles, encourages collaborations, provides instant feedback for teachers, and prepares students for the future. Staff Responsible for Monitoring: Teachers, Coaches, and Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Studies Weekly, Science Weekly, LLI & Soluciones, Flocabulary, Brain Pop - 199-PIC 30 SCE Title IA Schoolwide Activity - \$15,000, Studies Weekly, Science Weekly, LLI & Soluciones, Flocabulary, Brain Pop - 211-Title I, Part A Improving Basic Programs - \$15,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Train teachers and long-term substitutes to use Next Steps Forward by Jan Richardson. Strategy's Expected Result/Impact: The teacher designs clear, well-organized, sequential lessons that reflect the best practice, align with standards, and are appropriate for diverse learners that result in high levels of learning. Staff Responsible for Monitoring: Teachers, Coaches, and Administration Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Resources - 199-PIC 30 SCE Title IA Schoolwide Activity - \$7,500	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: Monitor effective small-group instruction through small-group binder data collection. Strategy's Expected Result/Impact: The Instructional Coaches will create a small-group binder expectations list and exemplar. The teacher tracks small group data and provides quality instruction ensuring an increase in fluency and comprehension, and reading levels. Staff Responsible for Monitoring: Teachers, coaches, and Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Binders, labels and dividers - 199-PIC 30 SCE Title IA Schoolwide Activity - \$4,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 5 Details	Reviews			
Strategy 5: Create a culture of reading that allows students to develop a true love for reading by increasing the quality and quantity of available literature and motivating/ rewarding readers. Strategy's Expected Result/Impact: Student independent reading levels and fluency will increase. Students will be motivated to read independently, think critically, and respond to the text. Staff Responsible for Monitoring: Coaches, Librarian, and Administrators Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Accelerated Reading, student reading incentives, flexible reading seating - 199-PIC 30 SCE Title IA Schoolwide Activity - \$8,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 6 Details		Reviews			
Strategy 6: The Intervention team will assist in providing Tier II instruction to increase students' reading levels for individual student growth. Strategy's Expected Result/Impact: Students move from tier 3 interventions to tier 2 through the consistent use of research-based instructional resources for tier 3 interventions. Staff Responsible for Monitoring: Interventionists, Instructional Coaches, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Interventionist and Instructional Coaches - 199-PIC 30 SCE Title IA Schoolwide Activity - \$80,000, Interventionist and Instructional Coaches - 211-Title I, Part A Improving Basic Programs - \$160,000		Formative			Summative
		Oct	Jan	Apr	May
		N/A			
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Royal Elementary School has the core belief that all students can learn and is committed to instructional excellence in a safe and equitable environment.

Performance Objective 2: RES will focus on mathematics and provide quality instruction and resources to ensure that all students perform at grade level by Implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core.




High Priority









HB3 Goal








Evaluation Data Sources: Diagnostic and Screening Assessments; District CBAs, Campus Unit Test; STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: focus on hiring certified teachers and interventionist , small group instruction, differentiation, and data driven instruction

Strategy 1 Details	Reviews			
Strategy 1: Increase access to math materials and technology for students in classrooms for tier one and two instruction. Strategy's Expected Result/Impact: The resources will help students become more engaged and help students retain information. The use of technology and different resources helps to accommodate multiple learning styles, encourages collaborations, provides instant feedback for teachers, and prepares students for the future. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Materials such as math manipulatives, IXL computer-based program, Total Motivation Math, ISIP, Closing the Distance, Brain Pop, Flocabulary, etc - 199-PIC 30 SCE Title IA Schoolwide Activity - \$15,000, Materials such as math manipulatives, IXL computer-based program, Total Motivation Math, ISIP, Closing the Distance, Brain Pop, Flocabulary, etc - 211-Title I, Part A Improving Basic Programs - \$15,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Utilize small group instruction consistently and effectively. Strategy's Expected Result/Impact: Utilizing the Guided Math Framework will increase student fluency, calculations, comprehension, and reasonableness skills. Staff Responsible for Monitoring: Teachers, instructional Coaches , and Administrators Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Small group binders and folders - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000, Small group binders and folders - 211-Title I, Part A Improving Basic Programs - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 3 Details	Reviews			
Strategy 3: Monitor effective small-group instruction through small-group binder data collection Strategy's Expected Result/Impact: The Instructional Coaches create a small-group binder expectations list and exemplar. The teacher tracks small group data and provides quality instruction ensuring an increase in fluency and comprehension, and reading levels. Staff Responsible for Monitoring: Teachers, Coaches, and Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Binders, labels, tab dividers - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 4 Details	Reviews			
Strategy 4: The Intervention team will assist in increasing students' achievement in math. Strategy's Expected Result/Impact: Students move from tier 3 interventions to tier 2 through the consistent use of research-based instructional resources for tier 3 interventions.	Formative			Summative
	Oct	Jan	Apr	May

Staff Responsible for Monitoring: Coaches, Interventionists, and Administrators Title I: 2.4, 2.6 Funding Sources: Interventionist and Instructional Coaches - 211-Title I, Part A Improving Basic Programs - \$70,000	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Royal Elementary School has the core belief that all students can learn and is committed to instructional excellence in a safe and equitable environment.

