Sheldon Independent School District

Royalwood Elementary

2024-2025 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

Royalwood Elementary School

Comprehensive Needs Assessment

School Profile

____Royalwood Elementary____is a campus in __Sheldon ISD_____. _____Royalwood Elementary_____opened its doors in 1967. _____Royalwood Elementary____is projected to serve 600 students in grades 1st– 5th during the 2024-2025 school year, which is and decrease from the previous year of 15 students.

Comprehensive Needs Assessment Process

_____Royalwood Elementary_____needs assessment process is described below. The campus leadership team evaluated the 2023-24 data. We reviewed the following data:

STAAR
Attendance
Discipline
Staff Quality
EBs
Parent Participation
Special Student Populations – 504, Special Education, GT
Staff Development
Standardized Tests
Surveys and Interviews of Students/Staff/Parents
Teacher Turnover Rates
RTI
Testing/Bell Schedule & Master Schedule
AVID
Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 31, 2024, and

again on June 12, 2024 to develop the CNA. The first meeting was held In Room 132 at 10:00am and the 2nd conference room at 4:00pm. We plan to meet again on September 15, 2024, January 15, 2025, and April 15, 2025 to review and revise the CNA as needed.

Members

Principal: Jesse Altamirano

Calssroom Teacher Maria Garcia 2nd Grade
Classroom Teacher Karina Abarca, 2nd Grade
Classroom Teacher Claudia Ovalle 5th Grade
Classroom Teacher Jason Bustillos, 5th Grade
Paraprofessional: Audry Autry

Community: Teresa Autry

District Representative: Tacara Williams

1st Meeting Minutes (May 31, 2024)

Greeting from Mr. Altamirano today we are going to meet for CNA meeting strengths and weaknesses to each goal.
Introductions for all in the room. Present Maria Garcia, Marcia Garza, Claudia Ovalle, Jason Bustillos, Karina Abarca, Audrey Autry, Sara Hernandez, Terry Autry and Jesus Altamirano.
Prin. Meeting is to gather information based on this year's information. Various information will be reviewed to make everything even better. Review the campus improvement plan . The purpose of our plan is like teacher lesson plans. Goals 1 maximize student learning etc. And measured to improve reading proficiency in each student, especially students at risk. Goal 2 to retain highly effective staff. Goal 3 family and community Goal 4 safety and also Goal 5 financial accountability.
Prin. Reviewing items Demographics, student STARR, climate,curriculum instruction assess student learning. Parent engagement, planning, intervention, community and also review technology.

Teacher, comment on what each item is, climate is about several things parents, student, community and staff parent engagement, activities.

Prin. Divide the committee into groups so they can review the data. Teams of two review two areas each.
Abarca and Ovalle school culture and climate family and community involvement.
Garza and Garcia Curriculum and assessment and school context and organization
Bustillos and T Autry staff quality retention and recruitment and technology
A Autry and Sara Hernandez J. Altamirano demographics and student achievement data

Prin. shared data
Data suite
STARR scores for student achievement. Discussed the difference for 2023- vs the 2024 and how to read the scores of 4, 3,2,1,

Staff survey, questions and responses
Staff Roster
CIS will review our curriculum and instruction
Assessment

2nd Meeting Minutes (June 12, 2024)
Mr A stated the purpose of today's meeting.
Go over Questions to consider:
Is the problem identified? Is the problem relevant? Etc.…see list on the agenda
Mr A went over the agenda
Summarize the data based on the information we collected. Put info on an anchor chart
Of the designated assignments per team.
Identify the 3 Problems
Teams split into groups to write their 3 Problems and present to committee
Came up with root cause for one problem in each section
Discussed root causes and some strategies for improvement
Retention:
Teacher burnout
Root Cause - Behavior. Strategies to implement more PD on behavior management, continuous PD's at least every 9 weeks. Counselor provide lesson in the classroom and in morning announcements.
Technology:
Student chromebooks and the expectation to actually learn computer skills in computer class.
School Culture and Climate:
Open communication (family and staff calendar). Tuesday folder including calendars, flyers, newsletters, graded papers/sign and return, etc.…
Folders will be ordered for the entire campus. Teachers and admin will monitor and ensure it happens.
Family and Community Involvement:
Provide training throughout the school year for parents to support their students.
School contacts and Organization:
PLC being cut short due to coverage, etc. ends up being 45 minutes.
See Garza's plan for next year - suggestion on how to tweek to maximize time.
Curriculum and Assessments:
Planning focus on more tier 1 instruction, close the gaps focusing on tier 1
New curriculum
Student Achieveness: Our data shows we pretty much stayed the same as last year according to STAAR

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics:	**Strengths: Diverse student demographics, Relatively low mobility rate**
	Problems: Attendance, Eco Dis Numbers, EL, increasing number of SpED students
Student Achievement:	**Strengths**: Increase in 5th grade Reading and Science and 4th grade Math
	Problems: Decrease in 5th grade Math, 4th Grade Reading, 3rd Grade Math and Reading
Family and Community Involvement:	**Strengths:** Highest Parent Survey Results in the District, Generally supportive of the school
	Problems: Parent Participation and Communication
Curriculum, Instruction, and Assessment:	**Strengths:** Professional Development, Knowledgeable CIS
	Problems: Focus on Tier 1 Instruction, and more time in PLCs
Staff Quality, Recruitment and Retention:	**Strengths:** Staff Quality,
	Problems: Turnover Rates, and Teacher burn out
School Culture and Climate:	**Strengths**: Generally positive Staff survey results
	Problems: Surveys from Staff, Students, Parents

Demographics:	**Strengths: Diverse student demographics, Relatively low mobility rate**
	Problems: Attendance, Eco Dis Numbers, EL, increasing number of SpED students
School Organization:	**Strengths:** Bell Schedule, Master Schedule
	Problems: increasing PLC time from 50 min to 90 min.
Technology:	**Strengths**: Technology Applications
	Problems: Logistics in distribution

Summary/Bridge of Identified Problems

Problems in 5th Grade Math, 5th Grade Science, 4th Grade Reading, 3rd Grade Math and Reading Achievement

Another identified problem is in family engagement and volunteerism

Teacher Retention and new staff.

Three Areas of Focus for Next Year:

Student Achievement and Tier 1 instruction– Reading & Math and Science

Family Engagement

Teacher Retention and Building capacity.

Student Achievement

Goal 1: ____Royalwood Elementary_____ will enhance the quality of instruction to improve achievement and enable students to meet their academic, social/emotional and future career goals.

