

Royal Independent School District

Royal Early Childhood Center

2023-2024 Goals/Performance Objectives/Strategies



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

Mission Statement

Our mission is to develop young children with active and creative minds, a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: moral, intellectual, social, emotional, and physical.

Vision

Royal Early Childhood Center, with children as its first priority, strives to be recognized as a leader in PK, K , and 1st grade education.

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Goals

Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.

Performance Objective 1: By implementing the district curriculum along with research-based instructional strategies to strengthen the instructional core, ECC will focus on Mathematics providing quality instruction and resources starting in pre-kindergarten to ensure that all students perform on grade level as measured by GOLD, TxKea, and IXL testing.





Evaluation Data Sources: Gold testing reports will be used for Pre-kindergarten.

TxKea testing reports will be used for Kindergarten.

IXL reports will be used for kindergarten and 1st grade.

Strategy 1 Details	Reviews			
Strategy 1: Provide Eureka Math and additional curriculum development and materials for Kindergarten and First Grade teachers to study TEKS for the upcoming grading periods, instructional strategies, performance indicators, and academic vocabulary activities. Strategy's Expected Result/Impact: Improved student performance scores on testing for the campus. Staff Responsible for Monitoring: Instructional Coaches, Campus Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Support the implementation of the curriculum by attending/facilitating campus team meetings/PLCs. Strategy's Expected Result/Impact: Agendas/minutes from meetings/exit tickets will connect to improved instructional focuses. Staff Responsible for Monitoring: Instructional Coaches, Campus Administrative Team, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	May





Strategy 3 Details		Reviews			
Strategy 3: Continue to implement RTI intervention for students in TIER 2 and 3 for student/campus improvement. Strategy's Expected Result/Impact: Record of student attendance in RTI classes, parent conferences, and progress monitoring records. Staff Responsible for Monitoring: Instructional Coaches, Administrative Team, Interventionists Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Oct	Jan	Apr	May
Strategy 4 Details		Reviews			
Strategy 4: Promote and extend early mathematics development based on the PK guidelines which include the content areas of number concepts, extending patterns, naming and recognizing shapes, understanding measurement, and sorting objects. Strategy's Expected Result/Impact: Assessment checklists, Circle Assessments, Classroom Walkthroughs, Small Group Binders Staff Responsible for Monitoring: Instructional Coaches, Administrative Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Apr	May
Strategy 5 Details		Reviews			
Strategy 5: Support learning by providing real-life experiences through field trips that are aligned with the TEKS Resource System and PK Guidelines. Some examples include visits to farms where children can learn about plants and animals, dairy, manufacturing facilities, museums and theaters. Strategy's Expected Result/Impact: Students can explain and demonstrate learning. Staff Responsible for Monitoring: Team leaders and Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Formative			Summative
		Oct	Jan	Apr	May

Strategy 6 Details	Reviews			
Strategy 6: Maintain a system of monitoring & assessing the delivery of curriculum, engaging student lessons with strategic walk-throughs. Strategy's Expected Result/Impact: Improved teacher and student outcomes. Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	May
Strategy 7 Details	Reviews			
Strategy 7: Work with teachers on the differences between accommodations/modifications/intervention/acceleration to ensure students are working on grade level with a high level of rigor. Strategy's Expected Result/Impact: Special Education students will increase their performance rate by 10% in the area of reading. Staff Responsible for Monitoring: Instructional Leadership Team and Special Education Staff Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	May
Strategy 8 Details	Reviews			
Strategy 8: All Prekindergarten -1st grade teachers will implement the highly qualified instructional materials (Teaching Strategies, Eureka Math). Students will receive guided instruction on how to solve mathematical problems in various ways. Strategy's Expected Result/Impact: Students will show academic success on unit test, Gold, TxKEA , and IXL testing. Staff Responsible for Monitoring: Instructional Leadership Team and Teachers Title I: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	May
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Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.

Performance Objective 2: Achieve a seamless integration of innovative technologies in the teaching and learning environment to support all learners.

