

Dallas Independent School District
354 Royce West Leadership Academy
2026-2027 Campus Improvement Plan

Mission Statement

At Royce West Leadership Academy, we will educate, elevate and empower young leaders to grow from hope to influence.

Vision

Royce West Leadership Academy will be the model transformational campus leading scholars academically, socially and artistically.

Value Statement

1. Instructional Excellence
2. Campus Climate & Culture
3. Student Engagement
4. Campus & Community Engagement

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on data from MyDataPortal, Royce West Leadership Academy is a comprehensive Dallas ISD middle school located in the Wilmer Hutchins Feeder Pattern of Region II. The Royce West Leadership Academy community serves Highland Hills and Wilmer-Hutchins neighborhoods consisting of rural and urban housing. The highest educational level obtained is some college/associate's degree at 29%, bachelor's degree at 19%. The median household income is \$30000 per year as opposed to \$55000 at the national level. There are 184 sixth graders, 157 seventh graders, and 195 eight graders for a total campus enrollment of 536 student body. There a total of 51.9 staff members consisting of 38 teachers, 3 administrators, 1 librarian, 1 counselor, 1 nurse, 10.9 support staff members, 6 food services, 3 custodians, 1 office manager, 1 security and 1 campus police.

The overall student demographics are:

43.6% African American

50.7% Hispanic

2.4% White

2.4% Asian

1.7% Multi-race

48.8% Male

51.2% Female

39.8% English Learners

17.1% Special Education

95.2% Economically Disadvantaged

10.4% TAG

Demographics Strengths

The benefit that Royce West Leadership Academy demographics pose is the consistency in the socioeconomic status entitles us to be allotted benefits and support provided for low socioeconomic campuses by the state and federal government. Additionally, the ethnicity ratio has enabled us to receive support for our students and staff through the Racial Equity office. We are meeting the district's expectations in comfortable interactions, welcoming parental involvement, and teacher-to-parent trust. Most parents believe the school responds to their concerns in a timely manner. Many parents prefer a parent conference, phone call, or text message as the best communication tools for them. Two-thirds of the students live in apartments and one-third of the students live in single-dwelling homes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need for consistent parental and community partnerships for the campus to assist with academic support, parent workshops, and strengthening of Social and Emotional skills for students.

Root Cause: The parent support specialist needs to bridge the gap between all stakeholders to foster tight and meaningful relationships and increase community and school engagement.

Problem Statement 2 (Prioritized): Our average daily attendance rate is 91.9% which is 4.1% below the state target of 96%.

Root Cause: Parent and student lack of understanding for compulsory attendance and high volume transient students and families.

Problem Statement 3 (Prioritized): Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations.

Root Cause: Students struggle due to language barriers, low attendance, and lack of intensive support and resources.

Student Learning

Student Learning Summary

Student Learning Summary

The data source that was chosen for this plan was the 2024-2025 Campus STAAR data based on the information in MyDataPortal, Texas Assessment website, and the district data templates for common assessments and ACPs. is on track to Royce West Leadership Academy move from a C rating to a B rating. The STAAR data is as follows: In Domain 1, our raw score is 60. In Domain 2A our raw score is 72. In Domain 2B our raw score is 72. In Domain 3, the score is 70. African Americans and ELL students met the target for Reading at Meets. All subgroups met the target for growth points in Reading. There is an academic achievement gap between Hispanic and AA students. In Domain 3 Closing the Gaps, 83% of Hispanic students earned growth points compared to 72% of AA students. 32% of Hispanic students performed at Meets in Math compared to 21% of AA students.

Student Learning Strengths

Student Learning Strengths

Royce West Leadership Academy met standard for Student Growth and Closing the Gaps. Students are taking ownership of their learning and growing academically in all core contents. African Americans and ELL students met the target for Reading at Meets. All subgroups in met the target for growth points in Reading. 89% of 7th graders earned growth points and 88% of 8th graders earned growth points on STAAR reading. 82% of students earned growth points on STAAR Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current I-Ready scores and historical data continue to reflect that students are struggling in the areas of reading and math.