Objective: Each student will increase 10% points from their 2023-2024 STAAR to the 2024-2025 STAAR in each subject tested.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Reading Strategy-Guided Reading with fidelity, more PD on Guided Reading. Start Tutorials in September	CIS	August to May	I ready, mentor texts, Imagine Learning	CFA and DCA Data
Writing Strategy-More practice on SCR and ECR development, Start Tutorials in September, imbed writing into all Subjects, especially Math, Science and Social Studies.	CIS	August to May		CFA and DCA Data
Math Strategy- increase in Guided Math Implementation. Start Tutorials in September	CIS	August to May	I Ready	CFA and DCA Data
Science Strategy-Increase in Labs completed per week. **Start Tutorials in September**	CIS and Disrict	August to May	Curriculum and assoiciates	CFA and DCA Data

Family and Community Involvement

Goal 2: ___Royalwood Elementary___will provide a learning community that is inclusive of parents to strengthen the ome school connection.

Performance Objective 2: Increase school communication with parents to increase the number of parents/guardians attending parent meetings by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Parent Workshops	Limas	August to May	Parent Square	Surveys
Parent Meetings	Limas/CIS	August to May	Parent Square	Surveys
Coffee with Principal	Principal	August to May	Parent Square	Surveys
Parent Surveys	Principal	August to May	Parent Square	Surveys
Develop PTO	Limas	August to May	Parent Square	Surveys

Staff Retention

Goal 3: ___Royalwood Elementary _will provide a consistent classroom environment that have clear expectations both adults and students that support a self-managing classroom.

Objective: By May 2025, there will be a staff retention rate of 80%.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation
Culture and Climate Training	Principal	August to May	BOY Training and throughout	Surveys/Increase in Staff Retention
Sunshine Committee	CIS	August to May	BOY Training and throughout	Surveys
Discipline Training throughout the year	Principal	August to May	BOY Training and throughout	Decrease in discipline

The Royalwood Campus Needs Assessment Committee met on May 31, 2024 and June 12, 2024 to facilitate the program evaluation and comprehensive needs assessment. The committee identified the following needs to be addressed the following school year 2023-2024:

The team consisted of:

CNA Committee

Committee Role Name Position
Administrator Jesus Altamirano Chair

Classroom Teacher Jason Bustillos 5th Grade
Classroom Teacher Karina Abarca, 2nd Grade
Classroom Teacher Claudia Ovalle, 5th Grade

Classroom Teacher Maria Garcia, 2nd Grade

Paraprofessional: Audry Autry
CIS Marcia Garza, Math

Community: Teresa Autry
Parent Sara Maria Macias
District Rep: Tacara Williams

AGENDA CNA Meeting #1
5/31/24

- **Introduction of Members (Altamirano)**
- **Purpose of Meeting (Altamirano)**
  - **Information Analysis to create a true picture of the state of the school.**
  - **Goal is to increase student achievement**
- **Overview of Current Campus Improvement Plan (Altamirano)**
- **Overview of Areas for Best Practice**
- **Overview of Data that will be used for the Areas**
- **Divide up in Teams**
- **Schedule CNA Meeting #2**

Minutes

Meeting starts at 10:10 am

Greeting from Mr. Altamirano today we are going to meet for CNA meeting strengths and weaknesses to each goal.
Introductions for all in the room. Present Maria Garcia, Marcia Garza, Claudia Ovalle, Jason Bustillos, Karina Abarca, Audrey Autry, Sara Hernandez, Terry Autry and Jesus Altamirano.
Prin. Meeting is to gather information based on this year's information. Various information will be reviewed to make everything even better.

Review the campus improvement plan . The purpose of our plan is like teacher lesson plans. Goals 1 maximize student learning etc. And measured to improve reading proficiency in each student, especially students at risk. Goal 2 to retain highly effective staff. Goal 3 family and community Goal 4 safety and also Goal 5 financial accountability.
Prin. Reviewing items Demographics, student STARR, climate,curriculum instruction assess student learning. Parent engagement, planning, intervention, community and also review technology.

Teacher, comment on what each item is, climate is about several things parents, student, community and staff parent engagement, activities.

Prin. Divide the committee into groups so they can review the data. Teams of two review two areas each.
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Garza and Garcia Curriculum and assessment and school context and organization
Bustillos and T Autry staff quality retention and recruitment and technology
A Autry and Sara Hernandez J. Altamirano demographics and student achievement data

Prin. shared data
Data suite
STARR scores for student achievement. Discussed the difference for 2023- vs the 2024 and how to read the scores of 4, 3,2,1,
Staff survey, questions and responses
Staff Roster
CIS will review our curriculum and instruction
Assessment
Parent survey

Staff. How was the parent survey sent?
Prin. Sent by the district

Technology
Prin. Schedule meeting #2 bring data to support
Suggested by parent Wednesday or Friday next meeting, teacher suggested the next meeting is best after summer school. Wednesday, Jun 12, 2024 at 4:00pm.
Staff, suggest discussion arrival and dismissal and Spark Park for safety. Signage to post the hours open to public.

Prin. Prioritize problems, find the root case problem, find three to five problem areas with a suggestion for a solution.
Prin. thanks and Close meeting 10:54am

Note taker Terry Autry

AGENDA CNA Meeting #2
06/12/24

- **Purpose of meeting #2**
  - **Identify strengths and problems and prioritize problems**
  - **Determine root causes for prioritized problems**
- **Questions to consider:**
  - **Has a problem been identified?**
  - **Is the identified problem supported with facts?**
  - **Do we agree with the problem?**
  - **Is the problem relevant to our District or School?**
  - **Is the problem a priority?**
    - **Attendance**
    - **Enrollment**
    - **School climate**
    - **Academic issues**
    - **Resources needed**
  - **Does the problem address our area of low performance need?**
  - **Which problems affect the greatest number of students?**
  - **Which problems are manageable?**
  - **Which problems address student achievement?**
- **Determine the Root Cause of the prioritized problems**
  - **Why do the problems exist?**
  - **Root Cause Analysis**

- **SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats)**
- **Does the data support the root cause?**

- **CIP and Strategies to address the prioritized problems.**
- **Program Evaluation.**
- **Parent & Family Engagement Self Evaluation Summary (Post Assessment)**

Minutes
Meeting at 4PM - 6/12/24

Mr A stated the purpose of today's meeting.
Go over Questions to consider:
Is the problem identified? Is the problem relevant? Etc….see list on the agenda
Mr A went over the agenda
Summarize the data based on the information we collected. Put info on an anchor chart
Of the designated assignments per team.
Identify the 3 Problems
1. To improve academic achievement across all content areas and grades through more rigorous and aligned Tier 1 instruction.
2. To recruit and retain highly qualified staff through TTESS evaluation and Teacher Incentive Allotment.
3. To improve culture and climate through surveys
Teams split into groups to write their 3 Problems and present to committee
Came up with root cause for one problem in each section
Discussed root causes and some strategies for improvement

Retention:
Teacher burnout
Root Cause - Behavior. Strategies to implement more PD on behavior management, continuous PD's at least every 9 weeks. Counselor provide lesson in the classroom and in morning announcements.

Technology:
Student chromebooks and the expectation to actually learn computer skills in computer class.

School Culture and Climate:
Open communication (family and staff calendar). Tuesday folder including calendars, flyers, newsletters, graded papers/sign and return, etc….
Folders will be ordered for the entire campus. Teachers and admin will monitor and ensure it happens.

