

Golden Rule Charter School

Golden Rule - Illinois Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Academic Growth



Board Approval Date: November 18, 2020

Mission Statement

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

Value Statement

"Educating Tomorrow's Leaders, Today"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Golden Rule will recruit, employ, develop, and retain a highly effective staff that proactively engages all students for success	16
Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.	19
Goal 3: Golden Rule will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.	29
Goal 4: Golden Rule will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.	34
Goal 5: Golden Rule will maintain efficient and effective management of resources and operations to maximize learning for all students and staff.	38
State Compensatory	44
Budget for Golden Rule - Illinois Elementary	44
Personnel for Golden Rule - Illinois Elementary	45
Title I Schoolwide Elements	46
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	46
1.1: Comprehensive Needs Assessment	46
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	46
2.1: Campus Improvement Plan developed with appropriate stakeholders	46
2.2: Regular monitoring and revision	46
2.3: Available to parents and community in an understandable format and language	46
2.4: Opportunities for all children to meet State standards	46
2.5: Increased learning time and well-rounded education	47
2.6: Address needs of all students, particularly at-risk	47
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	47
3.1: Develop and distribute Parent and Family Engagement Policy	47
3.2: Offer flexible number of parent involvement meetings	47
Title I Personnel	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Golden Rule Illinois is part of Golden Rule Charter Schools, Inc. The campus currently holds 508 elementary students, Pre-kindergarten through 5th grade and 277 middle school students, 6th grade through 8th grade. The Illinois campus is located in the Southern sector of Dallas, Texas. Our campus serves 785 students ranging from Pre-Kindergarten through eighth grades. The population consists of 1.5% African American students, 97.5% Hispanic students, 0.3% White students, 0.5% American Indian students, and 0.1% Asian students. English Language students make-up 46.75% of our population. Classroom enrollment ratio is 23:1 or better in all grade levels.

Data provided by TxEIS

Campus Population	2019	2020
Pre-Kindergarten	88	68
Kindergarten	62	65
Grade 1	77	71
Grade 2	76	71
Grade 3	71	76
Grade 4	83	76
Grade 5	98	81
Grade 6	80	117
Grade 7	81	90
Grade 8	73	70

Student Ethnicity

Population Ethnicity	2019-2020
African American	12
Hispanic	765
White	3
American Indian	4

Population Ethnicity	2019-2020
Asian	2

Eco-Dis Demographics

Economically Disadvantaged	785
Gifted & Talented	29
English Learners (EL)	367
Dyslexia	7
At-Risk	371

Staff Counts

Staff	Count	Percentage
Total Staff	67	100%
Teachers	48	71.64%
Campus Administration	4	5.97%
Educational Aides	9	13.43%
Receptionists/Clerks	5	7.46%
Interventionist	1	1.49%

Teachers by years of experience

Beginning Teachers	14
1-5 Years Experience	24
6-10 Years Experience	6
11-20 Years Experience	4
Over 20 Years Experience	1

Demographics Strengths

There is a high level of teacher diversity on our campus. 33% of teachers are African American, 43.75% are Hispanic, 18.75 of teachers are White, and 4.16% are Asian. Teacher diversity allows opportunities to expose students to multicultural leaderships.

- High percentage of Hispanic teachers allows Bilingual students' needs to be met.
- Teacher diversity facilitates communication for community stakeholders.
- Teacher diversity promotes cultural awareness.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although our student enrollment has remained stable, identification processes have resulted in incorrect coding/placement in regards to the Bilingual/ESL programs. **Root Cause:** Parents are not completing the home language survey with fidelity. This leads to miscommunication between the bilingual program and parents and results in academic setback.

Problem Statement 2: School programs are not meeting the specific academic needs of section 504 students, gifted and talented, and at risk students. **Root Cause:** The gifted and talented program is non-existent in this school. Additionally, the ratio of students in the programs to staff available for services does not allow services to be conducted with fidelity.

