

Royal Independent School District
Royal Junior High
2023-2024 Goals/Performance Objectives/Strategies



Board Approval Date: November 13, 2023
Public Presentation Date: November 13, 2023

Mission Statement

Royal ISD District Mission:

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

RJH Mission Statement:

Attitude & Effort: The Royal Junior High Way!

Vision

Royal ISD Vision Statement:

Investing in our tomorrow.

Royal Junior High Vision Statement:

A Learning Community with High Expectations.

The RJH & STEM Campus Goals

GOAL 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

GOAL 2: SAFETY: Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment

GOAL 3: STUDENT SUPPORT: Royal Junior High and Royal ISD STEM Academy students will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

GOAL 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

GOAL 5: FISCAL RESPONSIBILITY: Royal Junior High School will ensure efficient and effective fiscal management of resources and operations.

Value Statement

Our five Core Values affirm who we are, what we stand for, how we treat each other, what we prioritize, and what guiding principles we live by as members of the Royal Junior High family. We have 5 Core Vales that we make every decision and communicate as a campus. They focus us on what matters most and provide a unified sense of purpose.

RJH Core Values:

1. Collaborative Spirit
2. Collective Greatness
3. Every Child
4. Moral Compass
5. Attitude & Effort

As a campus we use the 3 main areas of the Royal ISD District Strategic Direction: Why we exist.

The Royal ISD 3 areas:

Learner Profile

Core Beliefs

Pillars

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Goal 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation. 24

Goal 5: FISCAL RESPONSIBILITY: Royal Junior High School will ensure efficient and effective fiscal management of resources and operations. 26

Goals

Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 1: STUDENT ACHIEVEMENT: By June 2024, as a part of a Targeted Intervention Plan, Royal Junior High School and Royal ISD STEM Academy will increase the number of students, in meets/master's categories, by 10% to 14% on the STAAR Grades 6-8 exams in reading and math.

Evaluation Data Sources: STAAR Data (use of CBA and Benchmarks as data points)





Strategy 1 Details	Reviews			
Strategy 1: Facilitate instructional planning and data analysis or all Core Subject PLCs to strengthen initial instruction and outline action plans for remediation and enrichment. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level (PLC report sheets/attendance/agenda). Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	May

Strategy 2 Details		Reviews			
Strategy 2: Create and administer common core subject formative assessments such as unit assessments, or other district required exams, (can be every 3 or 6 weeks), or as directed by the Office of Teaching and Learning, to monitor student progress of all students including the Emergent Bilingual and drive instruction and small group intervention/enrichment with collected data. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	May
Strategy 3 Details		Reviews			
Strategy 3: Promote student self-advocacy, for all At-Risk students as well as those students in need of enrichment designed activities, through a partnership with the Core Subject teacher of instruction, create student personal academic goals (for improvement including enrichment) through the use of a student data tracking tool after common assessment administration, unit tests, and other district approved diagnostic tools. Strategy's Expected Result/Impact: Increased awareness of TEKS performance throughout the school year. Increased student achievement in all content areas as measured by STAAR in each performance level through the use of intervention and enrichment activities. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6		Formative			Summative
		Oct	Jan	Apr	May

Strategy 4 Details		Reviews			
Strategy 4: Provide personalized learning opportunities during the school day to be in compliance with House Bill 4545/HB 1416 or other alternative after school program partnership for students to participate in tutorials or Saturday School. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in each performance level. Staff Responsible for Monitoring: Administration, Classroom Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity		Formative			Summative
		Oct	Jan	Apr	May
Strategy 5 Details		Reviews			
Strategy 5: Research, create, and facilitate professional learning (including Title 1 requirements) opportunities for Core Subject teachers, Electives/CTE teachers and administrators based on campus and individual needs assessment as seen through student data tracking tools. Strategy's Expected Result/Impact: Increased student achievement in all content areas as measured by STAAR in all performance goals. Staff Responsible for Monitoring: Administrators, Instructional Coaches, Counselors through use of sign-in sheets, agendas, and other documentation. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction		Formative			Summative
		Oct	Jan	Apr	May

