

Golden Rule Charter School

Golden Rule - Grand Prairie

2020-2021 Campus Improvement Plan

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

The campus is located in Grand Prairie, Texas, which is the southwest part of Dallas county . We are part of Golden Rule Schools, Inc. where there are 6 campuses that are located in Dallas metroplex including Oak Cliff, Cockrill Hill, DeSoto, and Pleasant Grove.

Campus Staff			
Position	2018-2019	2019-2020	2020-2021
Teachers	6	6	9
Instructional Aides	4	4	4
Receptionist	1	1	1
Security	1	1	1
Administration	1	1	1

Student Population					
Campus Population	2016-2017	2017-2018	2018-2020	2019-2020	2020-2021
PreKindergarten	68	59	53	39	
Kinder	12	12	9	20	
First	9	10	11	18	
Second	0	6	7	7	
Third	0	0	5	10	

Student Population					
Fourth	0	0	0	9	
Total	89	87	85	103	

Student Ethnicity					
Population Ethnicity	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
African American	4.5%	1.1%	1.2%	1.89%	
Hispanic	95.5%	98.9%	98.8%	97.17%	
White	0%	0%	0%	.94%	
American Indian	0%	0%	0%	0%	
Asian	0%	0%	0%	0%	

Class Size					
Grade	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Kindergarten	12	6	9	18	
1st	9	--	11	9	
2nd	--	6	7	11	
3rd	--	--	--	7	
4th	--	--	--	--	

Special Programs				
Special Programs Population	2016-2017	2017-2018	2018-2019	2019-2020
Economically Disadvantaged	100%	100%	100%	
Non-educationally Disadvantaged	0%	0%	0%	
Section 504	0%	0%	0%	
English Learners	63.2%	57.5%	68.2%	
Students w/ Disciplinary Placements (2016-17)	0%	0%	0%	
At-Risk	69.7%	67.8%	68.2%	
Bilingual/ESL program	67.4%	57.5%	69.4%	
Gifted and Talented	0%	0%	2.4%	
Special Education	6.7%	2.3%	2.4%	

Demographics Strengths

Demographics Strengths:

- Small class sizes. Students range from 5 to 18 students per teacher.
- Staff is diverse in gender and ethnicity.
- Bilingual staff allows better communication between school and parents while strengthening student education for those needed bilingual support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the campus enrollment has increased due to adding additional grades, class size is small or have decreased over the last few years. **Root Cause:** The campus only serves the community from Pre-K 3 through 4th grade. Once a student has to move to another school that offers 5th grade, the younger siblings are also transferred to the new school's feeder system.

Problem Statement 2 (Prioritized): Communication between school and parents are lacking. **Root Cause:** Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.

Student Learning

Student Learning Summary

Limited STAAR data is available for the Grand Prairie campus as 3rd and 4th grade has been recently added within the last two years. Additionally, the STAAR test for the 2019-2020 was waived statewide due to Covid-19 school closures. Below is the limited data showing the level of performance labels achieved by the students in the respective grades. The data is a collective of available STAAR and/or District Benchmarks.

3rd Grade							
READING	Approaches	Meets	Masters	MATH	Approaches	Meets	Masters
2020 Fall Benchmark	36	18	18	2020 Fall Benchmark	30	20	0
2019 STAAR	80	60	60	2019 STAAR	100	60	60
2019 Benchmark	71	29	14	2019 Benchmark	57	14	14
No Prior Data Available - Grade started 2018-2019 School Year.							

4th Grade							
READING	Approaches	Meets	Masters	MATH	Approaches	Meets	Masters
2020 Fall Benchmark	36	18	18	2020 Fall Benchmark	57	14	14
No Prior Data Available - Grade started 2020-2021 School Year.							

