

Royal Independent School District

Royal High School

2022-2023 Campus Improvement Plan

Accountability Rating: C



Mission Statement

MISSION STATEMENT

Investing in our tomorrow.

Vision

VISION STATEMENT

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

Core Beliefs

Safe Learning Environment

Equitable Opportunity

Genuine Relationships

All Students Can Learn

Statement of Aspiration: Nurturing a Culture of Lifelong Learners

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

1st Comprehensive Needs Assessment Meeting

The committee was made up of all the required stakeholders. In attendance were Jill Pistor, Angie Ibarra, Janine Aristeiguieta, Nick Gonzales, Johnathon Venable, Lisa Inniss and Andrea Villatoro. We met on May 27, 2022 at 9:00 a.m. on campus. During this meeting, the campus improvement team was informed of the vision and mission, and the needs assessment process was explained. Our school's Mission is "Investing in our tomorrow" and the Vision is "Destination district committed to excellence in a safe, equitable environment for all". The importance of stakeholder input and participation in the creation of both the Comprehensive Needs Assessment and the Campus Improvement Plan 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. We are using the Multiple Measures of Data: Demographics, Student Learning, School Processes, and Perceptions. We used TAPR and STAAR Assessment data to collaborate on Demographics and Student Learning.

Demographics Strengths

- Student population is inclusive and culturally aware.
- Many of our at-risk and economically disadvantaged students take advantage of our numerous advanced academic opportunities and become first-generation college students.
- Our diverse student population brings numerous innate talents which leads to award winning student groups, organizations, and teams.
- We have strong ties to community groups, local businesses, and churches that support education and student activities.
- Diverse teaching staff - over 55% from minority groups.

Demographics Problems

- Low attendance rate - 92%
- Dropping graduation rate - a 5% decrease since 2018, 92% for the Class of 2021
- Unable to fill open teaching positions with quality staff

Student Learning Strengths

- Award-winning academic, athletic, CTE, fine arts, and MCJROTC programs
- 16% of seniors earned an Associates Degree through our Early College High School program
- 7% of students earned AP scores that were eligible for college credit
- 11% of students earned industry-based certifications
- 26% of students completed an OnRamps class and qualified for at least 3 hours of college credit
- 6% of students received special services and earned the advanced diploma plan
- 14% of students met TSI criteria in both ELAR and Math
- Significant gains in SPED EOC scores
- Gains across the board in English 2
- Overall 2% gain for Emergent Bilingual students across the board

Student Learning Problems

- EOC scores have dropped in Algebra and English1
- Low course grades
- Low performance on local assessments

2nd Comprehensive Needs Assessment Meeting

The committee was made up of all the required stakeholders. In attendance were Jill Pistor, Angie Ibarra, Johnathon Venable, Lindsey Spurlock, Lisa Inniss, Douglas McGill, Priscilla Alegria, Ericka Hermann, and Andrea Villatoro. Our second Comprehensive Needs Assessment Meeting was held on June 14, 2022 at 1:00 p.m. in person and via Zoom. In this meeting we reviewed the Mission and Vision statements and the Demographics and Student Learning Components of the Comprehensive Needs Assessment. We then focused on the School Processes and Programs and Perceptions sections of the Comprehensive Needs Assessment. The following Strengths and Problems were identified.

School Processes and Programs Strengths

- Continuously growing MCJROTC program
- Addition of Level 1 certificate dual credit Horticulture program through Blinn College
- Purchase of supplemental resources for intervention to support HB4545 requirements
- Increased enrollments in Advanced Academics courses and programs

School Processes and Programs Problems

- High teacher turnover

- Increase in discipline incidents and referrals

Perceptions Strengths

- Teachers implementing components of Capturing Kids Hearts
- CKH Process Champions Team
- Stakeholders coming out to support students and events

Perceptions Problems

- Negative community perceptions expressed on social media

First Fall Meeting

The following members were in attendance Jill Pistor, Lisa Inniss, Lindsey Sprulock Touchy, Janine Aristeiguieta, Nick Gonzales, Ericka Herman (Zoom), Sarah Tielke (Zoom), Shelby Williams, David Carpentier (Zoom), Jacob Menn, and Mary Ann Jordan. We did a thorough read through of the Comprehensive Needs Assessment. We made minor edits as new data had come in over the summer and new members have joined the committee since then. Final revisions were sent to to the committee on October 18, 2022.

