Golden Rule Charter School

Golden Rule - Sunnyside

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics

2025-2026 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Mission Statement

The mission of Golden Rule Schools is to establish a safe and student-centered environment where knowledge and literacy are encouraged through learning activities that are developmentally appropriate, individually paced, and attuned to each student's academic performance and interests. Golden Rule Schools honors and respects the cultural and ethnic differences of the students served by the school. Golden Rule Schools seeks to extend the skills and concepts taught in the classroom for use beyond the school environment. Golden Rule Schools believe that students have the capacity to make a difference in their school, community, and beyond through active service. As students develop the problem-solving skills needed for the 21st Century, they will be encouraged to live, study, and strive together to be effective and productive citizens in the diverse and technology-driven global economy.

Vision

Vision Statement

Students have the right to an education of the highest quality where their learning styles are appreciated and their diversity is valued in support of Every Student Succeeds act of 2015. Students will be encouraged to appreciate and value education as well as recognize their responsibility for their learning. As active partners in their education, Golden Rule Schools will hold students accountable for their actions while providing anatmosphere that nurtures student development in our diverse and technology-driven global economy.

Educating tomorrow's leaders today.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Golden Rule Charter Schools (GRS) conducted a comprehensive needs assessment in spring 2025 using multiple data sources, including STAAR 2025 results, TELPAS, MAP Growth, district enrollment and staffing data, climate and parent surveys, and stakeholder CNA meetings. The review identified strengths in technology access, family engagement, and assessment systems, while also highlighting systemic challenges in instructional quality, program equity, safety, and organizational clarity.

Demographic data show that GRS serves 1,274 students across five campuses, with 95.5% economically disadvantaged, 53.9% emergent bilingual, 60.3% at-risk, and 8.8% special education. Teacher turnover is 29%, with 33% of teachers uncertified. These factors directly influence student performance and access to equitable services.

Student learning data confirm that while most students achieve Approaches on STAAR, performance at Meets and Masters lags behind state and regional averages, particularly in Science and Social Studies. Emergent bilingual and special education students demonstrate persistent gaps, with TELPAS results showing slower growth in expressive domains. MAP Growth indicates progress in Reading and Math, but subgroup growth remains uneven.

District processes and programs include multiple assessment systems, curriculum resources, and strong technology integration. However, CNA findings revealed outdated job descriptions, uncoordinated coaching and mentoring cycles, inequitable GT and RTI implementation, outdated mission/vision statements, and safety vulnerabilities at several campuses.

Perception data highlight strong teacher-student relationships, family engagement, and appreciation for technology access. At the same time, stakeholders expressed concerns about inconsistent communication across campuses, limited enrichment opportunities, staff role confusion, and campus safety.

In summary, the 2025 CNA highlights that GRS has a strong foundation of community involvement, technology resources, and assessment tools, but must now prioritize:

1. Raising student achievement at the Meets and Masters levels across all subjects, particularly for EB and SPED students.
2. Clarifying organizational roles and streamlining instructional support to reduce disruptions and improve consistency.
3. Expanding equitable access to RTI, GT, and enrichment opportunities.
4. Updating the district mission and vision to reflect current needs and future pathways.
5. Strengthening campus safety and communication systems.

These identified needs will serve as the foundation for the 2025–26 District Improvement Plan, aligning resources and strategies to improve student outcomes and meet state and federal accountability requirements.

Demographics

Summary

Golden Rule Charter Schools (GRS) operates five campuses in southern Dallas County, serving the communities of Cockrell Hill, DeSoto, Grand Prairie, Oak Cliff, and Pleasant Grove. District enrollment as of May 2025 totals 1,274 students across PK–8, with campus counts as follows: Illinois (489), DeSoto (407), Pleasant Grove (185), Sunnyside (104), and Grand Prairie (89).

Sunnyside Campus's student body reflects the diverse community of southern Dallas, with 99% of students identified as Hispanic, 0% African American, and 1% as White. GRS serves one of the highest concentrations of economically disadvantaged students in the region, with 92.9% of the population identified as such. Other program participation includes 60.6% English learners, 62.6% at-risk, 9.1% special education, 0% Section 504, and 0% identified as gifted and talented. These demographics demonstrate the need for robust bilingual, intervention, and special education services, reinforcing the designation of all campuses as schoolwide Title I campuses.

Staffing includes 9 teachers, 5 educational aides, 2 auxiliary staff, and 1 campus administrators. Teacher experience levels show a mix of early-career and veteran educators: 33.3% beginning teachers, 11% with 1–5 years of experience, 44.4% with 6–10 years, 6% with 11–20 years, and 1% with 21–30 years. While 55% of teachers are not certified and turnover stands at 29%, the district benefits from a significant number of experienced teachers and a strong cadre of support staff.

The campus's average daily attendance rate in 2023–2024 was 95.9%, which falls below the district's 96% target. Parent involvement opportunities remain consistent, and the Title I framework ensures that resources are in place to support at-risk students and engage families. Collectively, these demographic indicators highlight both strengths and challenges for GRS: a diverse, predominantly bilingual population; high levels of economic disadvantage; a teaching staff requiring continued certification and retention supports; and a Title I structure that allows targeted interventions and family engagement to address student needs.

Strengths

- District enrollment remains steady across all five campuses.
- GRS maintains a predominantly bilingual student body, supporting the need for strong bilingual/ESL programming.
- Teacher staffing reflects a balance between newer and veteran educators, with nearly one-third of teachers having six or more years of experience.
- A robust support structure exists, with 32 educational aides and 47 auxiliary staff across campuses.
- All campuses operate as Title I schoolwide programs, ensuring that supplemental resources benefit all at-risk students.
- Parent involvement opportunities and Title I-funded supports are accessible districtwide.

Strengths

Sunnyside Campus serves a student body with high academic needs, including 92.9% economically disadvantaged and 60.6% English learners. Performance data shows that while students achieve at high levels on some measures, gaps remain when compared to state and region benchmarks, particularly for emergent bilingual and special education students.

In 2025 STAAR results, the majority of students reached the Approaches level across core subjects, but fewer advanced to Meets and Masters. Emergent bilingual students, who represent more than half of the student body, continue to perform significantly lower in Reading/ELA and Mathematics, where most remain clustered at Approaches. Special education students also lag behind their peers in all tested areas.

TELPAS results provide additional insight, showing strong performance in receptive skills (listening and reading), where most English learners scored at Advanced or Advanced High. However, expressive skills such as speaking and writing remain weaker, limiting students' ability to transfer language proficiency into grade-level mastery on STAAR.

MAP Growth 2025 data demonstrates that students across Reading, Math, and Science are making measurable progress toward expected growth targets. This confirms that the district's RTI program and use of progress monitoring tools are supporting academic gains, though results also highlight the continued need for targeted interventions for EB and SPED students.

Teachers employ a wide range of data systems — including CLI Engage, NWEA MAP, DRA, Progress Learning, and curriculum-based benchmarks — to monitor progress, adjust instruction, and identify students for Tier II and Tier III supports. The district's student-teacher ratio of approximately 13:1 provides manageable class sizes that allow for differentiated instruction, small-group work, and more responsive interventions.

Collectively, these student learning patterns highlight both challenges and strengths: persistent subgroup achievement gaps in Reading and Math, strong gains in receptive language proficiency, evidence of academic progress in MAP Growth, and the consistent implementation of RTI structures supported by multiple assessment tools. These factors demonstrate GRS's commitment to using data to drive instruction while also identifying the areas where additional support is needed to close gaps.

Strengths

- MAP Growth results confirm that many students are meeting growth targets, especially in Reading and Math.
- STAAR Approaches percentages demonstrate that the majority of students acquire foundational knowledge in core content areas.
- TELPAS results show that most English learners achieve Advanced or Advanced High in receptive skills, providing a strong foundation for further language development.
- A robust RTI program with Tier II and Tier III interventions provides targeted support for struggling learners.
- GRS teachers utilize multiple data sources (MAP, CLI Engage, DRA, Progress Learning, curriculum benchmarks) to guide instruction and interventions.
- The student-teacher ratio of 13:1 ensures manageable class sizes that allow for small-group instruction and more responsive teaching.
- Technology integration and use of data systems support early identification of gaps and consistent monitoring of student growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The campus has a high concentration of economically disadvantaged students (92.9%), which creates significant instructional and support needs for thr campus.	Limited community resources and high poverty levels in the areas served by GRS result in nearly all students qualifying as economically disadvantaged, increasing reliance on school-based supports funded by Title I and Compensatory Education.
2	More than half of the campus's students (60.6%) are English learners, yet TELPAS and STAAR results show persistent gaps in academic performance and language proficiency, particularly in expressive language skills.	The large EB population exceeds the capacity of the district's bilingual/ESL instructional staff, and not all teachers are adequately trained or certified to deliver high-quality sheltered instruction.
3 ★	Teacher certification rates remain low, with 55% of teachers certified, and turnover is high at 29%, creating instability in staffing and program implementation.	Competitive staffing challenges in the Dallas area, combined with limited pipelines for bilingual and special education teachers, have led to reliance on uncertified teachers and higher attrition.
4	The campus's Gifted and Talented (GT) program serves less than 1% of students (0%), far below state expectations, limiting equitable access for advanced learners.	Identification processes for GT students are inconsistent, and staff may lack training in recognizing giftedness among economically disadvantaged and bilingual students, leading to underrepresentation.
5	Average daily attendance is 95.9%, below the district's target of 96%, which negatively impacts instructional time and school funding.	Barriers related to family mobility, health, and lack of consistent transportation contribute to absenteeism, particularly among at-risk students.
6	The campus's student demographics show a high percentage of at-risk students (62.6%), placing additional demands on intervention systems.	A combination of socioeconomic factors, limited early childhood readiness, and language acquisition challenges increases the number of students designated as at-risk, creating higher intervention needs than current staffing can fully address.

7 ★	Emergent bilingual students (60.6% of enrollment) perform significantly below all-student averages on STAAR, particularly in Reading and Math, despite showing progress in receptive TELPAS skills.	While TELPAS results show growth in listening and reading, limited progress in expressive skills (speaking and writing) prevents EBs from transferring language proficiency into academic content mastery. In addition, staffing shortages in bilingual/ESL instruction reduce capacity for targeted supports.
8	Although MAP Growth results indicate that many students meet expected growth, subgroup analysis shows that emergent bilingual and special education students make slower progress than peers.	RTI and intervention supports are in place, but they are not implemented consistently across campuses, and intervention time is often reduced due to scheduling and staffing constraints.
9 ★	All subjects show lower performance at the Meets and Masters levels compared to regional and state averages, limiting the percentage of students demonstrating grade-level proficiency or above.	Instruction is not consistently aligned to the rigor of the TEKS, and professional development has not fully addressed higher-order instructional strategies necessary for students to move beyond Approaches.
10 ★	Although 76.5% of students achieved Approaches in Reading, only 41.2% reached Meets and 8.8% Masters, with emergent bilingual students scoring significantly below their peers.	Reading instruction emphasizes foundational skills but lacks consistent integration of academic vocabulary, comprehension strategies, and writing across content areas, limiting progress to higher proficiency.
11	In Math, 94.1% of students achieved Approaches, with 61.8% reaching Meets and 35.3% Masters, with performance above state and regional averages. This encourages to continue monitoring students' performance.	Instructional practices focus on procedural fluency but do not consistently emphasize problem solving, conceptual understanding, and application to real-world contexts aligned to STAAR rigor.
12 ★	Science results remain low, with only 50% of students meeting Approaches, 25% at Meets, and 12.5% at Masters, below regional and state averages.	Science instruction time is limited at some grade levels, and teachers lack consistent access to updated curriculum resources and labs, reducing opportunities for hands-on, inquiry-based learning.

13	There is inconsistent clarity about job duties and decision-making points of contact across the district, leading to duplication of work and staff confusion.	Job descriptions are outdated, vary by campus, and lack standardization, resulting in unclear communication channels and inconsistent expectations.
14 ★	Students lack equitable access to Gifted and Talented (GT) and Response to Intervention (RTI) programs across campuses.	Inconsistent program implementation, insufficient staff training, and scheduling/personnel constraints prevent systematic delivery of GT and RTI services.
15 ★	Parents report inconsistent communication across campuses, with variations in how academic progress, interventions, and opportunities are shared.	Communication practices and platforms are not standardized districtwide, leaving families with uneven access to information.

★ = Priority

Student Learning

Summary

Golden Rule Charter Schools (GRS) implements multiple assessment measures to monitor student performance and inform instruction. Teachers and campus leaders use NWEA MAP Growth, CLI Engage, DRA, Progress Learning, curriculum-based benchmarks, and STAAR data to guide interventions and instructional planning. Assessment results are reviewed through structured data digs at the campus and district level, and principals are expected to integrate progress-monitoring systems consistently into classroom practice.

STAAR 2025 performance data indicates that while most students meet the Approaches standard, fewer advance to Meets and Masters, and performance gaps remain across subgroups:

- **All Subjects**: Approaches 70%, Meets 39%, Masters 14%
- **Reading/ELA**: Approaches 78%, Meets 47%, Masters 18%
- **Mathematics**: Approaches 71%, Meets 38%, Masters 11%
- **Science**: Approaches 52%, Meets 25%, Masters 9%
- **Social Studies**: Approaches 32%, Meets 6%, Masters 2%

Results confirm that Reading and Math show the strongest overall performance, while Science lags behind state averages and Social Studies continues to be the lowest-performing subject. Emergent bilingual and special education students remain significantly below all-student performance levels.

TELPAS 2025 results indicate that most English learners are performing at the **Advanced** or **Advanced High** levels in receptive language skills (listening and reading). However, expressive skills (speaking and writing) remain concentrated at the Intermediate and Advanced levels, which limits the ability of students to demonstrate grade-level mastery on STAAR. Composite scores by grade reflect progress for many students but confirm that language acquisition continues to be a barrier for content mastery.