Problem Statement 3 (Prioritized): Parental involvement in 21st century education has significantly decreased across all grade levels. **Root Cause:** Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.

Student Learning

Student Learning Summary

Golden Rule Charter Schools - Illinois Campus continues to use available diagnostic data to determine strengths and areas in need of growth in regards to student learning and performance. The latest accountability rating (2019) was a "B" with two distinctions: Comparative Academic Growth and Academic Achievement Mathematics. Due to the national pandemic (COVID-19) state assessments and accountability ratings were interrupted. The first fall benchmark administered in the 2020-2021 school year was used as data to compare and analyze student performance in comparison with the last STAAR benchmark administered before schools shut down in 2020.

GRS Illinois	ELAR STAAR 2019 Benchmark				ELAR 1st 2020 Benchmark				Difference
	Approaches	Meets	Masters	Percent %	Approaches	Meets	Masters	Percent %	
3rd	74.24%	36.36%	16.67%	64.17%	36.07%	16.39%	8.20%	47.61%	-16.56%
4th	69.62%	25.32%	8.86%	59.91%	68.18%	37.88%	22.73%	64.97%	5.06%
5th	61.86%	32.99%	20.62%	62.23%	38.57%	12.86%	2.86%	51.83%	-10.40%
6th	55.84%	27.27%	10.39%	58.38%	54.43%	27.85%	11.39%	59.86%	1.48%
7th	62.50%	38.75%	18.75%	61.73%	50.79%	28.57%	12.70%	54.90%	-6.83%
8th	94.37%	78.87%	36.62%	76.69%	53.57%	28.57%	8.93%	57.27%	-19.42%

GRS Illinois	Math STAAR 2019 Benchmark				Math 1st 2020 Benchmark				Difference
	Approaches	Meets	Masters	Percent %	Approaches	Meets	Masters	Percent %	
3rd	55.22%	17.91%	5.97%	54.19%	36.07%	16.39%	8.20%	47.61%	-6.58%
4th	63.75%	25.00%	11.25%	56.30%	50%	16.18%	8.82%	50.68%	-5.62%
5th	54.55%	27.27%	14.77%	53.17%	42.25%	11.27%	4.23%	46.11%	-7.06%
6th	67.95%	23.08%	6.41%	44.99%	71.25%	37.50%	11.25%	52.58%	7.59%
7th	61.54%	24.36%	6.41%	49.26%	48.33%	23.33%	5.00%	40.13%	-9.13%
8th	94.37%	78.87%	36.62%	76.69%	54.24%	25.42%	6.78%	46.53%	-30.16%

GRS Illinois	Writing STAAR Benchmark 2019				Writing STAAR Benchmark 2020				Difference
	Approaches	Meets	Masters	Percent %	Approaches	Meets	Masters	Percent %	
4th	40.51%	3.80%	0.00%	48.57%	44%	11.11%	11.11%	50.68%	2.11%
7th	62.50%	41.25%	11.25%	63.04%	-	-	-		

Student Learning Strengths

Student learning strengths:

- 4th grade students made gains in the Meets and Masters standards on STAAR Reading, 37.88% and 22.73% respectively.
- 6th grade students made gains in the Approached, Meets, and Masters standards on the STAAR Math, 71.25%, 37.50, and 11.25% respectively.
- 87% of all students incoming from Kindergarten to 1st grade are reading on grade level according to Developmental Reading Assessment data.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: English Language Learners students are not mastering L1, therefore they do not have a strong foundation to master L2 **Root Cause:** Teachers are supporting students with code-switching but are not bridging language for ELL students.

Problem Statement 2 (Prioritized): Students do not have the proper support and resources at home to successfully engage in virtual learning. **Root Cause:** Low-income families do not have access to technology or knowledge to support students at home.

Problem Statement 3 (Prioritized): ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. **Root Cause:** There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.