Second Fall Meeting

The following members were in attendance Jill Pistor, Lisa Inniss, Lindsey Sprulock Touchy, Janine Aristeiguieta, Nick Gonzales (Zoom), Ericka Herman (Zoom), Sarah Tielke (Zoom), Shelby Williams, Alysha Sessions-Owens (Zoom), David Carpentier (Zoom), Jacob "Todd" Pistor (Zoom), Shannon LaPointe (Zoom), Jenna Johnson, Jessica Shelton, and Jacob Pistor (Zoom). We agreed to and approved the CNA. We identified 3 Priority Problem statements, listed below. We reviewed and revised goals, objectives and strategies.

Problem Statement: Unable to retain and fill open positions with quality, qualified/certified staff.

Root Cause: It is difficult to find qualified teachers to fill open positions. Some of the teachers who left felt like our current culture was not a good fit and there was a lack of support.

Problem Statement: Decline in Algebra EOC scores.

Root Cause: Lack of teacher effectiveness to engage students. Failure to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Problem Statement: Decline in English I scores.

Root Cause: Lack of collaboration among part of the English I team. Some teachers failed to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Demographics

Demographics Summary

Royal High School is located in Brookshire, TX. It is the only high school in Royal ISD which serves the local communities of Brookshire, Pattison, Sunny Side, and Monaville, as well as a small part of Katy.

The demographics addressed in this plan come from the 2020-2021 school year TAPR Report. Student enrollment has increased significantly for 2022-2023 school year; we are currently sitting at nearly 850 students. (We aware at about 775 students in 2021-2022.) Our student population consists of 73% Hispanic, 16% African American, 9% White, and ~2% Other ethnicities including Asian, American Indian, Pacific Islander, and students who are Two-or-More Races.

The 9.4% mobility rate for Royal High School is a decrease over the previous year but is still below the state average.

Additional student groups include 31% Emergent Bilingual (EB), 8.4% Special Education, 70% At-Risk, and 71% Economically Disadvantaged. These are significant increases over last year in the areas of English Learners, At-Risk, and Economically Disadvantaged.

Over half of our staff is comprised of teachers with five or fewer years of teaching experience. Additionally, 55% of our teachers are identified as belonging to a minority group. (Data from 2020).

Our attendance rate for the class of 2021 was 92%. (This is the most recent rating available.)

Demographics Strengths

Our predominantly Hispanic, yet diverse student population, is inclusive and culturally aware. In the classroom, and with all stakeholders, participants enter discussions with an open mind and willingness to listen to others' perspectives.

Although a majority of our population is At-Risk and/or Economically Disadvantaged, many of our students take advantage of our advanced academics programs and become first generation college students.

With the diversity that our student population brings, our students bring a variety of innate talents ranging from athletics to fine arts to various trades and skills as demonstrated through our CTE and fine arts course offerings. In addition, our campus and district have strong ties with community groups, local businesses, and churches who support student education and involvement in various activities.

We continually maintain a graduation rate that exceeds the state. The class of 2020 had a 91.7% 4-year graduation rate.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Unable to retain and fill open positions with quality, qualified/certified staff. **Root Cause:** It is difficult to find qualified teachers to fill open positions. Some of the teachers who left felt like our current culture was not a good fit and there was a lack of support.

Problem Statement 2: Daily attendance rate has dropped. **Root Cause:** Lack of consequences for not attending class. Shortage of teachers calls for combining/relocating classes which leads to students not going to their assigned location and getting marked absent.

Problem Statement 3: Graduation rate has dropped. **Root Cause:** Difficulty passing EOC's, numerous courses of credit recovery, excessive hours of restitution, and aging out; any combination of these factors leads students to drop out or not return as a 5th year senior.

Problem Statement 4: Students struggle to receive a proficiency level to be reclassified out of the ESL program. **Root Cause:** Students seem to do well with social language however they struggle to make gains in technical and academic language. Students don't have enough opportunities to generate their own technical and academic language. Beginning students rely on translation devices.