MAP Growth 2025 results show measurable progress across Reading, Mathematics, and Science, with a majority of students meeting or exceeding projected growth targets. Growth measures confirm that the district's RTI framework and use of progress-monitoring tools are positively impacting outcomes, though emergent bilingual and special education students continue to make slower gains than peers.

Overall, GRS benefits from small student-teacher ratios (approximately 13:1), which support differentiated instruction and targeted interventions. However, persistent subgroup achievement gaps, weak outcomes in Science and Social Studies, and ongoing challenges in expressive language development highlight the need for continued alignment of curriculum, professional development, and intervention strategies.

Strengths

High performance in Reading/ELA Approaches: 78% of students met the Approaches standard in Reading, the district's strongest subject area. Nearly half (47%) achieved Meets, with 18% reaching Masters, showing a solid foundation for literacy across grade levels.

Mathematics Approaches performance above 70%: 71% of students achieved Approaches in Math, with consistent progress toward Meets (38%) and Masters (11%). This indicates that foundational numeracy skills are being established across the district.

Evidence of student growth in MAP assessments: NWEA MAP Growth results confirm that a majority of students met or exceeded projected growth targets in Reading, Math, and Science. This demonstrates that RTI systems and data-informed interventions are having a positive impact on student achievement.

TELPAS receptive skills strength: Most English learners scored at Advanced or Advanced High in listening and reading, providing a strong foundation for academic success in content areas as students continue developing expressive skills.

Small student-teacher ratios (approx. 13:1): Class sizes remain manageable, allowing for small-group instruction, targeted interventions, and differentiated learning opportunities.

Systematic use of multiple assessment tools: Teachers consistently use MAP, CLI Engage, DRA, Progress Learning, and curriculum-based benchmarks to monitor learning, adjust instruction, and provide early intervention for struggling students.

RTI and intervention programs showing effectiveness: Tier II and Tier III supports are resulting in measurable improvements in student growth, particularly in Reading and Math.

TEA 2025 Accountability Ratings:

Golden Rule Charter School - District: C

Golden Rule-Illinois: C

Golden Rule- Sunnyside: B

Golden Rule- Desoto: C

Golden Rule- Pleasant Grove: C

Golden Rule- Grand Prairie: C

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The campus has a high concentration of economically disadvantaged students (92.9%), which creates significant instructional and support needs for thr campus.	Limited community resources and high poverty levels in the areas served by GRS result in nearly all students qualifying as economically disadvantaged, increasing reliance on school-based supports funded by Title I and Compensatory Education.
2	More than half of the campus's students (60.6%) are English learners, yet TELPAS and STAAR results show persistent gaps in academic performance and language proficiency, particularly in expressive language skills.	The large EB population exceeds the capacity of the district's bilingual/ESL instructional staff, and not all teachers are adequately trained or certified to deliver high-quality sheltered instruction.
3	Teacher certification rates remain low, with 55% of teachers certified, and turnover is high at 29%, creating instability in staffing and program implementation.	Competitive staffing challenges in the Dallas area, combined with limited pipelines for bilingual and special education teachers, have led to reliance on uncertified teachers and higher attrition.
4	The campus's Gifted and Talented (GT) program serves less than 1% of students (0%), far below state expectations, limiting equitable access for advanced learners.	Identification processes for GT students are inconsistent, and staff may lack training in recognizing giftedness among economically disadvantaged and bilingual students, leading to underrepresentation.
5	Average daily attendance is 95.9%, below the district's target of 96%, which negatively impacts instructional time and school funding.	Barriers related to family mobility, health, and lack of consistent transportation contribute to absenteeism, particularly among at-risk students.
6	The campus's student demographics show a high percentage of at-risk students (62.6%), placing additional demands on intervention systems.	A combination of socioeconomic factors, limited early childhood readiness, and language acquisition challenges increases the number of students designated as at-risk, creating higher intervention needs than current staffing can fully address.

7 ★	While a majority of students meet the Approaches standard across content areas, too few advance to Meets and Masters, particularly in Science.	Curriculum alignment and instructional rigor are inconsistent across grade levels, and teachers require additional professional development and resources in higher-order thinking strategies and content-specific pedagogy.
8 ★	Emergent bilingual students (60.6% of enrollment) perform significantly below all-student averages on STAAR, particularly in Reading and Math, despite showing progress in receptive TELPAS skills.	While TELPAS results show growth in listening and reading, limited progress in expressive skills (speaking and writing) prevents EBs from transferring language proficiency into academic content mastery. In addition, staffing shortages in bilingual/ESL instruction reduce capacity for targeted supports.
9 ★	Special education students continue to perform well below their peers in all tested subjects on STAAR, with limited evidence of closing gaps.	Teachers require additional training in inclusive instructional strategies, co-teaching models, and differentiated instruction, while special education staffing levels remain insufficient for districtwide needs.
10	At the district level, Social Studies remains the lowest-performing content area, with only 32% at Approaches, 6% at Meets, and 2% at Masters.	Instructional time for Social Studies is inconsistent across grade levels, and teachers lack access to updated curriculum resources and training in effective strategies for teaching historical thinking and content literacy.
11	Although MAP Growth results indicate that many students meet expected growth, subgroup analysis shows that emergent bilingual and special education students make slower progress than peers.	RTI and intervention supports are in place, but they are not implemented consistently across campuses, and intervention time is often reduced due to scheduling and staffing constraints.
12 ★	All subjects show lower performance at the Meets and Masters levels compared to regional and state averages, limiting the percentage of students demonstrating grade-level proficiency or above.	Instruction is not consistently aligned to the rigor of the TEKS, and professional development has not fully addressed higher-order instructional strategies necessary for students to move beyond Approaches.

13 ★	Although 76.5% of students achieved Approaches in Reading, only 41.2% reached Meets and 8.8% Masters, with emergent bilingual students scoring significantly below their peers.	Reading instruction emphasizes foundational skills but lacks consistent integration of academic vocabulary, comprehension strategies, and writing across content areas, limiting progress to higher proficiency.
14	In Math, 94.1% of students achieved Approaches, with 61.8% reaching Meets and 35.3% Masters, with performance above state and regional averages. This encourages to continue monitoring students' performance.	Instructional practices focus on procedural fluency but do not consistently emphasize problem solving, conceptual understanding, and application to real-world contexts aligned to STAAR rigor.
15 ★	Science results remain low, with only 50% of students meeting Approaches, 25% at Meets, and 12.5% at Masters, below regional and state averages.	Science instruction time is limited at some grade levels, and teachers lack consistent access to updated curriculum resources and labs, reducing opportunities for hands-on, inquiry-based learning.
16 ★	Instructional support from curriculum directors, coaches, and mentors is disorganized, resulting in inconsistent implementation of district initiatives across campuses.	Support structures are not systematically scheduled, lack intentional coordination, and overlap with other responsibilities, causing uneven delivery of coaching and mentoring.
17	Frequent classroom interruptions from coaching visits, meetings, and observations reduce instructional time and limit opportunities for effective lesson pacing.	Scheduling for coaching and feedback cycles is not coordinated with teachers' planning periods or instructional time, and collaboration structures are not consistently protected.
18 ★	Students lack equitable access to Gifted and Talented (GT) and Response to Intervention (RTI) programs across campuses.	Inconsistent program implementation, insufficient staff training, and scheduling/personnel constraints prevent systematic delivery of GT and RTI services.

19	The district's mission and vision statements are outdated and no longer reflect current student needs, postsecondary pathways, or workforce realities.	The mission and vision have not been revisited in more than 20 years, creating a disconnect between stated district priorities and stakeholder expectations.
20 ★	Parents report inconsistent communication across campuses, with variations in how academic progress, interventions, and opportunities are shared.	Communication practices and platforms are not standardized districtwide, leaving families with uneven access to information.
21	Students perceive limited opportunities for enrichment and advanced learning, particularly in upper grades.	Gifted and Talented (GT) identification and enrichment opportunities are inconsistent across campuses, and scheduling constraints limit access to advanced coursework.

★ = Priority

School Processes & Programs

Summary

Golden Rule Charter Schools (GRS) reviewed district processes and programs during the 2025 Comprehensive Needs Assessment. Data sessions and staff input revealed both systemic strengths and significant areas requiring improvement.

Across campuses, staff reported inconsistent clarity of job duties and decision-making points of contact, which has led to duplication of work and confusion. Job descriptions are outdated and vary by campus, creating a lack of standardization and unclear communication channels.

The district provides multiple forms of instructional support through curriculum directors, coaches, mentors, and campus leadership. However, this support is often uncoordinated and overlapping, with teachers reporting frequent classroom interruptions from observations, meetings, and coaching visits. This reduces instructional time and planning opportunities. In addition, scheduling and intentionality in professional development vary widely across campuses, limiting the effectiveness of coaching and mentorship.

Program implementation for both Gifted and Talented (GT) and Response to Intervention (RTI) is inconsistent across the district. Students do not have equitable access to these supports, with some campuses lacking sufficient staff training or scheduling structures to deliver services effectively.

District facilities and safety processes were also identified as an area of concern. Staff cited insufficient fencing and outdated security infrastructure as contributing to feelings of vulnerability on some campuses.

Finally, the district's mission and vision statements have not been updated in over twenty years. As a result, they no longer reflect the needs of current students, the realities of college and workforce pathways, or the expectations of families and community stakeholders.

In summary, while GRS has systems for instructional support, program offerings, and safety in place, data from 2025 highlights the urgent need to clarify organizational roles, streamline coaching and professional development, ensure equitable access to GT and RTI, update mission and vision statements, and modernize campus safety infrastructure.

Strengths

Multiple instructional support roles exist across the district — curriculum directors, coaches, mentors, and campus leaders provide teachers with access to expertise and guidance, giving the district a strong foundation for professional growth.

Teachers have access to district-developed and external instructional resources (CLI Engage, MAP Growth, Progress Learning, DRA, HMH, and Savvas), which are consistently used to track progress and guide intervention.

Technology infrastructure is strong — students benefit from a 1:1 Chromebook ratio, iPads for early grades, and ClearTouch panels in every classroom, with reliable wireless connectivity across campuses.

Instructional aides are available at multiple campuses, providing additional student support and helping reduce the instructional burden on classroom teachers.

Supplemental programs for diverse learners are in place, including Estrellita for emergent bilingual students, STEMscopes and Imagine Math for core instruction, and full access to general education curricula for special education students through digital and print resources.

District-level monitoring of instructional data is embedded in practice, with administrators and teachers regularly reviewing results from STAAR, MAP Growth, benchmarks, and locally developed assessments to inform decisions.

The district continues to allocate Title I, Title III, Compensatory Education, and other state/federal resources strategically, ensuring funding supplements critical programs and supports for students across campuses.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The campus has a high concentration of economically disadvantaged students (92.9%), which creates significant instructional and support needs for thr campus.	Limited community resources and high poverty levels in the areas served by GRS result in nearly all students qualifying as economically disadvantaged, increasing reliance on school-based supports funded by Title I and Compensatory Education.
2	More than half of the campus's students (60.6%) are English learners, yet TELPAS and STAAR results show persistent gaps in academic performance and language proficiency, particularly in expressive language skills.	The large EB population exceeds the capacity of the district's bilingual/ESL instructional staff, and not all teachers are adequately trained or certified to deliver high-quality sheltered instruction.
3 ★	Teacher certification rates remain low, with 55% of teachers certified, and turnover is high at 29%, creating instability in staffing and program implementation.	Competitive staffing challenges in the Dallas area, combined with limited pipelines for bilingual and special education teachers, have led to reliance on uncertified teachers and higher attrition.
4	The campus's Gifted and Talented (GT) program serves less than 1% of students (0%), far below state expectations, limiting equitable access for advanced learners.	Identification processes for GT students are inconsistent, and staff may lack training in recognizing giftedness among economically disadvantaged and bilingual students, leading to underrepresentation.
5	Average daily attendance is 95.9%, below the district's target of 96%, which negatively impacts instructional time and school funding.	Barriers related to family mobility, health, and lack of consistent transportation contribute to absenteeism, particularly among at-risk students.
6	The campus's student demographics show a high percentage of at-risk students (62.6%), placing additional demands on intervention systems.	A combination of socioeconomic factors, limited early childhood readiness, and language acquisition challenges increases the number of students designated as at-risk, creating higher intervention needs than current staffing can fully address.

7 ★	While a majority of students meet the Approaches standard across content areas, too few advance to Meets and Masters, particularly in Science.	Curriculum alignment and instructional rigor are inconsistent across grade levels, and teachers require additional professional development and resources in higher-order thinking strategies and content-specific pedagogy.
8 ★	Emergent bilingual students (60.6% of enrollment) perform significantly below all-student averages on STAAR, particularly in Reading and Math, despite showing progress in receptive TELPAS skills.	While TELPAS results show growth in listening and reading, limited progress in expressive skills (speaking and writing) prevents EBs from transferring language proficiency into academic content mastery. In addition, staffing shortages in bilingual/ESL instruction reduce capacity for targeted supports.
9 ★	Special education students continue to perform well below their peers in all tested subjects on STAAR, with limited evidence of closing gaps.	Teachers require additional training in inclusive instructional strategies, co-teaching models, and differentiated instruction, while special education staffing levels remain insufficient for districtwide needs.
10	Although MAP Growth results indicate that many students meet expected growth, subgroup analysis shows that emergent bilingual and special education students make slower progress than peers.	RTI and intervention supports are in place, but they are not implemented consistently across campuses, and intervention time is often reduced due to scheduling and staffing constraints.
11	At the district level, Social Studies remains the lowest-performing content area, with only 32% at Approaches, 6% at Meets, and 2% at Masters.	Instructional time for Social Studies is inconsistent across grade levels, and teachers lack access to updated curriculum resources and training in effective strategies for teaching historical thinking and content literacy.
12 ★	All subjects show lower performance at the Meets and Masters levels compared to regional and state averages, limiting the percentage of students demonstrating grade-level proficiency or above.	Instruction is not consistently aligned to the rigor of the TEKS, and professional development has not fully addressed higher-order instructional strategies necessary for students to move beyond Approaches.

