

Golden Rule Charter School

Golden Rule - Desoto Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness



Board Approval Date: November 18, 2020

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

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 the Every Student Succeeds Act of 2015. Students will be encouraged to appreciate and value education as well as recognize their responsibility for learning. As active partners in their education, Golden Rule Schools will hold students accountable for their actions while providing an atmosphere that nurtures student development in our diverse and technology-driven global economy.

Value Statement

"Educating Tomorrow's Leaders Today"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary: GRS-DeSoto Elementary campus is part of Golden Rule Charter Schools, Inc. The campus is located in the City of DeSoto, TX. The DeSoto Elementary campus served students in grades PreK through 5th grade. We have a population of 20% African American, 77.02% Hispanic, 2.98% White, Economically Disadvantaged 100%, Special Education 5.1%, English Learners (EL) 41.7%, At-Risk 94%. As reported to the state the campus employed 17 teachers, 1 campus administrator, 8 educational aides, 2 auxiliary for a total staff count of 28.

Student Information

Grade Level	Count	Percent
Total Students	235	100%
Early Childhood Education	0	0%
Pre-Kindergarten	69	29.36%
Kindergarten	42	17.87%
Grade 1	35	14.89%
Grade 2	28	11.91%
Grade 3	21	8.94%
Grade 4	19	8.09%
Grade 5	21	8.94%
Grade 6	0	0%
Grade 7	0	0%
Grade 8	0	0%
Grade 9	0	0%
Grade 10	0	0%
Grade 11	0	0%
Grade 12	0	0%

Class Size Information	Campus
Pre-Kindergarten	73
Kindergarten	42
Grade 1	35
Grade 2	28
Grade 3	21
Grade 4	19
Grade 5	20

Staff Information

Staff Information	Count/Average	Precent
Total Staff	28	100%
Teachers	17	60.71%
Campus Adminstrators	1	3.57%
Educational Aides	8	28.57%
Auxiliary Staff	2	7.15%

Teachers By Years of Experience

Beginning Teachers	2	11.76%
1-5 Years Experience	10	58.82%
6-10Years Experience	4	23.53%
11-20 Years Experience	1	5.89%
Over 20 Years Experience	0	0%

Demographics Strengths

Demographics Strengths

- The district educates a wide range of students from all race/ethnicity groups and all economic backgrounds.
- Attendance rates maintained in all aforementioned student groups.
- Parent participation has increased.
- 96% attendance rate
- Mobility rate was at 3.26%

Problem Statements Identifying Demographics Needs

- Continue to understand the change in demographics and how it impacts classroom instruction.
- Continue to monitor student attendance to ensure students are in attendance for the maximum number of days.
- Scientifically validated materials and resources needed for teachers to use with the campuses 35% of EL students.
- 100% Title I (Economically Disadvantaged)
- Employe 100% of certified teachers

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2: 5th grade science STAAR scores were at least 20 percentage points below all other areas tested. **Root Cause:** Lack of training, especially in teaching at risk populations using rigorous instructional resources, lesson sequence and differentiation.

Problem Statement 3 (Prioritized): African American students students are not performing to the standard of our all student scores in reading, writing, and math **Root Cause:** Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 4 (Prioritized): English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Problem Statement 5: There is a need to recruit and employ highly effective staff that proactively engages all students for success. **Root Cause:** 70% of teaching staff is certified.

Problem Statement 6 (Prioritized): There is a need to inform parents of their child's STAAR testing expectations. **Root Cause:** Parents are new to the STAAR and lack an understanding of the campus, district and state expectations.

Problem Statement 8 (Prioritized): There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Problem Statement 9 (Prioritized): All students have experienced learning gaps. **Root Cause:** Covid-19 and the extended school closure.