Root Cause: Students are reading below grade level which directly affects performance in reading and math.

Problem Statement 2 (Prioritized): Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations.

Root Cause: Students struggle due to language barriers, low attendance, and lack of intensive support and resources.

Problem Statement 3 (Prioritized): Students transitioning to 6th grade from elementary school struggle in both reading and math.

Root Cause: Students transitioning from elementary to middle school need targeted interventions in reading and math.

School Processes & Programs

School Processes & Programs Summary

Instructional and Curricular

Data Source: Clever, Curriculum Central, MOE, PLC, Staff Meetings, and Grade Level Team Meetings

The Royce West Leadership Academy has tight structures in place that are designed to focus our teachers on academic achievement and consistent progress. Prior to every nine weeks, Royce West Leadership Academy engages in Performance Planning which enables the teachers to create and review their lessons prior to the nine weeks utilizing the common assessments and STAAR as a guide. Our Look Forward and Look Back PLCs are implemented weekly to allow teachers to model lessons with their peers and receive feedback. In addition to critiquing lesson delivery, this model also helps teachers to consistently focus their attention on student performance to foster immediate action for student growth. Teachers also utilize data trackers for data reporting which informs them of the achievement of each student group following the common assessments to assist with actions toward closing the achievement gap. Teachers are provided with a plethora of instructional resources that are aligned with the STAAR assessments that are used as a supplement to enhance their instruction and assist with 21st-century strategies.

Recruitment and Retention

Data Source: TEI and Spot Observations in order to recruit, support, and retain high-quality staff

The Royce West Leadership Academy utilizes Texas Teachers, District Job Fair Events, social media, and recommendations from trusted and respected educators. Teachers receive support through professional development designed by the network, administration and the instructional leadership team. Teachers also receive coaching and feedback support from the administration, instructional coaches, and lead teachers. Finally, teachers who are supported usually remain with the exception of the of a few. The culture and climate of The Royce West Leadership Academy is welcoming and family oriented which makes the staff return each school year. Based on the 2024-2025 TEA TAPR report, 86.8% of staff are AA, 5.3 are Hispanic, and 2.6% are two or more races. 68.4% of staff are female and 31.6% are male. 0% of teachers are beginners, 42.1% of teachers have 1-5 years of experience, 26.3% of teachers have 6-10 years of experience, 13.2% of teachers have 11 or more years of experience, 13.2% of teachers have 21-30 years of experience, and 5.3% of teachers have over 30 years of experience.

Organizational Data Source:

Master Schedule, PowerSchool, and SBDM Agenda

The Royce West Leadership Academy is very structured in all of its systems. This structure includes how students are received in the morning until classes begin. There is also a system of staff duty in the mornings and after school to ensure safety. The structure also extends to communication, such as absence reporting and grade submission. There are many systems that work to maintain order and to ensure a quality education for every child that's uninhibited and has minimal disruptions.

Administrative

Data Source: APEI

Currently, there are 3 administrators on campus, which consists of 2 assistant principals and 1 campus principal. The assistant principals each manage one core content and elective subject areas and all grade levels. Administrators meet weekly to collaborate on instructional practices and school structures to ensure staff and student success. Administration also collaborates with the leadership team to execute plans of action.

Master Schedule

Data Source: Master Schedule and PowerSchool

The Royce West Leadership Academy is on a block schedule. Math and ELAR is double blocked meaning that students attend these core areas daily for 90 minutes each day. Students are encouraged to arrive at school at 8:00 am for grab-n-go breakfast. . They collect their breakfast items from the kiosk and then they report to class to have breakfast and socialize with their teacher and classmates. Students are directed straight to their advisory SEL after their last period class of the day. Teachers then begin to implement an SEL lesson as prior to afternoon dismissal. The SEL activities are organized by our school counselors and mental health clinician. Surveys are sent to students for topics to learn about as well. Students attend classes on an A/B day schedule, which consists of periods 1-5 on A Days and 6-10 on B Days..