Performance Labels explained:

- Masters Grade Level (passing): Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.
- Meets Grade Level (passing): Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

- Approaches Grade Level (passing): Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- Does Not Meet Grade Level (not passing): Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

District Goals

- Due to Covid-19 School Closures, the current district goals are as follows:

Approaches - 75%

Meets - 50%

Masters - 25%

- By March, the district goals will be increased as follows:

Approaches - 90%

Meets - 60%

Masters - 30%

Student Learning Strengths

Student Academic Strengths:

- During the first year of taking STAAR, 3rd Grade performed above state percentages in both Reading and Math between 4% and 33% in the categories of Approaches, Meets, and Masters.
- During the first year of taking STAAR, ELL students either meet or performed above state percentages in all subjects by 26% in the categories of Approaches, Meets, and Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. **Root Cause:** Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

Problem Statement 2 (Prioritized): 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. **Root Cause:** Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

The following instructional resources are available to help our teachers plan for instruction:

- TEKS Resources System (TRS) provides a guide to plan classroom activities and instructional strategies
- PLCs (Professional Learning Centers) to provide additional knowledge concerning instruction
- YAG (Year at a Glance)
- Pacing Calenders
- Data Digs with administrator
- TTESS Observation results
- Teachers observing peers

The following assessment resources help our teachers assess students:

- The Early Childhood program (PreK and Kindergarten) will use Children Learning Institute (CLI) for social-emotional and character education lesson development, as well as, to develop early literacy.
- Istation and Study Island are utilized for grades Kinder through 4th. These programs provide online academic instruction that can be tailored to meet individual students needs based on ISIP scores. The online components also support struggling learners including those who are identified with disabilities which help with academic vocabulary development, text fluency, and comprehension with rvarious eading or math levels.
- DRA (Developmental Reading Assessment) is used in grades K-4 to determine students reading level in both English and Spanish, and to plan targeted interventions.
- District Assessment/Benchmarks.

The following resources help our teachers analyze student assessments:

- Istation / Study Island Reports
- DRA results
- AWARE (District Assessments/Benchmarks/STAAR Results)
- TAPR report indicating previous STAAR acheivements
- TELPAS results

The Following resources help our teachers with instruction:

- Green Apple (Reading, Wrriting and Math for 3rd and 4th Grades). There are two types of books teachers received for On Level and RTI.
- Measuring Up.

Curriculum Instructors are also available to help support teachers with planning, instruction, and analyzing in addition to campus administration.

Saturday Academies are available in the Spring that allows teachers to have additional RTI opportunities with students who are in need.

The Bilingual, SPED, and Dyslexia departments provide services to students who are coded in these programs by providing pull outs/push ins formats in grade levels from Kinder to 4th grade.

The 504 program also provides accommodations to students who qualify.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Teachers have bi-weekly PLCs with administration and weekly grade levels (if applicable).
- Master schedule is designed to maximize instructional time.
- Computer Lab with 22 computers and online programs that target students areas in need of improvement
- Bilingual/ESL Director does classroom visits and offer planning sessions to provide strategies to support our ELs
- Bilingual/ESL interventionists conduct weekly pull outs/push ins to provide language support to our ELs
- Teachers and administrator meet after district assessments and Benchmarks to analyze data that drives and enhance instruction
- District is increasing the number of available technology for student to use at home during hybrid instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. **Root Cause:** Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.

Problem Statement 2 (Prioritized): Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. **Root Cause:** Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.

Perceptions

Perceptions Summary

COVID 19 has been addressed to ensure student safety.

- 5 sanitizer dispensers located at entrance of each building on campus.
- Two temperature scanners available to ensure visitors and staff do not have a temperature.
- Purple dots have been utilized to place on hallway floors and lunch tables to ensure students are socially distancing during school hours.
- Administration monitors student and staff compliance and campus and district protocol.

The following drill occurs throughout the year to ensure student / staff safety:

- Fire (monthly)
- Tornado (Each Semester)
- Storm Shelter (Each Semester)
- Lock Down (Each Semester)

Parents must present an ID when they enter the receptionist office to visit the campus or pick up students.

Parents must present a color coded sign (provided by the campus) when they pick up students at dismissal to ensure the correct student goes home with the correct parent. If a parent does not have the color coded sign, they must go to the receptionist office and provide their ID before the student is released.

CHAMPS and PBIS are utilized to address student behavior and set expectations while on campus.

Perceptions Strengths

- Minimal student discipline.
- Student safety.
- Parents do participate in Field Days, Cinco de Mayo, Field Trips, Special Events, Parties, etc.
- Campus enrollment is increasing.
- Campus has a new building that houses grades 1 - 4 and a renovated cafe.
- Teachers are doing a great job doing virtual / face to face instruction.
-

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student

mastery of content. **Root Cause:** Lack of teacher commitment to meet the needs of the students and campus.

