

Golden Rule Charter School

District Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
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

Golden Rule Charter Schools are located in the southern parts of Dallas County, where students from the areas of Cockrell Hill, Desoto, Grand Prairie, Oak Cliff, Pleasant Grove, and Wilmer. GRS has six (6) campuses serving students from Pre-Kindergarten through grade 11. This includes one high school, two middle schools (6-8), six elementary (PK-5th). In recent years, GRS has experienced growth in student population with an upward trajectory, but due to Covid a decline of approximately 100 students from 2019-2020 enrollment. The student enrollment as of May 2019 was approximately 1,658 and an economically disadvantaged rate of 94%. Golden Rule Charters Inc. current enrollment serves approximately 1558 students K-11. Enrollment figures are as followed:

Campus Name	Grade Levels	Student Count
Golden Rule- Illinois	Pk3-8th	728
Golden Rule- Desoto	Pk3-11th	394
Golden Rule- Pleasant Grove	Pk3-5th	226
Golden Rule- Grand Prairie	Pk3-4th	102
Golden Rule- Sunnyside	Pk3-3rd	82
Golden Rule- Wilmer	Pk3-1st	26

GRS District Demographics and Student Population:

Ethnicity	Student Percentage
African American	6%
Asian	1%
Hispanic	90%
Native American	1%
Pacific Islander	0%
White	2%

Student Programs	Student Participation
At-Risk	47%
Career and Technical Education	14%
Economically Disadvantage	99%
English Language Learners	53%
Gifted and Talented	2%

Ethnicity	Student Percentage

Student Programs	Student Participation
Special Education	7%

The average daily attendance rate for students 2019-2020 was 95.6% prior to COVID closure. Each campus Continues to be identified as a School-wide Title I campus and provides an array of programs and parent involvement activities.

Golden Rule employs an approximate of total of 90 Teachers, 28 Educational Aides, 42 Auxiliary Staff 7 Administrators, 17 Professional Support, 5 Central Administration.

Demographics Strengths

- Golden Rule Charter Schools has had the stability with the Board of Trustees and a Superintendent.
- District and campus leadership are committed and well-versed on mission and vision.
- Changes in campus leadership have resulted in strong candidates who have transitioned into the position.
- Full day pre-kindergarten program options have been program strengths at campuses that offer it.
- Approximately all students participate in Career and Technical Education courses in 8th-11th Grade.

- Increased number of teachers and instructional aides provided additional academic support for at risk students.
- Although we have a high percentage of at risk students, we have seen a small decrease in this population.
- Strategic identification of students qualify for special education services has resulted in a 2% decrease from 2019.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Problem Statement 2 (Prioritized): Golden Rule continues to have a large number of EL students remaining in the ESL Program. **Root Cause:** Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

Problem Statement 3 (Prioritized): Golden Rule continues to have a continued high representation of At-Risk students. **Root Cause:** Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.

Problem Statement 4: We are being challenged by the idea that Charter schools are recruiting students to boost enrollment, thus a negative perception of as business first, school second mentality.. **Root Cause:** Public ISDs continue to market Charters as a business taking away from taxpayers.

Student Learning

Student Learning Summary

Golden Rule has formative assessment measures that are continuously implemented to gather data regarding efficiency and effectiveness of operations as a model Charter. District and campus personnel use multiple sources of data to assess student performance and growth across grades, subjects, and special program participation groups.

Under new district administration, GRS is developing an annual process for unit assessments to be reviewed to assess and align these progress measure tools with summative STAAR results. Formative assessment data has been fairly consistent with actual student results on state assessments. The district will continue to provide an aggressive monitoring training districtwide and will continue to emphasize the expectation for all principals and teachers to utilize this progress monitoring process.

Past mid-year benchmark assessments closely mirrored the state results. Closing achievement gaps continues to be a priority for special education, Bilingual/ESL, and economically disadvantaged students, utilizing specific instructional strategies and meeting individual student needs. While data at the "Approaches" level of performance has been above state average for a majority of the STAAR/EOC tests, there is an expectation that the "Meets" and "Masters" levels of performance increase, with a focus on all students performing at least at "Meets."

Thinking, problem solving, and other inquiry-based approaches need to be used consistently in all instructional settings to increase student performance and student-centered instruction. Also, standards-based vertical and horizontal alignment of curriculum will be strengthened, specifically in all content areas.