Strategy 6 Details		Reviews			
Strategy 6: Provide Core Subject teachers and Campus Intervention Specialists, with effective intervention resources, through a partnership with the Office of Teaching and Learning, to best utilize district provided intervention resources for all students, including but not limited to, those students identified of needing House Bill 4545/1416 completion of required hours per failed STAAR subject and for increased achievement Emergent Bilingual students. Strategy's Expected Result/Impact: Improvement in performance for students by closing gaps as shown by STAAR scores, Campus Based Assessments, and District Benchmarks Staff Responsible for Monitoring: Administration, Classroom Teachers (through the use of district tracking tool), and Instructional Coaches and Interventionist Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211-Title I, Part A Improving Basic Programs		Formative			Summative
		Oct	Jan	Apr	May
Strategy 7 Details		Reviews			
Strategy 7: Provide TEKS Resource System curriculum development or other district adopted curriculum source, for 6-8 grade teachers to study TEKS for the upcoming six weeks, to include targeted lesson plans, enrichment and remediation planning, instructional strategies, performance indication, academic vocabulary activities and higher order thinking skills. Strategy's Expected Result/Impact: Lesson planning and writing will improve through the use of tools established during PLC's for lesson plan internalization. Increased data from administration and instructional coaches, in Campus Based Assessments, District Benchmarks, teacher collected data, and STAAR results. Staff Responsible for Monitoring: Administration, Instructional Coaches and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: - 211-Title I, Part A Improving Basic Programs		Formative			Summative
		Oct	Jan	Apr	May

Strategy 8 Details		Reviews			
Strategy 8: CLOSING THE GAP (ALL STUDENTS): Through the PLC meetings and data collection review during the meetings, Core Subject teachers will become fully aware of students who are deficient in demonstrating proficiency of team-identified essential standards, allowing for appropriate identification of students for RTI and development of RTI Individual Student Plans. Strategy's Expected Result/Impact: Increase in STAAR scores as measured by Closing the GAP indicators. Staff Responsible for Monitoring: Administrators, Classroom Teachers, Interventionist Teachers, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$500		Formative			Summative
		Oct	Jan	Apr	May
Strategy 9 Details		Reviews			
Strategy 9: CLOSING THE GAP (ALL STUDENTS): Using RTI protocol, provide appropriate intervention and extension activities for students in need of additional help or enrichment of team-identified essential standards. Strategy's Expected Result/Impact: As a result of provided academic support, all students will Meet or Master essential standards prior to STAAR assessment leading to improved scores across all subgroups. Increase in the STAAR Indicator of Closing the GAP. Student overall performance on CBA, District Benchmarks, and STAAR results. Staff Responsible for Monitoring: Administration, Classroom Teachers, Intervention Staff/Teacher, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity		Formative			Summative
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



Strategy 10 Details	Reviews			
Strategy 10: MEET NEEDS OF ALL STUDENTS (Title I Campus): Provide opportunities that increase the amount and quality of learning time, such as extended school year, (for Special Education) before- and after-school programs or Saturday School (for all students At-Risk or Enrichment through special programs such as but not limited to Destination Imagination), summer school in order to meet legislative requirements for At-Risk/STAAR Failures, Core Subject (ELAR and Math) double-blocking of classes during the school day, implementation of STAAR failure specific Intervention Class period daily, implementation of enrichment students through specific programs (such as but not limited to Carnegie Learning or Accelerated Reader) as approved by the RISD Office of Teaching and Learning. Strategy's Expected Result/Impact: Increase in achievement of all students that is inclusive of all students needs. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers (through support of district officials) Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 2: GAP-CLOSING: (Emergent Bilingual) By June 2024, Royal Junior High and Royal ISD STEM Academy will increase overall performance on STAAR Grades 6-8 exams and the TELPAS Grades 6-8 Assessment, to narrow the gap or improve performance above the target by at least 10% for EB students in the areas of Approaches, Meets and Masters on the STAAR, and increase the number of students achieving High or Advanced High on the TELPAS, as a part of a Targeted Improvement Plan.