Problem Statement 4: Students have performed under 10% on "met" and "mastered" on Reading in the 3rd, 5th and 8th grade levels. **Root Cause:** There is a lack of consistency in practicing literacy and writing skills in the classroom. Interventions for high performing students to show growth are not consistent and face the challenge of retaining top-performing students as they progress grade levels.

Problem Statement 5 (Prioritized): 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. **Root Cause:** Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

School Processes & Programs

School Processes & Programs Summary

Golden Rule Charter Schools- Illinois Campus offers a variety of instructional supports such as uniform campus curriculum and supplemental instruction to meet academic and social needs of our students. The campus uses the TEKS Resource System to drive curriculum development and lesson planning for grades 1st through 8th. Pre-kindergarten and Kindergarten utilizes the Children Learning Institute to develop lessons that caters to both the social-emotional and academic development of students at this level. Istation and Study Island are online instructional softwares used for Reading and Math that provide supplemental instructional practices geared towards supporting students in academic vocabulary, reading fluency, spelling, comprehension, and computation. Istation and DRA (Developmental Reading Assessment) are two main instruments used to assess students' reading and literacy levels. These instruments are used to identify struggling readers, on grade level readers, or above grade level readers to then prescribed targeted reading or math interventions.

Additionally, at the middle school level, GRS- Illinois offers CTE classes for 7th and 8th grades students where they will begin to earn half-credit.

The Bilingual/ESL department holds monthly workshops with grade levels to support their implementation of the program. The department also works alongside teachers with instruction by conducting pull/out to provide services to students.

There is currently one RTI interventional that services both elementary and middle school students with the help of one professional aide for elementary and one for middle school. The interventionists and professional support staff service RTI students through pull-outs and small groups.

Tutoring programs are offered after school to support struggling learners, and will be offered in the Spring as well. Saturday academies will be held in preparation for the STAAR examinations.

Extracurricular sports will be offered for boys and girls. The sports include: basketball and soccer for grade level 3rd through 5th and 6th through 8th.

Extracurricular clubs offered at GRS- Illinois campus include: art club, yearbook club, guitar club, spelling bee, and math teams.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Teachers have planning hours throughout the week to develop high quality and rigorous lessons.
- Teachers hold weekly PLC meetings to collaborate on implementing horizontally aligned instruction.
- A detailed master schedule has been developed to ensure instructional time is maximized.
- Enrichment period has been allotted in the master schedule to provide time for RTI interventions and accelerated instruction.
- Independent reading time has been allotted in the master schedule to improve literacy skills and promote the "love" for reading in elementary grade levels.
- Computer lab and study hall has been included in the C.A.M.P specials schedule to promote knowledge of technology for both elementary and middle school students.
- Bilingual/ESL department conducts walkthroughs and coordinates time with department to collaborate and receive coaching.
- The Bilingual/ESL department provides pull out to support EL learners.

- A campus wide HOTLINE technology service is in place to support and facilitate virtual learning families.
- Pre-kindergarten students have one-to-one tablets to meet their developmental appropriate need of technological rich instruction.
- Campus-wide PLC staff meetings are held every two weeks to promote campus culture and leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers will not be able to analyze their Data at a section/class level effectively; Will need to analyze at a Grade level as a whole, creating a macro-analysis dynamic throughout the school year. **Root Cause:** The face to face/virtual changes creates constant class/section changes every term.

Problem Statement 2: Attracting and retaining highly qualified teachers remains a challenge. **Root Cause:** Compensation is not as competitive or attractive for well seasoned teachers. Additionally professional development is not hands on that support teachers for their individual professional needs .

Problem Statement 3: At-risk students are not given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction. **Root Cause:** The lack of solid curriculum development where instruction is planned, sequences, and written to be used as a guide for teachers to reach different sub-pops and learners.

Problem Statement 4: Students lack the opportunities to develop problem solving skills required to be productive 21st century citizens. **Root Cause:** Instruction is limited to content based instruction that lacks community connected projects, opportunities to serve and make a difference, and mentorship.

