

Sheldon Independent School District

Royalwood Elementary

2025-2026 Campus Improvement Plan



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Goal 1: Royalwood Elementary will maximize student learning for all students especially students at-risk. Performance Goal: By May 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) by increasing the number of students who achieve Meets and Masters Levels of Performance.	40
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary



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 630 students in grades 1st– 5th during the 2025-2026 school year, which is an increase from the previous year of 15 students. School Mascot is the Lion.

Comprehensive Needs Assessment Process

Royalwood Elementary needs assessment process is described below. The campus leadership team evaluated the 2024-25 data.

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on April 28, 2025, and again on May 19, 2025 to develop the CNA. The first meeting was held in the conference room at 3:45pm and the 2nd meeting was held in the conference room at 3:45pm. We plan to meet again on September 15, 2025, January 15, 2026, and April 15, 2026 to review and revise the CNA as needed.

To guide decision-making and improvement efforts, the school draws on a wide range of data sources. Academic performance is tracked through STAAR results, standardized tests, and measures of student progress such as RTI. Attendance and discipline data provide insight into student engagement and school culture, while information on special populations—including English learners, students served through 504, Special Education, and Gifted and Talented—helps ensure equitable support. Staff quality, professional development, and teacher turnover rates are monitored to strengthen recruitment, retention, and instructional effectiveness. Parent participation, along with surveys and interviews from students, staff, and families, highlight school climate and community involvement. Operational factors such as the master schedule, bell schedule, and technology inventory, as well as programs like AVID, are also reviewed to evaluate resources and ensure students and teachers have the tools and structures needed for success.

Upon approval by the Sheldon ISD Board of Trustees, the final CIP will be translated into Spanish to meet the needs of our student population and community.

CIPs are provided in English and Spanish to support the needs of the student population and the community. The document is located in the campus front foyer, District Office Lobby and North Channel Library.

In addition, team members collaborated to review and revise the parent and family engagement policy by establishing a list of priorities for the year. It will be shared during our Open House Event on Thursday, September 18.

CNA Team Members:

Principal: Jesse Altamirano

Other School Leader: Valeria Limas

Other School Leader: Shaleka Coleman

Other School Leader: Marcia Garza

Teacher: Gloria Leal

Teacher: Maria Garcia

Teacher: Rodolfo Mendez

Teacher: Teresa Moreno

Teacher: Brenda Tamez

Teacher: Acenet Baron

Paraprofessional: Alondra Serrano

Community Member: Sarai Martin

Community Member: Maria Cazares

Parent: Ma De La Cruz Guerra

Parent: Yesenia Landaverde

District Representative: Tacara Williams

1st Meeting Minutes (April 28, 2025)

The meeting began with introductions, a recap of last year's session, and a review of the agenda, emphasizing the importance of team norms such as positivity, responsibility, proactivity, focus, and organization. The team then discussed key areas for data collection and analysis, including demographics, student achievement, school culture and climate, staff quality and retention, curriculum and instruction, family and community involvement, school context and organization, and technology. For each area, sources of information and methods of collection were identified. Members began organizing into groups to take responsibility for different focus areas, with the task of gathering data and preparing to present three strengths, three weaknesses, and no more than three priorities at the next meeting on May 19th. The meeting concluded with plans to document both findings and the process of discussion.

2nd Meeting Minutes (May 19, 2025)

The meeting began with introductions, a review of themes, and guidance on identifying three priorities through root cause analysis. Discussions covered technology access, school culture and climate, organizational challenges with duty coverage, family and community involvement, curriculum resources, demographics, staff retention, and student achievement. Strengths included family engagement, aligned curriculum, and rising RLA and science scores, while weaknesses included communication issues, lack of multilingual resources, staffing challenges, and declining math performance. The team selected three priorities for root cause analysis: an ineffective discipline system, limited Spanish/multilingual resources, and insufficient daily science exposure. Plans were made to monitor data for both behavior and academics moving forward.

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: Student Demographics by Special Populations demonstrates a need on how to increase academic performance levels in low-socio-economic populations , improve Rtl and EB educational support to improve and sustain academic achievement and growth. There is in increased strain on SpED services provided with the allotted SpEDstaff for the 24-25 school year. SPED, ED and EL students STAAR scores dropped during the STAAR redesign.
Student Achievement:	Strengths: Royalwoods 4th grade Reading, 3rd grade Reading and 3rd grade math component scores increased from STAAR 2024 to STAAR 2025
	Problems: 4th Grade Math decreased 9 component score percentage points from 2024 to 2025 from 45% to 36% 5th grade Reading decreased decreased by 5 in component score from from from 2024 to 2025 from a 42% to 46%. 5th Grade Math decreased from a 40% component score in 2024 to a 39% component score in 2025 STAAR. 5th grade Science had the same component score in 2024 to a 27% component score from a 27%in 2025 STAAR. The component score still needs to increase more
Family and Community Involvement:	Strengths: Highest Parent Survey Results in the District, Generally supportive of the school 85% of parents rated the School an A or E
	Problems: Increased Parental involvement in child's literacy.