13 ★	Although 76.5% of students achieved Approaches in Reading, only 41.2% reached Meets and 8.8% Masters, with emergent bilingual students scoring significantly below their peers.	Reading instruction emphasizes foundational skills but lacks consistent integration of academic vocabulary, comprehension strategies, and writing across content areas, limiting progress to higher proficiency.
14	In Math, 94.1% of students achieved Approaches, with 61.8% reaching Meets and 35.3% Masters, with performance above state and regional averages. This encourages to continue monitoring students' performance.	Instructional practices focus on procedural fluency but do not consistently emphasize problem solving, conceptual understanding, and application to real-world contexts aligned to STAAR rigor.
15 ★	Science results remain low, with only 50% of students meeting Approaches, 25% at Meets, and 12.5% at Masters, below regional and state averages.	Science instruction time is limited at some grade levels, and teachers lack consistent access to updated curriculum resources and labs, reducing opportunities for hands-on, inquiry-based learning.
16	There is inconsistent clarity about job duties and decision-making points of contact across the district, leading to duplication of work and staff confusion.	Job descriptions are outdated, vary by campus, and lack standardization, resulting in unclear communication channels and inconsistent expectations.
17 ★	Instructional support from curriculum directors, coaches, and mentors is disorganized, resulting in inconsistent implementation of district initiatives across campuses.	Support structures are not systematically scheduled, lack intentional coordination, and overlap with other responsibilities, causing uneven delivery of coaching and mentoring.
18	Frequent classroom interruptions from coaching visits, meetings, and observations reduce instructional time and limit opportunities for effective lesson pacing.	Scheduling for coaching and feedback cycles is not coordinated with teachers' planning periods or instructional time, and collaboration structures are not consistently protected.

19 ★	Students lack equitable access to Gifted and Talented (GT) and Response to Intervention (RTI) programs across campuses.	Inconsistent program implementation, insufficient staff training, and scheduling/personnel constraints prevent systematic delivery of GT and RTI services.
20 ★	Teachers and staff report feeling unsafe on some campuses due to security vulnerabilities such as unlocked doors, lack of protective fencing, and outdated security infrastructure.	Facility limitations and the use of leased properties restrict the ability to make consistent upgrades, while district resources for large-scale safety improvements are limited.
21	The district's mission and vision statements are outdated and no longer reflect current student needs, postsecondary pathways, or workforce realities.	The mission and vision have not been revisited in more than 20 years, creating a disconnect between stated district priorities and stakeholder expectations.
22 ★	Parents report inconsistent communication across campuses, with variations in how academic progress, interventions, and opportunities are shared.	Communication practices and platforms are not standardized districtwide, leaving families with uneven access to information.
23	Students perceive limited opportunities for enrichment and advanced learning, particularly in upper grades.	Gifted and Talented (GT) identification and enrichment opportunities are inconsistent across campuses, and scheduling constraints limit access to advanced coursework.

★ = Priority

Perceptions

Summary

Golden Rule Charter Schools (GRS) collected stakeholder input through end-of-year climate and parent surveys, CNA meetings, and staff focus groups in spring 2025. Data reflect both strengths in family engagement and areas of concern regarding communication, safety, and support.

Staff perceptions reveal that while teachers value the support of campus administrators and colleagues, they expressed concerns about excessive classroom interruptions, limited protection of planning time, and unclear role definitions among district-level staff. Teachers also indicated the need for more consistent and intentional professional development aligned to instructional needs.

Parent survey responses show that families appreciate small class sizes, access to technology, and opportunities to engage in campus events. However, parents also reported inconsistent communication across campuses, with some expressing that they are not always informed about academic progress or available supports. Safety was also highlighted as a concern, particularly regarding campus access points and security infrastructure.

Student feedback reflects positive perceptions of teacher relationships and access to technology but indicates mixed feelings regarding campus safety and equitable access to advanced academic opportunities. Students in upper grades noted limited opportunities for enrichment beyond core academics.

Overall, the 2025 perception data highlight the district’s strong community and family involvement but point to the need for clearer role communication, more consistent professional development, stronger campus safety measures, and improved communication systems with parents and students across all campuses.

Strengths

Teachers and staff report strong relationships with campus administrators and colleagues, fostering collaboration at the campus level.

Parents express appreciation for small class sizes and technology access, noting that students benefit from 1:1 devices and classroom instructional tools.

Family engagement remains a districtwide strength, with parents participating in academic events, informational sessions, and school activities.

Students report positive relationships with teachers, recognizing that staff show care and support for their learning and well-being.

Survey data highlight consistent appreciation for campus-level communication tools (e.g., parent portals, Class Dojo, Remind), which help families stay connected to teachers.

Community perception of GRS remains tied to its supportive, family-like environment, reflecting the district’s commitment to personalized attention for students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The campus has a high concentration of economically disadvantaged students (92.9%), which creates significant instructional and support needs for thr campus.	Limited community resources and high poverty levels in the areas served by GRS result in nearly all students qualifying as economically disadvantaged, increasing reliance on school-based supports funded by Title I and Compensatory Education.
2 ★	Teacher certification rates remain low, with 55% of teachers certified, and turnover is high at 29%, creating instability in staffing and program implementation.	Competitive staffing challenges in the Dallas area, combined with limited pipelines for bilingual and special education teachers, have led to reliance on uncertified teachers and higher attrition.
3	Average daily attendance is 95.9%, below the district's target of 96%, which negatively impacts instructional time and school funding.	Barriers related to family mobility, health, and lack of consistent transportation contribute to absenteeism, particularly among at-risk students.
4 ★	While a majority of students meet the Approaches standard across content areas, too few advance to Meets and Masters, particularly in Science.	Curriculum alignment and instructional rigor are inconsistent across grade levels, and teachers require additional professional development and resources in higher-order thinking strategies and content-specific pedagogy.
5 ★	Although 76.5% of students achieved Approaches in Reading, only 41.2% reached Meets and 8.8% Masters, with emergent bilingual students scoring significantly below their peers.	Reading instruction emphasizes foundational skills but lacks consistent integration of academic vocabulary, comprehension strategies, and writing across content areas, limiting progress to higher proficiency.

6	In Math, 94.1% of students achieved Approaches, with 61.8% reaching Meets and 35.3% Masters, with performance above state and regional averages. This encourages to continue monitoring students' performance.	Instructional practices focus on procedural fluency but do not consistently emphasize problem solving, conceptual understanding, and application to real-world contexts aligned to STAAR rigor.
7 ★	Science results remain low, with only 50% of students meeting Approaches, 25% at Meets, and 12.5% at Masters, below regional and state averages.	Science instruction time is limited at some grade levels, and teachers lack consistent access to updated curriculum resources and labs, reducing opportunities for hands-on, inquiry-based learning.
8	There is inconsistent clarity about job duties and decision-making points of contact across the district, leading to duplication of work and staff confusion.	Job descriptions are outdated, vary by campus, and lack standardization, resulting in unclear communication channels and inconsistent expectations.
9 ★	Instructional support from curriculum directors, coaches, and mentors is disorganized, resulting in inconsistent implementation of district initiatives across campuses.	Support structures are not systematically scheduled, lack intentional coordination, and overlap with other responsibilities, causing uneven delivery of coaching and mentoring.
10	Frequent classroom interruptions from coaching visits, meetings, and observations reduce instructional time and limit opportunities for effective lesson pacing.	Scheduling for coaching and feedback cycles is not coordinated with teachers' planning periods or instructional time, and collaboration structures are not consistently protected.
11 ★	Teachers and staff report feeling unsafe on some campuses due to security vulnerabilities such as unlocked doors, lack of protective fencing, and outdated security infrastructure.	Facility limitations and the use of leased properties restrict the ability to make consistent upgrades, while district resources for large-scale safety improvements are limited.

12	The district's mission and vision statements are outdated and no longer reflect current student needs, postsecondary pathways, or workforce realities.	The mission and vision have not been revisited in more than 20 years, creating a disconnect between stated district priorities and stakeholder expectations.
13 ★	Parents report inconsistent communication across campuses, with variations in how academic progress, interventions, and opportunities are shared.	Communication practices and platforms are not standardized districtwide, leaving families with uneven access to information.
14	Students perceive limited opportunities for enrichment and advanced learning, particularly in upper grades.	Gifted and Talented (GT) identification and enrichment opportunities are inconsistent across campuses, and scheduling constraints limit access to advanced coursework.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	All subjects show lower performance at the Meets and Masters levels compared to regional and state averages, limiting the percentage of students demonstrating grade-level proficiency or above.	Instruction is not consistently aligned to the rigor of the TEKS, and professional development has not fully addressed higher-order instructional strategies necessary for students to move beyond Approaches.
2 ★	Although 76.5% of students achieved Approaches in Reading, only 41.2% reached Meets and 8.8% Masters, with emergent bilingual students scoring significantly below their peers.	Reading instruction emphasizes foundational skills but lacks consistent integration of academic vocabulary, comprehension strategies, and writing across content areas, limiting progress to higher proficiency.
3 ★	Science results remain low, with only 50% of students meeting Approaches, 25% at Meets, and 12.5% at Masters, below regional and state averages.	Science instruction time is limited at some grade levels, and teachers lack consistent access to updated curriculum resources and labs, reducing opportunities for hands-on, inquiry-based learning.
4 ★	While a majority of students meet the Approaches standard across content areas, too few advance to Meets and Masters, particularly in Science.	Curriculum alignment and instructional rigor are inconsistent across grade levels, and teachers require additional professional development and resources in higher-order thinking strategies and content-specific pedagogy.
5 ★	Special education students continue to perform well below their peers in all tested subjects on STAAR, with limited evidence of closing gaps.	Teachers require additional training in inclusive instructional strategies, co-teaching models, and differentiated instruction, while special education staffing levels remain insufficient for districtwide needs.
6 ★	Emergent bilingual students (60.6% of enrollment) perform significantly below all-student averages on STAAR, particularly in Reading and Math, despite showing progress in receptive TELPAS skills.	While TELPAS results show growth in listening and reading, limited progress in expressive skills (speaking and writing) prevents EBs from transferring language proficiency into academic content mastery. In addition, staffing shortages in bilingual/ESL instruction reduce capacity for targeted supports.

7 ★	Instructional support from curriculum directors, coaches, and mentors is disorganized, resulting in inconsistent implementation of district initiatives across campuses.	Support structures are not systematically scheduled, lack intentional coordination, and overlap with other responsibilities, causing uneven delivery of coaching and mentoring.
8 ★	Students lack equitable access to Gifted and Talented (GT) and Response to Intervention (RTI) programs across campuses.	Inconsistent program implementation, insufficient staff training, and scheduling/personnel constraints prevent systematic delivery of GT and RTI services.
9 ★	Teacher certification rates remain low, with 55% of teachers certified, and turnover is high at 29%, creating instability in staffing and program implementation.	Competitive staffing challenges in the Dallas area, combined with limited pipelines for bilingual and special education teachers, have led to reliance on uncertified teachers and higher attrition.
10 ★	Teachers and staff report feeling unsafe on some campuses due to security vulnerabilities such as unlocked doors, lack of protective fencing, and outdated security infrastructure.	Facility limitations and the use of leased properties restrict the ability to make consistent upgrades, while district resources for large-scale safety improvements are limited.
11 ★	Parents report inconsistent communication across campuses, with variations in how academic progress, interventions, and opportunities are shared.	Communication practices and platforms are not standardized districtwide, leaving families with uneven access to information.
12 ★	The campus has a high concentration of economically disadvantaged students (92.9%), which creates significant instructional and support needs for thr campus.	Limited community resources and high poverty levels in the areas served by GRS result in nearly all students qualifying as economically disadvantaged, increasing reliance on school-based supports funded by Title I and Compensatory Education.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] STAAR released test questions
- [x] STAAR Emergent Bilingual (EB) progress measure data
- [x] Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- [x] Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- [x] Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- [x] Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- [x] Student failure and/or retention rates
- [x] Local benchmark or common assessments data
- [x] Observation Survey results
- [x] Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- [x] Prekindergarten Self-Assessment Tool
- [x] Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Section 504 data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Completion rates and/or graduation rates data
- [x] Attendance data
- [x] Discipline records

- [x] Violence and/or violence prevention records
- [x] Student surveys and/or other feedback
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

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

Parent/Community Data

- [x] Parent surveys and/or other feedback
- [x] Parent engagement rate
- [x] Community surveys and/or other feedback

Support Systems and Other Data

- [x] Organizational structure data
- [x] Processes and procedures for teaching and learning, including program implementation
- [x] Communications data

- [x] **Capacity and resources data**
- [x] **Action research results**

Goals

Goal 1

Golden Rule Charter School will increase student achievement and close performance gaps across all content areas and student groups as measured by the state accountability system.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By June 2026, Sunnyside Campus will increase the percentage of students achieving Approaches Grade Level or above on STAAR from 85% (2025 baseline) to 90% across all tested subjects.

Evaluation Data Source: STAAR results, District Assessments, and Universal Screeners

Strategy 1 ☑ Results Driven Accountability

Conduct structured data dig sessions after every district benchmark and MAP Growth assessment to identify student performance by readiness standards and supporting TEKS, using Lead4Ward frequency distribution tables to prioritize instruction.

Strategy's Expected Result/Impact: Teachers will gain clarity on which TEKS have the highest instructional weight and will adjust instruction to prioritize readiness standards. This will lead to more intentional reteaching, stronger alignment to STAAR, and measurable gains in Approaches.

Staff Responsible for Monitoring: The superintendent will be responsible for the oversight. The Director of Curriculum and Instruction will be responsible for designing the protocols needed to execute the data dig. The Campus Principals will be responsible for the facilitation. The Curriculum Coaches will be responsible for the support and monitoring. The teachers will be responsible for the implementation of the learning and strategy with the students.