Performance Objective 3: RES will focus on science and provide quality instruction and resources starting in second grade to ensure that all students perform at grade

level by Implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core.





High Priority







HB3 Goal

Evaluation Data Sources: District CBA, Campus Unit Test, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: provide quality instruction, more hands on labs, and more real world experiences

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase access to science instructional materials, lab materials, and technology for students in classrooms for tier one and two instruction.</p> <p>Strategy's Expected Result/Impact: A variety of resources will help students become more engaged and help students retain information. The use of technology and different resources helps to accommodate multiple learning styles, encourages collaborations, provides instant feedback for teachers, and prepares students for the future.</p> <p>Staff Responsible for Monitoring: Instructional coaches and Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Lab materials and technology - 211-Title I, Part A Improving Basic Programs - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details	Reviews			
Strategy 2: Integrate science learning objectives with other disciplines through instructional material for mathematics and reading. Strategy's Expected Result/Impact: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs. the teacher integrates learning objectives with other disciplines, content areas, and real-world experience. Staff Responsible for Monitoring: Instructional Coaches, Teachers, and Administrators. Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Bridge to Science and Reading Materials - 199-PIC 30 SCE Title IA Schoolwide Activity - \$1,000 , Reading about Science STAAR Review - 199-PIC 30 SCE Title IA Schoolwide Activity - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A	N/A		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Royal Elementary School has the core belief that all students can learn and is committed to instructional excellence in a safe and equitable environment.

Performance Objective 4: Provide targeted interventions to address student needs to achieve real-time growth for all students








High Priority

HB3 Goal

Evaluation Data Sources: Diagnostic and Screening Assessments, District CBAs, Campus Unit Test, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Target intervention has to occur earlier in the year

Strategy 1 Details	Reviews			
Strategy 1: Provide tutorials before and after school and on Saturday mornings. Strategy's Expected Result/Impact: Student gaps will decrease - student achievement will increase. Staff Responsible for Monitoring: Teachers and Administrators Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Tutors - 199-PIC 30 SCE Title IA Schoolwide Activity - \$12,000	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Royal Elementary School has the core belief that all students can learn and is committed to instructional excellence in a safe and equitable environment.













Performance Objective 5: Increase student attendance, positive behavior, and student ownership of learning to foster student efficacy.

High Priority

Evaluation Data Sources: Daily Attendance , Discipline REcords, PBIS Tracking

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: implement an attendance review committee / start incentives earlier/ continue with soar expectations/ partner with community resources to provide SEL lessons

Strategy 1 Details	Reviews			
Strategy 1: Improve attendance and tardies by providing 9-week incentives and PBIS points. Strategy's Expected Result/Impact: Increase attendance and decrease tardies Staff Responsible for Monitoring: PIEMS clerk, Teachers, and Administrators Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Attendance certificates and incentives - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Implement CKH and FALCON SOAR expectations to teach students to make excellent choices. Strategy's Expected Result/Impact: Decrease student discipline referrals. Staff Responsible for Monitoring: All staff Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Student incentives for Fun Falcon Friday - 211-Title I, Part A Improving Basic Programs - \$2,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Royal Elementary School will recruit, retain and develop a highly effective staff that proactively engages students for success.







Performance Objective 1: Recruit, hire, and maintain highly qualified staff








High Priority

Evaluation Data Sources: Ensure all teaching staff meets the standard for Highly Qualified or District of Innovation for the content and/or grade levels for which they are assigned.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: attend job fairs, start hiring early, provide bite size PD on campus, continue with book study, purchase instructional support book

Strategy 1 Details	Reviews			
Strategy 1: Offer effective and meaningful campus-based/job-embedded professional development that will best enhance a teacher/staff member in their area of instruction. Strategy's Expected Result/Impact: All staff attends PD and applies it to their classroom with a positive impact on student learning Staff Responsible for Monitoring: Department of Teaching Learning, Coaches, Teachers, and Administrators Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Connect teachers to purpose through book studies about best practices. Strategy's Expected Result/Impact: Teachers are more likely to work for and stay with a campus that has a clearly defined purpose and meaningful opportunities. Staff Responsible for Monitoring: Instructional Coaches, Teachers, and Administrators. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Book, Articles, Podcast - 199-PIC 30 SCE Title IA Schoolwide Activity - 2000	Formative			Summative
	Oct	Jan	Apr	May
	N/A	N/A		