Family and Community Involvement:
Provide training throughout the school year for parents to support their students.

School contacts and Organization:
PLC being cut short due to coverage, etc. ends up being 45 minutes.
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Curriculum and Assessments:
Planning focus on more tier 1 instruction, close the gaps focusing on tier 1
New curriculum
Student Achievement:
Our data shows we pretty much stayed the same as last year according to STAAR

Demographics

Demographics Summary

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Gender		
Female	294	47.57%
Male	324	52.43%
Ethnicity		
Hispanic-Latino	483	78.16%
Race		
American Indian - Alaskan Native	1	0.16%
Asian	3	0.49%
Black - African American	84	13.59%
Native Hawaiian - Pacific Islander	0	0.00%
White	39	6.31%
Two-or-More	8	1.29%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Dyslexia	37	5.99%
Gifted and Talented	48	7.77%
Regional Day School Program for the Deaf	0	0.00%
Section 504	10	1.62%
Special Education (SPED)	98	15.86%
Bilingual/ESL		
Emergent Bilingual (EB)	316	51.13%
Bilingual	284	45.95%
English as a Second Language (ESL)	31	5.02%
Alternative Bilingual Language Program	19	3.07%
Alternative ESL Language Program	5	0.81%
Title I Part A		
Schoolwide Program	618	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
At-Risk	470	76.05%
Foster Care	1	0.16%
IEP Continuer	0	0.00%
Immigrant	25	4.05%
Intervention Indicator	40	6.47%
Migrant	0	0.00%
Military Connected	6	0.97%
Transfer In Students	14	2.2654%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	567	91.75%
Free Meals	109	17.64%
Reduced-Price Meals	43	6.96%
Other Economic Disadvantage	415	67.15%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.49%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	3	0.49%
Not Unaccompanied Youth	3	0.49%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	11	11.22%
Auditory impairment	2	2.04%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Intellectual disability	6	6.12%
Emotional disturbance	4	4.08%
Learning disability	34	34.69%
Speech impairment	27	27.55%
Autism	14	14.29%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	27	27.55%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	17	17.35%
Resource Room	43	43.88%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	11	11.22%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

College and Career Readiness School Models (2023 - 2024 Preliminary Fall PEIMS file loaded 01/18/2024)	Count	Percent
Associate Degree *Does not include leavers*	0	0.00%
Early College High School (ECHS)	0	0.00%
New Tech	0	0.00%
P-Tech	0	0.00%
T-Stem	0	0.00%

Demographics Strengths

- Growth in community/ New subdivision
- Creating one major group when it comes to accountability (LEP)
- Increasing Enrollment projected to go over 600 this year 2024-2025.
- Even split in student pop (Female/Male)
- Low-Mobility Rate
- Strong Community involvement and strength

Demographic Data

A. **Student Enrollment**

Strengths:

- Increase in student population
- Growth in community
- Mobility rate, lower than District and State Average

B. Student Demographics by Ethnicity

Strengths:

- The campus population is diverse

C. Student Longitudinal Demographics by Ethnicity

Strengths:

- Steady numbers
- the demographics have remained similar over the years.

D. Student Demographics by Gender

Strengths:

- Even split in student population

E. Student Demographics by Special Populations

Strengths:

- Our SpEd population is increasing.

F. Staff Demographics by Ethnicity

Strengths: a diverse population

H. Staff Demographics by Years of Experience 2023-24

Demographics Strengths

- Diverse Backgrounds and Experience

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student Demographics by Special Populations demonstrates a need on how to increase academic performance levels in low-socio-economic populations , improve RtI and EB educational support to improve and sustain academic achievement and growth. **Root Cause:** ELLs comprise over half of our population, most of our population are economically disadvantaged (ED) and need more technology, literacy, and intervention resources that provide rigorous language and academic support

Problem Statement 2: Staff Demographics by Years of Experience 2023-24 data shows 11 staff members with less than 2 years experience. In addition out of those 11, the majority are adjunct teachers. **Root Cause:** Retirement, promotion, movement within the district.

Problem Statement 3: SPED, ED and EL students STAAR scores dropped during the STAAR redesign. **Root Cause:** Students' limited exposure to the STAAR redesign.

Student Achievement

Student Achievement Summary

2024 Grade Level/Subject:_____3rd STAAR Reading____Campus Component Score: 39%

2023 Grade Level/Subject:_____3rd STAAR Reading____Campus Component Score: 49%

2022 Grade Level/Subject:_____3rd STAAR Reading____Campus Component Score: 52.77%

2021 Grade Level/Subject:_____3rd STAAR Reading____Campus Component Score: 29%

2019 Grade Level/Subject: _____3rd STAAR Reading___Campus 71%
2018 Grade Level/Subject: _____3rd STAAR Reading___Campus 80% / District 74% / 71%
2017 Grade Level/Subject: _____3rd STAAR Reading___Campus 67% / District 59% / State 72%

2024 Grade Level/Subject:_____4th STAAR Reading____Campus Component Score: 39%

2023 Grade Level/Subject:_____4th STAAR Reading____Campus Component Score: 45%

2022 Grade Level/Subject:_____4th STAAR Reading____Campus Component Score: 50.61%

2021 Grade Level/Subject:_____4th STAAR Reading____Campus Component Score: 35%
2019 Grade Level/Subject: _____4th Reading___Campus 77%
2018 Grade Level/Subject: _____4th Reading___Campus 67% / District 59% / State 71%
2017 Grade Level/Subject: _____4th Reading___Campus 72% / District 61% / State 70%

2024 Grade Level/Subject:_____5th STAAR Reading____Campus Component Score: 52%

2023 Grade Level/Subject:_____5th STAAR Reading____Campus Component Score: 47%

2022 Grade Level/Subject:_____5th STAAR Reading____Campus Component Score: 49.10%

2021 Grade Level/Subject:_____5th STAAR Reading____Campus Component Score: 44%
2019 Grade Level/Subject: _____5th Reading___Campus 89%
2018 Grade Level/Subject: _____5th Reading___Campus 89% / District 77% / State 78%
2017 Grade Level/Subject: _____5th Reading___Campus 78% / District 70% / State 83%

2024 Grade Level/Subject:_____3rd STAAR Math____Campus Component Score: 41%

2023 Grade Level/Subject:_____3rd STAAR Math____Campus Component Score: 48%

2022 Grade Level/Subject:_____3rd STAAR Math____Campus Component Score: 46.93%

2021 Grade Level/Subject:_____3rd STAAR Math____Campus Component Score: 30%
2019 Grade Level/Subject: _____3rd Math_____Campus 80%
2018 Grade Level/Subject: _____3rd Math_____Campus 77% / District 70% / State 77%
2017 Grade Level/Subject: _____3rd Math_____Campus 68% / District 70% / State 76%