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Curriculum, Instruction, and Assessment:	Strengths: • 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 Problems: Teachers struggle with effective delivery, development and implementation of reading, writing, science and math instruction that will aligns to the STAAR redesign. All students including economically disadvantaged, ELLs and special education students struggle with writing.

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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. Problems: Large turnover of staff due to retirement, promotions and in district movement, rigorous certification process.

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School 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 tl 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 Problems: 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. Teachers involvement in decision making has decreased which has lead to decreased staff moral.

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School 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.
	Problems: Many areas of the building are in need of repair or replacement. Instructional time is lost during PLC time.
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
	Problems: Student chromebooks are lost and broken.

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/Growth and Tier 1 instruction– Reading & Math and Science

Decreasing Discipline

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 2024-2025 STAAR to the 2025-2026 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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

Family and Community Involvement

Goal 2: Royalwood Elementary will provide a learning community that is inclusive of parents to strengthen the one 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	L. Garcia/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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

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 2026, there will be a staff retention rate of 85%.

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

Demographics

Demographics Summary

← Campus : Royalwood EL

Fall Dashboard	Summer Dashboard	Campus Dashboard
7715 Royalwood Dr Houston, TX 77049-2314 (281) 454-2700 Phone (281) 454-2775 Fax Administration Administrator names are based on role ID reporting on the Fall 30090 staff records PrincipalJesus Altamirano	School Population Student Total 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade	

Student Demographics	Count
Gender	
Female	290
Male	317
Ethnicity	
Hispanic-Latino	494
Race	
American Indian - Alaskan Native	1
Asian	3
Black - African American	74
Native Hawaiian - Pacific Islander	0

White	32
Two-or-More	3

Student Programs

	Count
Dyslexia	38
Gifted and Talented	51
Regional Day School Program for the Deaf	0
Section 504	7
Special Education (SPED)	120
Bilingual/ESL	
Emergent Bilingual (EB)	300
Bilingual	268
English as a Second Language (ESL)	41
Alternative Methods for Bilingual Education	27
Alternative Methods for ESL	0
Title I Part A	
Schoolwide Program	607
Targeted Assistance	0
Targeted Assistance Previously Participated	0
Title I Homeless	0
Neglected	0

Student Indicators

	Count
At-Risk	523
Foster Care	2
IEP Continuer	0
Immigrant	25
Intervention Indicator	77
Migrant	0
Military Connected	9
Transfer In Students	11
Unschool'd Asylee/Refugee	0

Economic Disadvantage

Economic Disadvantage Total	547
Free Meals	125
Reduced-Price Meals	54
Other Economic Disadvantage	368

Homeless and Unaccompanied Youth

Homeless Status Total	0
Shelter	0
Doubled Up	0
Unsheltered	0
Hotel/Motel	0
Not Unaccompanied Youth	0
Is Unaccompanied Youth	0

Special Education Services

Primary Disabilities

No Disability	0
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NO Disability	0
Orthopedic impairment	0
Other health impairment	9
Auditory impairment	1
Visual impairment	0
Deaf-Blind	0
Intellectual disability	9
Emotional disturbance	6
Learning disability	38
Speech impairment	37
Autism	20
Developmental delay	0
Traumatic brain injury	0
Noncategorical early childhood	0
Instructional Settings	
Speech Therapy	37
Homebound	0
Hospital Class	0
Mainstream	20
Resource Room	49
VAC	0
Off Home Campus	0
State School	0
Residential Care	0
Self Contained	14
Full-Time Early Childhood	0
Nonpublic Day School	0

College and Career Readiness School Models

	Count
Associate Degree <i>Does not include leavers</i>	0
Early College High School (ECHS)	0
New Tech	0
P-Tech	0
T-Stem	0

Staff Information

	Count
Administrative Support	15
Teacher	37
Educational Aide	11
Auxiliary	0

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 2025-2026 with the new international academy .
- 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 varying

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 mixed population

H. Staff Demographics by Years of Experience 2024-25

Demographics Strengths

- Mixed 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: There is in increased strain on SpED services provided with the allotted SpEDstaff for the 24-25 school year.