Funding Sources: Teacher training in data analysis and TEKS alignment 255- Title II, Part A, TPTR, $1,000, Lead4Ward resources, PLC substitutes, materials 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 2 ☑ Results Driven Accountability

Provide accelerated instruction to all students who do not meet Approaches or Meets on STAAR or district benchmarks, in compliance with HB 1416. Students not meeting Approaches will receive 30 hours of targeted support in Reading/Math, and students not meeting Meets will receive 15 hours, with group ratios not exceeding 4:1 unless a parent waiver is obtained

Strategy's Expected Result/Impact: This strategy ensures students receive legally required accelerated instruction and that intervention is intentional and structured. Students will close gaps in foundational TEKS, leading to improved Approaches rates, increased confidence, and stronger alignment with accountability requirements.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring HB 1416 compliance across all campuses. The Director of Curriculum and Instruction will be responsible for creating district-wide tutoring frameworks, schedules, and progress monitoring tools. The Campus Principals will be responsible for staffing, scheduling, and parent communications regarding accelerated instruction. The Curriculum Coaches will be responsible for monitoring the fidelity of intervention delivery. The Teachers will be responsible for implementing targeted accelerated instruction with identified students and documenting student progress.

Funding Sources: SPED tutoring and accommodations 224- IDEA B- Formula Special Ed, $5,000, Tutoring stipends, intervention materials 211- Title I Part A, $30,000, Support for Emergent Bilingual students requiring tutoring 263- Title III- LEP, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Accomplished	

Strategy 3 ✓ Results Driven Accountability

Implement structured Tier 2 and Tier 3 intervention time during the instructional day, ensuring students performing below Approaches on STAAR, MAP, and district benchmarks receive small-group support aligned to prioritized TEKS and readiness standards.

Strategy's Expected Result/Impact: Students will receive targeted instruction on critical TEKS without losing access to grade-level instruction. This will strengthen foundational skills, close learning gaps more efficiently, and increase the number of students meeting Approaches.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-wide consistency in RTI structures. The Director of Curriculum and Instruction will be responsible for creating intervention frameworks and monitoring fidelity of implementation. The Campus Principals will be responsible for scheduling daily RTI time as the schedule allows it and assigning intervention staff. The Curriculum Coaches will be responsible for monitoring student progress. Teachers and Interventionists will be responsible for delivering differentiated small-group instruction and documenting student outcomes.

Funding Sources: SPED RTI supports and staffing 224- IDEA B- Formula Special Ed, $5,000, Interventionist 420- Compensatory Education, $50,000, Intervention materials 211- Title I Part A, $20,000, Language development interventions for EB students 263- Title III- LEP, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 4 ✓ Results Driven Accountability

Provide extended learning opportunities through after-school programs, Saturday academies, and summer intervention sessions for students performing below Approaches, with targeted lessons aligned to high-priority TEKS in Reading, Math, Science, and Social Studies.

Strategy's Expected Result/Impact: By extending learning beyond the school day, students who require additional instructional time will have more opportunities to master readiness standards. This will accelerate closing learning gaps, improve STAAR Approaches rates, and support subgroup equity for EB and SPED students.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring equitable extended learning opportunities across campuses. The Campus Principals will be responsible for scheduling and staffing the extended learning programs. The Curriculum Coaches will be responsible for monitoring instructional quality. Teachers will be responsible for delivering intervention lessons, progress monitoring, and communicating student growth to families.

Funding Sources: Supplemental language support for EB students in extended programs 263- Title III- LEP, $5,000, Stipends, Student snacks 211- Title I Part A, $30,000, SPED supports in extended programs 224- IDEA B- Formula Special Ed, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By June 2026, Sunnyside campus will increase the percentage of students achieving Meets Grade Level or above on STAAR from 53% (2025 baseline) to 63% across all tested subjects.

Strategy 1 ☑ Results Driven Accountability

Conduct district-wide curriculum alignment audits to ensure instruction in Reading, Math, Science, and Social Studies is fully aligned with TEKS readiness standards, STAAR blueprints, and district pacing guides. These audits will include lesson plan reviews, classroom walk-throughs, and teacher feedback cycles to guarantee consistent rigor and coverage across all campuses.

Strategy's Expected Result/Impact: Instruction will be more tightly aligned to state standards, reducing gaps between what is taught and what is tested. This will ensure that students receive rigorous instruction at the right depth, moving a greater percentage from Approaches to Meets performance levels.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring the audits are carried out across all campuses with fidelity. The Director of Curriculum and Instruction will be responsible for developing the audit process, reviewing instructional documents, and identifying gaps. The Campus Principals will be responsible for conducting campus-level walk-throughs and supporting teachers in adjusting lesson delivery. The Curriculum Coaches will be responsible for providing targeted support to teachers based on audit findings. The Teachers will be responsible for implementing aligned lessons and making adjustments identified during the audits.

Funding Sources: Professional development and training on TEKS rigor and alignment 255- Title II, Part A, TPTR, $3,000

Formative Reviews

Some Progress	Moderate Progress	Moderate Progress

November	January	March	June

Strategy 2 ☑ Results Driven Accountability

Provide targeted professional development for teachers on Lead4Ward instructional strategies and the Fundamental 5 framework, with a focus on higher-order questioning, checks for understanding, and student engagement practices that increase rigor and move students from Approaches to Meets.

Strategy's Expected Result/Impact: Teachers will consistently implement high-yield strategies that challenge students beyond recall and low-level tasks. As a result, instruction will become more rigorous, student engagement will increase, and a greater number of students will perform at Meets on STAAR.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring resources are allocated for professional development. The Director of Curriculum and Instruction will be responsible for planning and coordinating Lead4Ward and Fundamental 5 training. The Campus Principals will be responsible for monitoring classroom implementation during walk-throughs. The Curriculum Coaches will be responsible for modeling strategies, supporting teachers during implementation, and providing feedback. The Teachers will be responsible for incorporating the strategies into daily instruction and monitoring student engagement and mastery.

Funding Sources: Saturday Learning Academy session 211- Title I Part A, $3,000, Professional development, training sessions, materials 255- Title II, Part A, TPTR, $5,000

Formative Reviews

No Progress	Some Progress	Some Progress	
November	**January**	**March**	**June**

Strategy 3 ☑ Results Driven Accountability

Establish structured Professional Learning Community (PLC) protocols where teachers analyze student data to identify "bubble students" (those close to Meets) and plan targeted instruction using released STAAR items, Lead4Ward field guides, and TEKS rigor analysis.

Strategy's Expected Result/Impact: Teachers will focus on moving students who are already near grade-level proficiency into Meets, leveraging precision instruction and collaborative planning. This will raise the overall percentage of students achieving Meets, directly impacting accountability results.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-wide expectations for PLCs are consistent. The Director of Curriculum and Instruction will be responsible for providing PLC protocols, training, and monitoring of fidelity. The Campus Principals will be responsible for scheduling and leading PLCs, ensuring teachers engage in data-driven planning. The Curriculum Coaches will be responsible for supporting PLCs by guiding data analysis and modeling lesson adjustments. The Teachers will be responsible for identifying bubble students, implementing targeted instruction, and tracking progress toward Meets.

Funding Sources: PLC materials, STAAR resources 211- Title I Part A, $3,000, PLC facilitation and data-driven practices Training 255- Title II, Part A, TPTR, $5,000

Formative Reviews

Some Progress	Moderate Progress	Moderate Progress	
November	**January**	**March**	**June**

Strategy 4 ☑ Results Driven Accountability

Implement instructional coaching cycles where curriculum coaches and administrators provide classroom support through modeling, co-teaching, and observation-feedback cycles, with a focus on increasing instructional rigor and moving students from Approaches to Meets.

Strategy's Expected Result/Impact: Teachers will receive ongoing, job-embedded support that directly improves instructional quality. As teachers refine their practices, students will engage in more rigorous lessons, leading to a measurable increase in Meets-level performance on STAAR.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district support for coaching structures. The Director of Curriculum and Instruction will be responsible for developing coaching protocols and training coaches. The Campus Principals will be responsible for integrating coaching cycles into the school schedule and ensuring teachers participate. The Curriculum Coaches will be responsible for conducting the cycles, modeling lessons, providing feedback, and tracking teacher implementation. The Teachers will be responsible for actively engaging in the coaching process, applying feedback, and monitoring student progress toward Meets.

Funding Sources: Professional development for coaches, coaching tools 255- Title II, Part A, TPTR, $5,000

Formative Reviews

Some Progress	Moderate Progress	Considerable Progress	
November	**January**	**March**	**June**

Strategy 5 ☑ Results Driven Accountability

Implement student tracking and goal-setting conferences where students review their assessment data (MAP Growth, benchmarks, and STAAR predictors) with teachers to set personal goals, monitor progress, and develop action steps to reach Meets performance.

Strategy's Expected Result/Impact: Students will take ownership of their learning by understanding their current performance and setting clear, achievable goals. Increased student accountability will drive higher engagement, leading to improved outcomes, especially for students who are close to Meets level.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring that student goal-setting practices are adopted district-wide. The Director of Curriculum and Instruction will be responsible for providing goal-setting templates and training staff on implementation. The Campus Principals will be responsible for scheduling regular goal-setting conferences and ensuring student progress is tracked. The Curriculum Coaches will be responsible for supporting teachers in using data effectively during conferences. The Teachers will be responsible for leading goal-setting conferences with students, updating progress trackers, and communicating results to families.

Funding Sources: Materials, Folders, Templates, Trackers. 211- Title I Part A, $3,000, Training for teachers on student-led goal setting and data use 255- Title II, Part A, TPTR, $3,000

Formative Reviews

Some Progress	Some Progress	Considerable Progress	
November	January	March	June

Strategy 6 ☑ Results Driven Accountability

Provide short-cycle tutorial interventions after school and on select Saturdays, Saturday School, for students identified as being within reach of Meets level, with instruction focused on readiness standards, STAAR item types, and higher-order problem-solving strategies.

Strategy's Expected Result/Impact: By providing additional time and instruction on students closest to Meets, the district will accelerate their progress and significantly increase the percentage of students achieving Meets on STAAR.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring funding and resources are equitably distributed for tutorials and Saturday schools. The Director of Curriculum and Instruction will be responsible for designing the tutorials and Saturday schools framework, selecting TEKS focus areas, and monitoring effectiveness. The Campus Principals will be responsible for scheduling tutorials and Saturday schools, recruiting teachers, and ensuring student participation. The Curriculum Coaches will be responsible for training and supporting teachers in delivering rigorous, targeted lessons. The Teachers will be responsible for implementing tutorials and Saturday school instruction, and monitoring student mastery.

Funding Sources: Teacher stipends, snacks for students attending Saturday School, instructional resources 211- Title I Part A, $30,000, Professional development for rigorous STAAR strategies 255- Title II, Part A, TPTR, $3,000

Formative Reviews

Some Progress	Moderate Progress	Considerable Progress	
November	January	March	June

Performance Objective 3 ☑ High Priority

By June 2026, Sunnyside Campus will increase the percentage of students achieving Masters Grade Level on STAAR from 19% (2025 baseline) to 29% across all tested subjects.

Strategy 1 ☑ Results Driven Accountability

Implement inquiry-based, problem-solving approaches in Science and Social Studies instruction through labs, response to reading critical thinking, project-based tasks, and cross-curricular writing assignments. This strategy will target critical thinking and analysis skills required for Masters performance on STAAR.

Strategy's Expected Result/Impact: Students will engage in deeper learning experiences that strengthen conceptual understanding, problem-solving, and analytical writing. These practices will directly increase the percentage of students achieving Masters in Science and Social Studies, two of the lowest-performing areas in our 2025 accountability.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-level support and resource allocation. The Director of Curriculum and Instruction will be responsible for developing inquiry-based instructional frameworks and ensuring TEKS alignment. The Campus Principals will be responsible for scheduling labs, response to reading check-up meetings, and ensuring inquiry-based practices are consistently implemented. The Curriculum Coaches will be responsible for training teachers in inquiry-based methods, modeling lessons, and monitoring implementation. The Teachers will be responsible for designing and facilitating labs, using response to reading critical thinking strategies, and projects that allow students to apply higher-order thinking skills.

Funding Sources: Lab kits, DBQ resources, STAAR-aligned supplemental resouces 211- Title I Part A, $20,000, Professional development on inquiry and project-based instruction 255- Title II, Part A, TPTR, $5,000, Extended learning opportunities for at-risk students through labs/projects 420- Compensatory Education, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 2 ☑ Results Driven Accountability

Provide targeted professional development for teachers on advanced differentiation strategies, including tiered assignments, flexible grouping, high-order thinking questions and tasks, and strategies for pushing students from Meets to Masters. We will emphasize balancing conceptual and procedural rigor in Math, advanced comprehension in Reading, and analytical writing in Science and Social Studies.

Strategy's Expected Result/Impact: Teachers will be equipped with instructional strategies that challenge high-achieving students, fostering deeper learning and critical thinking. This will increase the number of students reaching Masters performance across tested subjects.

Staff Responsible for Monitoring: The Superintendent will be responsible for securing funding and ensuring system-wide commitment to high-rigor instruction. The Director of Curriculum and Instruction will be responsible for designing and coordinating differentiation training aligned with district priorities. The Campus Principals will be responsible for ensuring teachers attend sessions and apply differentiation strategies in their classrooms. The Curriculum Coaches will be responsible for modeling differentiation techniques, providing coaching, and monitoring implementation. The Teachers will be responsible for embedding differentiation into lesson design and actively challenging students working at or above grade level.

Funding Sources: Targeted support for advanced at-risk learners 420- Compensatory Education, $3,000, Professional development and training sessions 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Moderate Progress	

Strategy 3 ☑ Results Driven Accountability

Use benchmark assessments, MAP Growth data, and STAAR predictors to identify students performing just below the Masters threshold and provide targeted enrichment through small-group instruction, tutoring, and advanced practice opportunities.

Strategy's Expected Result/Impact: By focusing on students within reach of Masters, we will maximize the likelihood of moving them from Meets to Masters, directly increasing our overall Masters percentage and improving accountability ratings.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring resources and staffing are allocated to support bubble-to-Masters efforts. The Director of Curriculum and Instruction will be responsible for designing identification protocols, providing teachers with data tools, and monitoring fidelity. The Campus Principals will be responsible for scheduling targeted support sessions and ensuring identified students are consistently served. The Curriculum Coaches will be responsible for training teachers in enrichment lesson design, supporting tutoring structures, and monitoring progress. The Teachers will be responsible for implementing enrichment lessons, tracking progress of bubble-to-Masters students, and adjusting instruction as needed.