2024 Grade Level/Subject:_____4th STAAR Math____Campus Component Score: 45%

2023 Grade Level/Subject:_____4th STAAR Math____Campus Component Score: 42%

2022 Grade Level/Subject:_____4th STAAR Math____Campus Component Score: 37.96%

2021 Grade Level/Subject:_____4th STAAR Math____Campus Component Score: 38%
2019 Grade Level/Subject: _____4th Math_____Campus 77%
2018 Grade Level/Subject: _____4th Math_____Campus 81% / District 69% / State 77%
2017 Grade Level/Subject: _____4th Math_____Campus 74% / District 68% / State 75%

2024 Grade Level/Subject:_____4thSTAAR Math____Campus Component Score: 40%

2023 Grade Level/Subject:_____5th STAAR Math____Campus Component Score: 43%

2022 Grade Level/Subject:_____5th STAAR Math____Campus Component Score: 46.59%

2021 Grade Level/Subject:_____5th STAAR Math____Campus Component Score: 39%
2019 Grade Level/Subject: _____5th Math_____Campus 88%

2023 Grade Level/Subject:_____4th Writing____Campus Component Score: NA

2023 Grade Level/Subject:_____4th Writing____Campus Component Score: NA

2022 Grade Level/Subject:_____4th Writing____Campus Component Score: NA

2021 Grade Level/Subject:_____4th Writing____Campus Component Score: 28%
2019 Grade Level/Subject: _____4th Writing___Campus 69%
2018 Grade Level/Subject: _____4th Writing___Campus 59% / District 45% / State 61%
2017 Grade Level/Subject: _____4th Writing___Campus 62% / District 55% / State 63%

2024 Grade Level/Subject:_____5th Science____Campus Component Score: 28%

2023 Grade Level/Subject:_____5th Science____Campus Component Score: 26%

2022 Grade Level/Subject:_____5th Science____Campus Component Score: 33.69%

2021 Grade Level/Subject:_____5th Science____Campus Component Score: 30%
2019 Grade Level/Subject: _____5th Science___Campus 75%
2018 Grade Level/Subject: _____5th Science___Campus 72%
2017 Grade Level/Subject: _____5th Science __Campus 67%

Student Achievement Strengths

Royalwood Attendance for 2023-2024 School year was 94.6%

Royalwood Attendance for the 2021-2022 school year was (95.79%.),

Royalwood STAAR component scores grew in 5th Grade Reading and Science from the previous year and 4th grade Math also grew.

Implementation of AVID for 1-5th grade students.

EL TELPAS had the most student reclassified in the all the elementary schools for 23-24 school year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Improvement needed in students ability to demonstrate mastery in extended constructive responses. **Root Cause:** Lack of writing development and critical thinking skills.

Problem Statement 2: 3rd Grade Reading decreased 10 component score percentage points from 2023 to 2024 from 49% to 39% **Root Cause:** Small group and accelerated instruction must be implemented with fidelity to try and prevent these gaps from getting larger as students' progress through the elementary grades. STAAR redesign also was a contributing factor.

Problem Statement 3: 3rd grade math decreased by 7 in component score from from from 2023 to 2024 from a 48% to 41%. **Root Cause:** We are still seeing gaps in students' foundational math skills and ability to do basic computation. Small group and accelerated instruction must be implemented with fidelity to try and prevent these gaps from getting larger as students' progress through the elementary grades. STAAR redesign also was a contributing factor.

Problem Statement 4: 4th Grade Reading decreased their component score from 45% in 2023 to 39% in 2024. **Root Cause:** We are still seeing gaps in students' comprehension skills and understanding grade level text due to their lack in reading foundational skills. Small group and accelerated instruction must be implemented with fidelity to try and prevent these gaps from getting larger as students progress through the elementary grades. STAAR redesign

Problem Statement 5: 5th Grade Math decreased from a 46.5% component score in 2023 to a 42% component score in 2023 STAAR. **Root Cause:** We are still seeing gaps in students' foundational math skills and ability to do basic computation. Small group and accelerated instruction must be implemented with fidelity to try and prevent these gaps from

getting larger as students progress through the elementary grades. STAAR redesign also was a contributing factor.

Problem Statement 6: 5th grade science increased from a component score in 2024 to a 27% component score from a 25 in 2023 STAAR. The component score still needs to increase more **Root Cause:** Therefore they were not able to make connections tween science concepts and real world experiences. To alleviate this problem, students need hands on investigations and opportunities for inquiry based learning. STAAR redesign also was a contributing factor and lack of Science in the lower grades.

District Culture and Climate

District Culture and Climate Summary

Based upon district data analysis, STAAR data, campus surveys and outcomes generated through staff collaborative meetings and discussion groups, the following are identified as priority areas:

- Attendance for students
- Improve Tier 1 and Tier 2 Instruction and Intervention
- Rigorous Accelerated instruction for students who did not pass the STAAR
- Writing across all content areas
- More practice with Extended Constructive Responses

The campus student attendance rate for 2023-2024 school year was 94.5%.

The campus student attendance rate for 2022-2023 school year was 94.31%.

The campus student attendance rate for 2021-2022 school year was 94.35%.

The campus student attendance rate for 2021-2022 school year was 94.61%

The campus student attendance rate for the 2020-2021 school year was 95.79%

The campus student attendance rate for the 2019-2020 school year was 97.17%

The campus' student attendance rate for the 2018-2019 school year was 96.8%.

District Culture and Climate Strengths

Based on SBDM Committee and Leadership collaborative meetings and staff, and community surveys, the staff and community feel that the atmosphere at Royalwood Elementary is good. They participate in the process of collecting and reviewing data to inform curriculum and instructional decisions. This gives the teachers a voice in the decision-making of the campus.

Teachers collaborate during PLCs to improve the instructional planning and delivery processes. All staff members work together to provide targeted interventions according to each student's need during school-wide intervention.

Based on results of the parent survey, parents feel comfortable communicating and working with the teachers at Royalwood Elementary.

Parents are able to participate various events that parents participate in throughout the year in person, ie meet the teacher and open house, STAAR Talks, Book-Breakfasts,

Every Bi-weekly faculty meeting, we start off with staff celebrations.

A weekly newsletter is distributed to staff with important information and updates.

Parents have their children participate in the afterschool program.

Currently School personnel use School website, Facebook and ParentSquare

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: New teachers may feel overwhelmed with all the items that need to be completed, in addition to classroom behavior issues. Which can can make teachers feel they are unsupported. **Root Cause:** Effective classroom managements systems, engaging and meaningful lessons, lack of resources.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A highly qualified, highly trained, motivated staff is perhaps the most important ingredient in the teaching-learning equation. As documented numerous times in various research studies, good teaching makes the difference in student success rates.