Student Learning

Student Learning Summary

Royal High School received a 2022 Overall Texas Accountability rating of 78 (C). This was achieved by meeting all three targets:

- Student Achievement - Royal High School Score = 77 (C)
- Student Progress - Royal High School Score = 80 (B)
- Closing Performance Gaps - Royal High School Score = 73 (C)

The breakdown for Approaches, including Economically Disadvantaged, Special Education, and Emergent Bilingual, Meets, and Masters is shown below:

	Approaches	Meets	Masters	Eco Dis	SPED	EB
All Subjects	56% (+0%)	29% (-3%)	8% (+0%)	53% (+0%)	31% (+5%)	44% (+2%)
English I	37% (-3%)	22% (-5%)	4% (+2%)	37% (-1%)	7% (-6%)	22% (-5%)
English II	53% (+7%)	37% (+4%)	5% (+3%)	52% (+11%)	13% (+8%)	37% (+19%)
Algebra	48% (-3%)	19% (+1%)	9% (+1%)	46% (-4%)	42% (+13%)	39% (-17%)
Biology	68% (+0%)	32% (-5%)	6% (-6%)	66% (+2%)	46% (+19%)	58% (-3%)
US History	78% (+1%)	41% (-7%)	18% (-1%)	74% (-2%)	32% (-18%)	65% (+8%)

Student Learning Strengths

We offer a wide range of courses for students to select from when it comes to electives. We have a strong fine arts program that includes an award winning marching band, talented artists, dancers, singers, and performers. Our CTE programs have offered students the opportunity to receive certifications in Cosmetology, Welding, Machining, and Floral Design, with many of those students entering the workforce to utilize those certifications. 11% of our students earned Industry Based Certifications for the 2022 Accountability rating, based on the 2020-2021 approved list of certifications. For the current school year, we will offer 11 different Programs of Study for our students. In addition, we continue to grow our Marine Corps JROTC unit which helps expose students to military career opportunities after graduation.

Royal High School offers opportunities for students to earn an Associates Degree through our Early College High School program and partnership with Blinn College. 16% of the senior class of 2022 earned an Associates Degree through the Early College High School Program, an increase of 5% over the previous year. For students electing not to participate in the Early College program, we offer other opportunities for earning college credit. We currently offer ten Advanced Placement courses covering all core content areas as well as Spanish and Psychology. 7% of the students earned AP scores that would make them eligible for college credit. Additionally, we have a partnership with the University of Texas in which students can take dual enrollment courses through the OnRamps program. We now offer seven OnRamps courses spanning all core content areas and Computer Science. 26% (up 11%) of the class of 2021 qualified to earn 3 or more hours of college credit through the OnRamps program. Additionally, 14% of our students passed both the Reading and Math TSI. 43% (up 13%) earned at least 3 hours of college reading or math credit (or 9 hours in any area) through dual credit courses.

Significant gains in our SPED population STAAR EOC scores.

Gains across the board in English 2.

Overall, 2% gain in Emergent Bilingual test scores

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Decline in Algebra EOC scores. **Root Cause:** Lack of teacher effectiveness to engage students. Failure to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Problem Statement 2 (Prioritized): Decline in English I scores. **Root Cause:** Lack of collaboration among part of the English I team. Some teachers failed to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Problem Statement 3: We are seeing a decline in course grades and local assessments. **Root Cause:** Learning gaps as well as low or inconsistent attendance by students. Inconsistent or lack of teaching staff.

School Processes & Programs

School Processes & Programs Summary

At Royal High School, we strive to recruit and retain highly qualified teachers and quality staff who understand and put the needs of our students first. New teachers are partnered with an experienced teacher to serve as a mentor. The mentor partnership is usually within the same content or department. We have a lead mentor who is available for mentors and mentees as needed.

Professional development for teachers plays a vital role in student success. We seek to find professional development opportunities that best meet the needs of individual teachers and that also teach best instructional strategies that focus on the success of all students and student subgroups. We encourage teachers to attend trainings at the Regional Support Centers, local colleges and universities, as well as bringing in content specialists to support teacher learning, growth and development. We also have district level Math and English coaches to support teachers.

We design the master schedule so that each department has a common planning period. During this time, the department meets as a professional learning community (PLC) once every other week to analyze student data and performance as well as reflect on the success and benefits of school wide programs such as tutorials and other interventions. Teachers also use this time to team plan within their content and prepare for tutorial and intervention programs.

At Royal High School, we value data. We continue to administer CBAs and benchmarks as prescribed by the school district as well as unit assessments for which we have over 5 years of historical data that documents our growth (or decline) over time. In order to continuously monitor and analyze data sources, we developed a data team which meets weekly to disaggregate data to take back to their content teams and departments. They use this information to drive their reteach as well as new instruction.