Problem Statement 2 (Prioritized): All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. **Root Cause:** Loss of meaningful instruction during Covid-19 school closures.

Problem Statement 3: According to Pre-K teacher perceptions, the Frog Street curriculum is not rigorous enough to fully prepare students for success in Kindergarten. **Root Cause:** Frog Street curriculum focuses too much on the social emotional development of students and not enough on the academic development.

Priority Problem Statements

Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments.

Root Cause 1: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments.

Root Cause 2: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019.

Root Cause 3: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3.

Root Cause 4: Loss of meaningful instruction during Covid-19 school closures.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs.

Root Cause 5: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student mastery of content.

Root Cause 6: Lack of teacher commitment to meet the needs of the students and campus.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Communication between school and parents are lacking.

Root Cause 7: Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.

Problem Statement 7 Areas: Demographics

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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
- State-developed online interim assessments
- 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 and participation data
- 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
- Migrant population, including performance, discipline, attendance, and mobility
- 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.
- Section 504 data
- Homeless 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
- School safety data
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

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: At end of May 2021, the Grand Prairie campus will have an 80% employee retention rate including administration, aides, security, and other paraprofessionals.

Evaluation Data Sources: Few or no campus postings from Human Resources

No teacher resignation letters

SBEC Teacher Certificate

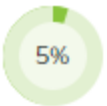
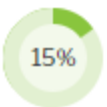
Applicant Resume

Interview Question Responses

References

Summative Evaluation: None

Strategy 1: Attend local job fairs to find a pool of qualified candidates for open positions. Strategy's Expected Result/Impact: Allows administration an opportunity to interview several qualified candidates rather than just one lone applicant. Staff Responsible for Monitoring: Principal, Human Resources Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: During the interview process, the candidate will show evidence of their current content and instructional knowledge by giving a mini-lesson (10 minutes or less) in real time or by video submission of a TEK that would be taught in the grade level subject in which they are applying. Strategy's Expected Result/Impact: Ensures that the candidate has the capability to give appropriate instruction in the classroom and to allow administration an understanding of where future support may be needed. Staff Responsible for Monitoring: Principal, Interview Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: The Grand Prairie campus will develop a New Teacher Mentor program for teachers who are new the district, new to the teaching field, or have moved to a new grade level. Thus, ensuring appropriate support throughout the school year to learn best practices for instructional methods and learning district/campus procedures including Gradebook and online instructional resources. Strategy's Expected Result/Impact: New teachers will feel supported by current campus staff while learning instructional best practices, district/campus resources, and district/campus procedures. Staff Responsible for Monitoring: Principal, Mentor Teacher, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Ongoing learning opportunities will occur throughout the year to address campus needs regarding improved student achievement through campus/district PD's , PLC's, and staff meetings. Strategy's Expected Result/Impact: Improved student-centered instruction, increased student engagement, and more student's mastering content. Staff Responsible for Monitoring: Principal, Assistant Superintendents, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Principal will have an Open Door policy allowing staff an opportunity to voice concerns and request support as needs arise. Strategy's Expected Result/Impact: Build relationship and trust between administrator and personnel. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Consulting fee if PD is outside district or Region 10 cohort. - 255- Title II, Part A, TPTR - \$1,500, Substitutes to cover class while teacher is in PD. - 255- Title II, Part A, TPTR - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Create ongoing opportunities to recognize and appreciate staff for their never-ending efforts to meet the needs of our students. Strategy's Expected Result/Impact: Build relationship between administration and personnel. Staff Responsible for Monitoring: Principal, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Appreciation Gifts - 461- Campus Activity Fund - \$500	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.	
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.	
School Processes & Programs	
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.	
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.	
Perceptions	
Problem Statement 1: Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student mastery of content. Root Cause: Lack of teacher commitment to meet the needs of the students and campus.	
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.	

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

Performance Objective 2: For the 2020-2021 school year, a minimum of 70% of observed teachers will achieve "Proficient" or higher on T-TESS evaluation.