Based upon district data analysis and information on the new STAAR assessments, the areas of need are identified and listed in priority order:

- Continued staff development and training for teachers
- Staff rewards, incentives, and recognition

Staff Quality, Recruitment, and Retention Strengths

- Weekly instructional planning meetings to support teachers
- Weekly grade-level PLC meetings to support teacher growth and development, data monitoring, and student intervention planning
- Learning Walks / Instructional Rounds to provide productive feedback on teacher performance and effectiveness
- In-district training and staff development for teachers
- Awards and recognition (jeans passes, positive notes) publicized during staff meetings/announcements
- Video / photo documentation of effective classroom practices are shared with staff during faculty meetings, website, PLC's and trainings to support teacher growth
- Teacher Recognition during weekly staff news letter.
- Teacher collaboration in teaching assignment.
- Mentor program for new teachers.
- Interview Committee for potential staff members.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Staff shortage throughout the state. **Root Cause:** Large turnover of staff due to retirement, promotions and in district movement, rigorous certification process.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Royalwood Elementary follows the district's curriculum scope and sequence and timeline. At the beginning of the semester, we meet as a team and review the curriculum. At the end of each quarter, we meet to for Data Talks with grade levels and support staff where we review DCA's, discuss curriculum, students results and needs, and create plans for intervention and enrichment.

Through Data Talks and PLC planning meetings, we've discovered the strengths and weaknesses within our campus and have implemented the following program changes.

Curriculum and Instruction

Reading:

- Planning PD for teachers in 1st and 2nd grades with the Curriculum Instructional Specialist.
- Planning PD for teachers in 3rd-5th grades with Curriculum Instructional Coaches.
- Developing Common Formative Assessment for 1-5th grade
- Silent Sustain Reading with a reader's response and purpose and student monitoring in their interactive notebook
- Reading Academy and Phonics implementation
- Wonders
- Iready.

Math

- Math Fluency practice during down time in the hallways and grade level competitions
- Planning with District and/or Curriculum Instructional Specialist for 1-2 "Backward Design"
- Developing common assessments for 1-5th grade
- CFAs
- Iready

Science:

- Opening of the science lab
- Using Stemscopes Lessons
- Project Based Learning Lessons
- Hands on Investigations
- CFAs
- New Science Adoption

School Wide:

AVID strategies implement schoolwide

Technology to enhance delivery of instruction and student products

Lion Time for planned intervention and enrichment where another staff member pushes in and/or pullout for 50 minutes daily

Programs being used include: Xtra Math, Imagine Learning, Learning.com, Countdown for STAAR, Fast Focus in English and Spanish, Iready for Math and Reading

Cross-curricular writing

Agenda/Folder Parent Communication

Implementation of CHAMPS

MyOn

Technology:

Students have access to Touchscreens and Chromebooks to be used for the programs and for reading independently.

Continue the implementation of touch screen-interactive boards.

Mimio Boards

Balanced Literacy

District Curriculum

Guided Reading

Guided Math

Go Math

STEMS Scope

AVID

Empowering Writers

Teacher made assessments

Math Target Board

Reading Academy Implementation

CFA Data Tracking Sheet

Curriculum, Instruction, and Assessment Strengths

Sheldon ISD provides the campus with the vertically aligned Sheldon curriculum including a scope and sequence for teachers to follow in all core subject areas. Classroom teachers worked with district personnel to help develop this curriculum. Teachers are provide additional strategies through AVID. Snapshot assessments were created by teachers. Coaches meet weekly with teacher for planning and support. Tutors and CIS provide assistance in the classrooms pulling small groups for small group instruction, accelerated instruction, and conferencing with students.

100% Completion for Reading Academy

100% Completion of GT Hours

The strengths on campus are the support of personnel and developing the growth mindset of our staff. We are currently improving the implementation of guided math, guided reading, science lab and intervention.

- Implementation of Iready in Reading and Math
- Cross-Curricular interactive Notebook PLCs and goal implentation
- District support with Curriculum Specialists: Reading, Math, Science
- District wide curriculum with the Scope and Sequence
- District wide support with the assessment
- Best Practices Phase I & II

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers struggle with effective delivery, development and implementation of reading, writing, science and math instruction that will aligns to the STAAR redesign. **Root Cause:** Lack of training and resources on the ELAR TEKS, Spanish instruction, Guided reading and guided math.

Problem Statement 2: All students including economically disadvantaged, ELLs and special education students struggle with writing. **Root Cause:** Direct aligned instruction and specialized instruction is needed. Writing must be integrated across all content areas, especially more practice with the extended constructive responses.

Family and Community Engagement

Family and Community Engagement Summary

Royalwood values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in English and Spanish. Royalwood will provide all communication in English and Spanish to continue our commitment to building a strong home-to-school partnership.

One of the primary goals of Royalwood Elementary faculty and students, as outlined in the campus plan, is to promote parental, family and community engagement to support student achievement. In order to accomplish this goal, the campus will work to build an active parental and family engagement program that supports the vision of the campus. Parents and families will continually be encouraged to become active participants in the educational process. The faculty/staff of Royalwood Elementary will host family events to promote a positive partnership. The PTO was established to provide parent and family engagement opportunities as well.

According to the parent and family engagement survey given at the end of the 2023-24 school year, parents are pleased with the education, school and safety of Royalwood Elementary. Parents and families are able to participate in the school activities throughout the day and during special events. Parents and family can volunteer, be a part of PTO, and help from home.
Royalwood Elementary has a large parent and family participation in parent and family engagement activities such as as Literacy night, STEAM Night, Dances, Math and Science Nights, AVID nights,Grade level Book Breakfasts, Dances, Field Days, and classroom parties.

Based on the survey given to parents at the end of the school year 2023-2024, the parents would recommend Royalwood to other parents. The overall rating received from the parents is a A.

Family and Community Engagement Strengths

To establish strong parent and family engagement activities in grades 1-5, district and school staff will involve parents and families in appropriate training for service in voluntary instructional and support roles at school. Parents and families will be invited to become active participants in their child's learning at every grade level, **including membership in a variety of organizations. This goal will be accomplished through these activities and/or services**:

- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
  - Parent Survey
- Book Breakfast for all students
- Lunch/Breakfast With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Summer School Programs, Grades K-12
- Parent/Teacher Conferences
- Trunk-or Treat and College/Career day

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Increased Parental involvement in child's literacy. **Root Cause:** Parents working schedules many times do not allow for this or is limited.

District Organization

District Organization Summary

Based upon district data analysis , these areas of need are identified and listed in priority order:

- Instructional materials: Instructional materials check out system including new technology purchased
- Time: Planning, PLC, and Professional Development meetings
- Structure: Beautification projects focused on the exterior areas of the campus.

-

District Organization Strengths

On-going training in guided reading, guided math, and Write to Learn activities/examples are being provided this school year to support teachers and increase learning and success of the students.

Royalwood Elementary employs a highly motivated custodial crew. These support personnel spend summers and holidays preparing the school for student learning. Although the building is 45 years old, it remains well maintained and clean. The campus is equipped with fire extinguishers and complies with all health and safety code requirements including food/nutrition regulations. The campus is an age-appropriate building, conducive to learning, and in compliance with the Americans of Disabilities (ADA) requirements. Recent campus renovation projects took place in 2008 and 2010.