Our Advanced Academics Programs continue to thrive. We continue to support the Early College High School Program through our partnership with Blinn College. Additionally, we currently offer 7 OnRamps courses. This year we continue to offer Advanced Placement courses across all core contents as well as foreign language and Psychology.

In order to provide additional opportunities for students, our CTE program offers 11 Programs of study that go towards graduation endorsements. These Programs of Study offer students the opportunity to obtain industry-based licenses and certifications in accordance with the TEA-approved list. We have also added a dual credit Industry-based Level 1 certificate in the horticulture pathway through our partnership with Blinn.

We continue to offer our Marine Corps JROTC program which focuses on leadership and citizenship. We are a recognized as a Naval Honor School that allows JROTC cadets to apply for certain scholarships through the Military Academies that they would not have the opportunity to otherwise.

In an effort to reduce discipline referrals and defuse potential conflict, our discipline strategy has focused greater emphasis on restorative discipline practices, interventions and mediation sessions. The goal is to reduce discipline referrals and improve student - staff relationships. We are also implementing Capturing Kids Hearts to support this. The implementation of the new Leadworthy class also focuses on leadership and character development.

School Processes & Programs Strengths

The Marine Corps JROTC program continues to grow each year with 102 active cadets for the 2022-2023 school year. They continue to compete and earn awards. The unit received a 96% rating on their General Inspection in January 2022.

The creation and implementation of the Education and Training Pathway last year has allowed students in TAFE to compete all the way at the national level in its first year. The TAFE Organization has grown by 50% over last year, and they are doing their practicum course this year.

There has been 10% growth in SkillsUSA Student Leadership Organizations over last year with 119 members this year. The breakdown in each organization is as follows.

Cosmetology members - 54
Welding members - 25
Machining members - 8
Automotive members - 7
Arts/AV members - 25

Through the professional development offerings, we were able to find supplemental resources to utilize for the intervention process with the intent of supporting student success on state and local assessments.

We have seen an increase in enrollments across all Advanced Academics Programs.

We have also added a dual credit Industry-based Level 1 certificate in the horticulture pathway through our partnership with Blinn.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We had a higher turnover rate this year over the previous year, and we still have unfilled positions. **Root Cause:** Teachers leaving the teaching profession. Pay rate is significantly lower than surrounding districts. (Close proximity to large districts that can afford to pay more.) Lack of awareness of our district. It is difficult to find qualified teachers to fill open positions.

Problem Statement 2: We have seen an increase in discipline issues and the need for behavior interventions. **Root Cause:** Limited staff with increased student population. Lack of consistency in discipline management at the campus level. Lack of Social Emotional Learning opportunities.

Perceptions

Perceptions Summary

We have begun to implement Capturing Kids Hearts to build a better school culture among all stakeholders, but most importantly in the classrooms between teachers and students. Teachers are implementing social contracts in the classroom.

We believe every student should reach their full potential academically, socially, and physically. Our district will meet the individual needs, interests, and abilities of each student, challenging them to become well educated, responsible, and productive citizens.

Perceptions Strengths

Some teachers are implementing CKH with fidelity and seeing the benefits in the classroom and student relationships.

We have a Process Champions CKH support team to help teachers with the implementation process.

Many stakeholders are coming out to support students and events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some community stakeholders have a negative overall perception of our school, such as but not limited to academics and discipline procedures. **Root Cause:** Some stakeholders don't address their concern directly with the campus so that it can be remedied and instead it takes off on social media or word of mouth.

Problem Statement 2: We do not solicit specific feedback from our stakeholders. **Root Cause:** No Panorama Survey in 2021 - 2022. No surveys sent after community involvement events.

Priority Problem Statements

Problem Statement 1: Unable to retain and fill open positions with quality, qualified/certified staff.

Root Cause 1: It is difficult to find qualified teachers to fill open positions. Some of the teachers who left felt like our current culture was not a good fit and there was a lack of support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Decline in Algebra EOC scores.

Root Cause 2: Lack of teacher effectiveness to engage students. Failure to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Decline in English I scores.

Root Cause 3: Lack of collaboration among part of the English I team. Some teachers failed to utilize all available instructional resources. Learning gaps as well as low or inconsistent attendance by students.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Other additional data

Goals

Revised/Approved: December 12, 2022





Goal 1: Royal High School will focus on academic performance and achievement of all students to reflect excellence in learning.