Strategy 3 Details	Reviews			
Strategy 3: Offer effective and meaningful professional development for the leadership team that will enhance school processes and procedures, and quality instruction. Strategy's Expected Result/Impact: Grow leadership capacity that in return, improves student achievement. Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - 1500.00	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Ashley Cook	Royal Elementary School Principal
Administrator	Shanda Davis	Assistant Principal
District-level Professional	Rachael Anderson	District Testing Coordinator
Parent	Erica Soto	RES Parent
Parent	Nimbe Gonzalez-Vallejo	STEM Parent
Community Representative	Kevin Venden	Community Representative
Non-classroom Professional	Maria Galvan	Instructional Coach
Specialized Instructional Support Personnel	Denise Alcover	Counselor
Classroom Teacher	Jessica Ball	Teacher
Classroom Teacher	Patricia Garnelo	Teacher
Classroom Teacher	Adam Wooten	Teacher
Classroom Teacher	Devin Leising	PE Coach
Paraprofessional	Valerie Chavez-Rodriguez	Front Office Assistant
Paraprofessional	Berta Astello Salazar	Front Office Assistant
Classroom Teacher	Wynervester Walker	STEM Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,401,135.00
+/- Difference					\$5,401,135.00
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					\$6,000.00
+/- Difference					\$6,000.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertisement and Incentives		\$1,000.00
1	1	2	Advertisement, Parent Materials, Incentives, Activity Materials		\$2,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$88,955.00
+/- Difference					\$85,955.00
199-PIC 30 SCE Title IA Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Advertisement and Incentives		\$1,000.00
1	1	2	Advertisement, Parent Materials, Incentives, Activity Materials		\$2,000.00
1	2	1	Paper, Translation, Card Stock		\$7,500.00
1	2	2	Paper, ink, translation, weekly folders		\$7,500.00
2	1	1	Small group binders and folders		\$3,000.00
2	1	2	Studies Weekly, Science Weekly, LLI & Soluciones,Flocabulary,Brain Pop		\$15,000.00
2	1	3	Resources		\$7,500.00
2	1	4	Binders, labels and dividers		\$4,000.00

199-PIC 30 SCE Title IA Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Accelerated Reading, student reading incentives, flexible reading seating		\$8,000.00
2	1	6	Interventionist and Instructional Coaches		\$80,000.00
2	2	1	Materials such as math manipulatives, IXL computer-based program, Total Motivation Math, ISIP, Closing the Distance, Brain Pop, Flocabulary, etc		\$15,000.00
2	2	2	Small group binders and folders		\$3,000.00
2	2	3	Binders, labels, tab dividers		\$3,000.00
2	3	2	Reading about Science STAAR Review		\$2,000.00
2	3	2	Bridge to Science and Reading Materials		\$1,000.00
2	4	1	Tutors		\$12,000.00
2	5	1	Attendance certificates and incentives		\$3,000.00
3	1	1			\$3,000.00
3	1	2	Book, Articles, Podcast	2000	\$0.00
3	1	3		1500.00	\$0.00
Sub-Total					\$177,500.00
Budgeted Fund Source Amount					\$616,531.00
+/- Difference					\$439,031.00
211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Advertisement, Parent Materials, Incentives, Activity Materials		\$2,000.00
2	1	1	Small group resources and learning materials		\$3,000.00
2	1	2	Studies Weekly, Science Weekly, LLI & Soluciones, Flocabulary, Brain Pop		\$15,000.00
2	1	6	Interventionist and Instructional Coaches		\$160,000.00
2	2	1	Materials such as math manipulatives, IXL computer-based program, Total Motivation Math, ISIP, Closing the Distance, Brain Pop, Flocabulary, etc		\$15,000.00
2	2	2	Small group binders and folders		\$3,000.00
2	2	4	Interventionist and Instructional Coaches		\$70,000.00
2	3	1	Lab materials and technology		\$5,000.00
2	5	2	Student incentives for Fun Falcon Friday		\$2,000.00
Sub-Total					\$275,000.00
Budgeted Fund Source Amount					\$170,200.00

211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					-\$104,800.00
224-IDEA B Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$105,999.00
+/- Difference					\$105,999.00
263-Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional supplies, Advertisement, Parent Materials, Incentives, Staffing		\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$22,675.00
+/- Difference					\$20,675.00
Grand Total Budgeted					\$6,411,495.00
Grand Total Spent					\$457,500.00
+/- Difference					\$5,953,995.00