Due to COVID, Golden Rule is unable to provide any STAAR information for 2020. Golden Rule did complete a Core Area Benchmarks prior to Spring Break and the closing of face-to-face instruction. Analysis of each subject and student group revealed the following strengths and needs:

Reading								
2020 Mid Benchmark	3rd	4th	5th	6th	7th	8th	Eng. I	Eng. II
% Approaches	69	74	66	56	63	72	76	77
% Meets	30	31	37	27	39	44	62	65
%Masters	13	12	21	10	19	19	16	3
2019 STAAR								
% Approaches	89	79	74	66	81	83	79	-
% Meets	46	44	42	36	42	42	70	-
%Masters	28	19	15	12	19	15	4	-

Math							
2020 Benchmark	3rd	4th	5th	6th	7th	8th	Algebra I
% Approaches	69	72	66	71	62	72	92
% Meets	30	34	40	26	24	44	58
%Masters	13	18	20	8	6	19	25
2019 STAAR							
% Approaches	88	84	76	84	90	93	97
% Meets	52	60	41	46	48	79	66
%Masters	29	44	19	17	20	26	50

Science			
2020 Benchmark	5th	8th	Biology
% Approaches	45	69	95
% Meets	18	31	81
%Masters	2	4	30
2019 STAAR			
% Approaches	69	86	97
% Meets	36	44	76
%Masters	15	9	21

History		
2020 Benchmark	8th	US History
% Approaches	83	-
% Meets	27	-
%Masters	16	-

History		
2019		
% Approaches	71	-
% Meets	31	-
%Masters	14	-

Writing				
2020	4th	7th	Eng. I	Eng. II
% Approaches	50	63	76	77
% Meets	11	41	62	65
%Masters	4	11	16	3
2019				
% Approaches	72	81	79	-
% Meets	36	47	70	-
%Masters	7	10	4	-

Student Learning Strengths

Golden Rule is identified as an A-rated District.

Golden Rule has had a consistent high performance on STAAR/EOC assessments ("A" accountability rating, postsecondary readiness distinction).

State accountability ratings for the elementary campus and District consistently exceed regional and state standards.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. **Root**

Cause: Instructional strategies and interventions are not yielding expected results.

Problem Statement 2 (Prioritized): TELPAS scores are not reflective of expected language proficiency growth. **Root Cause:** Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

Problem Statement 3 (Prioritized): Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. **Root Cause:** Tier 1 instructional rigor and alignment to these assessments is inconsistent.

Problem Statement 4 (Prioritized): COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Problem Statement 5 (Prioritized): Golden Rule continues to have a large number of EL students remaining in the ESL Program. **Root Cause:** Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

Problem Statement 6 (Prioritized): Golden Rule continues to have a continued high representation of At-Risk students. **Root Cause:** Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.

Problem Statement 7 (Prioritized): COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

District Processes & Programs

District Processes & Programs Summary

A 'Systems Thinking' approach to change continues to be established and is being embraced by the majority of staff with a focus on development and growth at all levels. Organizational structures are being established to create cohesive links at all levels, and roles and responsibilities are being redefined as a means of maximizing all positions and providing the appropriate level of support in each classroom for each teacher and student. Golden Rule continues evaluating and monitoring instruction and determining job-embedded professional development needs, support, and growth areas for instructional staff and leadership teams. Golden Rule has provided stipends for campus instructional professionals in critical areas, as established by the superintendent and board of trustees.

GRS also uses the TEKS Resource System, a curriculum management system, as an instructional framework for all core academic areas. GRS administers unit assessments across campuses to inform and adjust instruction. These unit assessments are being revised to increase the difficulty of items and align these further to the construct of the state assessment. The Lead4Ward documents and portal system are also used to inform curricula and instructional decisions. All administrators and core area teachers are expected to use these documents for planning and assessing instruction.

Central office staff conveys and communicates a unified vision, mission, and support for goal attainment. GRS will focus on the five levers of the EFS Framework, which include:

- Strong School Leadership and Planning*
- Effective, Well-Supported Teachers*
- Positive School Culture*
- High Quality Curriculum*
- Effective Instruction*

A planning protocol has been developed to guide instructional planning districtwide. A district-wide system to gather, review and analyze data will continue to be implemented with regularly scheduled data meetings led by campus administrative teams to communicate how learning is occurring, where priorities exist, and how the campus will address priorities. Training on dissecting the TEKS is used to ensure that rigor is addressed with instruction and assessments. Aggressive monitoring systems will be emphasized at all levels, and campuses will utilize data to design and develop action plans to adjust instruction for increased student achievement. Ongoing coaching with established actionable steps will be incorporated in every campus and utilized by all instructional leaders and curriculum team.

District Processes & Programs Strengths

District and campus staff will continue to develop and implement job-embedded professional development on a weekly basis through PLC Meetings and CLT.

Create partnerships with universities and community colleges that deliver teacher preparation.

District will continue ongoing, job-embedded professional development to target identified and emerging student and staff needs.

GRS has organized a task force with administrators to handle the unforeseen issues of COVID-19 to provide a safe environment.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Golden Rule continues to strengthen its parent and family engagement program, but parent engagement rates drop off at the secondary level. **Root Cause:** This theme is common to secondary schools in public education. GRS continues to employ staff and strategies to increase parental engagement in grades 6-12.

Problem Statement 2 (Prioritized): COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

Problem Statement 3: The opening guidelines process with respect to COVID-19 considerations is critical to maintain the District's positive relationship with parents when it comes to the safety and well-being of their child(ren).. **Root Cause:** COVID-19 is the root cause as GRS continue to stay informed with City and County Health officials.