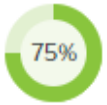

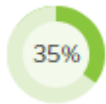







Performance Objective 1: RHS will continue to develop a strong academic culture in which all students are successful on performance measures to include state assessments and local assessments. We want to increase our ELA scores from 45% to 60% at approaches grade level or above and from 51% to 65% at approaches grade level or above in Mathematics on the state assessments. We want to see an overall increase of 10% on our local assessments.

Evaluation Data Sources: EOC results, CBA results, unit assessment data, teacher formative assessments and feedback.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Review and modify current programs to continue to close achievement gaps leading to students' academic success.

Strategy 1 Details	Reviews			
Strategy 1: RHS will provide identified at-risk students with the Read 180 program to improve literacy. Strategy's Expected Result/Impact: Students will improve literacy and reading comprehension and be able to read on grade level thus improving reading scores on all assessments. Staff Responsible for Monitoring: Admin Team Read 180 Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Read 180 Program - 199-PIC 30 SCE Title IA Schoolwide Activity - \$10,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details		Reviews			
Strategy 2: RHS will provide Emergent Bilingual (EB) students with System 44 and Read180 to accelerate their English Language acquisition. Strategy's Expected Result/Impact: EB will improve their abilities in listening, speaking, reading, and writing the English language. EB will show improvement on all assessments as they acquire the English language. Staff Responsible for Monitoring: Admin Team ESL Staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: System 44 - 199-PIC 25 State Bilingual/ESL - \$5,000, Summit K12 - 199-PIC 25 State Bilingual/ESL - \$2,500		Formative			Summative
		Oct	Jan	Apr	May
					
Strategy 3 Details		Reviews			
Strategy 3: RHS will work to fill academic gaps and mental health concerns incurred due to COVID-19 and provide teachers with supplemental resources needed for student success. Strategy's Expected Result/Impact: Students will begin to rise to the current grade level of proficiency and will be on target for this year's assessments. Staff Responsible for Monitoring: Admin Team RHS Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Supplemental Resources for Intervention i.e., STAAR EOC Prep Guides - 199-PIC 30 SCE Title IA Schoolwide Activity - \$3,000, Supplemental Resources for Intervention i.e., STAAR EOC Prep Guides - 199-PIC 30 SCE Title IA Schoolwide Activity - \$2,500		Formative			Summative
		Oct	Jan	Apr	May
					
Strategy 4 Details		Reviews			
Strategy 4: RHS will provide additional intervention programs and supports to students who have not been, or are at-risk of not being, successful on state standards and assessments. Examples may include but are not limited to HB4545 requirements, Advisory Period, Super Saturday School, and Pull-outs. Strategy's Expected Result/Impact: Students will begin to rise to grade level proficiency and make gains on state and local assessments. Staff Responsible for Monitoring: Admin Team, Content Coaches/Specialists, Teachers Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$5,000		Formative			Summative
		Oct	Jan	Apr	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					



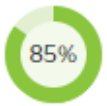





Goal 1: Royal High School will focus on academic performance and achievement of all students to reflect excellence in learning.









Performance Objective 2: RHS will improve students' advanced academic opportunities by providing Advanced Placement (AP), OnRamps, and Dual Credit (ECHS) options to allow students to earn college level credit while in high school.

Evaluation Data Sources: College Board reports, student performance and credit earned in OnRamps and Dual credit programs, CCRSM designation for ECHS

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to place an emphasis on all of our Advanced Academics programs - resources, training, preparation.

Strategy 1 Details	Reviews			
Strategy 1: Utilize AP study guides, U-World, and other resources to improve student performance on AP exams. Strategy's Expected Result/Impact: Students will be prepared for AP exams in the spring and score high enough to earn college credit. Staff Responsible for Monitoring: Admin Team AP Teachers TEA Priorities: Connect high school to career and college Funding Sources: AP Study Guides and supplemental resources - 211-Title I, Part A Improving Basic Programs - \$8,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will attend professional development through college and university partnerships and AP Summer Institutes and Workshops to build capacity for advanced academics. Strategy's Expected Result/Impact: Teachers will develop a deeper understanding of the content, rigor and expectations of the course and program in turn leading to quality instruction that prepares and educates students so that they potentially earn college credit for the course. Staff Responsible for Monitoring: Admin Team Teachers of Advanced Academics TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college Funding Sources: AP Professional Development - 199-PIC 21 State Gifted & Talented (G/T) - \$12,000, OnRamps Professional Development - 199-PIC 30 SCE Title IA Schoolwide Activity - \$28,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details		Reviews			
Strategy 3: Students are provided the opportunity to attend practice AP exams and tutorial sessions. Strategy's Expected Result/Impact: Students will be better prepared for and understand what to expect on the AP exam. Staff Responsible for Monitoring: Admin Team Counselors AP Teachers TEA Priorities: Connect high school to career and college Funding Sources: Salaries, supplies, and instructional resources - 199-PIC 30 SCE Title IA Schoolwide Activity - \$25,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 1: Royal High School will focus on academic performance and achievement of all students to reflect excellence in learning.