Funding Sources: Instructional resources 211- Title I Part A, $5,000, Supports for EB students identified as bubble-to-Masters, including bilingual enrichment 263- Title III- LEP, $3,000, Training on advanced lesson design for bubble students to push them to master 255- Title II, Part A, TPTR, $3,000, Support for at-risk students who qualify as bubble-to-Masters 420- Compensatory Education, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Performance Objective 4 ☑ High Priority

By June 2026, Sunnyside Campus will reduce the performance gap between All Students and Emergent Bilingual and Special Education students by at least 10 percentage points in Reading and Math, while ensuring all federally and state-identified subgroups (EB, SPED, At-Risk, Economically Disadvantaged) meet Closing the Gaps participation requirements (90%+).

Strategy 1 ☑ Results Driven Accountability

Implement dedicated intervention blocks during the instructional day for EB and SPED students, focused on priority TEKS in Reading and Math. Intervention will be delivered through small-group instruction, scaffolded supports, and use of research-based intervention programs to close achievement gaps.

Strategy's Expected Result/Impact: Students in EB and SPED subgroups will receive consistent, targeted instructional support that accelerates their progress, reduces achievement gaps, and increases the percentage of these subgroups meeting grade-level standards.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district resources are allocated to support intervention blocks. The Director of Curriculum and Instruction will be responsible for designing the intervention framework and aligning it to priority TEKS. The Campus Principals will be responsible for scheduling daily/weekly intervention blocks within the master schedule. The Curriculum Coaches will be responsible for providing training to teachers and interventionists, monitoring lesson quality, and ensuring fidelity to intervention protocols. The Teachers and Interventionists will be responsible for delivering small-group instruction, progress monitoring student growth, and adjusting supports based on data.

Funding Sources: Language development supports for EB students 263- Title III- LEP, $5,000, SPED instructional supports, accommodations, and materials 224- IDEA B- Formula Special Ed, $5,000, Professional development on small-group and scaffolding strategies 255- Title II, Part A, TPTR, $3,000, Intervention supplemental resources, stipends for intervention support during Saturday School 211- Title I Part A, $20,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 2 ☑ Results Driven Accountability

Embed language-rich instructional practices across all content areas by using structured academic vocabulary routines, sentence stems, and language supports. This ensures EB students develop English proficiency while mastering grade-level TEKS in Reading, Math, Science, and Social Studies.

Strategy's Expected Result/Impact: EB students will increase both English language proficiency and academic performance, reducing the performance gap with all students in Reading and Math and improving TELPAS and STAAR outcomes.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring compliance with EB program requirements and allocation of Title III funds. The Director of Curriculum and Instruction will be responsible for integrating language objectives into curriculum frameworks. The Bilingual/ESL Coordinator will be responsible for designing and leading professional development for vocabulary, and language skills strategies. The Campus Principals will be responsible for monitoring classroom implementation of EB strategies. The Curriculum Coaches will be responsible for modeling language-rich practices and providing feedback. The Teachers will be responsible for embedding academic language supports in daily lessons and tracking EB student progress.

Funding Sources: Resources, training, program supports for EB students 263- Title III- LEP, $10,000, Supports for EB students identified as at-risk 420- Compensatory Education, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 3 ☑ Results Driven Accountability

Provide consistent SPED push-in services that allow students with disabilities to access grade-level content. Ensure that general education and SPED teachers collaborate in lesson planning, accommodations, and progress monitoring to close achievement gaps.

Strategy's Expected Result/Impact: SPED students will have greater access to rigorous, grade-level instruction while receiving necessary supports, leading to improved proficiency rates in Reading and Math and reducing subgroup performance gaps.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring compliance with IDEA requirements and resource allocation for SPED supports. The Director of Special Education Program will be responsible for developing and monitoring co-teaching models across campuses as well as scheduling SPED push-in services and promoting collaborative planning time. The Campus Principals will be responsible for monitoring SPED push-in services and ensuring collaborative planning time. The Curriculum Coaches will be responsible for supporting general education teachers with strategies for inclusion and accommodations. The SPED Teachers will be responsible for delivering push-in supports, collaborating with general education teachers, and tracking IEP goal progress. The General Education Teachers will be responsible for differentiating lessons, applying accommodations, and working collaboratively with SPED staff.

Funding Sources: PD for general education teachers on inclusive practices 255- Title II, Part A, TPTR, $3,000, Supplemental supports for SPED subgroup instruction 211- Title I Part A, $10,000, SPED teacher supports, resources, compliance tools 224- IDEA B- Formula Special Ed, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 4

Conduct regular data digs focused specifically on subgroup performance (EB, SPED, At-Risk, Economically Disadvantaged). Use MAP Growth, STAAR predictors, and benchmark assessments to track subgroup progress, identify learning gaps, and adjust interventions accordingly.

Strategy's Expected Result/Impact: Subgroup performance trends will be identified and addressed in real time, enabling teachers and leaders to close achievement gaps proactively. This will support the district in reducing performance gaps by at least 10 percentage points in Reading and Math.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring accountability structures support subgroup monitoring. The Director of Curriculum and Instruction will be responsible for designing data protocols and subgroup reporting templates. The Campus Principals will be responsible for scheduling and facilitating data dig meetings with a subgroup focus. The Curriculum Coaches will be responsible for supporting teachers in analyzing data and aligning instructional responses. The Teachers will be responsible for using subgroup data to adjust instruction and track progress for EB, SPED, and other identified students.

Funding Sources: Data tools and professional development 211- Title I Part A, $3,000, PD on data-driven decision-making 255- Title II, Part A, TPTR, $3,000, argeted supports identified from subgroup data analysis 420- Compensatory Education, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 5 ☑ Results Driven Accountability

Strengthen parent and family engagement for EB, SPED, At-Risk, and Economically Disadvantaged students by offering bilingual workshops, SPED family trainings, and targeted resources. Provide families with clear data on student progress and practical tools to support learning at home.

Strategy's Expected Result/Impact: Families will be better equipped to support academic growth, improving subgroup student performance and participation. Increased family-school partnerships will directly contribute to closing performance gaps in Reading and Math.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring parent engagement is prioritized districtwide. The Assistant Superintendent who is in charge of the Federal & Special Programs will be responsible for coordinating Title I, Title III, and SPED parent engagement activities. The Campus Principals will be responsible for implementing family engagement plans on each campus. The Special Education Director and the Bilingual Director will be responsible for organizing workshops and creating accessible resources for families. The Teachers will be responsible for communicating subgroup student progress to parents and involving families in intervention supports.

Funding Sources: Targeted resources for families of at-risk students 420- Compensatory Education, $3,000, Bilingual resources for EB families 263- Title III- LEP, $3,000, SPED parent training and support resources 224- IDEA B- Formula Special Ed, $3,000, Parent workshops, family resources, event support 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Moderate Progress	

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

By June 2026, at least 70% of students will meet or exceed expected growth in Reading and Math, as measured by STAAR Progress Measures and MAP Growth, with 100% of students not meeting STAAR standards receiving accelerated instruction in compliance with HB 1416.

Strategy 1 ☑ Results Driven Accountability

Develop and implement individualized accelerated instruction plans for all students who do not meet grade-level standards on STAAR, ensuring compliance with HB 1416 requirements of 15/30 hours of accelerated instruction. Plans will outline instructional supports, and progress monitoring procedures.

Strategy's Expected Result/Impact: All students who did not meet STAAR standards will receive documented, grade-level accelerated instruction. This will ensure compliance with HB 1416 while improving student growth rates, aiming to help students achieve grade-level mastery.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-wide compliance with HB 1416. The Director of Curriculum and Instruction will be responsible for planning MTSS templates, processes, and procedures, and providing training to campuses. The Campus Principals will be responsible for assigning teachers/interventionists and scheduling accelerated instruction sessions. The Curriculum Coaches will be responsible for supporting teachers with instructional strategies aligned to their students' individual plans. The Teachers and Interventionists will be responsible for delivering accelerated instruction, documenting completion of required hours, and monitoring student progress.

Funding Sources: PD on accelerated instruction practices 255- Title II, Part A, TPTR, $3,000, Intervention resources and supplemental supports 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Accomplished	

Strategy 2 — Results Driven Accountability

Implement a districtwide progress monitoring system that uses MAP Growth, benchmarks, and classroom assessments on a bi-weekly basis to track student progress in Reading and Math. This system will include subgroup-specific reporting and teacher data conferences to ensure interventions are timely and targeted.

Strategy's Expected Result/Impact: Teachers and leaders will have ongoing monitoring of students' progress, enabling them to make instructional adjustments promptly. This will ensure that at least 70% of students meet or exceed growth expectations by June 2026.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring accountability structures are in place for progress monitoring. The Director of Curriculum and Instruction will be responsible for designing, monitoring protocols, and ensuring consistency across campuses. The Campus Principals will be responsible for scheduling regular data conferences and holding staff accountable for using progress data. The Curriculum Coaches will be responsible for supporting teachers in interpreting MAP and benchmark results and applying insights to lesson planning. The Teachers will be responsible for monitoring student progress bi-weekly, adjusting instruction, and documenting growth trends.

Funding Sources: Data tools and benchmark resources 211- Title I Part A, $5,000, Professional development on progress monitoring 255- Title II, Part A, TPTR, $3,000, Supports for monitoring at-risk student growth 420- Compensatory Education, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 3 — Results Driven Accountability

Provide targeted small-group tutoring in Reading and Math for students performing below grade level, with sessions embedded during the instructional day and extended into after-school time as needed. Tutoring will focus on priority TEKS and skills identified through progress monitoring.

Strategy's Expected Result/Impact: Students who are below grade level will receive additional, focused instructional time in small settings, accelerating their learning and increasing the percentage of students meeting expected growth.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring funding and staffing are allocated to support tutoring programs. The Director of Curriculum and Instruction will be responsible for designing tutoring frameworks and aligning them with HB 1416. The Campus Principals will be responsible for scheduling small-group tutoring sessions within the school day and organizing after-school tutoring. The Curriculum Coaches will be responsible for training teachers in effective small-group strategies. The Teachers and Interventionists will be responsible for delivering tutoring sessions, documenting student progress, and ensuring lessons are aligned with priority TEKS.

Funding Sources: Tutoring supports for at-risk students 420- Compensatory Education, $10,000, SPED tutoring supports and accommodations 224- IDEA B- Formula Special Ed, $10,000, Supports for EB students in tutoring sessions 263- Title III- LEP, $10,000, Instructional resources 211- Title I Part A, $10,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 4 ☑ Results Driven Accountability

Provide ongoing professional development for teachers focused on designing and delivering growth-oriented instruction. Training will emphasize the use of progress monitoring data, prioritization of readiness TEKS, scaffolding for struggling learners, and instructional adjustments to accelerate student growth.

Strategy's Expected Result/Impact: Teachers will build capacity to design lessons that foster measurable growth for all students, particularly those below grade level. Improved instructional practices will result in more students meeting or exceeding growth targets on STAAR and MAP.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-wide emphasis on teacher growth capacity. The Director of Curriculum and Instruction will be responsible for designing PD content and coordinating delivery aligned to district instructional priorities. The Campus Principals will be responsible for ensuring teachers attend sessions and apply strategies in classrooms. The Curriculum Coaches will be responsible for modeling growth-oriented instructional strategies, providing coaching feedback, and monitoring implementation. The Teachers will be responsible for embedding growth strategies into daily instruction, tracking student progress, and adjusting based on data.

Funding Sources: Professional development and training sessions 255- Title II, Part A, TPTR, $3,000, Supports for growth-focused planning for at-risk students 420- Compensatory Education, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Goal 2

Golden Rule Charter School will strengthen teacher effectiveness and retention by providing clear role definitions, intentional professional development, and sustainable talent pipeline strategies to ensure consistent, high-quality instruction across all campuses.

Performance Objective 1 ☑ High Priority

By June 2026, 100% of district and campus staff will have updated job descriptions, clearly defined decision-making protocols, and consistent communication channels, reducing duplication of efforts and confusion.

Evaluation Data Source: Updated job descriptions, organizational flow charts, staff feedback surveys

Strategy 1

Update all district and campus job descriptions using a standardized format that clearly defines roles, responsibilities, and decision-making authority to ensure consistency and alignment across campuses.

Strategy's Expected Result/Impact: Staff will have clarity about their duties and reporting structures, reducing overlap, duplication of tasks, and confusion. This will increase operational efficiency and accountability districtwide.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring oversight and approval of all finalized job descriptions. The Director of Human Resources will be responsible for designing the standardized job description template and coordinating revisions. The Campus Principals will be responsible for reviewing campus-specific roles and ensuring accuracy of teacher and staff descriptions. The Central Office Directors (Curriculum, Special Programs, Bilingual, etc.) will be responsible for aligning program-specific job roles. Teachers and staff will be responsible for reviewing and acknowledging their updated descriptions to confirm role understanding.

Funding Sources: HR training on compliance with state/federal role definitions 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Some Progress	

Strategy 2

Develop and publish a districtwide decision-making flowchart that identifies points of contact, authority levels, and escalation protocols to improve communication and efficiency across campuses.

Strategy's Expected Result/Impact: Staff will know exactly who to contact for specific needs, reducing miscommunication, delays, and unnecessary duplication of work. The flowchart will also streamline decision-making and improve accountability across the district.

Staff Responsible for Monitoring: The Superintendent will be responsible for final approval and distribution of the flowchart. The Director of Human Resources will be responsible for drafting the districtwide flowchart template. The Central Office Directors (Curriculum, Special Programs, Finance, etc.) will be responsible for providing content about their department's points of contact and decision-making processes. The Campus Principals will be responsible for campus-level additions and ensuring all staff are trained in using the flowchart.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 3

Hold quarterly cross-campus leadership meetings to review job role implementation, communication protocols, and decision-making practices, ensuring alignment and consistency across the district.