Student Learning

Student Learning Summary

Due to Covid-19 there is no data from 2020 for STAAR. Below is a summary of the 2019 STAAR Campus and District Results:

3rd Grade Reading	Approaches	Meets	Masters
2019	92%	42%	42%
2018	95%	55%	30%
3rd Grade Math	Approaches	Meets	Masters
2019	92%	67%	33%
2018	90%	55%	25%
4th Grade Reading	Approaches	Meets	Masters
2019	95%	58%	21%
2018	69%	31%	13%
4th Grade Writing	Approaches	Meets	Masters
2019	89%	63%	21%
2018	75%	31%	6%
4th Grade Math	Approaches	Meets	Masters
2019	95%	74%	53%
2018	94%	50%	25%
5th Grade Reading	Approaches	Meets	Masters
2019	100%	58%	8%
2018	93%	14%	7%
5th Grade Math	Approaches	Meets	Masters
2019	83%	50%	17%
2018	100%	79%	29%
5th Grade Science	Approaches	Meets	Masters
2019	67%	33%	25%
2018	79%	36%	0%

Student Learning Strengths

Student Academic Achievement Summary:

- GRS DeSoto's learners demonstrated an overall increase in student academic growth. Four distinctions were earned in the area of ELA/Reading, Math, Science and PostSecondary Readiness.

Student Academic Achievement Strengths:

- GRS-DeSoto achieved a distinction in reading; we achieved 3 out of 6 eligible indicators in the area of "masters level" for grades 3, 4, and 4th grade writing.
- GRS-DeSoto achieved a distinction in mathematics by meeting 3 out of 5 eligible indicators in the area of "masters level" for 3rd & 4th grade math and Accelerated Student Progress in Mathematics.
- GRS-DeSoto achieved a distinction in science by achieving 1 out of 2 eligible indicators in the area of "masters level" for 5th grade Science.
- GRS-DeSoto achieved a distinction in Postsecondary Readiness in the area of STAAR results at Meets Grade Level or Above (all subjects) and Grade 3-8 results at Meets Grade Level or above in both.

Problem Statements Identifying Student Academic Achievement Needs

- GRS will focus on academic progress measures; making sure students do not regress academically in the area of reading. GRS will focus on our African American, Limited English Proficiency (LEP) and SpEd students; measuring and monitoring their progress to meet passing standards for STAAR.

Problem Statements Identifying Student Learning Needs

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Problem Statement 5 (Prioritized): There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Problem Statement 6: There is a need to support learning objectives through immediate feedback and walkthrough documentation to monitor and guide Tier 1 instruction. **Root Cause:** Lack of teacher understanding for the instructional strategies needed to meet the needs of students. There is a need to continually review strategies to support learners within an accelerated, alternative, academic environment.

Problem Statement 7 (Prioritized): A need to develop data dig protocol that will be used to identify strengths and weaknesses to guide Tier 1 instruction and intervention lessons **Root Cause:** No structure or protocol in place to review student data and reflect on future needs.

Problem Statement 8: There is a need for collaboration amongst colleagues to ensure a safe climate of learning through the use of Positive Behavior Interventions Support (PBIS) and Character Counts. **Root Cause:** Increase in discipline incidents, especially in grade levels K-2 last school year.

Problem Statement 9 (Prioritized): All students have experienced learning gaps. **Root Cause:** Covid-19 and the extended school closure.

School Processes & Programs

School Processes & Programs Summary

Staff members are selected based upon certification areas, technology adaptability, experience in best practices with struggling learners and relationship building skills. Most staff members in 2019-2020 were certified in Second Language to support all learners. New staff members will be requested to obtain these additional certifications prior to next school year. Protocols and practices have been developed that assist educators in organizing a classroom, to work efficiently utilizing technology and communication channels. Campus staff meet bi-weekly for Professional Learning Communities (PLCs) to review and strategize learner progress, to clarify professional learning and or daily operation needs. Professional development training and Instructional Leadership Team meetings are held in support of all learners.

Instruction and classroom activities are planned with TEKS Resource Systems (TRS) as the guide. Each week specific classroom practices are designated by TRS, Year at a Glance (YAG) and pacing calendars. Children's Learning Institute (CLI) serves as a basis for social-emotional and character education lesson development for our early childhood program. Istation provides the instructional centerpiece for online academic instruction which is TEKS aligned. Istation online courses are customized with the support from ISIP assessments which are taken monthly. ISIP data provides many components that support struggling learners or those with identified disabilities such as academic vocabulary development, text fluency, comprehension and reading or math levels. Learners may work at home in the evening or weekends to improve their reading and math skills. Weekly tutoring is provided to students based on their academic needs.