Evaluation Data Sources: Overtime student specific STAAR scores compared to Campus Based Assessments and/or District designed Benchmark scores. TELPAS Scores overtime.





Strategy 1 Details	Reviews			
Strategy 1: Build master schedule to include a Newcomers Program, through the use of an ESL Support Aide, to support students during advisory with those student with beginning language acquisition. Strategy's Expected Result/Impact: Increased EB student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EB students and non-EB students. Staff Responsible for Monitoring: Administration, Classroom Teachers, LEP Coordinator, ESL Support Aide, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 263-Title III English Language Acquisition	Formative			Summative
	Oct	Jan	Apr	May

Strategy 2 Details	Reviews			
Strategy 2: Research, create, and facilitate professional learning opportunities focused on improving the learning outcomes for English Learners/Emergent Bilingual. Strategy's Expected Result/Impact: Increased EB student achievement in all content areas as measured by STAAR in all performance levels. Decreased achievement gap between EB students and non-EB students. Increased teacher knowledge of instructional strategies to support EB students Staff Responsible for Monitoring: Administrators, Classroom Teachers, District Support, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 3: ACADEMICS AND ENRICHMENT: (Literacy) Royal JH and Royal STEM Academy will focus on improving students reading levels by providing quality instruction and resources to ensure that all students read and write on grade level as measured by grade level reading assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

Evaluation Data Sources: Overtime student specific STAAR scores compared to Campus Based Assessments and/or District designed Benchmark scores





Strategy 1 Details	Reviews			
<p>Strategy 1: 6th, 7th, and 8th Grade students will participate in a specific time daily to use district approved program(s) as remediation and a district approved incentive program for enrichment to increase fluency, vocabulary, and comprehension skills.</p> <p>Strategy's Expected Result/Impact: Increase in scores Campus Based Assessments, District Benchmarks, Teacher Data Tracking, and STAAR results</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Interventionist, and Instructional Coaches.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity - \$5,000</p>	Formative			Summative
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Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ACADEMICS AND ENRICHMENT: (Mathematics) Royal JH will focus on Mathematics providing quality instruction and resources to ensure that all students Meet or Master grade level concepts as measured by grade level assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

Evaluation Data Sources: Overtime student specific STAAR scores compared to Campus Based Assessments and/or District designed Benchmark scores.





Strategy 1 Details	Reviews			
Strategy 1: For grades 6, 7, and 8 provide district approved resources and professional development opportunities to improve the academic performance of all students in math including students who are served by special populations Strategy's Expected Result/Impact: Improve scores on Campus Based Assessments, District Benchmarks, and STAAR. Staff Responsible for Monitoring: Administration, Classroom Teachers, Special Populations Staff, and Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 255-Title II Supporting Effective Instruction	Formative			Summative
	Oct	Jan	Apr	May

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Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.





Performance Objective 5: ADVANCED COURSES: Strengthen the rigger and level of advanced academic instruction and electives, in order to increase student preparation, under the College and Career Readiness Standard, for and success in advanced courses that are aligned to high school endorsements and pathways toward graduation.

Evaluation Data Sources: Skyward Course Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer advanced level courses at Royal Junior High School and Royal ISD STEM Academy: Spanish courses for 8th grade students, Health for 7th and 8th grade students, other Royal STEM Academy specific advanced courses, and Algebra I, Mass Communications, General Trades. Strategy's Expected Result/Impact: Increased number of students who enroll in and receive high school credit while in middle school. Staff Responsible for Monitoring: Administration and Campus Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	May
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Goal 1: STUDENT ACHIEVEMENT: Royal Junior High Student and Royal ISD STEM Academy students will obtain a meets or master STAAR score, through the use of rigorous academic standards to ensure college and career readiness.