Problem Statement 4: We are being challenged by the idea that Charter schools are recruiting students to boost enrollment, thus a negative perception of as business first, school second mentality.. **Root Cause:** Public ISDs continue to market Charters as a business taking away from taxpayers.

Problem Statement 5 (Prioritized): COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Problem Statement 6 (Prioritized): Golden Rule continues to have a large number of EL students remaining in the ESL Program. **Root Cause:** Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

Problem Statement 7 (Prioritized): Golden Rule continues to have a continued high representation of At-Risk students. **Root Cause:** Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.

Problem Statement 8 (Prioritized): Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. **Root Cause:** Instructional strategies and interventions are not yielding expected results.

Problem Statement 9 (Prioritized): TELPAS scores are not reflective of expected language proficiency growth. **Root Cause:** Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

Problem Statement 10 (Prioritized): Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. **Root Cause:** Tier 1 instructional rigor and alignment to these assessments is inconsistent.

Perceptions

Perceptions Summary

Golden Rule works hard to ensure that our stakeholders are welcomed and informed. The district requires that campuses try to send out one weekly update using visually appealing methods online through social media to reach as many parents as possible. This newsletter is also emailed directly to parents who have provided email addresses. This is an effort to allow parents from across the district to keep up to date on the happenings of Golden Rule regardless of where their child attends school. The district is striving to communicate as one voice.

The district makes every effort to translate documents for parents who speak Spanish as their first language. This is an area that continues to need support to ensure it happens consistently throughout the district. This year we used several staff members to translate documents and will continue to do that in the future. GRS also purchased copiers with the capabilities to translate for teachers.

The district provided additional support to secondary students in the area of CTE this year through the hiring of a CTE Director/Counselor, as well as providing career investigations for all 7th grade students.

It is the district's desire to maintain the safety of our students at all times. The district has an anonymous bully reporting available online for students that will alert a campus administrator of the alleged report allowing them to follow up with an investigation. Campus administrators are vigilant about interviewing and investigating reports, including those of cyberbullying that have taken place off-campus related to David's Law.

Our continuing commitment to student safety and health accentuates this mission as we consistently strive to improve our practices and methods in this critical area, particularly as we are faced with balancing the need to educate our students and keep all of them healthy and safe as we weather the COVID-19 pandemic.

Perceptions Strengths

The district's strengths in this area pertain to soliciting feedback from various stakeholder groups and working on continual improvement. It is highlighted this year through the efforts being made related to student virtual and emotional well-being. Parents compliment the district on the communication outlets it uses to inform parents of activities, trainings, and issues taking place within the district.

GRS continues to seek parent involvement and is fortunate to be in some locations where so many parents want to be involved in their child's education. As the charter grows, so do the opportunities for students and parents to get involved. Many activities are overlapping and parents must select which type of involvement is the best for them.

GRS seeks to expand learning opportunities for parents during the day so that parents will have the unique opportunity to learn skills of how to help their child and then practice with them while the trainer/teacher is available to assist and give feedback. Doing this will help support our students and hopefully build parent partners for a long time to come.

The district received a safety and security grant to reimburse the LEA for many additional security components added in the year. In addition, the district applied for an ESSER grant that the charter was eligible to receive that was used to purchase additional Chromebooks, support staff, and supplies to help with access for students during the COVID closure.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are being challenged by the idea that Charter schools are recruiting students to boost enrollment, thus a negative perception of as business first, school second mentality.. **Root Cause:** Public ISDs continue to market Charters as a business taking away from taxpayers.

Problem Statement 2: The opening guidelines process with respect to COVID-19 considerations is critical to maintain the District's positive relationship with parents when it comes to the safety and well-being of their child(ren).. **Root Cause:** COVID-19 is the root cause as GRS continue to stay informed with City and County Health officials.

Problem Statement 3: Golden Rule continues to strengthen its parent and family engagement program, but parent engagement rates drop off at the secondary level. **Root Cause:** This theme is common to secondary schools in public education. GRS continues to employ staff and strategies to increase parental engagement in grades 6-12.

Problem Statement 4 (Prioritized): COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

Priority Problem Statements

Problem Statement 1: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning..

Root Cause 1: Lack of technology as a district and internet access at home.

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

Problem Statement 2: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL.

Root Cause 2: Instructional strategies and interventions are not yielding expected results.

Problem Statement 2 Areas: Student Learning - District Processes & Programs

Problem Statement 3: Golden Rule continues to have a large number of EL students remaining in the ESL Program.

Root Cause 3: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

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

Problem Statement 4: Golden Rule continues to have a continued high representation of At-Risk students.

Root Cause 4: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.

Problem Statement 4 Areas: Demographics - Student Learning - District Processes & Programs

Problem Statement 5: TELPAS scores are not reflective of expected language proficiency growth.

Root Cause 5: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

Problem Statement 5 Areas: Student Learning - District Processes & Programs

Problem Statement 6: Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance.

Root Cause 6: Tier 1 instructional rigor and alignment to these assessments is inconsistent.

Problem Statement 6 Areas: Student Learning - District Processes & Programs

Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner.