Problem Statement 5 (Prioritized): There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. **Root Cause:** Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

Perceptions

Perceptions Summary

Golden Rule Charter Schools- Illinois campus' priority is to protect student and stakeholder's academic and safety well being. All staff and students are required to complete a self-assessment and temperature screening upon arrival. All visitors are required to check in at the main office and be escorted as appropriate. GRS- Illinois conducts mandatory fire drills, shelter-in-place, lockdowns, and tornado drills to ensure safety. There are three security guards and a hall monitor that adhere to post-orders. These ensure that our campus and facility is guarded effectively and resourcefully.

GRS- Illinois campus uses a variety of communication platforms to promote family engagement and keep stakeholders involved in campus activities. School messenger systems, ClassDojo, Facebook, Google Classroom, Remind, email, and correspondence are methods used to communicate with parents. Our technology facilitator uses a school-wide HOTLINE to attend to family needs and concerns. Additionally, our technology facilitator uses mass email tools to ensure that information is received by all stakeholders.

Both the elementary and middle school teachers and students practice the CHAMPS behavioral management system. Conversation, Help, Activity, Movement, Participation, and Success is a program that promotes motivation, engagement, and responsible student learning.

Perceptions Strengths

Perception Strengths:

- Staff morale is rising.
- Campus culture is positive and conducive to learning.
- Teachers engage in parental outreach regularly.
- Leadership teams are working towards supporting teachers and students.
- Traffic in arrival and dismissal procedures has shown significant improvement.
- Security and groundskeepers adhere by post orders to keep facilities safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff turnover rate is 24% and it causes instability in grade level organization and school culture. **Root Cause:** Lack of administrative stability and leadership has impacted the school culture. Additionally, Golden Rule Charter Schools does not offer competitive pay compared to school districts.

Problem Statement 2: First year teachers and new hires are not supported with strong mentoring programs. **Root Cause:** Lack of administrative stability inhibits sustainable programs geared towards supporting new hires and first year teachers.

Problem Statement 3: Teachers sense of pressure in regards to state assessment accountability affects professional motivation. **Root Cause:** Administration does not bridge academic expectations regarding student performance.

Problem Statement 4: Parents and student guardians are not sufficiently engaged in school activities. **Root Cause:** Language barriers and lack of educational backgrounds inhibit parental stakeholders proximity to school activities.

Problem Statement 5 (Prioritized): Parents are unable to support school functions and virtual learners are home. **Root Cause:** Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

Problem Statement 6: Remote/virtual student attendance is not consistent and is preventing higher levels of student engagement and delivery of quality instruction. **Root Cause:** Students lack technological knowledge and devices to effectively engage in virtual learning.

Priority Problem Statements

Problem Statement 1: Parental involvement in 21st century education has significantly decreased across all grade levels.

Root Cause 1: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment.

Root Cause 2: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles.

Root Cause 3: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents are unable to support school functions and virtual learners are home.

Root Cause 4: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students do not have the proper support and resources at home to successfully engage in virtual learning.

Root Cause 5: Low-income families do not have access to technology or knowledge to support students at home.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment.

Root Cause 6: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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
- 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 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
- Special education/non-special education population including discipline, progress and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- 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: By June 2021, 70% of Golden Rule Charter Schools-Illinois teachers will earn a rating of proficient or better on the T-TESS appraisal system.

Evaluation Data Sources: T-TESS ratings, formative observations.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1: GRS-Illinois will train all teachers on the T-TESS appraisal system. Strategy's Expected Result/Impact: Teachers will have a complete understanding of expectations and the T-TESS rubric. Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Teachers will have their Goal Setting and Professional Development conference with principal and assistant principal. Strategy's Expected Result/Impact: Teachers will be able to set accurate and measurable goals. Staff Responsible for Monitoring: Principal Assistant Principal 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 1 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

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 Illinois Campus will utilize hiring practices that will ensure a process in hiring the most qualified candidate with an increase retention rate of 10%.