Evaluation Data Sources: T-TESS Rubric
Observation Feedback
Collaborative Meeting Minutes
Summative Rating

Summative Evaluation: None

Strategy 1: Train teachers on how the T-TESS appraisal system will be utilized for regularly scheduled teacher observations resulting in an appraisal rating at the end of the school year. Strategy's Expected Result/Impact: Improved student-centered instruction, increased student engagement, and more student's mastering content. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Teachers will authentically reflect upon student data to identify areas of professional growth areas, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year. Strategy's Expected Result/Impact: Improved student-centered instruction, increased student engagement, and more student's mastering content. Staff Responsible for Monitoring: Principal, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2 Funding Sources: Substitutes to cover class while teachers are in PD. - 255- Title II, Part A, TPTR - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Teachers will search, enroll, and attend one PD outside of school per semester that aligns with TTESS goals. Strategy's Expected Result/Impact: Improved student-centered instruction, increased student engagement, and more student's mastering content. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Conduct regular informal and formal classroom observations utilizing T-TESS Rubric while giving teachers immediate and meaningful feedback. Strategy's Expected Result/Impact: Immediate feedback will ensure student-centered instruction, improved student engagement, and more student mastery of content. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

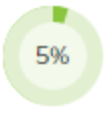
Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Perceptions
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

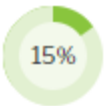
Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 1: For the 2020-2021 school year, the Grand Prairie campus will reach a 75%/50%/25% ratio by the 2021 Benchmark in preparation for the STAAR examination.

Evaluation Data Sources: 3rd/4th grade results from District Assessments.

Summative Evaluation: None

Strategy 1: Bi-weekly PLC's to discuss lesson plans that promote rigorous learning in the classroom by addressing differentiation and the various levels of students needs. Strategy's Expected Result/Impact: Collaborative feedback between teacher and administration will not only create an engaged student learning environment that will be evident during observations, but improve student assessment scores as more students master content. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Campus Data Digs will occur after every district assessment / benchmark to identify where students may need extra support to master specific TEKS. Strategy's Expected Result/Impact: Teachers effectively determine what TEKS will need to be spiraled or retaught as they move toward more students mastering content. Teachers can also self-reflect to determine how effective their instruction was or if they need to modify their future instruction. Staff Responsible for Monitoring: Principal, Curriculum Directors, Mentor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Utilizing the results from the data digs, teachers will create small groups based on the students Tier (1, 2, or 3) and provide instructional support focusing on the needs of that particular Tier level. Strategy's Expected Result/Impact: Improved student mastery for each student regardless of Tier. Staff Responsible for Monitoring: Principal, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: After the first month of school, teachers will schedule regular tutoring opportunities for students to attend before school or after school that will focus on individual learning gaps that the teacher has identified. Strategy's Expected Result/Impact: Addressing student learning gaps early will help students be more successful overall as the students will not fall further behind in their education and they can get support as needed in a timely manner. Staff Responsible for Monitoring: Principal, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Teachers will research and attend professional developments that is targeted to the instruction of their specific grade level / subject area. Strategy's Expected Result/Impact: Teachers gain new strategies that will help them address the instructional needs of their students. Thus, improving student engagement and mastery of content. Staff Responsible for Monitoring: Principal, Curriculum Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2 Funding Sources: Substitutes to cover class while teachers are at PD. - 255- Title II, Part A, TPTR - \$1,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Saturday School will be available in the Spring for 3rd and 4th grade students who are needing extra support prior to the STAAR examinations. Strategy's Expected Result/Impact: Improved student mastery for each student regardless of Tier. Staff Responsible for Monitoring: Principal, 3rd and 4th grade teachers. Problem Statements: Student Learning 1, 2 Funding Sources: Stipend to pay teachers for Saturday School - 211- Title I Part A - \$3,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Perceptions

Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. **Root Cause:** Loss of meaningful instruction during Covid-19 school closures.

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

Performance Objective 2: By May 2021, teachers will use differentiation effectively in the classroom that will allow special populations (SPED, ELL, Dyslexia, SPEECH) to improve on district/state assessments by 20%.