Root Cause 7: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

Problem Statement 7 Areas: Student Learning - District Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Action research results

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: For the 2020-2021 school year, a minimum of 70% of observed teachers will achieve "Proficient" or higher on T-TESS evaluations across the district.

Evaluation Data Sources: T-TESS evaluations, teachers not on waiver

Summative Evaluation: None

Strategy 1: GRS will provide professional development opportunities to campus teachers and instructional aides in order to enhance the academic support services for at-risk students. Training may include but not limited to resource development, lesson planning, data analysis for instructional focus, development of pre- and post-assessments, formative assessment, and evidence of impact. Strategy's Expected Result/Impact: District Professional Development calendar; Session agendas with topics, dates, hours, presenter(s); sign-in sheets, Continuous improved academic performance of at risk students. Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Campus Principals Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: GRS will provide training and support of English Language Proficiency Standards (ELPS) district-wide to increase overall student passing rates for ELL's served, denials, and exited students. Strategy's Expected Result/Impact: Sign-in sheets, agendas, training materials & resources, lesson plans Increase of use of ELPS in core content areas and lesson plans Staff Responsible for Monitoring: Director, Bilingual/ESL Education; Bilingual/ESL Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 5 - District Processes & Programs 6, 8, 9 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: GRS will continue to recruit and retain 100% Highly Qualified Teachers identified as being in "critical needs areas," and assisting with Alternative Certification Program enrollment and placement where needed. Ongoing recruitment and specifically scheduled job fairs will take place. Strategy's Expected Result/Impact: Qualified Teachers in Other Need Areas Retention of 100% HQ Staff Staff Responsible for Monitoring: Campus Principals; Human Resources Title I Schoolwide Elements: 2.4 - Equity Plan Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: GRS will continue to recruit and assign mentor teachers to new teachers. Strategy's Expected Result/Impact: Attendance sheets and participation expectations and projects assigned throughout the year Teacher success rate and retention of Highly Qualified Teacher Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Campus Principals Title I Schoolwide Elements: 2.4 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Student Learning
Problem Statement 1: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 2: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 5: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
District Processes & Programs
Problem Statement 6: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
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Problem Statement 9: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.

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

Performance Objective 2: During the 2020-2021 school year, the number of teachers not certified in Bilingual Education and/or English as a Second Language will receive increased support to assure that departments are in compliance.

Evaluation Data Sources: Monthly department meetings for Bilingual/ESL/SpEd, certification trainings

Summative Evaluation: None

Strategy 1: Golden Rule will appropriate Bilingual Education administrative costs, including equipment, printing, postage, part-time pay, supplies, and various fees (to include publishing fees) to support all staff in fulfillment of their responsibilities. Strategy's Expected Result/Impact: Sign-in sheets, agendas, campus and district calendars Improved student performance Staff Responsible for Monitoring: Director, Bilingual Education Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: GRS will continue to consistently increase the number of teachers, support staff, and administrators who participate in SIOP professional development/certification. Strategy's Expected Result/Impact: Sign-in sheets, agendas, training materials & resources, lesson plans Increase of use of SIOP in core content areas and lesson plans Staff Responsible for Monitoring: Bilingual/ESL Education Director; Bilingual/ESL Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 5 - District Processes & Programs 6, 8, 9 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: GRS will continue to provide supplemental professional development/contracted service opportunities for Bilingual/ESL staff to increase best instructional practices in the area of bilingual education. Strategy's Expected Result/Impact: Improved classroom grade, test scores for Bil./ESL students Staff Responsible for Monitoring: Bilingual/ESL Education Director; Bilingual/ESL Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 5 - District Processes & Programs 6, 8, 9 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

Student Learning	
Problem Statement 1: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.	
Problem Statement 2: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.	
Problem Statement 5: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.	
District Processes & Programs	
Problem Statement 6: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.	
Problem Statement 8: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.	
Problem Statement 9: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.	

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

Performance Objective 3: For the 2020-2021 school year, 100% of CTE teachers will have the opportunity to attend staff development to support effective instruction

Evaluation Data Sources: CTE Database Reports/Agendas/Sign-in Sheets

Summative Evaluation: None

Strategy 1: 100% of CTE teachers will have an opportunity to attend program meetings with their colleagues to review facility, equipment, technology, software, and curriculum needs of their programs as well as plan for instruction. Strategy's Expected Result/Impact: Increased participation in CTE. Monitoring for additional or dropping CTE courses. Staff Responsible for Monitoring: Director of Career and Technical Education Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 244- Career and Technical Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: GRS will continue to provide teachers resources to certify themselves and their students in at least one industry recognized credential. Strategy's Expected Result/Impact: Teachers will do a better job of preparing their students to challenge certifications. Staff Responsible for Monitoring: Director of Career and Technical Education Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 244- Career and Technical Ed	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: For the 2020-2021 school year, District overall percentages on Grades 3-11 STAAR/EOC assessments will increase to a 75%/50%/25% ratio by the March 2020 Benchmark assessment in preparation for STAAR/EOCs.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 Grades 3-11 STAAR Benchmark Results, EOC Benchmark Results