The Master schedule is designed for maximum time towards completion of coursework while time allotted for daily interventions.

Parent information meetings are held to update parents on the STAAR process and expectations of the campus, district and state.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- We are a Target Improvement Plan (TIP) Grant campus.
- Master schedule & PLCs schedule
- Staff quality and professional development
- Minimum campus discipline.

Problem Statements Identifying School Processes & Programs Needs:

- Effective teacher mentoring programs need to be implemented

- Professional development in the area of science, writing and grammar.
- Provide staff precise, immediate feedback on job performance through STRIVE walkthroughs and colleague observations.
- Provide staff with professional development in the area of instructional technology programs; how to incorporate the programs in the classroom.
- STAAR results are indicative that teachers need resources

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2 (Prioritized): Develop campus instructional leaders with clear roles and responsibilities. **Root Cause:** Lack of clear, written and transparent roles and responsibilities provided.

Problem Statement 3: 5th grade science STAAR scores were at least 20 percentage points below all other areas tested. **Root Cause:** Lack of training, especially in teaching at risk populations using rigorous instructional resources, lesson sequence and differentiation.

Problem Statement 4 (Prioritized): African American students are not performing to the standard of our all student scores in reading, writing, and math **Root Cause:** Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

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Problem Statement 8 (Prioritized): There is a need to inform parents of their child's STAAR testing expectations. **Root Cause:** Parents are new to the STAAR and lack an understanding of the campus, district and state expectations.

Problem Statement 9 (Prioritized): A need to develop data dig protocol that will be used to identify strengths and weaknesses to guide Tier 1 instruction and intervention lessons **Root Cause:** No structure or protocol in place to review student data and reflect on future needs.

Problem Statement 10 (Prioritized): All students have experienced learning gaps. **Root Cause:** Covid-19 and the extended school closure.

Perceptions

Perceptions Summary

Perceptions Summary

“Our motto is “Educating tomorrow’s leaders today.”

We believe that we are service providers to our learners, families and fellow campuses. Enrollment continues to increase each year; parents bring their child(ren) to GRS DeSoto Elementary due to varying needs.

- Expectations/values and beliefs are clearly outlined during the application process to ensure transparency and understanding of a campus culture and workplace filled with trust, integrity and passion.
- Classroom environments are structured to promote a setting that is conducive for learners to complete their coursework and interact with others.
- A Positive Behavior Interventions and Supports (PBIS) approach to behavior choices and growth is utilized throughout the campus to build a campus culture of respect and teaching positive and appropriate behavior instead of punishing misbehavior.

GRS-DeSoto Elementary holds enrichment events for learners and parents to experience the expectations of learning objectives and programs based on academic needs such as:

- One Great Day of Reading
- Cool Science
- Math-O-Ween
- Raising Readers
- STAAR Parent Meetings

GRS establishes an extremely structured environment for the safety of all on campus.

Teacher led meetings are conducted bi-weekly: Professional Learning Communities (PLCs), Instructional Leadership Team (ILT), professional development, and lesson planning meetings are scheduled to enhance tier 1 instruction based on student, teacher or campus needs.

Perceptions Strengths

School Culture and Climate:

- Students feel safe and eager to learn; parents feel their child(ren) is in a safe environment with minimal campus discipline.
- Teachers and staff have and set high expectations of their learners.

- Students, staff and parents feel valued and appreciate the one to one technology, STEM in the Gym for all students and a STEM lab.
- Staff feels salaries are adequate; teachers feel valued.
- The Pre-Kinder building provides a computer lab and gymnasium along with tablets for student centers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Develop campus instructional leaders with clear roles and responsibilities. **Root Cause:** Lack of clear, written and transparent roles and responsibilities provided.

Problem Statement 2 (Prioritized): There is a need to inform parents of their child's STAAR testing expectations. **Root Cause:** Parents are new to the STAAR and lack an understanding of the campus, district and state expectations.