Evaluation Data Sources: Increased student Engagement
Classroom Observations
Improved mastery of content
Assessment Data

Summative Evaluation: None

Strategy 1: Student IEPs will be adhered to without fail to incorporate the strategies and manipulatives required to support the student's learning. Strategy's Expected Result/Impact: Improved student performance while closing learning gaps. Staff Responsible for Monitoring: Principal, Teacher, SPED / Bilingual Department personnel. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: The SPED and Bilingual Departments will provide personnel to work with students one on one and to provide strategies to the teacher and student that will help support the student's education. Strategy's Expected Result/Impact: Improved student performance while closing learning gaps. Staff Responsible for Monitoring: Principal, Teacher, SPED / Bilingual Department personnel. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Teachers will ask Higher Order Thinking questions during class. Strategy's Expected Result/Impact: Improved student performance while closing learning gaps. Critical Thinking skills are taught. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: By the end of the school year, 100% of the teachers will incorporated two new strategies that address learning needs in the classroom that ALL students can benefit from. Strategy's Expected Result/Impact: Improved student performance while closing learning gaps. Staff Responsible for Monitoring: Principal, Teacher, Curriculum Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.
Perceptions
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

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. the Grand Prairie campus will provide a minimum of 5 educational involvement activities and events for parents and community members to promote teamwork and unity in the educational of students.

Evaluation Data Sources: Event Flyers

Sign-in sheets

Contact Logs

Summative Evaluation: None

Strategy 1: The campus will host an Open House, giving parents an opportunity to visit the campus and teacher in a virtual or face to face setting. Strategy's Expected Result/Impact: Build and strengthen relationship between community and school. Gives students an opportunity to showcase their school work and an opportunity for parent/teacher to communicate regarding student success. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Parents and students will be invited to be part of STAAR Night (possible virtual event) Strategy's Expected Result/Impact: Build and strengthen relationship between home and school. Informational meeting letting parents know how STAAR relates to their child's education and how they can participate in their child's success. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Parent Conferences will be scheduled in November and February. Strategy's Expected Result/Impact: Build and strengthen relationship between home and school. Gives teachers a chance to discuss the level of success students are having in the classroom and any issues that need to be addressed. Staff Responsible for Monitoring: Principal, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Tricks of the Trade will be an interactive webinar for parents to attend classes virtually - giving parents an opportunity to learn ways they can support their children at home with reading, writing, math, etc. Strategy's Expected Result/Impact: Build and strengthen relationship between home and school. Parents will have an opportunity to learn strategies on how to help their children at home with math, reading, and writing. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Virtual Math Night. Parents and students will be able to play math games online interactively hosted by the teacher. Strategy's Expected Result/Impact: Build and strengthen relationship between home and school. Students and Parents will be able to have an opportunity strengthen math skills. Staff Responsible for Monitoring: Principal, Teachers Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Communication between school and parents are lacking. Root Cause: Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.
Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.
Perceptions
Problem Statement 1: Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student mastery of content. Root Cause: Lack of teacher commitment to meet the needs of the students and campus.
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

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 Grand Prairie campus will increase the number of notification sent via newsletters, email, call outs, website, flyers, etc., to parents and community members by 5%.

Evaluation Data Sources: Documented notifications efforts

Summative Evaluation: None

Strategy 1: Communication will be in Spanish and English when possible. Strategy's Expected Result/Impact: Keep parents informed about school events overall and their child's instructional development. Builds stronger relationship between school and home. Staff Responsible for Monitoring: Principal, Teachers, Secretary Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Teachers will contact parents twice per grading cycle regarding the progress of their child's educational developments including positive contacts as parents are generally notified by the school only when there is a problem. Strategy's Expected Result/Impact: Improved student success and the opportunity to build a stronger relationship between school and home. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: Possible letters will need to be mailed if digital and analog methods do not work. - 211- Title I Part A - \$50	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Class Dojo will be utilized by teachers for regular parent contact. Administration will use Class Dojo to communicate upcoming events and other information that parents may need regarding the campus. Strategy's Expected Result/Impact: Builds stronger relationship between school and home. Keeps parents informed about school events and issues. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Communication between school and parents are lacking. **Root Cause:** Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.

Student Learning

Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. **Root Cause:** Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. **Root Cause:** Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.

School Processes & Programs

Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. **Root Cause:** Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.

Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. **Root Cause:** Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.

Perceptions

Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. **Root Cause:** Loss of meaningful instruction during Covid-19 school closures.

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

Performance Objective 1: Campuses are not able to operate as normal during Covid-19. Policies and procedures must be developed to accommodate the needs of the campus during this time.