Strategy's Expected Result/Impact: Leadership teams will maintain alignment on district expectations, quickly address emerging communication challenges, and foster stronger collaboration across campuses. This will reduce misunderstandings, improve efficiency, and create a unified organizational culture.

Staff Responsible for Monitoring: The Superintendent will be responsible for setting the agenda and ensuring alignment with district priorities. The Director of Human Resources will be responsible for facilitating sessions on role clarity and communication issues. The Campus Principals will be responsible for sharing campus-level feedback and ensuring implementation of decisions. The Central Office Directors will be responsible for providing updates on department-specific initiatives and ensuring cross-department consistency.

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Performance Objective 2 ☑ High Priority

By June 2026, GRS will implement a flexible coaching and mentorship model where 100% of beginning (0-2 years) and new-to-district teachers receive structured support through a combination of curriculum coaches, lead teachers, and cross-campus mentors, with at least 75% reporting satisfaction and improved instructional confidence.

Evaluation Data Source: Coaching logs, mentor-mentee meeting records, teacher surveys, T-TESS growth

Strategy 1

Implement a mentorship program that pairs beginning and new-to-district teachers with a combination of curriculum coaches, lead teachers, and cross-campus mentors, ensuring each teacher has access to consistent guidance and support regardless of campus staffing levels.

Strategy's Expected Result/Impact: Teachers in their first two years and those new to the district will receive structured support, leading to improved classroom instruction, greater confidence, and higher retention.

Staff Responsible for Monitoring: The Superintendent will be responsible for oversight and ensuring adequate resources are allocated. The Assistant Superintendent in coordination with the Director of Curriculum and Instruction will be responsible for designing the framework for the mentorship program, including mentor selection criteria and guidelines. Campus Principals will be responsible for assigning mentors and monitoring the mentor-mentee relationship at their campus. Curriculum Coaches will be responsible for providing instructional guidance and modeling best practices. Lead Teachers and designated mentors will be responsible for meeting regularly with mentees, documenting progress, and sharing feedback with principals.

Funding Sources: Mentor training and professional development 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 2 ☑ Results Driven Accountability

Establish structured coaching cycles for beginning and new-to-district teachers, including modeling, co-teaching, and feedback sessions, while using a digital platform to log mentor/mentee meetings, coaching notes, and progress toward goals.

Strategy's Expected Result/Impact: Teachers will receive consistent, high-quality instructional coaching that is documented and monitored. This will improve instructional practices, reduce variability in support across campuses, and increase accountability for mentor-mentee interactions.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring accountability and monitoring implementation across campuses. The Director of Curriculum and Instruction will be responsible for designing the coaching cycle protocols and overseeing the digital tracking system. Campus Principals will be responsible for scheduling coaching sessions and ensuring teachers participate. Curriculum Coaches will be responsible for delivering coaching cycles (modeling lessons, co-teaching, and giving targeted feedback). Lead Teachers or mentors will be responsible for entering data into the digital tracking system and following up with mentees.

Funding Sources: Professional development 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 3 ☑ Results Driven Accountability

Provide structured training for mentors and lead teachers to ensure consistent expectations, coaching practices, and support across all campuses, regardless of available personnel.

Strategy's Expected Result/Impact: Mentors and lead teachers will have the tools, resources, and shared expectations necessary to provide equitable and effective support. This will create greater consistency in mentoring quality across the district, improving teacher preparedness and retention.

Staff Responsible for Monitoring: The Superintendent will be responsible for prioritizing mentor training within the district's teacher support framework. The Director of Curriculum and Instruction will be responsible for designing and coordinating the mentor training program. Campus Principals will be responsible for identifying and nominating qualified staff to serve as mentors. Curriculum Coaches will be responsible for delivering portions of the training related to instructional strategies and feedback. Mentors and Lead Teachers will be responsible for applying the training in practice, meeting regularly with mentees, and ensuring consistent documentation of support.

Funding Sources: Training materials, mentor preparation sessions 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By June 2026, 90% of teachers will participate in district-aligned professional development, and at least 75% will demonstrate growth in instructional practices as measured by T-TESS, walkthroughs, and coaching feedback cycles.

Evaluation Data Source: PD attendance records, coaching feedback forms, T-TESS evaluations, walkthrough data

Strategy 1 ☑ Results Driven Accountability

Design and deliver district-wide professional development sessions aligned with priority TEKS, HB 1416 requirements, and instructional resources and Instructional strategies such as Lead4Ward, Fundamental 5, and HMH curriculum resources.

Strategy's Expected Result/Impact: Teachers will gain the skills needed to align instruction with priority standards, effectively implement HB 1416 requirements for accelerated instruction, and improve classroom rigor. This will directly contribute to increased student performance and growth across all subgroups.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring PD aligns with district priorities and accountability targets. The Director of Curriculum and Instruction will be responsible for designing PD content and coordinating session delivery. Campus Principals will be responsible for ensuring teacher participation and monitoring the application at the campus level. Curriculum Coaches will be responsible for co-facilitating PD, modeling strategies, and following up through coaching cycles. Teachers will be responsible for applying PD strategies in their classrooms and providing feedback on effectiveness.

Funding Sources: PD specifically addressing intervention strategies for at-risk students 420- Compensatory Education, $3,000, Resources aligned to priority TEKS and HB 1416 211- Title I Part A, $80,000, PD design, external trainers, 255- Title II, Part A, TPTR, $8,000

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 2 ☑ Results Driven Accountability

Use walkthroughs, T-TESS evaluations, and coaching feedback to identify instructional gaps and customize professional development offerings to meet specific campus and teacher needs.

Strategy's Expected Result/Impact: PD will directly address the areas of greatest instructional need, ensuring more effective classroom implementation and measurable growth in teacher performance. Teachers will see PD as relevant and supportive rather than generic, increasing engagement and impact.

Staff Responsible for Monitoring: The Superintendent will be responsible for emphasizing accountability in PD alignment with district goals. The Assistant Superintendent, in coordination with the Director of Curriculum and Instruction, will be responsible for analyzing walkthrough and T-TESS data to identify districtwide trends and designing targeted PD offerings. Campus Principals will be responsible for collecting campus-specific data, recommending PD focus areas, and ensuring teacher attendance. Curriculum Coaches will be responsible for using coaching logs and classroom observations to provide input into PD planning and follow up with implementation support. Teachers will be responsible for participating in PD and applying learned strategies in their instruction.

Funding Sources: Extra support for Target Support Improvement for campus 211- Title I Part A, $5,000, PD development, external trainers 255- Title II, Part A, TPTR, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 3 ☑ Results Driven Accountability

Establish ongoing coaching follow-up cycles after professional development sessions to ensure that teachers apply strategies learned in PD, with feedback loops to monitor fidelity of implementation.

Strategy's Expected Result/Impact: Teachers will consistently integrate new instructional strategies from PD into their daily practice. Coaching follow-ups will reinforce training, increase accountability, and directly improve classroom instruction.

Staff Responsible for Monitoring: The Superintendent will be responsible for setting expectations for coaching follow-ups across the district. The Director of Curriculum and Instruction will be responsible for developing follow-up protocols aligned to PD content. Campus Principals will be responsible for scheduling follow-up opportunities and monitoring teacher participation. Curriculum Coaches will be responsible for conducting classroom visits, providing feedback, and documenting evidence of implementation. Teachers will be responsible for applying PD strategies in their classrooms and reflecting on results during coaching sessions.

Funding Sources: Coaching training, tracking tools 255- Title II, Part A, TPTR, $5,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Performance Objective 4 High Priority

By June 2026, GRS will strengthen existing partnerships with Dallas College, Region 10, and Lamar University to expand teacher and leadership pipelines by: (a) increasing the number of Dallas College resident interns from 2 to 4, (b) recruiting at least 3 additional Teacher Assistants into teacher certification pathways, and (c) maintaining participation in Lamar University's leadership preparation program to support aspiring administrators.

Evaluation Data Source: Residency participation logs, TA enrollment in Dallas College programs, leadership program enrollment data, retention reports

Strategy 1 Results Driven Accountability

Expand the existing Dallas College resident intern program by increasing the number of residents from 2 to 4 annually, with placement across campuses in high-need areas such as Bilingual Education.

Strategy's Expected Result/Impact: Expanding the resident intern program will strengthen the district's teacher pipeline, reduce the reliance on uncertified staff, and improve instruction in high-need areas. Residents will gain valuable hands-on experience, while GRS gains future candidates ready to transition into full-time roles.

Staff Responsible for Monitoring: The Superintendent will be responsible for maintaining the district's strategic partnership with Dallas College. The Director of Human Resources will be responsible for coordinating recruitment efforts and ensuring interns are placed in high-need areas. The Director of Curriculum and Instruction will be responsible for aligning intern assignments with instructional priorities. Campus Principals will be responsible for supervising resident placement and providing feedback on intern performance. Mentor Teachers will be responsible for modeling effective instruction, coaching interns, and documenting progress.

Funding Sources: Mentor stipends, training, and supervision support 255- Title II, Part A, TPTR, $12,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 2 Results Driven Accountability

Develop and implement a structured recruitment plan with Dallas College to support at least three new Teacher Assistants annually in enrolling in teacher certification programs, prioritizing high-need areas such as Bilingual, Special Education, Math, and Science

Strategy's Expected Result/Impact: Teacher Assistants will have a clear pathway to becoming certified teachers, strengthening the district's talent pipeline, reducing turnover, and addressing shortages in critical subject areas.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring TA-to-teacher recruitment remains a district priority. The Superintendent will also be responsible for coordinating with Dallas College, identifying eligible TAs, and supporting their application and enrollment. Campus Principals will be responsible for recommending high-performing TAs for the program. Mentor Teachers will be responsible for providing professional guidance, classroom modeling, and ongoing support to TAs in training.

Funding Sources: Mentor support 255- Title II, Part A, TPTR, $3,000

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Some Progress	

Strategy 3

Continue the partnership with Lamar University to provide teachers interested in school leadership roles (AP, Principal, District Coordinator) with access to graduate-level coursework and leadership preparation programs.

Strategy's Expected Result/Impact: Teachers aspiring to leadership roles will have a structured pathway for advancement, strengthening the district's succession planning and ensuring a pool of qualified internal candidates for future vacancies. This will improve retention by offering career growth opportunities within GRS.

Staff Responsible for Monitoring: The Superintendent will be responsible for sustaining the Lamar University partnership and ensuring alignment with district leadership needs. The Director of Human Resources will be responsible for tracking teacher interest and participation in the leadership pipeline. Campus Principals will be responsible for recommending high-potential teachers to the program. Teachers participating in the Lamar program will be responsible for completing coursework and applying their learning through campus leadership opportunities.

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Some Progress	

Strategy 4

Develop and implement a recognition program highlighting mentor teachers, resident interns, Teacher Assistants transitioning into certification programs, and teachers enrolled in leadership preparation. Recognition will be public and ongoing through events, social media, and staff spotlights.

Strategy's Expected Result/Impact: Recognizing staff contributions and career growth will strengthen morale, reinforce the value of professional growth pathways, and increase retention by celebrating the district's investment in its people.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring recognition of pipeline participants is prioritized at the district level. The Director of Human Resources will be responsible for maintaining accurate records of interns, TAs, and leadership program participants. The Director of Curriculum and Instruction will be responsible for coordinating recognition at district PD events. Campus Principals will be responsible for highlighting mentors and pipeline participants at the campus level.

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Goal 3

Golden Rule Charter School will strengthen school safety, climate, and facilities to ensure all students and staff learn and work in environments that are secure, supportive, and conducive to academic success.

Performance Objective 1 ✅ High Priority

By June 2026, 100% of campuses will implement updated safety protocols and infrastructure improvements (controlled access doors, fencing, visitor systems, magnetic ID card access) to reduce campus vulnerabilities.

Evaluation Data Source: Safety audits, incident reports, drill logs, maintenance/upgrade records.

Strategy 1

Install/update controlled access systems (electronic locks, visitor management systems, fencing upgrades) at all campuses.

Strategy's Expected Result/Impact: This strategy will reduce unauthorized entry and increase staff/student safety by ensuring all campuses have consistent and functioning controlled access points. It addresses CNA findings about campus vulnerabilities (unlocked doors, lack of fencing, outdated infrastructure). Implementation will directly improve compliance with state safety requirements and increase staff/student perception of safety as measured by surveys.

Staff Responsible for Monitoring: The superintendent will be responsible for overall oversight and ensuring that the project aligns with district safety priorities. The Director of Operations and Facilities, in coordination with the Director of Student Services, will be responsible for selecting vendors, managing installation, and ensuring the systems meet compliance standards. Campus principals, in coordination with the Director of Student Services, will be responsible for ensuring that campus staff are trained and that the systems are used consistently. Campus office staff will be responsible for monitoring visitor check-in and check-out processes daily through the new system.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 2

Implement a magnetic ID card system for all staff to ensure secure building access, track entry/exit points, and strengthen accountability in campus movement.

Strategy's Expected Result/Impact: The ID card system will reduce the risk of unauthorized access, provide real-time data on building entry/exit, and increase staff/student perception of safety.

Staff Responsible for Monitoring: The Director of Operations and Facilities, in coordination with the Director of Student Services, will oversee vendor selection, installation, and maintenance of the ID card system. Campus Principals will be responsible for ensuring compliance with ID card protocols at their campuses.

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Considerable Progress	

Strategy 3

Establish a districtwide safety task force composed of principals, facilities staff, student services, parents, and board representatives to review safety data, prioritize upgrades, and monitor the effectiveness of safety measures.

Strategy's Expected Result/Impact: The task force will ensure safety concerns are addressed systematically and equitably across campuses. This collaborative approach will provide transparency, strengthen community trust, and improve districtwide alignment on safety priorities.