Problem Statement 3: There is a need to support learning objectives through immediate feedback and walkthrough documentation to monitor and guide Tier 1 instruction. **Root Cause:** Lack of teacher understanding for the instructional strategies needed to meet the needs of students. There is a need to continually review strategies to support learners within an accelerated, alternative, academic environment.

Problem Statement 4 (Prioritized): There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Problem Statement 5: There is a need for collaboration amongst colleagues to ensure a safe climate of learning through the use of Positive Behavior Interventions Support (PBIS) and Character Counts. **Root Cause:** Increase in discipline incidents, especially in grade levels K-2 last school year.

Priority Problem Statements

Problem Statement 1: African American students are not performing to the standard of our all student scores in reading, writing, and math

Root Cause 1: Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 2: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th.

Root Cause 2: Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Special education student performance remains below other student groups in STAAR reading grade 3-5.

Root Cause 3: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 4: A need to develop data dig protocol that will be used to identify strengths and weaknesses to guide Tier 1 instruction and intervention lessons

Root Cause 4: No structure or protocol in place to review student data and reflect on future needs.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs.

Root Cause 5: New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Problem Statement 5 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Develop campus instructional leaders with clear roles and responsibilities.

Root Cause 6: Lack of clear, written and transparent roles and responsibilities provided.

Problem Statement 6 Areas: School Processes & Programs - Perceptions

Problem Statement 7: There is a need to inform parents of their child's STAAR testing expectations.

Root Cause 7: Parents are new to the STAAR and lack an understanding of the campus, district and state expectations.

Problem Statement 7 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 8: All students have experienced learning gaps.

Root Cause 8: Covid-19 and the extended school closure.

Problem Statement 8 Areas: Demographics - Student Learning - School Processes & Programs

Goals

Goal 1: Golden Rule will recruit, employ, develop, and retain a highly effective staff that proactively engages all students for success

Performance Objective 1: Support the district/campus recruitment plan to ensure hiring of high-quality individuals by November 2020 for GRS-DeSoto Elementary with a focus on retention by providing instructional supports and professional development.

Evaluation Data Sources: PLC Meeting Minutes/Action Record, Walk-through Feedback Forms, Lesson Plan Feedback Form, Instructional Leadership Team plans, Professional Development Plan Registrations

Summative Evaluation: None

Strategy 1: Teachers will receive stipends if eligible (Bilingual) for hard to fill positions to promote retention rates of teacher Strategy's Expected Result/Impact: Increase teacher retention rate. Staff Responsible for Monitoring: Principal, HR Department	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: All teachers will be evaluated with T-TESS. Walkthroughs will be completed and feedback provided for every teacher and instructional assistants. Goals will be developed by teachers. Strategy's Expected Result/Impact: Increase teacher effectiveness and provide staff feedback. Staff Responsible for Monitoring: Administrators, Classroom teachers and staff, Instructional assistants, Professionals Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide professional development to continue to support instructional staff to integrate technology into their teaching and the students' learning monthly during PLC, conference time. Strategy's Expected Result/Impact: Improve instruction through use of 21st century technology. Staff Responsible for Monitoring: Campus Admin., Instructional Leadership Team ESF Levers: Lever 5: Effective Instruction Funding Sources: - 420- Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop a CampusTeacher Mentoring program. This program will focus on 0-2 years teachers, teachers new to GRS-DeSoto Elementary, and any teacher that could benefit from the program. The program will be led by the campus principal and a group of trained campus teachers Strategy's Expected Result/Impact: Teacher retention rates. Mentor Assigned. Meeting agendas and attendance. Informal observations. Staff Responsible for Monitoring: Principal, Instructional Leadership Team, and Teacher Mentor Team Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Golden Rule will recruit, employ, develop, and retain a highly effective staff that proactively engages all students for success

Performance Objective 2: By end of May 2021, the GRS-DeSoto campus teacher retention rate will be at least 80%

Evaluation Data Sources: Teacher retention rate

Summative Evaluation: None

Strategy 1: Teachers will be recognized for accomplishments bi-weekly in the staff meetings and teacher and staff member of the month will be recognized monthly. Strategy's Expected Result/Impact: Increased teacher retention rate, teachers will become more productive, and more engaged. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: At least once monthly teacher appreciation/ staff morale/ team building activities: sweet treats, jean day, staff luncheon ect. Strategy's Expected Result/Impact: Teacher appreciation, increased teacher retention rate. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Instructional Leadership Team meets monthly with campus administrator to develop and support teacher and provide a platform allow teachers to voice their concerns and solve problems. Strategy's Expected Result/Impact: Teacher support and increased teacher retention rate. Staff Responsible for Monitoring: Principal, Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: Through the progress monitoring of all groups we will strengthen Tier 1 instructions, and implement small group instruction with fidelity in all grades levels by December 2020.