Strategy 1: During the 2020-2021 school year, the Illinois Campus will advertise and post available positions on social media , teacher job networks, and brochures/flyers in order to recruit teachers. Strategy's Expected Result/Impact: Communication through various outlets will bring highly -qualified talent to the Illinois Campus which will increase teacher effectiveness and student achievement . Staff Responsible for Monitoring: Principal, AP, and, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5 - Perceptions 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Select and train leadership team on how to effectively obtain and assess candidates qualifications/skills/experience in order to determine teacher effectiveness . Strategy's Expected Result/Impact: Illinois Campus will implement a rigorous and competitive hiring process , we will be able to recruit talent that represent the high professionalism and standards of Golden Rule. Staff Responsible for Monitoring: Principal, AP, Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.
Perceptions
Problem Statement 5: Parents are unable to support school functions and virtual learners are home. Root Cause: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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

Performance Objective 3: The Illinois Campus will develop high -quality instructional practices among teachers that will increase student performance on district/state assessments by 8% .

Evaluation Data Sources: Google course evaluation, survey monkey, professional development, artifacts, conferences, feedback, walk-throughs, and observations.

Summative Evaluation: None

Strategy 1: Before and after trainings, the Illinois Campus will participate in conferences/feedback to guide professional developments and ensure teacher effectiveness and student outcomes. Strategy's Expected Result/Impact: Develop a culture and climate where collaboration can take place in order to increase teacher effectiveness and student outcomes. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Illinois Campus will be able to track and adjust instruction as needed for students in TIER 2/3 through RTI. Strategy's Expected Result/Impact: Campus collaboration with interventionist on campus will target struggling students and specific TEKS that are not being mastered in order to differentiate instruction. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers, RTI Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5 - Perceptions 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Teachers will implement and utilize district-wide initiatives such as ELP strategies or content aligned strategies such (UPS, OREO, CUPS) in order to be able to maximize learning for all students. Strategy's Expected Result/Impact: Teachers will be able to maximize learning and increase student outcomes. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Illinois Campus will track goals, targets, and strategies in monthly data meetings in order to improve teacher effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher effectiveness and student outcomes will increase. Staff Responsible for Monitoring: Principal, AP, , Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.
Perceptions
Problem Statement 5: Parents are unable to support school functions and virtual learners are home. Root Cause: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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

Performance Objective 1: During the 2020-2021, students at the Illinois Campus in Pre-K-2nd grade will increase in reading and math on district/state assessments with the use of targeted instruction, progressive monitoring, professional learning communities, and instructional feedback.

Evaluation Data Sources: Unit assessments/benchmarks, Circle Progress Monitoring, DRA, observations, student growth processes, observations, conferences, walk-throughs, exit tickets.

Summative Evaluation: None

Strategy 1: Illinois Campus will implement and utilize district-wide initiatives such as ELP strategies and best practices that include hands-on experiences, connection to real-world experiences, and utilizing manipulatives in order to maximize student learning. Strategy's Expected Result/Impact: Students will be able to reach mastery in learning objectives with best practices implemented with fidelity in the classroom. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: During the 2020-2021, the Illinois Campus will hold at least one remote or virtually instructional walk-through in which teacher effectiveness and student growth will be evaluated. Strategy's Expected Result/Impact: Teachers will receive feedback on how instructional best practices are being utilized in the classroom to help students academically achieve at a satisfactory to mastery level. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Illinois Campus will monitor the progression of how important skills are being taught by utilizing I-Station, DRA, CLI. Strategy's Expected Result/Impact: Student outcomes and teacher effectiveness will be evaluated in determining whether individual learning needs are being met in order for students to master skills. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Teachers will demonstrate in PLC's ways to effectively implement "good first instruction" such as multiple response strategies, setting expectations, pacing, high task, and etc.. Strategy's Expected Result/Impact: Teachers will be able to collaborate and develop professionally by learning how to execute "exemplar activities and assignments" during their instruction. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 0% No Progress  100% Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

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

Performance Objective 2: During 2020-2021 school year, students in STAAR tested grade levels (3-5) will increase in reading and math on district/state assessments by 8% with the use of targeted instruction, progressive monitoring, professional learning communities, and instructional feedback.