Staff Responsible for Monitoring: The Superintendent will be responsible for establishing and facilitating the district safety task force. The Director of Operations and Facilities, in coordination with the Director of Student Services, will provide technical input, data analysis, and progress updates on safety upgrades. Campus Principals will represent campus-level needs and ensure communication with their staff. Parent and board representatives will participate in monitoring and advising to ensure transparency and shared accountability.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

By June 2026, staff and student perception surveys will show at least a 15% increase in agreement with the statement "I feel safe and supported at school."

Evaluation Data Source: Student/Staff climate surveys, discipline reports, counseling logs, attendance records.

Strategy 1

Strengthen existing Social-Emotional Learning (SEL) and anti-bullying programs by ensuring fidelity of implementation, consistent monitoring, and alignment across all campuses.

Strategy's Expected Result/Impact: Students and staff will benefit from consistent implementation of SEL and anti-bullying practices, leading to improved perceptions of safety and support, decreased bullying incidents, and stronger student-teacher relationships.

Staff Responsible for Monitoring:
The Superintendent will be responsible for prioritizing SEL and anti-bullying programs at the district level. The Director of Student Services will oversee program consistency, monitoring, and data collection. Campus Principals will be responsible for ensuring staff implement SEL and anti-bullying practices with fidelity. Teachers and counselors will be responsible for embedding SEL practices into instruction and addressing student needs in real time.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 2 ☑ Results Driven Accountability

Provide annual professional development for all staff on trauma-informed practices, de-escalation strategies, and building positive student relationships to promote a safe and supportive learning environment.

Strategy's Expected Result/Impact: Teachers and staff will have the tools to better manage challenging behaviors, support students experiencing trauma, and create a more positive and inclusive campus climate. This will directly improve perceptions of safety and support among students and staff.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring trauma-informed practices are embedded in districtwide training priorities. The Director of Student Services, in coordination with the Director of Operations and Facilities, will be responsible for designing and coordinating annual training sessions. Campus Principals will ensure staff participation and reinforcement of training practices on their campuses. Teachers, counselors, and support staff will be responsible for applying trauma-informed and de-escalation strategies consistently in their daily work with students.

Funding Sources: Professional development sessions and facilitators 255- Title II, Part A, TPTR, $5,000

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 3

Conduct student and staff climate surveys twice per year (fall and spring) to gather actionable feedback on perceptions of safety, support, and school climate, and use the results to guide adjustments at the campus and district levels.

Strategy's Expected Result/Impact: Regularly gathering and analyzing perception data will allow the district to respond proactively to concerns, strengthen transparency, and monitor progress toward improving climate and safety. It will also increase staff and student trust that their voices are valued in shaping district decisions.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring that survey results are reviewed at the district level and integrated into planning. The Director of Student Services, in coordination with the Director of Operations and Facilities, will be responsible for designing, administering, and analyzing surveys. Campus Principals will be responsible for communicating results to staff and students, and for implementing action steps in response to findings.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Performance Objective 3 ✅ High Priority

By June 2026, 100% of campuses will demonstrate full compliance with state-mandated safety drills, crisis response plans, and emergency communication protocols.

Evaluation Data Source: Safety drill logs, crisis management plans, staff training attendance records.

Strategy 1

Ensure 100% compliance with all state-mandated safety drills (fire, lockdown, shelter-in-place, evacuation) by maintaining a districtwide monitoring system and requiring campuses to submit drill documentation within required timelines.

Strategy's Expected Result/Impact: Maintaining drill compliance will ensure campuses are prepared for emergencies, minimize response delays, and increase confidence among staff, students, and parents in the district's ability to manage crisis situations.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring compliance is prioritized across the district and reported to the Board. The Director of Operations and Facilities, in coordination with the Director of Student Services, will monitor drill schedules, review submitted documentation, and provide reminders to campuses. Campus Principals will be responsible for conducting required drills on schedule and submitting documentation. Teachers and staff will be responsible for practicing drills with students and reinforcing procedures.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Considerable Progress	

Strategy 2

Provide annual emergency response training for all staff, including substitutes, to ensure consistent knowledge of crisis procedures such as lockdowns, evacuations, medical emergencies, and communication protocols.

Strategy's Expected Result/Impact: Annual training will equip staff with the confidence and skills to respond effectively during emergencies, reduce confusion, and strengthen student and staff safety. Including substitutes ensures continuity of preparedness in all classrooms.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring emergency preparedness is included as a districtwide training priority. The Director of Operations and Facilities, in coordination with the Director of Student Services, will coordinate training content, schedule trainers, and ensure documentation of participation. Campus Principals will be responsible for requiring attendance, reinforcing expectations, and monitoring staff preparedness throughout the year. Teachers, substitutes, and support staff will be responsible for applying training procedures during drills and actual emergencies.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 3

Develop and implement a districtwide crisis communication plan that outlines clear procedures for parent notifications, staff updates, and coordination with local emergency responders during critical incidents.

Strategy's Expected Result/Impact: A districtwide communication plan will ensure consistent, timely, and transparent messaging during emergencies. This will reduce misinformation, improve parent and staff confidence in crisis management, and support rapid coordination with law enforcement and emergency services.

Staff Responsible for Monitoring: The Superintendent will be responsible for approving and communicating the district crisis communication plan. The Director of Operations and Facilities, in coordination with the Director of Student Services, will be responsible for drafting procedures, coordinating with local law enforcement, and ensuring the communication systems are functional. Campus Principals will be responsible for implementing the plan at the campus level and ensuring staff are trained in communication protocols. Office staff will be responsible for executing notification procedures, including calls, emails, and messages through designated systems.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 4

Create and maintain campus-specific safety binders with updated emergency procedures, floor plans, and contact lists to ensure staff have immediate access to critical information during emergencies.

Strategy's Expected Result/Impact: Safety binders will provide a reliable, accessible resource for staff during emergencies, reducing response time and ensuring consistent procedures across all campuses. Staff confidence in preparedness will increase as they have clear reference materials for various scenarios.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring all campuses adopt and maintain safety binders as a districtwide requirement. The Director of Operations and Facilities, in coordination with the Director of Student Services, will develop the binder template and ensure consistency across campuses. Campus Principals will be responsible for maintaining up-to-date content and training staff on binder use. Teachers and staff will be responsible for familiarizing themselves with binder contents and using them during drills and emergencies.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Performance Objective 4 ☑ High Priority

By June 2026, all campuses will receive annual facilities reviews, and at least 80% of identified critical facility needs will be addressed within the school year to ensure equitable learning environments.

Evaluation Data Source: Facility inspection reports, maintenance work orders, capital improvement records.

Strategy 1

Conduct quarterly facilities inspections at each campus using a standardized checklist to identify critical safety, accessibility, and instructional environment needs, and use results to create a priority list for the district.

Strategy's Expected Result/Impact: Quarterly inspections will ensure consistent evaluation of facility conditions across all campuses, highlight safety or equity concerns early, and provide transparency in how facility improvements are prioritized and addressed.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring inspections occur and that the results are integrated into district planning. The Director of Operations and Facilities, in coordination with the Director of Student Services, will lead inspections, standardize checklists, and compile districtwide reports. Campus Principals will assist with walkthroughs, provide input on campus-specific needs, and communicate results to staff. Custodial and maintenance staff will support inspections by providing technical details on facility systems.

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 2

Enforce consistent use of the facility ticketing system by requiring all leadership staff to submit maintenance and repair requests through the system and ensuring follow-up actions are tracked to completion.

Strategy's Expected Result/Impact: Consistent use of the ticketing system will improve accountability, provide transparency on facility requests, and ensure that maintenance needs are addressed equitably across campuses. The system will also generate data to guide decision-making and prioritize recurring issues.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring accountability for districtwide ticketing system use. The Director of Operations and Facilities, in coordination with the Director of Student Services, will oversee the system, monitor request logs, and provide regular reports to district leadership. Campus Principals will be responsible for submitting requests exclusively through the ticketing system and following up on their status.

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 3

Establish campus-level facilities walkthrough teams composed of the custodian, and other maintenance representatives to conduct monthly walkthroughs using a standardized checklist, with findings submitted to the district ticketing system.

Strategy's Expected Result/Impact: Regular campus walkthroughs will identify facility issues proactively, improve response times, and strengthen accountability by ensuring concerns are logged systematically. This will enhance equity across campuses and create a culture of shared responsibility for safe and effective learning environments.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring walkthrough teams are established and functioning at every campus. The Director of Operations and Facilities, in coordination with the Director of Student Services, will provide the standardized checklist, review walkthrough reports, and ensure findings are entered into the district ticketing system. Custodians will contribute technical expertise on facility conditions.

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Some Progress	

Goal 4 Golden Rule Charter School will Strengthen Family and Community Engagement to Support Student Success

Performance Objective 1 ☑ High Priority

By June 2026, at least 75% of parents and 70% of students in grades 3-8 will report through surveys that they feel engaged, supported, and valued in the learning process, as measured by EOY surveys and participation logs.

Evaluation Data Source: Parent and student surveys, family engagement logs, student council/club minutes, extracurricular participation data.

Strategy 1

Establish parent and student advisory/leadership councils at each campus, ensuring structured representation in decision-making bodies such as SBDM, LPAC, and SHAC. Each council will meet 3 times a year to provide feedback on school initiatives, promote family and student voice, and contribute to district planning.

Strategy's Expected Result/Impact: Parent and student voices will be consistently incorporated into campus and district-level decisions, leading to higher engagement, stronger trust, and improved alignment between school priorities and community expectations.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring district-level representation of councils and reporting outcomes to the Board. The Director of Student Services will be responsible for creating standardized council guidelines and agendas. Campus Principals will be responsible for establishing and facilitating the meetings at their schools. Counselors and teachers will be responsible for recruiting students and parents to participate and preparing them for leadership roles. Parents and students will be responsible for attending, contributing feedback, and collaborating with campus leadership.

Funding Sources: Parent engagement support, translation, materials 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Strategy 2

Implement structured survey cycles in the fall and spring for both parents and students (grades 3-8) to collect actionable feedback on engagement, communication, and learning support. Results will be disaggregated by campus and reviewed in council meetings, principal meetings, and district leadership sessions to inform decision-making.

Strategy's Expected Result/Impact: Feedback from parents and students will guide adjustments to campus practices, leading to stronger relationships, better communication, and alignment of district initiatives with family and student needs.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring survey data is reviewed at the district level and tied to decision-making. The Director of Student Services will design the survey instruments and compile results into actionable reports. Campus Principals will be responsible for administering surveys and reviewing results with campus staff and councils. Teachers will be responsible for encouraging student participation and reviewing classroom-level trends. Parents and students will be responsible for completing the surveys honestly and providing feedback for improvement.

Funding Sources: Survey tools, translation, communication of results 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 3

Develop and implement a recognition program that highlights parent and student contributions to the school community through events, volunteer work, leadership roles, and academic or extracurricular participation. Recognition will take place during awards ceremonies, on social media, and in district newsletters.

Strategy's Expected Result/Impact: Publicly acknowledging parents and students will build a culture of appreciation, increase morale, and encourage higher levels of engagement and participation across all campuses.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring recognition of contributions is prioritized at the district level. The Director of Student Services will coordinate districtwide recognition events and ensure consistent branding across campuses. Campus Principals will be responsible for identifying parent and student nominees and highlighting them during assemblies and newsletters. Teachers and counselors will be responsible for submitting nominations and supporting recognition of students and parents in classrooms. Parents and students will be responsible for actively engaging in activities and events to qualify for recognition.

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

By June 2026, GRS will expand partnerships with community organizations to provide parent workshops, health and wellness resources, and family support services, with at least 50% of families accessing one or more offerings.

Evaluation Data Source: Parent workshop logs, partner program documentation, family participation records.

Strategy 1 ☑ Results Driven Accountability

Develop and deliver a series of resource workshops for families on topics such as literacy and math support at home, digital literacy, parenting skills, financial literacy, and mental health awareness. Workshops will be scheduled flexibly (evenings/weekends) and offered in English and Spanish.

Strategy's Expected Result/Impact: Families will have greater access to knowledge and resources to support their children's learning and well-being, leading to stronger academic outcomes and improved home-school connections.

Staff Responsible for Monitoring: The Superintendent will ensure workshops are prioritized as part of the district's family engagement plan. The Director of Student Services will coordinate workshop scheduling, curriculum, and partnerships with external presenters. Campus Principals will be responsible for hosting workshops and recruiting parent participants. Teachers, counselors, and instructional aides will be responsible for facilitating or supporting sessions. Parents will be responsible for participating and applying learned strategies to support student learning at home.

Funding Sources: Family engagement workshops, translation, materials 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
No Progress	Some Progress	Some Progress	

Strategy 2 ☑ Results Driven Accountability

Expand partnerships with local agencies, nonprofits, and community organizations (e.g., health clinics, libraries, churches, social service providers) to bring on-site or virtual resources directly to families. Offer services such as health fairs, ESL classes for parents, and after-school enrichment opportunities.

Strategy's Expected Result/Impact: Families will have improved access to community services, reducing barriers to learning, health, and well-being. These supports will enhance student success by addressing needs beyond the classroom.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring partnership efforts align with district priorities. The Director of Student Services will identify potential partners, formalize agreements, and coordinate logistics. Campus Principals will be responsible for hosting events and facilitating family access. Teachers and counselors will be responsible for connecting families to services and providing feedback on unmet needs. Partner organizations will be responsible for delivering services with fidelity.

Funding Sources: Parent engagement initiatives, partnership coordination 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
No Progress	Some Progress	No Progress	

Strategy 3 ☑ Results Driven Accountability

Develop a centralized Parent Resource Hub, both online and on each campus, to provide families with access to guides, workshop materials, referrals to community services, and tools for supporting student learning. The hub will be updated quarterly and offered in English and Spanish.

Strategy's Expected Result/Impact: Families will have consistent, easy access to resources that help them support their children's academic and personal development. This will reduce barriers, standardize access across campuses, and strengthen home-school connections.