Evaluation Data Sources: District Benchmark Exams, STAAR Results, TELPAS

Summative Evaluation: None

Strategy 1: ELL students will be provided small group instruction focused on building vocabulary language and skills applied in reading, math and science content. Strategy's Expected Result/Impact: Enhance instruction for ELL, increase proficiency in TELPAS, and increase STAAR scores in reading, math and science. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4, 9 - Student Learning 2, 9 - School Processes & Programs 5, 10	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: RTI interventionist will provide Tier 2 intervention support to as-risk students to increase mastery of grade level reading and math skills through small group instruction. Strategy's Expected Result/Impact: Early identification and support of students with learning and behavior needs, close achievement gaps, increase proficiency levels in TELPAS, and increase STAAR scores. Staff Responsible for Monitoring: Principal, RTI Interventionist Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 3, 4, 9 - Student Learning 2, 4, 9 - School Processes & Programs 4, 5, 10	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Special education teacher will provide on grade level instruction and serve students in the least restrictive environment Strategy's Expected Result/Impact: Students will learn and reach their full potential, and increase STARAR scores for this student group. Staff Responsible for Monitoring: Principal, Speical Education Teacher Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special education teacher and RTI interventionist meet with general education teachers bi-weekly to share student progress and develop differentiated lesson plans to support student success. Strategy's Expected Result/Impact: Improve teaching skills and academic performance of students. Staff Responsible for Monitoring: Principal, Teachers, and RTI Interventionist Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 1, 9 - Student Learning 1, 9 - School Processes & Programs 1, 10	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 3: African American students students are not performing to the standard of our all student scores in reading, writing, and math **Root Cause:** Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 4: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Problem Statement 8: All students have experienced learning gaps. **Root Cause:** Covid-19 and the extended school closure.

Student Learning

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

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School Processes & Programs

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

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Problem Statement 10: All students have experienced learning gaps. **Root Cause:** Covid-19 and the extended school closure.

Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 2: Use district curriculum as well as, rigorous resources, strategies and professional development to strengthen Tier 1 instruction to increase student performance at meets grade level will increase by June 2021.

Evaluation Data Sources: STAAR Results, Percentage Meets Grade Level

Summative Evaluation: None

Strategy 1: Students in fourth grade will take a written composition unit assessment each six weeks to check progress towards meeting grade level standards. Strategy's Expected Result/Impact: Improve writing skills and STARR writing results. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Analyze data from the 2018-2019 STAAR and 2019-2020 District Benchmark writing assessment and implement campus-wide daily revision and editing strategies. Strategy's Expected Result/Impact: Increase student achievement in writing and implementation of campus wide revision and editing skills. Staff Responsible for Monitoring: Principal, Instructional Leadership Team, and Teachers Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will increase reading stamina and their ability to comprehend a variety of genres through reading books on Renaissance Accelerated Reader and Star Reading and showing comprehension of texts read. Strategy's Expected Result/Impact: Students will read more due to choice and interest in accessing books digitally. Increased reading and development of vocabulary will improve reading comprehension. Increased STAAR results in reading. Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Technology Specialist Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement the use of Measuring Up Live 2.0-Insight and MyQuest programs to diagnose students skills and TEKS mastery, drive targeted instruction, and provide differentiated, adaptive practice in reading, math and science. Strategy's Expected Result/Impact: Rigorous TEKS practice and increased STAAR results in reading, math and science. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Golden Rule will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: By June of 2021, though increased communication, 50% of parents will attend parent engagement activities to support student success.