Evaluation Data Sources: Increase in use of innovative technologies including Eduphoria, Reading A to Z, Teaching Strategies Cloud, GOLD, and TX KEA.





Strategy 1 Details	Reviews			
Strategy 1: Continue to provide technology paraprofessionals in the ECC computer labs for efficient access to Skill Struck, IXL, and other selected programs. Lab monitors will provide data analysis reports each nine weeks. Strategy's Expected Result/Impact: Improved time in selected programs in class and use of programs in computer labs A and B. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
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Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.

Performance Objective 3: By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on early literacy providing quality instruction and resources starting in Pre- Kindergarten to ensure that all students read on grade level as measured by DRA/EDL, TxKea, and GOLD testing.

Evaluation Data Sources: Gold testing reports will be used for Pre-kindergarten. TX KEA reports will be used for kindergarten. DRA/EDL levels and running records will be used for kindergarten (EOY only) and 1st grade.





Strategy 1 Details	Reviews			
Strategy 1: Pre-kindergarten, Kindergarten, and 1st grade teachers will implement research-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared and guided reading and writing, vocabulary building, word recognition and phonemic awareness. Strategy's Expected Result/Impact: Improvement on grading period checklists, GOLD/TxKEA assessments, DRA/EDL assessments and HMH data. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team, Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 30 SCE Title IA Schoolwide Activity, - 199-PIC 34 SCE Prekindergarten, - 199-PIC 25 State Bilingual/ESL	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Learning Centers for Pre-kindergarten, kindergarten and 1st grade classrooms will be established to provide independent learning, as well as, student choice. These centers will include, but are not limited to literacy centers, social studies centers, science centers, math centers, and technology centers. Strategy's Expected Result/Impact: Improvement in overall literacy skills. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Fund, - 199-PIC 34 SCE Prekindergarten, - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
	Oct	Jan	Apr	May

Strategy 3 Details		Reviews			
Strategy 3: Work with teachers on the differences between accommodations/modifications/acceleration/intervention to ensure students are working on grade level with a high level of rigor. Strategy's Expected Result/Impact: Special education students will increase their performance rate by 10% in the area of reading. Staff Responsible for Monitoring: Administrative Team and Special Education Staff Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 224-IDEA B Special Education		Formative			Summative
		Oct	Jan	Apr	May
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Goal 1: Focus on Academics and Enrichment: Provide all students with effective teaching and learning that results in student mastery towards college and career readiness.

Performance Objective 4: By implementing the district curriculum along with research-based instructional strategies and initiatives to strengthen the instructional core, ECC will focus on writing skills providing quality instruction and resources starting in pre-kindergarten to ensure that all students write on grade level as measured by writing rubrics created based on learning objectives.

Evaluation Data Sources: Student Writing Samples





Strategy 1 Details		Reviews			
Strategy 1: Pk, Kinder, and 1st grade teachers will implement researched-based comprehensive literacy strategies during direct and small group instruction focused on read alouds, shared/guided reading and writing, vocabulary building, word recognition and phonemic awareness. Strategy's Expected Result/Impact: First-line instructional practices, Student performance data Staff Responsible for Monitoring: Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 263-Title III English Language Acquisition		Formative			Summative
		Oct	Jan	Apr	May
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Goal 2: Focus on Human Capital and Organizational Development: Recruit and hire qualified teachers and paraprofessionals and support them with ongoing professional development that will lead to success for all students.

Performance Objective 1: Increase the capacity of teacher leadership to facilitate collaboration.

Evaluation Data Sources: Student achievement data will be evaluated to determine success including, but not limit to Gold Assessment for PK, TX KEA Assessment for K, DRA3/EDL 2 for K and 1st.