Performance Objective 6: ACADEMICS AND ENRICHMENT: (Social Studies and Science) Royal JH and Royal STEM Academy will focus on improving students performance by providing quality instruction and resources to ensure that all students achieve TEKS objectives on grade level as measured by grade assessments and STAAR. We strive to address the whole child, the at-risk child, and all members of our diverse population.

Strategy 1 Details	Reviews			
Strategy 1: For grades 6, 7, and 8 provide district approved resources and professional development opportunities to improve the academic performance of all students in Social Studies and Science, including students who are served by special populations. Strategy's Expected Result/Impact: Increase in 8th Grade Social Studies and Science scores due to the vertical alignment from 6-8th grade. Staff Responsible for Monitoring: Administration, Instructional Coaches, and Core Classroom Teachers. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	May
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Goal 2: SAFETY: Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment.

Performance Objective 1: Royal Junior High School and Royal ISD STEM Academy will ensure a safe and orderly environment that provides all students with an equitable education.

Evaluation Data Sources: Campus emergency operation procedures, documents, and State of Texas reviews and visits.

Strategy 1 Details	Reviews			
Strategy 1: COMPLIANCE TEXAS EDUCATION ASSOCIATION: Participate in audit programs /review as defined by TEA during specified time frames. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOP. Staff training documents; Door Auditing Documentation. Staff Responsible for Monitoring: Administrators and District Personnel ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: CAMPUS STUDENT BEHAVIOR: Teachers and Staff will comply with schoolwide discipline and management routines utilizing the tenets of the Capturing Kids Hearts Program: -Hall passes -Tardy procedures -Discipline procedures -Before school, between classes, and after school duty assignments to ensure high expectations for all students. Strategy's Expected Result/Impact: Reduction in student referrals per grade level Staff Responsible for Monitoring: Administration, Team Leaders, Instructional Coaches. Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	May
	N/A			





Strategy 3 Details		Reviews			
Strategy 3: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedure as defined by the Royal ISD Police Department indicated in the District Improvement Plan. Strategy's Expected Result/Impact: Campus EOP reviewed yearly by September 15 of the academic school year. Increased safety of all stakeholders, Integration of SRO across the campus. Staff Responsible for Monitoring: Campus Administration		Formative			Summative
		Oct	Jan	Apr	May
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<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 3: STUDENT SUPPORT: Royal Junior High and Royal ISD STEM Academy students will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

Performance Objective 1: SCHOOL CONNECTEDNESS: By June 2024, the percentage of Royal Junior High and Royal ISD STEM Academy students who feel connected as both individuals will be 80%.

Evaluation Data Sources: Student Survey, Parent Survey's and Campus Behavior documentation.

Strategy 1 Details	Reviews			
Strategy 1: Identify students disconnected from school and encourage their participation in various clubs, organizations, and athletic pursuits as well as providing student assistance as a part of a SEL, through the use of the Capturing Kids Hearts, model for support. Strategy's Expected Result/Impact: Additional students will participate in extracurricular activities leading to improved campus connection. Staff Responsible for Monitoring: Administration and Classroom Teachers. ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Host multiple campus-wide social/entertainment activities as well as academic nights with highlights. Strategy's Expected Result/Impact: Improved campus community connection due to shared positive experiences. Staff Responsible for Monitoring: Administration and Classroom Teachers Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
	Oct	Jan	Apr	May

Strategy 3 Details		Reviews			
Strategy 3: Monitor student attendance reports and hold administrator/student conferences twice per grading period for students with excessive absences. Strategy's Expected Result/Impact: Improved student attendance rates due to better understanding of the issues caused by missing school, consistent data tracking, and cooperation with district staff, resulting in students feeling more connected to school. Staff Responsible for Monitoring: Administration, Registrar, and Campus Counselors ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity		Formative			Summative
		Oct	Jan	Apr	May
		<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: STUDENT SUPPORT: Royal Junior High and Royal ISD STEM Academy students will benefit from an aligned system that supports his/her academic, Post-Secondary Readiness, and Social- Emotional Learning needs.