Evaluation Data Sources: Parent Sign In Sheets for Parent Engagement Activities

Summative Evaluation: None

Strategy 1: A parent newsletter will be created and sent to parents each month. Strategy's Expected Result/Impact: Increased communication with parents Staff Responsible for Monitoring: Principal, Receptionist ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Messages will be sent to parents to remind them of upcoming events each month via School Messenger. Strategy's Expected Result/Impact: Increased communication with parents and parental involvement in classroom and school activities. Staff Responsible for Monitoring: Principal, Receptionist ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Grade level communication will be sent to parents on a monthly or weekly basis. Strategy's Expected Result/Impact: Increased communication with parents and parental involvement in classroom and school activities. Staff Responsible for Monitoring: Teachers ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facebook posts will be made to inform parents of events each month. Strategy's Expected Result/Impact: Increased communication with parents and parental involvement in classroom and school activities. Staff Responsible for Monitoring: Technology Specialist, Principal, Receptionist ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Offer virtual parent meetings. (Meet the Teacher, Open House, Parent-Teacher Conferences, etc.) Strategy's Expected Result/Impact: Increase in student completion rate of work assigned ,communication with parents and parental involvement in classroom and school activities. Staff Responsible for Monitoring: Principal, Teachers ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Golden Rule will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Promote effective parental and community involvement with communication, active participation, and community partnerships to show a 10% increase in family/community participation in the educational process by May 2021.

Evaluation Data Sources: Parent Sign In Sheets, Volunteer Hour

Summative Evaluation: None

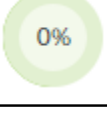
Strategy 1: Reading, math and science workshops will be conducted with parents to teacher reading and math strategies. and increase student academic success in all content areas and help students be successful at home. Strategy's Expected Result/Impact: Increase student academic success, increase in parental support. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Host a Spring PK Round-up and give parents the opportunity to participate in the event, and find at least 2 community partners to sponsor the event. Strategy's Expected Result/Impact: Increased family/community participation in the educational process, and growth in the PK program. Staff Responsible for Monitoring: Principal, Teachers and PEIMS Clerk Title I Schoolwide Elements: 3.2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop a school transition program with the DeSoto-Secondary campus for the 5th grade students and parents and provide information about coursework and activities for middle school. Strategy's Expected Result/Impact: Increased family/community participation in the educational process, and students and parents know what to expect as they transition to the next level. Staff Responsible for Monitoring: Principals of DeSoto Elementary and Secondary, Instructional Leadership Team, 5th and 6th grade teachers Title I Schoolwide Elements: 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Collaborate with parents through meetings and parent surveys on ways to support students academically by providing materials to use at home. Strategy's Expected Result/Impact: Positive parent feedback and more parent support with work at home. Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Teachers Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Golden Rule will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 1: By May 2021, we will implement strategies to positively impact positive peer relationships and promote student engagement and connectedness to school to ensure that 80% of the students will report that they feel safe, welcomed, and involved at GRS-DeSoto Elementary.

Evaluation Data Sources: Attendance report, EOY Student Survey

Summative Evaluation: None

Strategy 1: Provide attendance awards each six weeks to students with perfect attendance. Strategy's Expected Result/Impact: Increase attendance Staff Responsible for Monitoring: Principal, PEIMS Title I Schoolwide Elements: 2.5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Add a variety of extra-curricular activities to engage students in activities of personal interest and connect students to school-related activities. Strategy's Expected Result/Impact: Create a positive peer relationship, and promote student engagement. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Continue with PBIS program with the goal of improving student behavior, personal responsibility and reduce discipline referrals. Strategy's Expected Result/Impact: Positive campus environment, increase student behavior. and reduce discipline referrals Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4: Host Red Ribbon Week and activities to develop character and reduce discipline referrals. Strategy's Expected Result/Impact: Increase student behavior and most student participation in events. Staff Responsible for Monitoring: Counselor, Principal, and Teachers Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Golden Rule will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.

Performance Objective 2: By implementing an effective discipline management plan and enforcing the student code of conduct in a fair and consistent manner, we will provide a safe and secure learning environment and reduce the number of disciplinary incidents from the previous school year by May 2021.