Root Cause: An increased number of students are qualifying for SpED services for the 24-25 school year. Royalwood has the highest SpED population in 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 and strain on services that are provided by allotted SpED staff.

Student Achievement

Student Achievement Summary

2025 Grade Level/Subject: _____ 3rd STAAR Reading _____ Campus Component Score: 43%
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%

2025 Grade Level/Subject: _____ 4th STAAR Reading _____ Campus Component Score: 45%
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%

2025 Grade Level/Subject: _____ 5th STAAR Reading _____ Campus Component Score: 46%
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%

2025 Grade Level/Subject: _____ 3rd STAAR Math _____ Campus Component Score: 39%
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%

2025 Grade Level/Subject: _____ 4thSTAAR Math _____ Campus Component Score: 40%
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%

2025 Grade Level/Subject: _____ 5th Science ____ Campus Component Score: 27%

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

Royalwoods 4th grade Reading, 3rd grade Reading and 3rd grade math component scores increased from STAAR 2024 to STAAR 2025

Royalwood Attendance for 2024-2025 School year was 94.73%

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.

Student Achievement Needs

Although the campus met standard on the STAAR for Index 1, Index 2, Index 3, and Index 4 there is still room for improvement in Reading, Writing, and Science with the LEP student population. STAAR system safeguards report indicated that we must work to assist our ELL students in the areas of Reading, Writing and Science.

Students' reading skills in grades first and second are analyzed using DRA and I-Station. Teachers use DRA (Developmental Reading Assessment) to determine students' reading level. Based on the BOY for the 2016-2017 school year DRA levels only 45% of 1st grade students are reading on level and only 53% of 2nd grade students were reading on level.

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: 4th Grade Math decreased 9 component score percentage points from 2024 to 2025 from 45% to 36%

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. We also had two new teachers to the grade level who hadn't taught 4th grade Math before.

Problem Statement 3: 5th grade Reading decreased decreased by 5 in component score from from from 2024 to 2025 from a 42% to 46%.

Root Cause: We are still seeing gaps in students' foundational reading skills and ability to comprehend and analyze texts. 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. In addition, lack of extended constructive response proficiency

Problem Statement 4: 5th Grade Math decreased from a 40% component score in 2024 to a 39% component score in 2025 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 5: 5th grade science had the same component score in 2024 to a 27% component score from a 27%in 2025 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. In addition, alignment is key. Phenomena components is not being integrated with fidelity.

School Culture and Climate

School 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 2024-2025 school year was 94.73%.

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%.

School 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

School Culture and Climate Needs

Parent surveys indicated time constraints, work schedules and/or other obligations prevent them from being more involved in their children's education. However, after-school events yield a high level of parent attendance and involvement. Parents want communication between school and home.

The campus has put in place a new incentive program to encourage student attendance (Spirit Sticks and treasure tower tokens) and class competitions.

CHAMPS posters are issued to every classroom. CHAMPS support will be provided by district staff. The counselor is providing classroom lessons on character education, bullying and bully prevention.

Problem Statements Identifying School 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 make teachers feel they are unsupported.

Root Cause: Effective classroom managements systems, engaging and meaningful lessons, lack of resources.

Problem Statement 2: Teachers involvement in decision making has decreased which has lead to decreased staff moral.

Root Cause: Decreased involvement in committees and finding times to meet.

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
- TIA participation.

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.

Staff Quality, Recruitment, and Retention Needs

- Continue staff development and training for teachers
- Staff rewards, incentives, and recognition
- Continue recruitment of quality staff
- Continue Mentor Program

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Certified 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 Aligned 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 Stemsopes 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 (as a center)

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

Curriculum, Instruction, and Assessment Needs

Staff will need to be trained on how to implement Spanish back into the classroom so students will be successful not only on state assessments, but their future endeavors as well.

The district data continues to indicate the need for a vertically aligned curriculum for the district. There is great need for staff development in the areas of reader's and writer's workshop, guided reading, teacher guided small groups, composition writing, and math problem-solving strategies specific to content. Staff development, in our campus adopted programs (CHAMPS, PBIS and "Love a Lion Student Mentor Program), continues to be a need to improve student management.

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 2024-25 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 2024-2025, the parents would recommend Royalwood to other parents. The overall rating received from the parents is a 85% of parents would give the school either an A or B.