Summative Evaluation: None

Strategy 1: Golden Rule will hire curriculum directors to facilitate Content Advisory Committees, to create district assessments, to provide professional development, and to provide campus support to all GRS campuses, with a particular emphasis on campuses with high "Tier III" students. The elementary level and secondary level are both represented through the expertise of these instructional staff. Strategy's Expected Result/Impact: Increase student engagement, increase rigor in instructional delivery, increased student success, classroom schedules, planning sessions, lesson plans, professional development sessions Staff Responsible for Monitoring: Assistant Supt. of C&I, Instructional Support Team; Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 6 - District Processes & Programs 7, 8, 9, 10 Funding Sources: - 420- Compensatory Education, - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Golden Rule will provide professional development on how to integrate reading and writing strategies, including in math courses. Professional development may include but not limited to: open-ended responses, focused note taking, creating collaborative study groups, and developing effective questioning techniques for Tier I instruction. Strategy's Expected Result/Impact: Increase student engagement, increase rigor in instructional delivery, increased student success, planning session agendas, whole group and small group lesson plans, observations Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Campus Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1, 2, 3, 6 - District Processes & Programs 7, 8, 9, 10 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Golden Rule will continue to provide professional development on problem solving and vocabulary development during Math Instruction. Strategy's Expected Result/Impact: Increase student engagement, increase rigor in instructional delivery, increased student success, planning session agendas, whole group and small group lesson plans, observations. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Campus Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1, 3, 6 - District Processes & Programs 7, 8, 10 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Golden Rule will continue to provide GRS teachers with professional development on how to effectively teach math concepts using math manipulative and technology resources. Strategy's Expected Result/Impact: Increase student engagement, increase rigor in instructional delivery, increased student success, planning session agendas, whole group and small group lesson plans, observations Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Campus Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1, 4, 6 - District Processes & Programs 5, 7, 8 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Golden Rule will continue to reinforce professional development on data disaggregation to plan for effective whole class instruction, stations, small group instruction and interventions. Strategy's Expected Result/Impact: Increase student engagement, increase rigor in instructional delivery, increased student success, planning session agendas, whole group and small group lesson plans, observations Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Campus Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 3, 5, 6 - District Processes & Programs 6, 7, 8, 9, 10 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Golden Rule will provide tutoring services to students during Saturdays, before and after school, and summer. Remote learning instruction will be in play to provide maximum instructional opportunities. Strategy's Expected Result/Impact: Increase in STAAR Math and Reading results, 6-week grades, MOY/EOY assessments. Staff Responsible for Monitoring: Assistant Superintendent, Curriculum Directors, Campus Principals, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 5, 6 - District Processes & Programs 6, 7, 8, 10 Funding Sources: - 211- Title I Part A, - 420- Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 2: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 3: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
Student Learning
Problem Statement 1: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 2: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 3: Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. Root Cause: Tier 1 instructional rigor and alignment to these assessments is inconsistent.
Problem Statement 4: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 5: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 6: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
District Processes & Programs
Problem Statement 5: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 6: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 7: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
Problem Statement 8: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 9: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 10: Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. Root Cause: Tier 1 instructional rigor and alignment to these assessments is inconsistent.

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

Performance Objective 2: In the 2020-2021 school year, the Curriculum department will continue to assist Golden Rule campuses identified in need of support, identified as high Tier II and III scores, through the development of district-wide assessments, lesson plan review, and instructional coaching.