Evaluation Data Sources: Discipline reports

Summative Evaluation: None

Strategy 1: Teachers will work to create a safe learning environment through use of CHAMPS classroom management system. Students that experience persistent behavior problems will be referred to RTI for behavior intervention. Strategy's Expected Result/Impact: Reduce the number of disciplinary reports and disruptions to learning. Staff Responsible for Monitoring: Principal, Teachers, and RTI interventionist	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Students displaying the monthly character trait/quality will be recognized in morning meeting and have their pictured displayed on Student of the Month bulletin board. Strategy's Expected Result/Impact: Increase in positive student behavior and student engagement. Staff Responsible for Monitoring: Principal, Teachers, and Instructional Aide Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Bully prevention will be implemented through NED's Mindset Mission that will be presented to all students' kindergarten through fifth grade. Strategy's Expected Result/Impact: Increase student behavior and student connectedness. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Golden Rule will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Provide meaningful and efficient leadership opportunities and professional developments during the 2020-2021 school year, that will help teachers improve instructional strategies and implementation of the curriculum across the campus to ensure student are responding to the high levels of rigor.

Evaluation Data Sources: Professional Development Sign in Sheets/Certificates, STAAR Data, District Unit Assessments, and Benchmarks

Summative Evaluation: None

Strategy 1: SBDM will meet a minimum of 5 times per year to discuss campus and student needs. The Campus SBDM will also coordinate with the Principal to create and evaluate the CIP. Strategy's Expected Result/Impact: Student and campus needs are met. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Hold bi-weekly PLC meetings to support analysis of unit assessments, lesson planning, and implementation of research-based instructional strategies to facilitate student success. Strategy's Expected Result/Impact: Increase in student success measured by district assessments and STAAR Staff Responsible for Monitoring: Principal, Instructional Leadership Team, and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 3, 4, 8 - Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 4, 5, 6 - Perceptions 4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Problem Statement 3: African American students students are not performing to the standard of our all student scores in reading, writing, and math Root Cause: Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.
Problem Statement 4: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. Root Cause: Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.
Problem Statement 7: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. Root Cause: New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Student Learning

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Problem Statement 4: African American students students are not performing to the standard of our all student scores in reading, writing, and math **Root Cause:** Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 5: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

School Processes & Programs

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 4: African American students students are not performing to the standard of our all student scores in reading, writing, and math **Root Cause:** Lack of training in teaching at risk populations and many of these students come from different backgrounds and experiences which may impact their academic success.

Problem Statement 5: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Problem Statement 6: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Perceptions

Problem Statement 4: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement and technology programs. **Root Cause:** New teachers to the profession require guidance and professional development to enhance their Tier 1 instruction through blended learning and teaching.

Goal 5: Golden Rule will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.

Performance Objective 2: During the 2020-2021, GRS-DeSoto Elementary will effectively manage resources and operations 100% of the time so that learning time is maximized.

Evaluation Data Sources: Master Schedule, RTI Schedule, PLC Agendas and Minutes, Lesson Plans and Dismissal Time in 15 minutes or less

Summative Evaluation: None

Strategy 1: The master schedule is organized to ensure that quality time has been dedicated to instructions. Strategy's Expected Result/Impact: Increased STAAR results and more instructional time. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Tutoring will be provided to ELL, Special Education and At Risk students in the mornings, after school and some weekends. Strategy's Expected Result/Impact: Increase scores and grades of all student groups. Staff Responsible for Monitoring: Principal, Instructional Leadership Team and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 4 - Student Learning 1, 2 - School Processes & Programs 1, 5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Each grade level will have scheduled intervention time where teachers and other professionals will work with small groups to target math and reading gaps particular to their students. Strategy's Expected Result/Impact: Increased math and reading scores Staff Responsible for Monitoring: Principal, Instructional Leadership Team, Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. Root Cause: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Problem Statement 4: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. Root Cause: Teachers who instruct ELLs do not

have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

Student Learning

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

School Processes & Programs

Problem Statement 1: Special education student performance remains below other student groups in STAAR reading grade 3-5. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 5: English Language Learners (ELLs) have an average of 50% meets rate in STAAR reading for 3rd -5th. **Root Cause:** Teachers who instruct ELLs do not have their ESL certification and the lack of participation in ESL professional developments decreases the amount of instructional strategies needed to meet the linguistic needs of students.