Strategy 1 Details	Reviews			
Strategy 1: Continue to build teacher leaders who can provide staff development in the areas of lesson plans, guided reading, guided math, and other instructional strategies to improve learning across the campus. Strategy's Expected Result/Impact: Improvement in lesson plans, newsletters, agendas, lesson delivery Staff Responsible for Monitoring: Instructional Leadership Team, Team Leaders, Committee Chairs Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development on strategies to improve reading through STR guided reading. Strategy's Expected Result/Impact: Increase reading performance from BOY to EOY. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Fund, - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May





Strategy 3 Details	Reviews			
Strategy 3: Provide language proficiency development training for all EB teachers, administrators, and LPAC parent representatives. Strategy's Expected Result/Impact: Improved outcomes for the committee Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 263-Title III English Language Acquisition	Formative			Summative
	Oct	Jan	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Instructional coaches/counselor will provide in class support and planning assistance for all teachers, provide weekly PLC planning meetings for sharing strategies for improved instruction. Strategy's Expected Result/Impact: Improved instruction, documented coaching 'in the moment' Staff Responsible for Monitoring: Campus Administrative Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May
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Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

Performance Objective 1: Seventy percent of the students in PK, K, and 1st grade will meet or surpass the requirements for grade level assessments.

Evaluation Data Sources: Using Gold, TX KEA, and DRA3/EDL3 the campus will meet the required goals.

Strategy 1 Details		Reviews			
Strategy 1: All students will receive TIER 1 instruction. Students in need of assistance as identified by the grade level assessments will receive TIER 2 instruction in a teacher small group. TIER 2 groups will be progress monitored. Strategy's Expected Result/Impact: Students will show academic success on the assessment for their grade level. Staff Responsible for Monitoring: Classroom teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title I, Part A Improving Basic Programs, - 199 - General Fund		Formative			Summative
		Oct	Jan	Apr	May
Strategy 2 Details		Reviews			
Strategy 2: Kinder and 1st grade teachers will continue to use the TEKS resource system and the leveled readers to assist with reading development. All students will participate in guided reading instruction and small groups daily. Teachers will also use the Leveled Literacy Kits/Soluciones as well as guided reading books organized in the book room. Teachers will list small group text used weekly in their lesson plans for reference and data purposes. Strategy's Expected Result/Impact: Improved DRA/EDL2 student performance across the campus. Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 25 State Bilingual/ESL, - 199-PIC 24 SCE Accelerated Education		Formative			Summative
		Oct	Jan	Apr	May





Strategy 3 Details	Reviews			
Strategy 3: Provide Chromebooks or Chrome tablets for each classroom to ensure literacy/math applications are being used to develop students' skills during center time. Strategy's Expected Result/Impact: Increased skill practice across the campus, students have the opportunity to revisit first-line skills Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Purchase take home readers and increase in-class literacy centers. Strategy's Expected Result/Impact: Students engaged in self-reading opportunities Staff Responsible for Monitoring: Principal, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199-PIC 25 State Bilingual/ESL, - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.

Performance Objective 2: Seventy-five percent of the students in PK, K, and 1st grade will meet the grade level expectations for math as determined by Gold, TX KEA, and IXL screeners.

Evaluation Data Sources: Assessment results improve from BOY to EOY

Strategy 1 Details	Reviews			
Strategy 1: Provide strategic and prescriptive math instruction and interventions through the RTI program on the campus and through small group instruction. Students with disabilities and bilingual students will receive targeted assistance by teachers, interventionists, and paraprofessionals. Strategy's Expected Result/Impact: Improved math performance scores Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 199 - General Fund, - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize IXL computerized program for independent math practice in school and at home for all students. Strategy's Expected Result/Impact: Math growth Staff Responsible for Monitoring: Teachers and Instructional Leadership Team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May

Strategy 3 Details	Reviews			
Strategy 3: Provide RTI supplemental materials for students in TIER II and TIER III interventions for math in English and Spanish as needed. Strategy's Expected Result/Impact: TIER 2 and 3 students grow in math strategies and performance Staff Responsible for Monitoring: Teachers, interventionists, Instructional Leadership Team TEA Priorities: Build a foundation of reading and math Funding Sources: RTI supplemental materials - 199-PIC 30 SCE Title IA Schoolwide Activity	Formative			Summative
	Oct	Jan	Apr	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build a foundation for early reading and math literacy for all students with additional focus on at-risk students.