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

Family and Community Engagement Needs

Royalwood Elementary wants to improve training for parents of struggling students or students in danger of failing. This information would be vital to parents whose students are participating in the “Response To Intervention” (RtI) program. Additionally, the campus wants to work toward initiatives to help promote parental involvement from our Spanish speaking parents. By providing appropriate training, the student learning curve could be reduced, thus making the parents more effective in the art of parenting and providing a life-long desire for learning for their young children. The Title I Parent Survey, administered to parents, indicates parents want more information and skills to help their children become more successful on academic assessments such as STAAR. The planning committee also recognizes the need to increase the number of opportunities for parental involvement activities at the campus.

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.

School Organization

School 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
- PLCs will be switched to the morning to increase more instructional time.
- Structure: Beautification projects focused on the exterior areas of the campus.

-

School 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.

School Organization Needs

Even though there are a plethora of materials available to assist in the delivery of instruction, the time spent to plan and learn how to implement these materials effectively is a goal to work on for the 2015-2016 school year.

Due to the demands of growing classrooms, smaller student desks and tables are a necessity. Paint touch ups on outer sidewalks and gardening in the front of the building for a more beautiful outer appearance are a necessity.

Problem Statements Identifying School 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.

Problem Statement 2: Instructional time is lost during PLC time.

Root Cause: PLC time is in the afternoon, students at times go to recess during PLC time.

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

Technology Needs

- Continue trainings for iPad apps
- Additional iPads for student use
- Additional technology training for teachers to improve in integrating technology in the classroom
- Purchase chrome books for student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Student chromebooks are lost and broken.

Root Cause: Chromebook monitoring and logistics plan for distribution.

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

Revised/Approved: September 15, 2025

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

Performance Goal: By May 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 1: By May 2026, student performance on STAAR Reading 3, 4, 5 grades will Component Scores will increase to: 3rd grade: 43% (2025) to 47% (2026), 4th grade 45%(2025) to 53% in (2026), 5th grade 46% (2025) to 53% in (2025). By June 2025, the EOY reading assessment component scores will increase from 30% (2025) to 42% (2026) in 1st grade and from 51% (2024) to 60% (2026) in 2nd grade.

High Priority

Strategy 1 Details	Reviews			
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 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 2 Details	Reviews			
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 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress		
Strategy 3 Details	Reviews			
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. 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 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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 Funding Sources: Imagine Learning - 199-State Comp. Ed. - \$4,808.25, Contracted Interventionist - 211-Title I - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 4 Details		Reviews			
Strategy 4: Offer an after school program that will provide academic assistance in all core subjects. (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26) 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		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress		
Strategy 5 Details		Reviews			
Strategy 5: Provide Targeted Reading Intervention to EBs using the Imagine Learning Program. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with English Learning to meet the challenging State Academic Standards) (October 25, November 25, December 25, January 26, February 26, March 26). Strategy's Expected Result/Impact: DCAs, TELPAS Staff Responsible for Monitoring: ELA teachers, CIS, Administration. TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress		
Strategy 6 Details		Reviews			
Strategy 6: Implement weekly/bi-weekly CFA assessments that will be tracked and conditioned to STAAR cut scores on a Google Spreadsheet. This strategy will meet the needs of all students to meet the challenging State Academic Standards. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26)		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress		

Strategy 7 Details	Reviews			
Strategy 7: Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) 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, Contracted Interventionist services - 211-Title I - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 8 Details	Reviews			
Strategy 8: Provide 15 Saturday School Sessions for 1416 students, (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 9 Details	Reviews			
Strategy 9: Provide student Chrombooks, charging carts, headphones, mouses, graphic and visual resources/materials/ technology for grades 3rd, 4th, and 5th (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 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 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 2: By May of 2026, student performance on STAAR Math 3, 4, 5 grades will increase component score from 3rd grade 43% (2025) to 46% (2026), 4th grade 36% (2025) to 40% (2026), 5th grade 39% (2025) to 44% (2026), By June 2025, the EOY math assessment component scores will increase from 25% (2025) to 40% (2026) in 1st grade and from 30% (2025) to 42% (2026) in 2nd grade.

Strategy 1 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
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. Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 3 Details		Reviews			
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. Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) 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		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress		
Strategy 4 Details		Reviews			
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. Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) 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		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress		
Strategy 5 Details		Reviews			
Strategy 5: Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) Strategy's Expected Result/Impact: Math Fact Fluency, DCAs Staff Responsible for Monitoring: All Teachers, All Staff, Intervention Teachers, CIS, Administration		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Some Progress		

Strategy 6 Details	Reviews			
Strategy 6: implement weekly/bi-weekly CFA assessments that will be tracked and conditioned to STAAR cut scores on a Google Spreadsheet. (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 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 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) 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 2026.