Problem Statements Identifying District Organization Needs

Problem Statement 1: Many areas of the building are in need of repair or replacement. **Root Cause:** The building is old, wear and tear have contributed to the items that are in need of repair and/or replacement.

Technology

Technology Summary

Student time and exposure to new technology, teacher training, and adding more/new technology is a priority at RE. Students will need to have access to Chromebooks so that they can also be prepared for the STAAR assessment along with mouses and headphones so that they can access appropriate designated supports.

Technology Strengths

- Teacher computer per classroom
- Student computer per classroom
- 1:1 student chromebooks
- document camera and projector per classroom
- audio voice enhancement per teacher
- All students cycle through computer lab weekly
- Webcams for every teacher

Problem Statements Identifying Technology Needs

Problem Statement 1: Not ever student has a working chromebooks. Chromebooks at times do not function and need to be replaced. **Root Cause:** Broken chromebooks and and increase in student enrollment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Goals

Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk.

Performance Goal: By May 2025, Royalwood Elementary will increase the overall STAAR component score from 42 to 48 by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 1: By May 2025, student performance on STAAR Reading 3, 4, 5 grades will Component Scores will increase to: 3rd grade: 39% (2024) to 47% (2025), 4th grade 39%(2024) to 47% in (2025), 5th grade 52% (2024) to 60% in (2025). By June 2025, the EOY reading assessment component scores will increase from 28% (2024) to 40% (2025) in 1st grade and from 49% (2024) to 60% (2025) in 2nd grade.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will implement progress monitoring assessments to track student data, Guided Reading, Running records, iReady, and teacher created assessments in all grade levels. (Periodically scheduled through (September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review DCA1 data and expected results should be an increase of 5 percentage points. **Staff Responsible for Monitoring:** Teachers will use guided reading lesson plans and the Reading Academy plan templates to monitor progress. Campus Administration and Instructional Coaches will use the guided reading walk-through forms to monitor effectiveness and progress. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	25%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize classroom devices for iReady and small groups (stations) and tutoring. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. (September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25) **Strategy's Expected Result/Impact:** Technology implemented lesson plans, technology device monitoring, data from iReady. **Staff Responsible for Monitoring:** Teachers, Campus Administration, Technology Department, After School Program Coordinator **TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: We will provide STAAR aligned and researched-based instructional resources for 3rd, 4th, and 5th grade students such as (iReady, Think Up, Mentoring Minds, Measuring Up) and strategies (Lead4ward, stem scopes, AVID and intervention strategies, EduSmart, Imagine Learning, , Science of Reading), including Reading Resources for 1st and 2nd Grade . (September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Classroom Observations, T-TESS data, assessment data, AVID walkthroughs, and TTM Data will all increase effective classroom instruction, and help students make progress instructional, and become college and career ready. **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an after school program that will provide academic assistance in all core subjects. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Implementation of the after-school program will increase comprehensive instruction in all core subject areas. **Staff Responsible for Monitoring:** After School Program **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Part-time Front-line staff - 265-21st Century After-School Program (Cycle 12) - $50,000, Professional development - 265-21st Century After-School Program (Cycle 12) - $2,500, Instructional materials and supplies for activities - 265-21st Century After-School Program (Cycle 12) - $4,500, Extra duty pay for school day staff to support tutorials - 265-21st Century After-School Program (Cycle 12) - $3,000	30%	45%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Targeted Reading Intervention to EBs using the Imagine Learning Program. (September 24, October 24, November 24, December 24, January 25, February 25, March 25) **Strategy's Expected Result/Impact:** DCAs, TELPAS **Staff Responsible for Monitoring:** ELA teachers, CIS, Administration. **TEA Priorities:** Build a foundation of reading and math	50%	70%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement weekly/bi-weekly CFA assessments that will be tracked and conditioned to STAAR cut scores on a Google Spreadsheet. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25)	50%	70%		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide contracted services for tutorials and after school interventions for struggling students in Reading, Math and Science (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Increase Academic performance and growth for our struggling students. **Staff Responsible for Monitoring:** Mr. Altamirano will monitor performance on CFA spreadsheet. **Funding Sources:** Tutor - 199-State Comp. Ed. - $2,500	50%	65%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Starting September 2024 through May 2025, students in grades 1-5th will create weekly constructive response.	45%	60%		

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide student Chrombooks, charging carts, headphones, mouses, graphic and visual resources/materials for grades 3rd, 4th, and 5th (September 24, October 24, November 24, December 24, January 25, February 25, March 25) **Strategy's Expected Result/Impact:** Students will be able to use the chromebooks to utilize I-Ready program and other educational programs. **Staff Responsible for Monitoring:** Altamirano, CIS **Funding Sources:** - 211-Title I - $18,000	50%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk.

Performance Goal: By May 2025, Royalwood Elementary will increase the overall STAAR component score from 42 to 48 by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 2: By May of 2025, student performance on STAAR Math 3, 4, 5 grades will increase component score from 3rd grade 41% (2024) to 49% (2025), 4th grade 45% (2024) to 53% (2025), 5th grade 40% (2024) to 48% (2025), By June 2025, the EOY math assessment component scores will increase from 23% (2024) to 35% (2025) in 1st grade and from 28% (2024) to 40% (2025) in 2nd grade.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct weekly Professional Learning Community (PLC) meetings, and hold weekly instructional planning meetings to discuss, create, and implement an intervention and enrichment plans students. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** by the end of the 1st 9weeks we will review DCA1 data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers will use guided math lesson plan templates Campus Administration and Instructional Coaches will use the guided math walk-through forms **TEA Priorities:** Build a foundation of reading and math	50%	65%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Math intervention and small group instruction to target economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Intervention tracking system/Data trackers per unit assessment students are creating their own goals and teachers conferencing individually with student RTI Meetings Math binder implementation **Staff Responsible for Monitoring:** Intervention Team Campus Administration Instructional Coaches After School Program Coordinator **Funding Sources:** extra duty pay - 211-Title I - $2,000, extra duty pay - 199-State Comp. Ed. - $2,000	50%	65%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide STAAR aligned Math Resources for 3rd, 4th, and 5th grade. This strategy will meet the needs of all students to meet the challenging State academic standards. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** DCA's and STAAR **Staff Responsible for Monitoring:** All Teachers Intervention Staff Campus Administration Instructional Coaches **Funding Sources:** materials - 211-Title I - $2,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct RTI meetings to guide and monitor TIER I & II students. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Intervention plans, RTI data sign-in sheet **Staff Responsible for Monitoring:** RTI Team **TEA Priorities:** Build a foundation of reading and math				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Hold grade level math fact competitions. (September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Math Fact Fluency, DCAs **Staff Responsible for Monitoring:** All Teachers, All Staff, Intervention Teachers, CIS, Administration				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: implement weekly/bi-weekly CFA assessments that will be tracked and conditioned to STAAR cut scores on a Google Spreadsheet. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Provide contracted services for tutorials for struggling students in Math (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Increase Academic Achievement and Growth for struggling students in Math. **Staff Responsible for Monitoring:** Mr. Altamirano will monitor performance of targeted students on CFA spreadsheet. **Funding Sources:** Tutor - 199-State Comp. Ed. - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk.