Performance Objective 3: All students will have enrichment opportunities that align with their literacy and math goals with authentic experiences in fine arts, physical movement, technology, and social-emotional development.

Evaluation Data Sources: Walkthrough data, observation, surveys

Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

Performance Objective 1: Improve all communication with parents.

Evaluation Data Sources: Communication comments/feedback reflect that parents are informed and involved in all events.





Strategy 1 Details	Reviews			
Strategy 1: Messages out (call, email, text) and student flyers to all parents about important events and holidays. Teachers uses communication application to directly communicate with families. Strategy's Expected Result/Impact: Improved communication and family-school engagement Staff Responsible for Monitoring: Teachers, Office Staff, Principal Title I: 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to update school calendar on campus website and send home monthly calendar with students. Provide updates on social media and via messaging applications. Strategy's Expected Result/Impact: Parents are knowledgeable of school events. Staff Responsible for Monitoring: Administrative Team, Office Staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund, - 263-Title III English Language Acquisition	Formative			Summative
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Goal 4: Family and Community Engagement: Engage family and community members to be active partners in the facilitation of quality education and producing well-rounded students.

Performance Objective 2: Through family and community partnerships, Royal ECC will expect a 10% increase in access and opportunity for family/ community participation in the educational process.

Evaluation Data Sources: Family/community participation results

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer family events that will assist parents with materials and strategies for success; encourage attendance by family members at district sessions. Strategy's Expected Result/Impact: Improved results in DRA3/EDL2, Gold, TX KEA Staff Responsible for Monitoring: Teachers, Instructional Leadership Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund, - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Host the annual Title 1 Parent Meeting to collaborate with parents on the annual revision of the campus goals and focuses for the year, parent family engagement, and home-to-school collaborative efforts. Strategy's Expected Result/Impact: Meet requirements for Title 1 Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May





Strategy 3 Details	Reviews			
Strategy 3: Disseminate School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. Strategy's Expected Result/Impact: Increased number of compacts returned. Staff Responsible for Monitoring: Teachers Administrative Team, Office Staff Title I: 2.4, 2.5, 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund	Formative			Summative
	Oct	Jan	Apr	May
Strategy 4 Details	Reviews			
Strategy 4: Provide family engagement events that give parents, guardians, and students the opportunity to grow in their understanding and development in the areas of social-emotional, academic, physical fitness, and fine arts. Strategy's Expected Result/Impact: Student growth and outcomes. Parent/family partnerships Staff Responsible for Monitoring: Administration, Instructional Leadership Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools Funding Sources: - 263-Title III English Language Acquisition, - 211-Title I, Part A Improving Basic Programs	Formative			Summative
	Oct	Jan	Apr	May
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Goal 5: Communication: Improve student achievement and build community support by creating and implementing a proactive, strategic communication plan that encourages the success for all.

Performance Objective 1: Improvement in all communication with parents and community.

Evaluation Data Sources: Involvement and communication will increase by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Send home all notes in English and Spanish. Send home flyers for special events, utilize school messenger for quick updates and reminders for meetings and events. Strategy's Expected Result/Impact: Less phone calls about events. Staff Responsible for Monitoring: Principal, Office Staff, Team Leaders Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 211-Title I, Part A Improving Basic Programs - \$20,000, - 263-Title III English Language Acquisition - \$15,000	Formative			Summative
	Oct	Jan	Apr	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct a GT meeting for parents of student in the Gifted and Talented program by March. Strategy's Expected Result/Impact: Improved attendance at meeting Staff Responsible for Monitoring: GT staff, Administrative Team Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199-PIC 21 State Gifted & Talented (G/T) - \$5,000	Formative			Summative
	Oct	Jan	Apr	May

Strategy 3 Details	Reviews			
Strategy 3: Communicate with all parents for parent conferences twice a year (minimum). One in the fall and one in the spring. Strategy's Expected Result/Impact: Increased parent attendance and knowledge of student abilities. Staff Responsible for Monitoring: Teachers, Administrative Team Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: - 199 - General Fund - \$5,000	Formative			Summative
	Oct	Jan	Apr	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				