Performance Objective 3: RHS will focus on preparing all students, to include at-risk, to increase scores on the ACT/SAT/TSIA-2/ASVAB.

Evaluation Data Sources: ACT/SAT/TSIA-2/ASVAB scores.

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue these efforts next year. We would like to place a greater emphasis on SAT and ACT.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	May
<p>Strategy 1: RHS will provide PSAT testing to all 10th and 11th grade students. Additionally, we provided the opportunity for 12th graders to take the SAT and ASVAB.</p> <p>Strategy's Expected Result/Impact: Expose students to the content, structure and rigor of the SAT test.</p> <p>Potential National Merit Scholar qualifiers identified based on scores on PSAT Junior year.</p> <p>Students will learn their job interests from the ASVAB and determine if their scores are eligible for military acceptance.</p> <p>Staff Responsible for Monitoring: Admin Team Counselors District Testing Coordinator</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: PSAT Testing - \$50,000</p>				

Strategy 2 Details		Reviews			
Strategy 2: RHS will provide TSIA-2 prep courses and tutorials. Strategy's Expected Result/Impact: Students will be better prepared for the content, structure, and rigor of these assessments. Improved/higher scores on these assessments. Increased number of students accepted into colleges and universities. Staff Responsible for Monitoring: Admin Team Counselors Teachers TEA Priorities: Connect high school to career and college Funding Sources: Instructional Resources and supplemental pay - 199-PIC 30 SCE Title IA Schoolwide Activity - \$15,000, Instructional Resources - 199-PIC 30 SCE Title IA Schoolwide Activity - \$10,000		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			






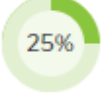






Goal 1: Royal High School will focus on academic performance and achievement of all students to reflect excellence in learning.

Performance Objective 4: RHS will capture at-risk students in danger of dropping out due to credit deficiencies.

Evaluation Data Sources: Transcript Audits
Grade Reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: WE will continue to utilize Edgenuity as an option for credit recovery.

Strategy 1 Details	Reviews			
Strategy 1: RHS will provide the Edgenuity credit recovery program for at-risk students Strategy's Expected Result/Impact: Students will earn credits to put them back on target for graduation. Staff Responsible for Monitoring: Admin Team Counselors Edgenuity Teacher Funding Sources: Edgenuity Program - 199-PIC 30 SCE Title IA Schoolwide Activity - \$30,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Credit Recovery Lab for at-risk students to receive support and work on Edgenuity credit recovery outside of regular school hours. Strategy's Expected Result/Impact: Students will earn credits to put them back on target for graduation. Staff Responsible for Monitoring: Admin Team Counselors Credit Recovery Lab teachers Funding Sources: Credit Recovery Lab Teacher salaries - \$80,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 2: Royal High School will engage family and community members to be active partners in the education of all students.









Performance Objective 1: Through family and community partnerships, RHS expects an increase in access to and opportunities for family and community participation in the educational process.

Evaluation Data Sources: Monitor the level of participation of families and community members at campus and district events.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to place more emphasis on family and community engagement opportunities.