Performance Goal: By May 2025, Royalwood Elementary will increase the overall STAAR component score from 42 to 48 by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 3: Provide student with campus events and activities that are engaging and promote life long learning and career and college readiness by the May 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus will provide visual representations and college experiences to raise college awareness (collegiate banners, teacher college banners, college presentations, visits, staff experiences). (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Visual items displayed to support college awareness **Staff Responsible for Monitoring:** Counselor Campus Administration **Title I:** 2.5	10%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will participate in an informative AVID parent night to reach all demographics and gender interest in the students. (Fall 24) **Strategy's Expected Result/Impact:** Parent/student sign-in sheet (August-June) **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers	5%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: After School Program Activity: The after school program will offer a balance of enrichment activities such as cooking, arts and crafts, dance, martial arts, theatre, sports, gardening, etc. to encourage hands-on engagement in a variety of activities that will produce well rounded students. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** student participation Results from beginning, middle and end of year math assessments. **Staff Responsible for Monitoring:** After-school program Site Coordinator Counselor **Funding Sources:** - 265-21st Century After-School Program (Cycle 12) - 265 - $8,000	10%	25%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide opportunities for students to build leadership skills and soft skills that will contribute to their overall educational growth and development such as implementing AVID Ambassadors and morning anchors. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Student participation in leadership roles Student participation in school based organization Student participation in the student council **Staff Responsible for Monitoring:** Principal and counselor **Funding Sources:** Training and development - 199-State Comp. Ed. - $900	10%	25%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: After School Program Activity: The after school program will participate in hands-on STEM activities to reinforce scientific concepts and encourage exploration. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Evidence Student Product/Rubric Timeline- August 2023, October 2023, January 2024, March 2024, May 2024, and June 2024 **Staff Responsible for Monitoring:** After School Program Site Coordinator **Funding Sources:** - 265-21st Century After-School Program (Cycle 12) - $1,000	5%	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk.

Performance Goal: By May 2025, Royalwood Elementary will increase the overall STAAR component score from 42 to 48 by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 4: Student daily attendance will increase from 94.4% in 2023-2024 to 95.0% in 2024-2025.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide incentives and/or recognition for good attendance, including morning calls. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Increase Attendance **Staff Responsible for Monitoring:** Administrator, CIS, Attendance Clerk	N/A	25%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Starting August, the Front office will call parents daily for students who are absent before 10:00am. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)	10%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk.

Performance Goal: By May 2025, Royalwood Elementary will increase the overall STAAR component score from 42 to 48 by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 5: By May 2024, 5th grade students will improve their Science component score from 28% (2024) to 35% (2025) on the 2025 STAAR.

Evaluation Data Sources: DCA, MOCKS, Campus Assessments, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By September 2024, procure Science instructional materials aligned to STAAR which will meet the needs of all students to meet the challenging State academic standards. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** DCA improvement **Staff Responsible for Monitoring:** Teachers, CIS, Administration, Interventionist **Funding Sources:** - 211-Title I - $1,000	50%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Starting September 2024, Increase the number of Science Lab activities to a minimum of 1 times per week. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)	35%	35%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Starting September of 2024, implement biweekly CFA assessments that will be tracked and conditioned to STAAR cut scores on a Google Spreadsheet. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)	40%	50%		

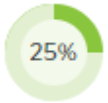
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Starting September 2024 through May 2025, students in grades 1-5th will create weekly constructive response.				

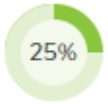
  No Progress  Accomplished  Continue/Modify  Discontinue

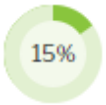
Goal 2: Royalwood Elementary will attract, develop and retain highly effective staff.

Performance Objective 1: Support teachers in their attainment of proficiency as defined by the T-TESS instrument by providing additional professional development by the end of May 2025. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25 May 25, June 25, July 25)

Evaluation Data Sources: Provide staff with opportunities to become and remain highly qualified.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide technology training on new software and hardware. (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** Observation of technology lessons, training sign-in sheets **Staff Responsible for Monitoring:** Technology Department District Digital coach Campus Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide Reading, Math, and Writing professional development and training by the district curriculum department and Instructional Coaches on new instructional initiatives. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Training session sign-in sheets, observation of guided lessons, guided groups tracking system **Staff Responsible for Monitoring:** Instructional Coaches Campus Administration Curriculum Department				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Instructional coaches to provide on-going feedback to teachers for continued / targeted growth & development. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Scheduled Instructional Rounds and impact cycles staff participation and feedback sessions **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a campus level Mentor Program for teachers with 1-2 years of experience through on-going observations and feedback, training, and individual growth and development. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Written observation feedback tools, mentor observation schedule **Staff Responsible for Monitoring:** Lead Mentor Campus Administration **Funding Sources:** Mentor stipends - 199-General funds	5%	15%		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Royalwood Elementary will attract, develop and retain highly effective staff.

Performance Objective 2: Provide effective, relevant on-going staff development and training to teachers to support the instructional vision of the campus through a variety of activities and resources by the May 2025.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Training sessions within faculty (support focus: instruction, technology, and intervention). (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** Scheduled training sessions, training session sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** PD - 211-Title I - $3,000	15%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide writing professional development. (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** writing teachers will improve their instruction **Staff Responsible for Monitoring:** Campus Administration and outside trainers **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Outside Professional Development - 211-Title I - $1,000	N/A	15%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

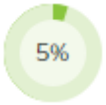
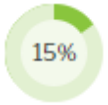
Goal 2: Royalwood Elementary will attract, develop and retain highly effective staff.

Performance Objective 3: Maintain a focus and commitment to positive staff morale, recognition, and overall support.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement Sunshine Committee events and activities and 5-Minutes of Fun pre-meeting/warm-up activities at faculty meetings. (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** Meeting agendas and sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Campus Leadership Teams	10%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement staff awards and recognition (occasional snack-cart, Teacher of the Week (picture in the newsletter). (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** an increase of staff morale and campus climate will result in retention of staff and decrease in staff turnover by May of 2024. **Staff Responsible for Monitoring:** Team Leaders Leadership Team **Funding Sources:** materials - 211-Title I - $500	5%	30%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement PLC development to improve staff commitment to each other, the students and the campus. Team leaders will attend PLC development professional development. (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** The staff will improve teams, enhance instruction and improved staff morale. **Staff Responsible for Monitoring:** Campus administration and Instructional Coaches **Funding Sources:** outside PD - 211-Title I - $3,000	10%	30%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide training for the After School Program Site coordinator by attending Local, State, and National Conferences as required or deemed necessary to fulfill the requirement of the grant. (August 24,September 23, October 23, November 23, December 23, January 24, February 24, March 24, April 24, May 24, June 24, July 24) **Strategy's Expected Result/Impact:** An increase in the staff effectiveness of the after school program implementation **Staff Responsible for Monitoring:** After School Program Coordinator **Funding Sources:** training - 265-21st Century After-School Program (Cycle 12) - $3,700				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Royalwood Elementary will promote parent/family/community engagement.