Technology

Data Source: TipWeb (Technology Management System) and Board Agenda

The TIPWeb system is used to collect data on student devices. Although each student started with their personal, many devices have been damaged. About 75% of student devices are operable. The district developed a process of redistributing devices as damages were documented.

School Processes & Programs Strengths

School Processes & Programs Strengths Processes and Programs Strengths

The strengths of our programs, organization and processes lies in distributive leadership, aligning systems and structures, and time and resource management. This model is designed to increase efficacy and to maximize support and time to meet the needs of staff and students. Our processes and programs have allowed us to:

- Increase STAAR results by at least 10% in all subjects at every grade level.
- Maintain a tracking system to monitor the daily progress of all students.
- Provide professional development to improve the effectiveness of the delivery of instructions across contents.
- Establish campus-wide PLC protocols to ensure that is purposefully aligned instructions are implemented across contents.
- Give teachers and students access to computer labs in the library and tech labs to complete accelerated instruction, provide 1-to-1 devices for blended learning implementation, and increase the usage of technology for instructional purposes in all content areas, and maintain 98% staff retention.

Processes and Programs Area of Needs

- Climate surveys and student discipline data demonstrate that more resources and consideration must continue to be focused on efforts to ensure a safe and secure environment.

- Development of campus acceleration programs for students who did not meet standards in math and reading.
- Provide campus wide professional development for SEL implementation and effective lesson planning to reach the whole student.
- Current I-Ready scores and historical data continue to reflect that students are struggling in the areas of reading and math.

Recruitment and Retention Area of Need

Retention has decreased and staff turn over has been high. Teachers have sought opportunities at neighboring districts in order to be closer to home. With low enrollment it effects our teacher allotment and makes it difficult to retain teachers needed in certain content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Climate surveys and campus discipline data reflect the need for additional resources and personnel to ensure a safe and secure environment.

Root Cause: Due to the current budget, the campus lacks to funds to hire additional safety personnel (hall monitors) to monitor and secure our campus.

Problem Statement 2 (Prioritized): Development of campus acceleration programs for students who did not meet standards in math and reading.

Root Cause: There is a need for differentiated instruction with quality feedback to address gaps in learning.

Problem Statement 3 (Prioritized): Provide campus wide professional development for SEL implementation and effective lesson planning to reach the whole student.

Root Cause: Lack of Content and Cultural Knowledge for teachers and relationship building capacity is needed.

Problem Statement 4 (Prioritized): An increase in student possession and usage of vape pens, both tobacco and THC.

Root Cause: There is a lack of parental involvement, as well as both student/parental knowledge of the dangers of vaping.

Perceptions

Perceptions Summary

Perceptions Perceptions Summary

Data Source: Based on 2025-2026 Climate Surveys, family and community involvement survey, student surveys, STAAR and ACP data, and Student discipline data reports. Royce West Leadership Academy student achievement scores suggest that we provide students with a quality education with limited resources; however there is a need for Royce West leadership Academy to advance efforts in the area of college and career awareness and professional development. Our teacher retention over the last few years suggests that teachers view Royce West Leadership Academy as a place in which they are comfortable and enjoy working. Although they are supported on every level, they sometimes feel overwhelmed due to schooling demands and community issues. Most teachers embrace the campus vision and core values. Royce West Leadership Academy is on the path to continued transformation of its image through improved discipline management techniques, tighter systems, Technology and Leadership Pathways integration, recruitment of highly qualified teachers whose visions are aligned to the campus vision and increased support from parent and community members. Royce West Leadership Academy has a Parent Liaison on staff who has increased campus collaboration with parents and community to increase parental involvement programs, such as volunteer opportunities, mentorship opportunities, and classroom support opportunities. Our partnerships with businesses has also increased.