Evaluation Data Sources: Attendance Records

Trainings

Sign-In Sheets

Procedure Manuals

Schedules

Summative Evaluation: None

Strategy 1: Hybrid Instruction allows parents to choose if their child will participate in daily instruction either by attending classes on campus in a face to face setting or by participating virtually at home. Strategy's Expected Result/Impact: Students will be able to receive an education regardless if they are at home or physically at school. Attendance percentages will not drop as students have a viable way to be counted present even if they are physically not at school. Staff Responsible for Monitoring: Principal, Teacher, IT Department Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Breakfast and Lunch schedules will be created that allows social distancing to occur while students eat. Some students will eat in their rooms during breakfast. Lunch schedules will be staggered to allow the cafeteria staff an opportunity to clean between lunch periods. Strategy's Expected Result/Impact: Minimizes the opportunity to spread Covid-19 while on campus. Staff Responsible for Monitoring: Principal, Teacher,s Aides, Cafeteria, Security ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Limited visitors will be on campus. Meetings will ideally occur in a virtual setting. If parents request a face to face meeting, the meeting will occur in our Meeting Room where all participants are able to social distance and follow appropriate COVID-19 protocols in accordance to district policies including face masks being worn while inside the building and all visitors will have their temperature checked upon entering the building. Strategy's Expected Result/Impact: Minimizes the opportunity to spread Covid-19 while on campus. Staff Responsible for Monitoring: Principal, Secretary, Aides, Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Purple dots have been placed throughout the campus in common areas to give students a visual guide on how far apart they should be social distancing. Purple dots have been placed on the cafeteria tables and computer lab tables to indicate where students should sit. Purple dots are also on the floor in some hallways, the gym, and the cafeteria to ensure students know where to stand. Strategy's Expected Result/Impact: Minimizes the opportunity to spread Covid-19 while on campus. Staff Responsible for Monitoring: Principal, Secretary, Aides, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: Materials may need to be purchased for social distancing measures. - 420- Compensatory Education - \$300	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Communication between school and parents are lacking. Root Cause: Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.
Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
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School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.
Perceptions
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

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

Performance Objective 2: The Grand Prairie campus has multiple buildings with the new building located on the far side of the dismissal area. Students need to be able to leave any building on campus in a safe and organized manner while ensuring each student gets into the correct vehicle with an authorized pick-up person.

Evaluation Data Sources: Principal Observations

Parent Observations

Teacher Observations

Parent Surveys

TxEIS

Summative Evaluation: None

Strategy 1: Students who are in Grades 1-4 will be moved from Building 1 to the gym when school is out. The gym will be the holding area for students during dismissal until their parents arrive in the pick-up line. Strategy's Expected Result/Impact: Ensuring student safety by placing students closer to the dismissal area. Staff Responsible for Monitoring: Principal, Teachers, Aides Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Parents will receive two placards for each child that has the student's name, grade, and teacher. The placard is a certain color based the student's grade. Strategy's Expected Result/Impact: Addressing student's safety by ensuring they are picked up by someone who is authorized. Staff Responsible for Monitoring: Principal, Teachers, Aides , Security ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Parents will place the placard (facing out) for the teachers and aides to see which students should be brought to the vehicle. Strategy's Expected Result/Impact: Ensuring students safety as students will be ensured they are leaving with an authorized pick up person. Staff Responsible for Monitoring: Principal, Teachers, Aide ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: The aides who are working the dismissal pick-up lines will type in the student's names into a shared Word document to alert the teachers when their student's parents arrive in the pickup line. Strategy's Expected Result/Impact: Ensures the dismissal process moves smoothly and efficiently in an organized manner. Staff Responsible for Monitoring: Principal, Teachers, Aides ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Teachers will escort students to the vehicle and open the car door for students to enter the vehicle. Strategy's Expected Result/Impact: Ensuring students safety as they move from the building to the vehicle. Staff Responsible for Monitoring: Principal, Teachers, Aides , Security, ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: If a parent does not have a placard, they will park at Building 1. When dismissal is over, the parent will show ID to ensure they are authorized to pick-up students Strategy's Expected Result/Impact: Addresses student safety by ensuring an authorized person picks up students from school. Staff Responsible for Monitoring: Principal, Teachers, Aides ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

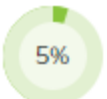
Demographics
Problem Statement 2: Communication between school and parents are lacking. Root Cause: Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.