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide visual representations and college experiences to raise college awareness (collegiate banners, teacher college banners, college presentations, visits, staff experiences). Provide contracted services for tutorials and in- school interventions for struggling students in Reading, Math and Science (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) Strategy's Expected Result/Impact: Visual items displayed to support college awareness Staff Responsible for Monitoring: Counselor Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: 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. (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 3 Details	Reviews			
Strategy 3: 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. ((September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 4 Details	Reviews			
Strategy 4: After School Program Activity: The after school program will participate in hands-on STEM activities to reinforce scientific concepts and encourage exploration. (September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 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 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) by increasing the number of students who achieve Meets and Masters Levels of Performance.

Performance Objective 4: Student daily attendance will increase from 94.73% in 2024-2025 to 95.5% in 2025-2026.

Evaluation Data Sources: ADA Report

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives and/or recognition for good attendance, including morning calls. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) Strategy's Expected Result/Impact: Increase Attendance Staff Responsible for Monitoring: Administrator, CIS, Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
	Some Progress	Some Progress		
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 2026, Royalwood Elementary will increase the overall STAAR component score from 41 (2025 STAAR) to 46 (2026 STAAR) 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 27% (2025) to 35% (2026) on the 2026 STAAR.

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

Strategy 1 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) Strategy's Expected Result/Impact: DCA improvement Staff Responsible for Monitoring: Teachers, CIS, Administration, Interventionist Funding Sources: - 211-Title I - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Starting September 2024, Increase the number of Science Lab activities to a minimum of 1 times per week. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26)	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		



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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26.

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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	 Discontinue	 Discontinue		
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Some Progress		
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 4 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 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 2026.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Training sessions within faculty (support focus: instruction, technology, and intervention). (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Provide writing professional development. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Discontinue	 Discontinue	 Discontinue	
 No Progress  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			
Strategy 1: Implement Sunshine Committee events and activities and 5-Minutes of Fun pre-meeting/warm-up activities at faculty meetings. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) Strategy's Expected Result/Impact: Meeting agendas and sign-in sheets Staff Responsible for Monitoring: Campus Administration Campus Leadership Teams	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Implement staff awards and recognition (occasional snack-cart, Teacher of the Week (picture in the newsletter). (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 4 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26) 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 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 2026 as indicated in an increase from 40% participation to 50% participation in the survey from 2025 and compared to the survey 2026.

Evaluation Data Sources: Parent/Family 205 Spring Survey

Strategy 1 Details	Reviews			
Strategy 1: Improve communication by adding FaceBook, Campus Website, and parent square postings (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. Strategy's Expected Result/Impact: Scheduled postings and observations Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
Strategy 2: Utilize written/formal communication through various forms using student agendas, communication folders, campus event flyers, and Website media. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26,) Strategy's Expected Result/Impact: Parent sign in sheets and participation. Staff Responsible for Monitoring: Campus Administration, Teachers, faculty Funding Sources: Materials-Staff for hire to babysit-snack and beverages - 211-Title I - \$603	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		

Strategy 4 Details		Reviews			
Strategy 4: Add Spanish translation to the Transition Visits for kindergarten and 5th grade students.(August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. Strategy's Expected Result/Impact: Student attendance Staff Responsible for Monitoring: Counselor & Campus Administration		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 No Progress		
 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			
Strategy 1: Provide PBIS monthly trainings to staff and students through Peekapak unit themes and lessons. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. 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	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
Strategy 3: Add quarterly awards and recognition through Certificates for honor roll, attendance, and good citizenship through Peekapak. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. 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	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 No Progress		

Strategy 4 Details	Reviews			
Strategy 4: Conduct Weekly Interior and Exterior Door Audits. (August 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 No Progress  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			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. Strategy's Expected Result/Impact: Itemized budget report Staff Responsible for Monitoring: Administration School Secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 2 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26. Strategy's Expected Result/Impact: Itemized budget report Staff Responsible for Monitoring: Administration School Secretary	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
Strategy 3 Details	Reviews			
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 25, September 25, October 25, November 25, December 25, January 26, February 26, March 26, April 26, May 26, June 26, July 26.	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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	3	Imagine Learning		\$4,808.25
1	1	7	Tutor		\$2,500.00
1	2	2	extra duty pay		\$2,000.00
1	3	3	Training and development		\$900.00
Sub-Total					\$10,208.25
211-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Contracted Interventionist		\$7,000.00
1	1	7	Contracted Interventionist services		\$7,000.00
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					\$50,403.00

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	2		265	\$8,000.00
1	3	4			\$1,000.00
2	3	4	training		\$3,700.00
Sub-Total					\$72,700.00