Perceptions Strengths

Perceptions Strengths

Based on parent surveys, parents believe that they are welcome and feel very comfortable with interacting with the staff, faculty and administration team and know that their child is learning and safe. Perception Strengths Teacher Leaders are developed through a coaching cycle. Teachers are exposed to different difficulties due to the school being a low-socioeconomic area; they build their versatility for those circumstances while improving student academic achievement. Consistent, strong and ongoing partnerships are developed that foster collaboration in support of improved academic success. Perception Needs lack of parental and community involvement. Level II offenses such as bullying, fighting, and harassment create obstacles that hinder students from developing positive relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parental and community involvement.

Root Cause: Parents lack understanding of the importance of participating in school and community events to support their students' educational goals.

Problem Statement 2 (Prioritized): Level II offenses such as bullying, fighting, and harassment create obstacles that hinder students from developing positive relationships.

Root Cause: Students have deficits in employing effective problem solving skills, coping mechanisms, and conflict resolution.

Priority Problem Statements

Problem Statement 1: Current I-Ready scores and historical data continue to reflect that students are struggling in the areas of reading and math.

Root Cause 1: Students are reading below grade level which directly affects performance in reading and math.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need for consistent parental and community partnerships for the campus to assist with academic support, parent workshops, and strengthening of Social and Emotional skills for students.

Root Cause 2: The parent support specialist needs to bridge the gap between all stakeholders to foster tight and meaningful relationships and increase community and school engagement.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our average daily attendance rate is 91.9% which is 4.1% below the state target of 96%.

Root Cause 3: Parent and student lack of understanding for compulsory attendance and high volume transient students and families.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations.

Root Cause 4: Students struggle due to language barriers, low attendance, and lack of intensive support and resources.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations.

Root Cause 5: Students struggle due to language barriers, low attendance, and lack of intensive support and resources.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Climate surveys and campus discipline data reflect the need for additional resources and personnel to ensure a safe and secure environment.

Root Cause 6: Due to the current budget, the campus lacks funds to hire additional safety personnel (hall monitors) to monitor and secure our campus.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Provide campus wide professional development for SEL implementation and effective lesson planning to reach the whole student.

Root Cause 7: Lack of Content and Cultural Knowledge for teachers and relationship building capacity is needed.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: An increase in student possession and usage of vape pens, both tobacco and THC.

Root Cause 8: There is a lack of parental involvement, as well as both student/parental knowledge of the dangers of vaping.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a lack of parental and community involvement.

Root Cause 9: Parents lack understanding of the importance of participating in school and community events to support their students' educational goals.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Level II offenses such as bullying, fighting, and harassment create obstacles that hinder students from developing positive relationships.

Root Cause 10: Students have deficits in employing effective problem solving skills, coping mechanisms, and conflict resolution.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Students transitioning to 6th grade from elementary school struggle in both reading and math.

Root Cause 11: Students transitioning from elementary to middle school need targeted interventions in reading and math.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Development of campus acceleration programs for students who did not meet standards in math and reading.

Root Cause 12: There is a need for differentiated instruction with quality feedback to address gaps in learning.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Student achievement on the third-grade state assessment in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) will increase from 45 to 55 by June 2030.

Goal 2: Student achievement on the third-grade state assessment in mathematics in Domain 1 (average of Approaches, Meets, and Masters) will increase from 41 to 52 by June 2030.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 1: Percent of students in grades 6-8 meeting individual growth targets on a TEKS aligned assessment in reading will increase from 49% to 60% by June 2030

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PDOLs, Common Assessments, STAAR Simulator