Performance Objective 1: Royalwood will build a positive and open line of communication from school to home to help parents and family members feel informed and supported by June 2025 as indicated in an increase from 50% participation to 60% participation in the survey from 2024 and compared to the survey 2025.

Evaluation Data Sources: Parent/Family 205 Spring Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve communication by adding FaceBook, Campus Website, Twitter and parent square postings (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Scheduled postings and observations **Staff Responsible for Monitoring:** Campus Administration	15%	35%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize written/formal communication through various forms using student agendas, communication folders, campus event flyers, and Website media. (August 24,September 24, October 24 November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Copies of flyers and screenshots of website communication. AVID Handbook and AVID Curriculum **Staff Responsible for Monitoring:** Campus Administration, Classroom teachers **Funding Sources:** Student Agendas/Communication folders and copy paper - 211-Title I - $1,300	N/A	25%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase parent/family engagement by providing interactive learning activities/events in English and Spanish. Provide babysitting, snacks and beverages during the events. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Parent sign in sheets and participation. **Staff Responsible for Monitoring:** Campus Administration, Teachers, faculty **Title I:** 4.1, 4.2 **Funding Sources:** Materials-Staff for hire to babysit-snack and beverages - 211-Title I - $603	5%	15%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Add Spanish translation to the Transition Visits for kindergarten and 5th grade students. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25 July 25) **Strategy's Expected Result/Impact:** Student attendance **Staff Responsible for Monitoring:** Counselor & Campus Administration	15%	25%		

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 4: Royalwood Elementary will ensure a safe and positive environment.

Performance Objective 1: Royalwood will provide a safe, positive, and motivating learning environment for all students and staff members as measured in the surveys.

Evaluation Data Sources: Student Survey, Staff Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide PBIS monthly trainings to staff and students through Peekapak unit themes and lessons. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** The students and staff will feel safer while at school as noted on the end of year survey by May 2024. **Staff Responsible for Monitoring:** Campus Administration, SBDM Team	5%	15%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Pre-schedule all emergency drills including fire, shelter, hold, secure, and lock-down. Hold monthly Safety Team meetings to review and discuss the Safety response plan. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Familiarity with safety response protocols and our safety plan in all possible emergency scenarios **Staff Responsible for Monitoring:** Campus Administration, Safety Team, Threat Assessment Team **Funding Sources:** Radios, new PA system - 211-Title I - $3,000	5%	20%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Add quarterly awards and recognition through Certificates for honor roll, attendance, and good citizenship through Peekapack. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Attendance, discipline reports **Staff Responsible for Monitoring:** Teachers, Administration **Funding Sources:** rewards/incentives, snacks for Snack Shack, certificates - 211-Title I - $1,000	5%	15%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Conduct Weekly Interior and Exterior Door Audits. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)	10%	25%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: In October 2024, bring in guest speaker Fabian Ramirez to inform and impower students on bullying.	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Royalwood Elementary will provide financial accountability.

Performance Objective 1: Royalwood funds will be utilized to support all students' performance growth at or above the state assessments as compared to STAAR assessments 2024 to 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement steps to ensure that 100% of the budget will be spent to address the needs of students and aligned to campus goals. (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Administration School Secretary	15%	30%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement monthly meetings with secretary to review the budget, schedule training with district accounting department to learn more about the management of the campus budget, check status of the expenditures at the end of each nine weeks to track how much of the budget is spent quarterly. (August 24, September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25) **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Administration School Secretary	10%	15%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement steps to ensure that 100% of the budget will be spent to address the needs of students and aligned to campus goals by providing document cameras to all teachers (10 new document cameras). (August 24,September 24, October 24, November 24, December 24, January 25, February 25, March 25, April 25, May 25, June 25, July 25)	5%	20%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I

Title I Personnel

Name	Position	Program	FTE
Alejandra Lazo	Title 1 Paraprofessional	Reading/Math Intervention	1
Annie Harris	Math Intervention		1
Marcia Garza	Title I Teacher		1
Marisha Delgado	Reading/Dyslexia Intervention		1
Shaleka Coleman	Title 1 Teacher	Reading Intervention	1

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Ancillary	Marisha Delgado	RTI/Dyslexia
Ancillary	Annie Harris	RTI
Classroom Teacher	Brenda Tamez	Special Education Teacher
Ancillary	Romeo Ramirez	Coach
Classroom Teacher	Jason Bustillos	5th Grade Teacher
Classroom Teacher	Teresa Moreno	4th Grade Teacher
Classroom Teacher	Rodolfo Mendez	3rd Grade Teacher
Classroom Teacher	Karina Abarca	2nd Grade Teacher
Classroom Teacher	Leal Gloria	1st Grade Teacher
Campus Instructional Coach	Dianna Estrada	Instructional Math Coach
Administrator	Priscilla Mundo	AP
Campus Instructional Coach	Lucero Aguilar	Instructional Reading Coach
Campus Instructional Coach	Marcia Garza	Instructional Math Coach
Non-classroom Professional	Ruby Marroquin	Counselor
Parent	Candace Peterson	parent
Business Representative	Veronica Nunez Nunez	Camp Gladiator
Campus Instructional Coach	Shaleka Coleman	Instructional Reading Coach
Paraprofessional	Mellisa Vazquez	Secretary
Administrator	Jesus Altamirano	Principal

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4	Mentor stipends		$0.00
				Sub-Total	$0.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Tutor		$2,500.00
1	2	2	extra duty pay		$2,000.00
1	2	7	Tutor		$2,500.00
1	3	4	Training and development		$900.00
				Sub-Total	$7,900.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$18,000.00
1	2	2	extra duty pay		$2,000.00
1	2	3	materials		$2,000.00
1	5	1			$1,000.00
2	2	1	PD		$3,000.00
2	2	2	Outside Professional Development		$1,000.00
2	3	2	materials		$500.00
2	3	3	outside PD		$3,000.00
3	1	2	Student Agendas/Communication folders and copy paper		$1,300.00
3	1	3	Materials-Staff for hire to babysit-snack and beverages		$603.00
4	1	2	Radios, new PA system		$3,000.00
4	1	3	rewards/incentives, snacks for Snack Shack, certificates		$1,000.00
				Sub-Total	$36,403.00

265-21st Century After-School Program (Cycle 12)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Professional development		$2,500.00
1	1	4	Part-time Front-line staff		$50,000.00
1	1	4	Instructional materials and supplies for activities		$4,500.00
1	1	4	Extra duty pay for school day staff to support tutorials		$3,000.00
1	3	3		265	$8,000.00
1	3	5			$1,000.00
2	3	4	training		$3,700.00
				Sub-Total	$72,700.00