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: During the 2020-2021 school year, the Grand Prairie campus continuously provide support to students, parents, and staff regarding the implementation of new technology provided by the district to meet the instructional needs of students during Covid-19.

Evaluation Data Sources: Training Agendas
Sign In Sheets

Summative Evaluation: None

Strategy 1: Students, parents, and staff will receive support to learn how to properly care for the new technology received by the district and how to use said technology correctly. Strategy's Expected Result/Impact: More focus can be placed on the student's instructional needs as less technical support will be necessary during instruction. Life of the technology will increase since users will understand how to properly care for the technology. Staff Responsible for Monitoring: Principal, Mentor Teachers, Campus Leadership Team Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Students, parents, and staff will receive support to learn how to access instructional tools, sites, and software for the purpose of the students instructional needs. Strategy's Expected Result/Impact: More focus can be placed on the student's instructional needs as less technical support will be necessary during instruction. Students success will increase as they are able to access the instructional tool, sites, and software to help them master content. Staff Responsible for Monitoring: Principal, Mentor Teachers, Teachers, Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Teachers will use available online resources and technology for educational purposes with fidelity regardless if students are virtual or face to face. Strategy's Expected Result/Impact: Improved rigor and engagement will increase student success. Thus, closing learning gaps. Staff Responsible for Monitoring: Principal, Mentor Teachers, Curriculum Instructors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: Communication between school and parents are lacking. Root Cause: Teachers do not always initiate communication to parents and parents do not feel comfortable contacting the school when problems arise.
Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.
Perceptions
Problem Statement 1: Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student mastery of content. Root Cause: Lack of teacher commitment to meet the needs of the students and campus.
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

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: By the Spring semester the 2020-2021 school year, 80% of teachers will effectively use district curriculum in their daily instruction.

Evaluation Data Sources: Lesson Plans
Walk-through Observations
Collaborative feedback between administrator and teacher

Summative Evaluation: None

Strategy 1: At the beginning of the 2020-2021 school year, teachers will gain access to all available curriculum including paper and online resources. Strategy's Expected Result/Impact: Improved student success and closing learning gaps. Teachers will not waste time searching for instructional material. District resources will have effective instructional material. Staff Responsible for Monitoring: Principal, Curriculum Directors, IT Department, Assistant Superintendents. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Starting the beginning of the 2020-2021 school year, training will occur throughout the school year to support teachers on how to utilize available curriculum including paper and online resources. Strategy's Expected Result/Impact: Improved student success and closing learning gaps. Teachers will not waste time searching for instructional material. District resources will have a history of effective instructional material. Teachers will be effectively utilizing provided curriculum for student instruction. Staff Responsible for Monitoring: Principal, Curriculum Directors, IT Department, Assistant Superintendents Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2 Funding Sources: Substitutes to cover classes during PD. - 255- Title II, Part A, TPTR - \$1,000	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3: Starting the beginning of the 2020-2021 school year, the principal will be meeting with teachers bi-weekly concerning lesson plans. During this time, the principal will be able to determine if the district curriculum is being utilized for student instruction. Strategy's Expected Result/Impact: Improved student success and closing learning gaps. Lesson Plans will reflect the instruction in the classroom. Teachers will feel supported by administration Staff Responsible for Monitoring: Principal, Curriculum Directors TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: During the 2020-2021 school year, the principal will conduct weekly observations and provide immediate and meaningful feedback to the teacher regarding the implementation of district curriculum. Strategy's Expected Result/Impact: Improved student success and closing learning gaps. Teachers will feel supported by administration. Staff Responsible for Monitoring: Principal, Curriculum Directors Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
Problem Statement 2: 4th Grade is well below the appropriate achievements level in Approaches, Meets, and Masters on the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
School Processes & Programs
Problem Statement 1: 20% of ELL students did not show growth in the past two years in our TELPAS assessments in 2018 and 2019. Root Cause: Lack of differentiated, targeted instruction with application of learning and building of foundational reading and writing skills in support of ELL students. Early Exit Program limits the students opportunity to learn English.
Problem Statement 2: Additional technology purchased by the district has not improved or maintained appropriate instruction to address instructional needs. Root Cause: Guardian(s)/Parent(s) do not have the appropriate technological background to address student instructional needs while at home.
Perceptions
Problem Statement 1: Retaining teachers has been problematic the last two years. There has been one or more openings during the school year affecting student mastery of content. Root Cause: Lack of teacher commitment to meet the needs of the students and campus.
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

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

Performance Objective 3: The Grand Prairie campus will ensure that low performing students who qualify for the Response to Intervention (RTI) program are receiving additional support to maximize their success in the classroom.