Staff Responsible for Monitoring: The Superintendent will ensure the hub is integrated into the district's overall family engagement strategy. The Assistant Superintendent will be responsible for designing, curating, and updating the online hub, as well as coordinating with partners to provide content. Campus Principals will be responsible for maintaining physical resource stations and promoting them to families. Teachers and counselors will be responsible for directing families to the hub and incorporating resources into family conferences. Parents will be responsible for accessing and utilizing the resources provided.

Funding Sources: Website development, printing, translation 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
No Progress	Some Progress	Some Progress	

Performance Objective 3 High Priority

By June 2026, 100% of campuses will implement consistent two-way communication systems (ClassDojo, Remind, newsletters, portals, etc.), with at least 80% of parents reporting satisfaction with school-home communication.

Evaluation Data Source: Parent surveys, communication platform reports, newsletters, website analytics.

Strategy 1

Standardize the use of communication tools across all campuses (ClassDojo, newsletters, Social Media, and parent portals) to ensure families receive consistent, reliable, and accessible information regardless of campus.

Strategy's Expected Result/Impact: Parents will have a clear, predictable communication system, increasing satisfaction and reducing confusion caused by inconsistent tools across campuses.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring communication consistency is a district priority. The Director of Student Services will establish districtwide communication standards and monitor implementation. Campus Principals will be responsible for ensuring all staff follow the standards at their campus. Teachers and office staff will be responsible for implementing communication systems consistently and responding to parent communication in a timely manner. Parents will be responsible for engaging with the communication tools provided.

Formative Reviews

November	January	March	June
Considerable Progress	Considerable Progress	Accomplished	

Strategy 2 Results Driven Accountability

Provide training sessions for parents on how to use district communication tools (ClassDojo, parent portals, and newsletters). Sessions will be available in English and Spanish, offered both in person and virtually, to ensure equitable access.

Strategy's Expected Result/Impact: Parents will be better equipped to access and use communication platforms, leading to improved two-way communication, stronger relationships with schools, and increased satisfaction with school-home connections.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring technology training for parents is embedded in the district's family engagement priorities. The Assistant Superintendent, in coordination with the Director of Student Services will design training modules, schedule sessions, and coordinate translation. Campus Principals will be responsible for hosting training sessions and encouraging parent participation. Technology staff and instructional aides will be responsible for facilitating sessions and providing one-on-one assistance as needed. Parents will be responsible for attending trainings and applying the knowledge to engage effectively with the school.

Funding Sources: Training sessions, materials, translation services 211- Title I Part A, $3,000

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Considerable Progress	

Strategy 3

Establish a monitoring system to ensure consistency and quality of communication across campuses. Campus newsletters, portal updates, and parent messages will be reviewed weekly, with feedback provided to principals and staff.

Strategy's Expected Result/Impact: Consistent, high-quality communication will strengthen family trust, reduce confusion, and ensure all parents receive accurate and timely information.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring communication monitoring is part of the district process. The Director of Student Services will develop monitoring rubrics, collect weekly samples, and provide feedback reports. Campus Principals will be responsible for reviewing communication practices with staff and ensuring improvements are made. Teachers and office staff will be responsible for maintaining updated communication with families and addressing feedback promptly. Parents will be responsible for engaging with the communication provided.

Formative Reviews

November	January	March	June
Some Progress	Some Progress	Moderate Progress	

Performance Objective 4 ☑ High Priority

By June 2026, GRS will host at least 2 annual district-wide community events (e.g., cultural festivals, family literacy nights, fine arts showcases) to strengthen school-community connections, with at least 500 participants collectively across events.

Evaluation Data Source: Event attendance logs, parent/student survey feedback, and program documentation.

Strategy 1

Plan and host a districtwide Cultural & Fine Arts Festival to showcase student talents, celebrate cultural diversity, and strengthen connections between families, staff, and the community twice a year.

Strategy's Expected Result/Impact: The festival will increase family participation, promote student pride, and highlight the district's commitment to cultural awareness and fine arts education, leading to stronger community ties.

Staff Responsible for Monitoring: The Superintendent will ensure the festival is a district priority. The District's office will coordinate festival planning, oversee logistics, and secure partnerships with local organizations. Campus Principals will be responsible for ensuring student participation and promoting the event to families. Teachers will be responsible for preparing student performances and exhibits. Parents and community volunteers will be responsible for supporting event logistics and attendance.

Funding Sources: Family engagement activities, materials 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Discontinue	

Strategy 2 Results Driven Accountability

Host Family Literacy & Math Nights at campuses, featuring interactive sessions led by teachers to equip families with strategies to support student learning at home. Activities will include bilingual resources, hands-on activities, and take-home learning kits.

Strategy's Expected Result/Impact: Families will gain practical tools to reinforce literacy and math learning, directly contributing to improved student academic performance while building stronger family-school connections.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring literacy and math nights are embedded in the district's family engagement plan. The Director of Student Services will design event frameworks and ensure resources are aligned with district academic priorities. Campus Principals will be responsible for organizing events and promoting them to families. Teachers will be responsible for facilitating sessions, preparing activities, and distributing take-home kits. Parents and students will be responsible for participating actively and applying strategies at home.

Funding Sources: Fmily engagement activities, instructional kits, translation 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
Moderate Progress	Moderate Progress	Moderate Progress	

Strategy 3

Establish partnerships with local businesses, churches, and community organizations to co-sponsor events, provide venues, volunteer support, and resources for districtwide engagement events such as festivals and family nights.

Strategy's Expected Result/Impact: Community partnerships will reduce financial and logistical barriers for hosting events while broadening outreach, creating stronger ties between Golden Rule Schools and the local community, and increasing event participation.

Staff Responsible for Monitoring: The Superintendent will be responsible for ensuring partnerships align with district goals.. The Director of Student Services will coordinate partnership outreach and resource contributions. Campus Principals will be responsible for cultivating local relationships and facilitating participation at the school level. Partners will be responsible for providing sponsorship, venues, or resources as agreed.

Funding Sources: Family engagement 211- Title I Part A, $6,000

Formative Reviews

November	January	March	June
Some Progress	Moderate Progress	Some Progress	

State Compensatory Education

State Compensatory

Budget for Golden Rule - Sunnyside

Total SCE Funds: $1,929,291.00

Total FTEs Funded by SCE: 29

Brief Description of SCE Services and/or Programs

Personnel for Golden Rule - Sunnyside

Name	Position	FTE
Callie Orr	Teacher Elementary	1
Carlos Caballero	Permanent Sub	1
Carmen Bauza	Permanent Sub	1
Cindy Alvarado	Aide PE	1
Daisy Perez	Teacher Elementary	1
Deysy Garcia Solache	Aide Early Education	1
Douglas Embry	Counselor	1
Esmeralda Morris	Aide	1
Frida Mejia Suarez	Aide	1
Irene Delgado	Aide Interventionist	1
Jaimarie Morales Torres	Aide Early Education	1
James Mulvey	Curriculum Coordinator	1
Jessica Garcia Moreno	Teacher Elementary	1
Linda Pacheco	Teacher Elementary	1
Maria Paredes	Aide Early Education	1
Melissa Hernandez	Curriculum Coordinator	1
Nadia McCoy	Counselor	1
Noemi Angeles	Permanent Sub	1
Priscilla Fuenmayor Guerra	Curriculum Coordinator	1
Renee Johnson	Curriculum Coordinator	1

Ronnie Stanley	Teacher Middle School	1
Rosa Rodriguez	Counselor	1
Shila Jackson	Aide Early Education	1
Stefan Woods	Teacher Specials	1
Stephanie Morales Torres	Aide PE	1
Sugeidi Gomez Ayala	Aide Early Education	1
Viola Luna	Permanent Sub	1
Yessenia Silva	Aide Interventionist	1
Yolanda Ramos Stocker	Bilingual Director	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Berliz Torres Salgado	Aide	Teacher-Early Education	1
Esmeralda Ramirez	Aide	Aide-Early Education	1
Esther Palomo Rodriguez	Aide	Aide	1
Jasmine Mexicano	Aide	Aide-Early Education	1
Luisa Miranda	Aide	Aide-Early Education	1
Samantha Santiago	Aide	Aide-PE	1

Funding Summary

Funding Summary

211- Title I Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward resources, PLC substitutes, materials	--	$3,000.00
1	1	2	Tutoring stipends, intervention materials	--	$30,000.00
1	1	3	Intervention materials	--	$20,000.00
1	1	4	Stipends, Student snacks	--	$30,000.00
1	2	2	Saturday Learning Academy session	--	$3,000.00
1	2	3	PLC materials, STAAR resources	--	$3,000.00
1	2	5	Materials, Folders, Templates, Trackers.	--	$3,000.00
1	2	6	Teacher stipends, snacks for students attending Saturday School, instructional resources	--	$30,000.00
1	3	1	Lab kits, DBQ resources, STAAR-aligned supplemental resouces	--	$20,000.00
1	3	3	Instructional resources	--	$5,000.00
1	4	1	Intervention supplemental resources, stipends for intervention support during Saturday School	--	$20,000.00
1	4	3	Supplemental supports for SPED subgroup instruction	--	$10,000.00
1	4	4	Data tools and professional development	--	$3,000.00
1	4	5	Parent workshops, family resources, event support	--	$3,000.00
1	5	1	Intervention resources and supplemental supports	--	$3,000.00
1	5	2	Data tools and benchmark resources	--	$5,000.00
1	5	3	Instructional resources	--	$10,000.00
2	3	1	Resources aligned to priority TEKS and HB 1416	--	$80,000.00
2	3	2	Extra support for Target Support Improvement for campus	--	$5,000.00
4	1	1	Parent engagement support, translation, materials	--	$6,000.00
4	1	2	Survey tools, translation, communication of results	--	$3,000.00

4	2	1	Family engagement workshops, translation, materials	--	$6,000.00
4	2	2	Parent engagement initiatives, partnership coordination	--	$6,000.00
4	2	3	Website development, printing, translation	--	$3,000.00
4	3	2	Training sessions, materials, translation services	--	$3,000.00
4	4	1	Family engagement activities, materials	--	$6,000.00
4	4	2	Fmily engagement activities, instructional kits, translation	--	$6,000.00
4	4	3	Family engagement	--	$6,000.00
				Sub-Total	$331,000.00

224- IDEA B- Formula Special Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SPED tutoring and accommodations	--	$5,000.00
1	1	3	SPED RTI supports and staffing	--	$5,000.00
1	1	4	SPED supports in extended programs	--	$5,000.00
1	4	1	SPED instructional supports, accommodations, and materials	--	$5,000.00
1	4	3	SPED teacher supports, resources, compliance tools	--	$5,000.00
1	4	5	SPED parent training and support resources	--	$3,000.00
1	5	3	SPED tutoring supports and accommodations	--	$10,000.00
				Sub-Total	$38,000.00

255- Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher training in data analysis and TEKS alignment	--	$1,000.00
1	2	1	Professional development and training on TEKS rigor and alignment	--	$3,000.00
1	2	2	Professional development, training sessions, materials	--	$5,000.00
1	2	3	PLC facilitation and data-driven practices Training	--	$5,000.00

1	2	4	Professional development for coaches, coaching tools	--	$5,000.00
1	2	5	Training for teachers on student-led goal setting and data use	--	$3,000.00
1	2	6	Professional development for rigorous STAAR strategies	--	$3,000.00
1	3	1	Professional development on inquiry and project-based instruction	--	$5,000.00
1	3	2	Professional development and training sessions	--	$3,000.00
1	3	3	Training on advanced lesson design for bubble students to push them to master	--	$3,000.00
1	4	1	Professional development on small-group and scaffolding strategies	--	$3,000.00
1	4	3	PD for general education teachers on inclusive practices	--	$3,000.00
1	4	4	PD on data-driven decision-making	--	$3,000.00
1	5	1	PD on accelerated instruction practices	--	$3,000.00
1	5	2	Professional development on progress monitoring	--	$3,000.00
1	5	4	Professional development and training sessions	--	$3,000.00
2	1	1	HR training on compliance with state/federal role definitions	--	$3,000.00
2	2	1	Mentor training and professional development	--	$3,000.00
2	2	2	Professional development	--	$3,000.00
2	2	3	Training materials, mentor preparation sessions	--	$3,000.00
2	3	1	PD design, external trainers,	--	$8,000.00
2	3	2	PD development, external trainers	--	$5,000.00
2	3	3	Coaching training, tracking tools	--	$5,000.00
2	4	1	Mentor stipends, training, and supervision support	--	$12,000.00
2	4	2	Mentor support	--	$3,000.00
3	2	2	Professional development sessions and facilitators	--	$5,000.00
				Sub-Total	$104,000.00

263- Title III- LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Support for Emergent Bilingual students requiring tutoring	--	$5,000.00
1	1	3	Language development interventions for EB students	--	$5,000.00
1	1	4	Supplemental language support for EB students in extended programs	--	$5,000.00
1	3	3	Supports for EB students identified as bubble-to-Masters, including bilingual enrichment	--	$3,000.00
1	4	1	Language development supports for EB students	--	$5,000.00
1	4	2	Resources, training, program supports for EB students	--	$10,000.00
1	4	5	Bilingual resources for EB families	--	$3,000.00
1	5	3	Supports for EB students in tutoring sessions	--	$10,000.00
				Sub-Total	$46,000.00

420- Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionist	--	$50,000.00
1	3	1	Extended learning opportunities for at-risk students through labs/projects	--	$3,000.00
1	3	2	Targeted support for advanced at-risk learners	--	$3,000.00
1	3	3	Support for at-risk students who qualify as bubble-to-Masters	--	$3,000.00
1	4	2	Supports for EB students identified as at-risk	--	$5,000.00
1	4	4	argeted supports identified from subgroup data analysis	--	$3,000.00
1	4	5	Targeted resources for families of at-risk students	--	$3,000.00
1	5	2	Supports for monitoring at-risk student growth	--	$5,000.00
1	5	3	Tutoring supports for at-risk students	--	$10,000.00
1	5	4	Supports for growth-focused planning for at-risk students	--	$5,000.00
2	3	1	PD specifically addressing intervention strategies for at-risk students	--	$3,000.00
				Sub-Total	$93,000.00