Evaluation Data Sources: 2021 STAAR/EOC Results, 2020-2021 District Assessments

Summative Evaluation: None

Strategy 1: Begin to employ an Assistant Superintendent of curriculum and instruction at the district level to provide supervision of district curriculum coordinators/district professional development efforts. Strategy's Expected Result/Impact: Increases in individual campus planning, professional development offerings, 2021 STAAR results. Staff Responsible for Monitoring: Assistant Superintendent of C&I Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Demographics 2, 3 - Student Learning 3, 5, 6 - District Processes & Programs 6, 7, 10	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide professional development offerings through Campus Leadership meetings that support instructional pedagogy and strategies, to include a thorough understanding and consistent usage of the TEKS Resource System (TRS). Strategy's Expected Result/Impact: Improvement in 2020-2021 STAAR Results Staff Responsible for Monitoring: Assistant Superintendent; Curriculum Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 3, 6 - District Processes & Programs 7, 10 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Golden Rule will continue to provide specific professional development on the TEKS Resource System (TRS) components to plan and implement effective instruction and usage. Strategy's Expected Result/Impact: Improved course passing rates Increase in STAAR results Lesson plans, agendas, sign-in sheets Staff Responsible for Monitoring: Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers; Instructional Aides Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Funding Sources: - 255- Title II, Part A, TPTR, - 211- Title I Part A	Reviews			
	Formative			Summative
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Strategy 4: Curriculum Directors and Campus Admin will continue will attend local, state and national conferences that will provide them with the professional development and learning needed to support our campuses. Conferences may include but are not limited to: CAMT, CAST, TCTELA, TCEA, TCCA. Strategy's Expected Result/Impact: Improved course passing rates Increase in STAAR results Lesson plans, agendas, sign-in sheets Staff Responsible for Monitoring: Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 3, 4, 5, 6 - District Processes & Programs 5, 6, 7, 8, 10 Funding Sources: - 211- Title I Part A, - 420- Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Golden Rule will continue to implement I-Station assessments and provide professional development on how to effectively use the program to identify and assist students who are struggling with reading in the early grades; accomplish HB3 targets in grades K, 1, and 2. Strategy's Expected Result/Impact: Campus Calendar Improved course passing rates Increase in STAAR results Lesson plans Staff Responsible for Monitoring: Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2, 4 - District Processes & Programs 5, 8, 9	Reviews			
	Formative			Summative
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Strategy 6: Utilize Eduphoria: Aware to track teacher and student progress and to analyze associated assessments. Funding is provided for the Lead4Ward and Axiom modules in Eduphoria: Aware. Strategy's Expected Result/Impact: District data reports provided to campuses for increased student progress Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Golden Rule will continue the use of STAAR online test development tools and software for student performance tracking. Strategy's Expected Result/Impact: District data reports provided to campuses for increased student progress Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 6 - District Processes & Programs 7	Reviews			
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Strategy 8: Golden Rule will provide professional development in EOC Test Preparation with an emphasis on interventions and reteaching opportunities for high school students at-risk. Strategy's Expected Result/Impact: English I/II EOC Performance Data: Retest Success Rate Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 3 - District Processes & Programs 10 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
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Strategy 9: Golden Rule will continue to provide professional development to assist high school with the improvement of English learner results on EOC English I and II. Strategy's Expected Result/Impact: Improve student classroom grades, state assessment scores and second language acquisition. Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent; Curriculum Coordinators, Campus Administrators; Bilingual Director, Teachers Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 5 - District Processes & Programs 6 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 2: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 3: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
Student Learning
Problem Statement 1: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 2: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 3: Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. Root Cause: Tier 1 instructional rigor and alignment to these assessments is inconsistent.
Problem Statement 4: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.

Problem Statement 5: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 6: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
District Processes & Programs
Problem Statement 5: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 6: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 7: Golden Rule continues to have a continued high representation of At-Risk students. Root Cause: Golden Rule needs to create a strategic, timely, research-based interventions in reading and math.
Problem Statement 8: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 9: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 10: Reading/Writing assessments for secondary campuses are below regional and state results for Meets/Masters performance. Root Cause: Tier 1 instructional rigor and alignment to these assessments is inconsistent.

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: During the 2020-2021 school year, Charter will ensure each campus provides a minimum of 5 educational involvement activities and events for parents and community members in order to promote teamwork and unity in the education of students.

Evaluation Data Sources: Event agendas/sign-in sheets

Summative Evaluation: None

Strategy 1: GRS will utilize resources to support and work with Bilingual/ESL parents and their children in building a regular reading routine and strong English-language skills and to increase participation by providing parent training, workshops, and/or presentations for parent and family members. Strategy's Expected Result/Impact: Sign-in sheets, agendas, training materials & resources, lesson plans Increase of use of ELPS in core content areas and lesson plans Staff Responsible for Monitoring: Bilingual Director, Bilingual/ESL Instructional Specialists, Campus Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 2 - Student Learning 1, 2, 5 - District Processes & Programs 6, 8, 9 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: GRS will strive to hold a CTE sponsored meeting, per program per year, where students, parents, instructors and business and industry representatives discuss program outcomes and program improvement. Strategy's Expected Result/Impact: Agendas, sign-in sheets Plan for program improvement Staff Responsible for Monitoring: Career and Technical Education Director; Campus Principal; Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4 Funding Sources: - 244- Career and Technical Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: GRS will continue to communicate and recruit our parents for support of campus-based activities meant to increase campus parental involvement through the use of School Messenger. Strategy's Expected Result/Impact: An increase in parent workshop/conference attendance, agendas, sign-in sheets, Call logs Staff Responsible for Monitoring: Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
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Strategy 4: GRS will host 2 Open Houses, 1 per semester, in order to increase parent/family engagement. Strategy's Expected Result/Impact: Sign-in sheets, agendas District calendar Increase parental awareness on district programs and services as well as providing employment college and career readiness for students. Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Campus Principals Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: GRS will host 2 Parent/Teacher conference days, 1 per semester, in order to increase parent/family engagement. Strategy's Expected Result/Impact: Sign-in sheets, agendas; District Calendar Increase parental awareness on district programs and services as well as providing employment college and career readiness for students. Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Student Learning
Problem Statement 1: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 2: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Problem Statement 5: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.
Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
District Processes & Programs
Problem Statement 2: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
Problem Statement 6: Golden Rule continues to have a large number of EL students remaining in the ESL Program. Root Cause: Charter lacks strategic instruction and also lacks training for increased use of targeted vocabulary in all content areas.