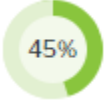
Evaluation Data Sources: Assessment Results

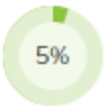
Report Card

Teacher Input

RTI Committee Meeting Minutes

Summative Evaluation: None

Strategy 1: An RTI lead will be selected from the Grand Prairie campus to train staff on RTI process, monitor student progress of students who are in the RTI program, and to keep appropriate RTI documentation. Strategy's Expected Result/Impact: Improve low-performing students success and close learning gaps. Staff Responsible for Monitoring: Principal, RTI Lead, RTI Committee, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Teachers will be trained to identify students who qualify for RTI and understand how to implement strategies to help those students in the classroom: small groups, tutoring, Istation, etc. Strategy's Expected Result/Impact: Improve low-performing students success and close learning gaps. Staff Responsible for Monitoring: Principal, RTI Lead, RTI Committee, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Teachers will create small groups and implement the strategies that the RTI committee determined would be used for intervention. Strategy's Expected Result/Impact: Improve low-performing students success and close learning gaps. Staff Responsible for Monitoring: Principal, RTI Lead, RTI Committee, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: The RTI committee will meet at the end of each grading cycle to monitor the success rate of each student and to determine if current intervention strategies are working. Strategy's Expected Result/Impact: Improve low-performing students success and close learning gaps. Staff Responsible for Monitoring: Principal, RTI Lead, RTI Committee, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 3rd Grade declined in Approaches, Meets, and Masters from the 2019 STAAR administration to the 2020 Fall District Assessments. Root Cause: Shorter instruction time and limited technology being available to all students during Covid-19 since March of 2020.
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Perceptions
Problem Statement 2: All grade levels have an increased number of students who are reading below grade level. According to the October ISIP report, 53% of students are in Tier 3 for First grade. In second grade, 0% of students are Tier 1 while 57% of students are in Tier 2 and 43% of students are in Tier 3. Root Cause: Loss of meaningful instruction during Covid-19 school closures.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Campus Improvement Plan Committee is dedicated to ensuring the success of every student on campus. The committee will analyze various data sources such as TELPAS, STAAR, AWARE to determine student strengths and weaknesses. This will allow an opportunity to celebrate the achievements of our students and to determine strategies that will allow us to grow within our weak areas. Surveys from staff and parents will also help us determine the concerns of stakeholders and allow us a chance to address said concerns to ensure a positive campus culture.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Improvement plan is developed by or Site-Based Committee and are made up of the the following stakeholders:

- Campus Administrator
- 3 Teachers
- 1 Aide
- 2 Parents
- 1 Community member

2.2: Regular monitoring and revision

The Site-Based Decision-Making Committee members met bi-monthly in November, January, and March. School closures due to Covid-19 occurred after the March meeting. We meet once more in June to close out the end of the year. During October, there were multiple meetings to prepare our current Campus Improvement Plan for the November Review.

During these meetings we review the status of each goal to determine if we have achieved the goal. If we have met the goal, we will end focus on the goal. If the goal has not been met, the SBDMC will determine if the goal and strategies need to be revised or left alone.

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

The Campus Improvement Plan will be posted on our school website for parents to view. A hardcopy will be provided to anyone who requests one. The language of our campus is English and Spanish. A Spanish copy will be created for Spanish-Speaking parents. If a family enrolls who speaks another language, an attempt will be made to provide a copy.

in their home language as well.

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

Our campus provides various opportunities for parents to be involved in the school. Meetings and activities are scheduled during school hours, at dismissal, or in the evening to accommodate the various schedules that families live by. Prior to any given event, the teachers usually contact parents to determine a "best" time and date for a given event.

Due to Covid-19, our campus has also ensured that virtual meetings and activities are available to ensure those parents can also participate if they feel uncomfortable being physically on campus at this time.