State Compensatory

Budget for Golden Rule - Desoto Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
420	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$275,000.00
6100 Subtotal:		\$275,000.00
6200 Professional and Contracted Services		
420	6216 Professional Services - Locally Defined	\$8,018.00
6200 Subtotal:		\$8,018.00
6300 Supplies and Services		
420	6390 Supplies and Materials - General	\$11,618.00
6300 Subtotal:		\$11,618.00

Personnel for Golden Rule - Desoto Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Villegas	Teacher Assistant	PK3	1.0
Angelica Trejo Villafranco	Teacher	Kinder BE	1.0
Deanna Powers	Teacher	PK 4/ESL	1.0
Jaimarie Morales-Torres	Teacher Assistant	PK4	1.0
Mailey Ortiz	Teacher Assistant	RTI Interventionist	1.0
Maria Morales-Gonzalez	Teacher Assistant	STEM	1.0
Stehpanie Morales-Torres	Teacher Assistant	Computer Lab	1.0
Vanessa Lara	Teacher	PK3	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment begins during the second semester of each school year as the Site-Based Decision Making Committee begins to collect data from a wide variety of sources. We will continuously analyze our assessments, universal screener results, and STAAR scores. In addition, Golden Rule schools will conduct surveys to ask staff and students for feedback about various programs and procedures on our campus. We also look at attendance rates, grade level retention rates, number of discipline referrals, teacher appraisal data, and TELPAS scores. As we perform the summative evaluation of our current CIP, more data is collected that can also be used in the CNA. SBDM reviews the CNA and develops problem statements and root causes to address areas of concern on campus.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP is developed by our SBDM committee. TEC 11.253 outlines the responsibilities that are required to be a part of SBDM. Our SBDM committee should consist of classroom teachers from each grade level, a parent of a student who is currently enrolled in our school, a community/business representative, a teacher of students with disabilities, an administrator, and an ELL teacher.

2.2: Regular monitoring and revision

SBDM members do a formative review of CIP strategies in November, January, March, and June each year. Revisions to strategies are made at any time they are needed but typically occur during this process. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected, or discontinued so that the needs of students and teachers are met.

2.3: Available to parents and community in an understandable format and language

The CIP shall be posted on our campus website where it is available to parents and our community and can be translated. If a parent or community member does not have internet access or the language they speak is not one of those available online, they may contact our school office to request a hard copy of the document or a translation to the language they speak.

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title 1 element 2.5

2.6: Address needs of all students, particularly at-risk

See CIP strategies tagged with Title 1 element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

In the spring semester, all parents and family members will be invited to review our Parent and Family Engagement Policy and current Student Code of Conduct. This group can recommend changes that may be needed or may recommend that no changes are needed at all. As a result of this meeting, any suggestions may be proposed to be included in the Student Handbook for the next school year. We will also distribute the Parent and Family Engagement Policy at Meet the Teacher night in August.

3.2: Offer flexible number of parent involvement meetings

To encourage as many parents and family members as possible to attend parent involvement meetings, we offer activities at a variety of times and days. We will hold events during the school day and in the evenings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brianna Cardenas	Teacher Assistant	PK4	1.0
Olivia Acuna	Teacher Assistant	PK4	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Community Representative	Carl Sherman	Community Representative
Administrator	Chenae Washington	Campus Principal
Business Representative	Deneen Anderson	DeSoto Parks and Rec
Classroom Teacher	Ana Orta	Instructional Leader
Classroom Teacher	Mariela Serrato	Instructional Leader
Classroom Teacher	Deanna Powers	Instructional Leader
Paraprofessional	Stephaine Morales	Technology Specialist
Classroom Teacher	Robert Walton	Campus Safety Lead
Classroom Teacher	Bridget Bauer	2nd Grade Math
Classroom Teacher	Keira Charles	Special Education
Classroom Teacher	Juan Gutierrez	5th Grade Math/Science
Parent	Sharanese Barney	Parent
Parent	Cynthia Robledo	Parent