Problem Statement 8: Special population groups continue to perform below the 'all students' group, particularly with Special Education and Bilingual/ESL. Root Cause: Instructional strategies and interventions are not yielding expected results.
Problem Statement 9: TELPAS scores are not reflective of expected language proficiency growth. Root Cause: Implementation of the Bilingual/ESL Framework and instructional delivery are inconsistent districtwide.
Perceptions
Problem Statement 4: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

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: For the 2020-2021 school year, the Charter and campuses will document the number of notifications sent via newsletters, email, callouts, website, flyers, etc., to parents and community members increasing survey responses to "Agree or Strongly Agree" to 80%.

Evaluation Data Sources: Documented notification efforts, survey

Summative Evaluation: None

Strategy 1: Utilize Charter and campus Facebook and Twitter feeds to communicate messages about school or district events, initiatives, and vital communications. Strategy's Expected Result/Impact: Facebook and Twitter postings Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase and provide campuses with posters to communicate with parents and the community members regarding programs (Prevent Bullying Program, COVID-19, etc.) and information for parents to make contact for assistance. Strategy's Expected Result/Impact: Purchase orders, Actual brochures and posters, student survey results, attendance rates. A 2% increase in the number of students who report feeling safe at school on surveys. Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide parents calendar of events, use district messenger, e-mail, and callouts to inform parents of workshops, conferences, school meetings, and important communications. Strategy's Expected Result/Impact: Distribution of District Parental Involvement Policy, signature page by administrator. Parent surveys, sign-in sheets, attendance. Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
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Strategy 4: As required by the Texas Education Agency, provide annual School Report Cards (SRCs) and Federal Report Cards to parents/guardians in printed or electronic format to inform them of the performance and characteristics of the district and its campuses for the previous year; provide hard copies at campuses and district service center for reference upon request. Strategy's Expected Result/Impact: Printed SRCs, online posting of SRCs, purchase order for printing costs. Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals Title I Schoolwide Elements: 3.2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: All district/campus communications will be sent home in the appropriate language to the degree possible, to include official correspondence, announcements, and callouts. Strategy's Expected Result/Impact: Greater overall communication with our parents and community throughout the District. Staff Responsible for Monitoring: Deputy Superintendent, Campus Principals Title I Schoolwide Elements: 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
District Processes & Programs
Problem Statement 2: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
Perceptions
Problem Statement 4: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

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

Performance Objective 3: For the 2020-2021 school year, the Career and Technical Education Department will begin to hold meetings/activities with families relating to the promotion of college and career readiness.

Evaluation Data Sources: Event agendas, Sign-in sheets

Summative Evaluation: None

Strategy 1: Golden Rule's CTE department will begin development of Process and Procedures for Program Advisory Meeting that will be comprised of current and (in future) former students and their parents as well as partners from industry and post-secondary education. Strategy's Expected Result/Impact: Programs will be audited and suggestions provided to improve all programs. Staff Responsible for Monitoring: Campus Principal, CTE Director, CTE teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: - 244- Career and Technical Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Golden Rule's CTE department will conduct an annual CTE meeting for incoming 9th grade parents to explain the process of CTE Pathways Strategy's Expected Result/Impact: Programs will be audited and suggestions provided to improve all programs. Staff Responsible for Monitoring: Campus Principal, CTE Director, CTE teachers Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: - 244- Career and Technical Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Golden Rule will conduct a yearly needs assessment to determine the pathways offered and plan for future partnerships. Strategy's Expected Result/Impact: Programs will be audited and suggestions provided to improve all programs. Staff Responsible for Monitoring: Campus Principal, CTE Director, CTE teachers Title I Schoolwide Elements: 3.1 Funding Sources: - 244- Career and Technical Ed	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% 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: For the 2020-2021 school year, Golden Rule will continue its plan of action to ensure that district stakeholders feel safe at school by conducting a BOY Climate survey with intent of increasing the number of staff and students that strongly agree that they feel safe by 10% on 2020-2021 EOY Climate Survey. COVID-19 considerations will be prioritized with respect to the health and safety of all district stakeholders.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 Student Climate Survey results
Continued feedback from district stakeholders on COVID-19 -related surveys.

Summative Evaluation: None

Strategy 1: Golden Rule will continue to implement and make revisions to the district and campus COVID-19 Operations Guidelines to evaluate emergency procedures for both instructional and non-instructional facilities. This includes all training, policies, procedures, schedules, and equipment paramount to keeping all district stakeholders safe from COVID-19. Strategy's Expected Result/Impact: The Operations Guidelines will be current and the plan will be practiced in all district facilities, instructional and non-instructional. Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent; Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 1 - Student Learning 4, 7 - District Processes & Programs 2, 5 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Golden Rule will provide training and guidance to all district/campus administrators and all district stakeholders on updated district/campus Emergency Operations Plan compliance. This includes all training, policies, procedures, schedules, and equipment paramount to keeping all district stakeholders safe from COVID-19. Strategy's Expected Result/Impact: Head of Security will collaborate with all administrators to ensure that the district and campus emergency operations plans are properly revised and implemented. Staff Responsible for Monitoring: Deputy Superintendent; Assistant Superintendent; Campus Administration; Security Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Golden Rule will continue to maintain consistent staffing levels to ensure the presence of one or more auxiliary positions at each campus, coordinating with the actions of the Human Resources Department. Strategy's Expected Result/Impact: Minimized incidents of closure Staff Responsible for Monitoring: Human Resources, Deputy Superintendent Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Student Learning

Problem Statement 4: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

District Processes & Programs

Problem Statement 2: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

Problem Statement 5: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. **Root Cause:** Lack of technology as a district and internet access at home.