Strategy 1 Details	Reviews			
Strategy 1: RHS will increase the number of school spirit and community events such as Meet the Falcon Night, Pep Rallies, Bonfire, Community Tailgate, Fall Festival, Campus Tours, National Night Out, district and community based parades. Strategy's Expected Result/Impact: Increased attendance at community events Positive feedback from all stakeholders Staff Responsible for Monitoring: Admin Team Campus organizations and sponsors District staff RISD Police Department ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Build capacity for parents in educational areas such as Transition Night, Senior Night, Advanced Academics Night, Open House, EOC Informational meetings, FAFSA Night, Course Selection Night, and other academic based events. Strategy's Expected Result/Impact: Increased parental attendance at academic nights Increased parental support and interaction Staff Responsible for Monitoring: Admin Team Counselors Directors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Town Hall/Community Meetings, Handouts and Campus Communication Flyers - 263-Title III English Language Acquisition - \$2,500	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 3 Details		Reviews			
Strategy 3: RHS will increase parental access and opportunities for our Emergent Bilingual and Spanish speaking families. Strategy's Expected Result/Impact: Increased parental understanding, participation, and involvement Staff Responsible for Monitoring: Admin Team Bilingual/ESL director TEA Priorities: Improve low-performing schools Funding Sources: - 263-Title III English Language Acquisition - \$3,500		Formative			Summative
		Oct	Jan	Apr	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Royal High School will continue to expand and improve our strong College, Career, and Military Readiness programs in order to prepare all students for success beyond high school.









Performance Objective 1: RHS will provide students the opportunity to earn college credit hours while in high school.

Evaluation Data Sources: Dual credit hours earned, OnRamps credit hours earned and accepted, AP Exam Scores

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue providing students with advanced academics opportunities in order to have the potential of earning credit while in HS.

Strategy 1 Details	Reviews			
Strategy 1: RHS will focus on recruitment to improve enrollment of Royal Early College High School. Strategy's Expected Result/Impact: Increase enrollment at Royal ECHS Increase course options for ECHS students Increased college credit hours earned by ECHS students CCRSM Designation Staff Responsible for Monitoring: Admin team Counselors ECHS & College Readiness Director ECHS Teachers TEA Priorities: Connect high school to career and college Funding Sources: ECHS Supplies and Supplemental Resources, ECHS Professional Development - 199-PIC 21 State Gifted & Talented (G/T) - \$6,000, ECHS Professional Development - 199-PIC 21 State Gifted & Talented (G/T) - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
				

Strategy 2 Details	Reviews			
Strategy 2: RHS will continue the expansion of the University of Texas OnRamps program and number of students earning and accepting college credit. Strategy's Expected Result/Impact: Increase number of OnRamps courses offered Increase in number of students earning and accepting college credit Staff Responsible for Monitoring: Admin team Counselors ECHS & College Readiness Director OnRamps Teachers TEA Priorities: Connect high school to career and college Funding Sources: OnRamps Professional Development - 199-PIC 21 State Gifted & Talented (G/T) - \$5,000, OnRamps Supplies & Supplemental Resources - 199-PIC 21 State Gifted & Talented (G/T) - \$10,000, OnRamps Professional Development - 199-PIC 30 SCE Title IA Schoolwide Activity - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









Goal 3: Royal High School will continue to expand and improve our strong College, Career, and Military Readiness programs in order to prepare all students for success beyond high school.

Performance Objective 2: RHS will maintain success in our Career Technology Education programs.

Evaluation Data Sources: Student certifications awarded
Increased number of course enrollments
Completion of coherent sequence within a program of study

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to offer our current CTE programs of study and provide students the opportunity to earn certifications.

Strategy 1 Details	Reviews			
Strategy 1: We will provide students the opportunity to earn a CTE dual credit Level 1 Certificate through our partnership with Blinn College. We currently offer Ag Science Horticulture, but we would like to add opportunities for other certificates in the future. Strategy's Expected Result/Impact: We will earn accountability points for students who earn their Level 1 Certificate. Staff Responsible for Monitoring: Campus Admin, CTE Director, Dual Credit Teacher Funding Sources: - 199 - General Fund - \$50,000	Formative			Summative
	Oct	Jan	Apr	May
	 40%	 60%	 85%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 3: Royal High School will continue to expand and improve our strong College, Career, and Military Readiness programs in order to prepare all students for success beyond high school.

Performance Objective 3: RHS will provide additional exposure in the area of military enlistment and careers.

Evaluation Data Sources: Interest survey for the military
Military enlistments

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to provide students with exposure to military career opportunities.