Strategy 1 Details	Reviews		
Strategy 1: Weekly PLCs focused on planning, rehearsal, and data analysis. Strategy's Expected Result/Impact: Increased student engagement, learning, and data aligned instructional practices. Staff Responsible for Monitoring: ELAR Teachers, CILT, and Campus Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2, 3	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: SPED Teachers, Dyslexia Interventionists, ESL Teachers, and Teacher Assistants will support our special populations (AA, EB, SPED, 504, Eco Dis, and ELL) through differentiated, targeted support based upon their individual needs. Strategy's Expected Result/Impact: Increased achievement for our special populations (AA, EB, SPED, 504, Eco Dis, and ELL) Staff Responsible for Monitoring: Administrators, SPED Teachers, ESL Teacher, Dyslexia Interventionists, and teacher assistants TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2	Formative		Summative
	Oct	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Teachers will scaffold foundational reading skills into daily instruction. Strategy's Expected Result/Impact: Student reading comprehension will improve and lead to improved performance in reading overall. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 2	Formative		Summative
	Oct	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Teachers will implement small group instruction to provide targeted interventions. Strategy's Expected Result/Impact: Students' reading comprehension will increase. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr
Strategy 5 Details	Reviews		
Strategy 5: School-wide SEL strategies will be implemented to address students' socially and emotionally. Strategy's Expected Result/Impact: Student behavior concerns will decrease. Staff Responsible for Monitoring: Admin, Counselor, and Teachers ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 1, 2	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support, parent workshops, and strengthening of Social and Emotional skills for students. Root Cause: The parent support specialist needs to bridge the gap between all stakeholders to foster tight and meaningful relationships and increase community and school engagement. Problem Statement 3: Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations. Root Cause: Students struggle due to language barriers, low attendance, and lack of intensive support and resources.
Student Learning
Problem Statement 1: Current I-Ready scores and historical data continue to reflect that students are struggling in the areas of reading and math. Root Cause: Students are reading below grade level which directly affects performance in reading and math. Problem Statement 2: Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations. Root Cause: Students struggle due to language barriers, low attendance, and lack of intensive support and resources. Problem Statement 3: Students transitioning to 6th grade from elementary school struggle in both reading and math. Root Cause: Students transitioning from elementary to middle school need targeted interventions in reading and math.
School Processes & Programs
Problem Statement 1: Climate surveys and campus discipline data reflect the need for additional resources and personnel to ensure a safe and secure environment. Root Cause: Due to the current budget, the campus lacks funds to hire additional safety personnel (hall monitors) to monitor and secure our campus. Problem Statement 2: Development of campus acceleration programs for students who did not meet standards in math and reading. Root Cause: There is a need for differentiated instruction with quality feedback to address gaps in learning. Problem Statement 3: Provide campus wide professional development for SEL implementation and effective lesson planning to reach the whole student. Root Cause: Lack of Content and Cultural Knowledge for teachers and relationship building capacity is needed. Problem Statement 4: An increase in student possession and usage of vape pens, both tobacco and THC. Root Cause: There is a lack of parental involvement, as well as both student/parental knowledge of the dangers of vaping.
Perceptions
Problem Statement 1: There is a lack of parental and community involvement. Root Cause: Parents lack understanding of the importance of participating in school and community events to support their students' educational goals. Problem Statement 2: Level II offenses such as bullying, fighting, and harassment create obstacles that hinder students from developing positive relationships. Root Cause: Students have deficits in employing effective problem solving skills, coping mechanisms, and conflict resolution.

Goal 3: Student achievement on the state assessments in reading/writing in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 51 to 58 by June 2030.

Performance Objective 2: Increase achievement and academic growth in Reading among continuously enrolled students through a systematic cycle of data analysis, targeted Tier I instruction, intervention, progress monitoring, and leadership accountability by May 2027.

High Priority

Evaluation Data Sources: Weekly PDOLs, District Assessments, STAAR Simulator, ACP Assessments

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 1: Student performance in Math STAAR performance categories (Approaches, Meets, and Masters) will increase by at least 5 percent by June 2027.

High Priority

Evaluation Data Sources: Weekly PDOLs, District Assessments, STAAR Simulator, ACP Assessments

Strategy 1 Details	Reviews		
Strategy 1: Math teachers will integrate literacy strategies into all math classes to improve comprehension of word and multiple step problems. Strategy's Expected Result/Impact: Students achievement in math will increase. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - Perceptions 2	Formative		Summative
	Oct	Feb	Apr
Strategy 2 Details	Reviews		
Strategy 2: Teachers will scaffold foundational skills into daily instruction. Strategy's Expected Result/Impact: Student achievement in math will increase. Staff Responsible for Monitoring: Administrators, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr

Strategy 3 Details	Reviews		
Strategy 3: Weekly PLCs focused on planning, rehearsal, and data analysis. Strategy's Expected Result/Impact: Increased student engagement, learning, and data aligned instructional practices. Staff Responsible for Monitoring: ELAR Teachers, CILT, and Campus Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1	Formative		Summative
	Oct	Feb	Apr
Strategy 4 Details	Reviews		
Strategy 4: Teachers will implement small group instruction to provide targeted interventions. Strategy's Expected Result/Impact: Students' math skills will increase. Staff Responsible for Monitoring: Teachers, Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building Problem Statements: Student Learning 1, 2, 3	Formative		Summative
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Strategy 5 Details	Reviews		
Strategy 5: School-wide SEL strategies will be implemented to address students' socially and emotionally. Strategy's Expected Result/Impact: Students' behavior concerns will decrease. Staff Responsible for Monitoring: Admin, Counselor, Teachers ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Formative		Summative
	Oct	Feb	Apr
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need for consistent parental and community partnerships for the campus to assist with academic support, parent workshops, and strengthening of Social and Emotional skills for students. Root Cause: The parent support specialist needs to bridge the gap between all stakeholders to foster tight and meaningful relationships and increase community and school engagement. Problem Statement 2: Our average daily attendance rate is 91.9% which is 4.1% below the state target of 96%. Root Cause: Parent and student lack of understanding for compulsory attendance and high volume transient students and families.
Student Learning
Problem Statement 1: Current I-Ready scores and historical data continue to reflect that students are struggling in the areas of reading and math. Root Cause: Students are reading below grade level which directly affects performance in reading and math. Problem Statement 2: Student achievement data shows a significant gap between Special Education and EB students in comparison with other student populations. Root Cause: Students struggle due to language barriers, low attendance, and lack of intensive support and resources. Problem Statement 3: Students transitioning to 6th grade from elementary school struggle in both reading and math. Root Cause: Students transitioning from elementary to middle school need targeted interventions in reading and math.
School Processes & Programs
Problem Statement 1: Climate surveys and campus discipline data reflect the need for additional resources and personnel to ensure a safe and secure environment. Root Cause: Due to the current budget, the campus lacks funds to hire additional safety personnel (hall monitors) to monitor and secure our campus. Problem Statement 2: Development of campus acceleration programs for students who did not meet standards in math and reading. Root Cause: There is a need for differentiated instruction with quality feedback to address gaps in learning.
Perceptions
Problem Statement 1: There is a lack of parental and community involvement. Root Cause: Parents lack understanding of the importance of participating in school and community events to support their students' educational goals. Problem Statement 2: Level II offenses such as bullying, fighting, and harassment create obstacles that hinder students from developing positive relationships. Root Cause: Students have deficits in employing effective problem solving skills, coping mechanisms, and conflict resolution.

Goal 4: Student achievement on the state assessments in mathematics in Domain 1 (average of Approaches, Meets, and Masters) for all eighth-grade students will increase from 49 to 53 by June 2030.

Performance Objective 2: Increase achievement and academic growth in Math among continuously enrolled students through a systematic cycle of data analysis, targeted Tier I instruction, intervention, progress monitoring, and leadership accountability by May 2027.

High Priority

Evaluation Data Sources: Weekly PDOLs, District Assessments, STAAR Simulator, ACP Assessments

Goal 5: The percent of graduates meeting the criteria for college, career, or military ready (CCMR) will increase from 80 percent to 88 percent by August 2030.

State Compensatory

Budget for 354 Royce West Leadership Academy

Total SCE Funds: \$17,871.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The programs/services will be used to assist with additional instruction.

Personnel for 354 Royce West Leadership Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Erika Dillard	Assistant Principal	0
Jacqueline Smith	Assistant Principal	0
Monnique Banks	Principal	0
Nsikak Otu	Assistant Principal	0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barbara Bell-Davis	Teacher Assistant		.5
Beronica Zambrano	Teacher Assistant	ELAR	1
Toinette Stafford	Teacher Assistant	Math	1
Tommy Nichols	Parent Specialist		