Performance Objective 2: COUNSELING/STUDENT SUPPORT/POST-SECONDARY READINESS: 100% of 8th graders will have an informed four-year plan and 80% of 6th and 7th Grade students will have participated in informational lessons on graduation requirements, endorsements, and college and career readiness.

Evaluation Data Sources: Skyward Reports and development of 4 year plans and completion of the district assigned College and Career Readiness course for 8th grade students. Lesson Plans and units for grades 6 & 7 along with student sign-in sheets or day of lesson attendance records through Skyward.





Strategy 1 Details	Reviews			
Strategy 1: 8th grade students participate in Royal High School campus and the Early College Campus visits to learn more about CTE Programs of Study and early college credit opportunities. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity or participate in the Early College Program through the selection of courses for 9th grade. Staff Responsible for Monitoring: Campus Counselor(s) TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: 8th grade Students will complete a course selection process aligned to their career and endorsement path for their 9th grade year. Strategy's Expected Result/Impact: Students will determine if they want to pursue a career and technical opportunity or participate in the Early College Program through the selection of courses for 9th grade. Staff Responsible for Monitoring: Campus Counselor(s) TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May

Strategy 3 Details	Reviews			
Strategy 3: 8th grade students will complete a 4-Year Plan, through the College and Career Readiness course, prior to entering 9th grade. Strategy's Expected Result/Impact: All 8th grade students, by March 2024 will choose a career path aligned to an endorsement, and plan their courses across all 4 years of high school. All to be entered into Skyward or other district approved format. Staff Responsible for Monitoring: Administrators and Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: 6th and 7th grade students will participate in lessons and informational sessions on career plans, career clusters, and graduation requirements including opportunities to earn HS credit while in junior high school. Strategy's Expected Result/Impact: Increased enrollment in on campus High School credit courses and results from career inventory scales. Staff Responsible for Monitoring: Administrators and Campus Counselors TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Jan	Apr	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.

Performance Objective 1: Royal JH will build the capacity for parents and school staff to interact and collaborate by increasing parent engagement by 20% for the 2023-2024 school year





Evaluation Data Sources: Newsletters, agendas, sign-in sheets, meeting minutes, school call outs, district developed survey results, and participation.

Strategy 1 Details	Reviews			
Strategy 1: Provide informational session(s) parents/guardians the TEA Graduation Toolkit to assist in planning for the high school years and beyond. Strategy's Expected Result/Impact: Provide parents/guardians with the information they need to plan for high school and beyond. Families will understand the post-secondary options and endorsements/pathways. Staff Responsible for Monitoring: Administrators and Campus Counselors TEA Priorities: Connect high school to career and college Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Host Family Involvement activities that inform parents of the school policies such as Title 1 meeting, CIP, parental involvement policies, informational sessions, awards night, Meet the Teacher, Family Picnic on Content Showcase nights, and others deemed throughout the school year. Strategy's Expected Result/Impact: Increase family involvement which leads to better school to home connections. Staff Responsible for Monitoring: Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
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Goal 4: FAMILY AND COMMUNITY ENGAGEMENT: Engage family and community members to be active partners in the education of our students and assure we reach all populations for equity participation.





Performance Objective 2: 100% of Royal JH teachers will establish an effective communication system between the school and parents/guardians.

Evaluation Data Sources: Newsletters, Apptegy, mailings, phone logs, Classroom Teacher web sources, participation in district selected surveys.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all communication with parents is provided in the appropriate language (utilize tools for translation, support from Spanish speaking staff, and other district resources for translation purposes). Strategy's Expected Result/Impact: Copies of all communication on file in both English and Spanish. Staff Responsible for Monitoring: Classroom Teachers and Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
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Goal 5: FISCAL RESPONSIBILITY: Royal Junior High School will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Strategy 1 Details	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage 2023-2024 budget. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal and Administrative Assistant ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: Update and receive input about the budget and spending plan from the Campus Improvement Team at each meeting. Strategy's Expected Result/Impact: Campus decision-makers will be up-to-date on budget priorities of the school. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				