Perceptions

Problem Statement 4: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

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

Performance Objective 2: For the 2020-2021 school year, the number of bullying-related incidents reported district-wide will decrease by 5% from 2019-2020 to 2020-2021.

Targeted or ESF High Priority

Evaluation Data Sources: 2020-2021 confirmed PEIMS bullying incident reports
2020-2021 bullying reports through K-12 Anonymous Alerts system and PEIMS

Summative Evaluation: None

Strategy 1: Golden Rule will continue use of classroom lessons in district bullying prevention and social/emotional learning programs, to include teacher or counselor-made lessons. Strategy's Expected Result/Impact: Documented usage of lesson throughout district; Bullying Anonymous Reporting system Staff Responsible for Monitoring: Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 7 - District Processes & Programs 2 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Creation of K-12 Anonymous Reporting system for students and parents/guardians for the purpose of reporting bullying incidents in a safe and anonymous fashion. Strategy's Expected Result/Impact: Usage reports of the K-12 Anonymous Alerts application by our students and their parents. Staff Responsible for Monitoring: Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
District Processes & Programs
Problem Statement 2: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
Perceptions
Problem Statement 4: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause

of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

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: For the 2020-2021 school year, the average daily attendance rate for all students district-wide will increase by 1% from the 2019-2020 school year, with varying learning modalities in play due to COVID-19.

Evaluation Data Sources: Student attendance reports

Summative Evaluation: None

Strategy 1: Work to keep attendance steady through a variety of learning platforms, to include traditional face-to-face and remote learning due to COVID-19 considerations. Strategy's Expected Result/Impact: Consistent attendance/increase in attendance Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 3.1, 3.2 Problem Statements: Demographics 1 - Student Learning 4, 7 - District Processes & Programs 2, 5 - Perceptions 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Golden Rule will create an attendance incentive program to maintain high ADA percentages at each campus. Strategy's Expected Result/Impact: Consistent attendance/increase in attendance Staff Responsible for Monitoring: Campus Administration, Deputy Superintendent Funding Sources: - 420- Compensatory Education	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Student Learning
Problem Statement 4: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Problem Statement 7: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
District Processes & Programs
Problem Statement 2: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. Root Cause: COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.
Problem Statement 5: COVID-19 has exposed a major problem in which a high percentage of teachers and students needing training in order to engage in 21st century learning that includes blended learning.. Root Cause: Lack of technology as a district and internet access at home.
Perceptions

Problem Statement 4: COVID-19 has altered what was once normal processes, policies, and procedures in an unprecedented manner. **Root Cause:** COVID-19 is a root cause of challenges nationwide. The charter continues to work to educate our students and staff, with safety as the first priority.

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: For the 2020-2021 school year, Golden Rule district-level departments will conduct monthly meetings to further enhance student academic achievement rates.

Evaluation Data Sources: Documentation of meetings: Agendas, sign-in sheets

Summative Evaluation: None

Strategy 1: Ensure that district personnel are notified of expanding levels of professional development opportunities through Academic Services via a variety of communications, in order to bolster professional growth and increase academic achievement. Additional professional development sessions may be virtual with respect to the COVID-19 situation. Strategy's Expected Result/Impact: Increased attendance at professional development sessions Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Director of SPED, Director of Bilingual Education Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Attempt to continue the practice continuation of Instructional Rounds with campus administration to strengthen instructional best practices and to ensure a networking potential between campuses. The COVID-19 situation will have to be taken into account with respect to the level of onsite instructional visits. Strategy's Expected Result/Impact: Sign in sheets, walk-through data, campus visits, follow ups Decrease safeguards missed and increase in student performance in core areas Staff Responsible for Monitoring: Deputy Superintendent, Assistant Superintendent, Campus Administration, Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to ensure assistance to campuses for additional professional development in Gifted and Talented Education; ensure compliance with GT teacher certification (30 hours and refresher update). Strategy's Expected Result/Impact: GT training materials, GT district website, staff development website, training brochures, agendas, sign-in sheets GT training evaluations Staff Responsible for Monitoring: Assistant Superintendent; District GT Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for District Improvement Plan

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,085,000.00
6100 Subtotal:		\$1,085,000.00
6200 Professional and Contracted Services		
6216	6216 Professional Services - Locally Defined	\$164,400.00
6200 Subtotal:		\$164,400.00
6300 Supplies and Services		
6390	6390 Supplies and Materials - General	\$77,350.00
6300 Subtotal:		\$77,350.00

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

See CIP strategies tagged with Title 1 element 3.1

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

See CIP strategies tagged with Title 1 element 3.2

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aimee Cardenas	Aide	Title 1 Intervention	1.0