Strategy 1 Details	Reviews			
Strategy 1: RHS will maintain partnerships with the various branches of the armed forces and provide opportunities to be available to students. Strategy's Expected Result/Impact: Students have the opportunity to meet with and ask questions of the various branches of the armed forces in order to make well-informed decisions regarding post-secondary plans. Staff Responsible for Monitoring: Admin Team Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$2,500	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: RHS will continue to support and grow the MCJROTC program to grow student leaders and expose students to post-secondary opportunities. Strategy's Expected Result/Impact: Growth in MCJROTC enrollment Development of student leaders demonstrated through performance and competition Greater awareness in of post-secondary opportunities Staff Responsible for Monitoring: Admin Team Counselors MCJROTC instructors TEA Priorities: Connect high school to career and college Funding Sources: - 199 - General Fund - \$25,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 4: Royal High School will support the social and emotional well-being of all students.

Performance Objective 1: RHS will promote and support extra-curricular clubs, organizations, and activities to help build the academic and social-emotional learning to develop well-rounded students. RHS will also provide students with educational field trips that build academic and social-emotional learning which promotes the development of well-rounded students.

Evaluation Data Sources: Participation in clubs, organizations, and activities

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to incorporate and grow student clubs and organizations to promote well-rounded students

Strategy 1 Details	Reviews			
Strategy 1: RHS will support clubs and organizations that support students' academics and interests so that they stay involved in and enjoy school. Strategy's Expected Result/Impact: Students will be able to participate in activities of interest Students will be able to serve our community Students will be able to compete in various activities Staff Responsible for Monitoring: Admin Coaches Sponsors Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$2,500	Formative			Summative
	Oct	Jan	Apr	May
				
Strategy 2 Details	Reviews			
Strategy 2: Provide students opportunities to explore real world opportunities and make connections to classroom content through field trips and hands on learning experiences. Strategy's Expected Result/Impact: Students participate in experiences that they would not be able to otherwise. They will develop cultural awareness and experiences in STEAM. Staff Responsible for Monitoring: Campus Admin Teachers and Sponsors TEA Priorities: Connect high school to career and college Funding Sources: Travel, meals, hotel accommodations, and educational tours - 199-PIC 30 SCE Title IA Schoolwide Activity - \$45,000	Formative			Summative
	Oct	Jan	Apr	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$50,000.00
3	3	2			\$25,000.00
Sub-Total					\$75,000.00
Budgeted Fund Source Amount					\$7,639,894.00
+/- Difference					\$7,564,894.00
199-PIC 21 State Gifted & Talented (G/T)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	AP Professional Development		\$12,000.00
3	1	1	ECHS Professional Development		\$5,000.00
3	1	1	ECHS Professional Development		\$6,000.00
3	1	2	OnRamps Professional Development		\$5,000.00
3	1	2	OnRamps Supplies & Supplemental Resources		\$10,000.00
Sub-Total					\$38,000.00
Budgeted Fund Source Amount					\$348,297.00
+/- Difference					\$310,297.00
199-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	System 44		\$5,000.00
1	1	2	Summit K12		\$2,500.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$5,500.00
199-PIC 28 SCE DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$154,049.00

199-PIC 28 SCE DAEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$154,049.00
199-PIC 30 SCE Title IA Schoolwide Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Read 180 Program		\$10,000.00
1	1	3	Supplemental Resources for Intervention i.e., STAAR EOC Prep Guides		\$2,500.00
1	1	3	Supplemental Resources for Intervention i.e., STAAR EOC Prep Guides		\$3,000.00
1	2	2	OnRamps Professional Development		\$28,000.00
1	2	3	Salaries, supplies, and instructional resources		\$25,000.00
1	3	2	Instructional Resources and supplemental pay		\$15,000.00
1	3	2	Instructional Resources		\$10,000.00
1	4	1	Edgenuity Program		\$30,000.00
2	1	1			\$5,000.00
3	1	2	OnRamps Professional Development		\$50,000.00
4	1	2	Travel, meals, hotel accommodations, and educational tours		\$45,000.00
Sub-Total					\$223,500.00
Budgeted Fund Source Amount					\$57,500.00
+/- Difference					-\$166,000.00
211-Title I, Part A Improving Basic Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$5,000.00
1	2	1	AP Study Guides and supplemental resources		\$8,000.00
3	3	1			\$2,500.00
4	1	1			\$2,500.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$13,800.00
+/- Difference					-\$4,200.00
263-Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Town Hall/Community Meetings, Handouts and Campus Communication Flyers		\$2,500.00

263-Title III English Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$3,500.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$3,675.00
+/- Difference					-\$2,325.00
Grand Total Budgeted					\$8,219,215.00
Grand Total Spent					\$368,000.00
+/- Difference					\$7,851,215.00