Evaluation Data Sources: I-Station , DRA, conferences, walk-throughs, observations, exit tickets, artifacts, and rti.

Summative Evaluation: None

Strategy 1: Teachers will implement and utilize district-wide initiatives such as ELP strategies or content aligned strategies such (UPS, OREO, CUPS) in order to be able to maximize learning for all students. Strategy's Expected Result/Impact: Teachers will be able to maximize learning and increase student outcomes. Staff Responsible for Monitoring: Principal, assistant principal, teachers, curriculum coaches, Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Illinois Campus will be able to track and adjust instruction as needed for students in TIER 2/3 through rti. Strategy's Expected Result/Impact: Campus collaboration with interventionist on campus will target struggling students and specific TEKS that are not being mastered in order to differentiate instruction Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers, RTI Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4: Teachers will demonstrate in PLC's ways to effectively implement "good first instruction" such as multiple response strategies, setting expectations, pacing, high task, and etc.. Strategy's Expected Result/Impact: Teachers will be able to collaborate and develop professionally by learning how to execute "exemplar activities and assignments" during their instruction. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Illinois Campus will track goals, targets, and strategies in monthly data meetings in order to improve teacher effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher effectiveness and student outcomes will increase. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: During the 2020-2021, the Illinois Campus will hold at least one remote or virtually instructional walk-through each six weeks in which teacher effectiveness and student outcomes will be evaluated. Strategy's Expected Result/Impact: Teachers will receive feedback on how instructional best practices are being utilized in the classroom to help students academically achieve at a satisfactory to mastery level. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

School Processes & Programs

Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. **Root Cause:** Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

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

Performance Objective 3: The Illinois campus will increase student performance in STAAR Writing, grades 4th and 7th, by 12% in the Masters level and 15% in the Meets through targeted instruction, progressive monitoring, professional learning communities, and instructional feedback to support Domain 1: Student Achievement.

Evaluation Data Sources: Walk-throughs, observations, feedback, conferences , and artifacts.

Summative Evaluation: None

Strategy 1: The Illinois Campus has ensured that students are writing daily in all subjects based on the master schedule. Strategy's Expected Result/Impact: Students performance and teacher accountability will increase. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Illinois Campus will implement and utilize district/state -wide initiatives such as ELP strategies , (ARMS, CUPS) to improve student performance. Strategy's Expected Result/Impact: Teachers will know how to maximize learning through target instruction and differentiation. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The Illinois Campus will measure and monitor the progression of writing by utilizing the state-wide STAAR writing rubric for 4th grade. Strategy's Expected Result/Impact: Teacher effectiveness and student performance will increase once instruction is targeted and clear expectations are understood and demonstrated. Staff Responsible for Monitoring: Principal, AP, Curriculum Instruction Specialists, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational

backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.

Student Learning

Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. **Root Cause:** Low-income families do not have access to technology or knowledge to support students at home.

Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. **Root Cause:** There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.

Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. **Root Cause:** Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

School Processes & Programs

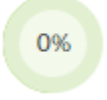
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. **Root Cause:** Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

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

Performance Objective 4: By June 2021, GRS-Illinois will increase STAAR Reading by 8% in the approaches standard, 11% in the meets standards, and 10% in masters standards, in grades 3rd through 8th according to the latest accountability rating.

Evaluation Data Sources: STAAR scores, accountability rating, school report card.

Summative Evaluation: None

Strategy 1: The grade level teams will provide support to students by implementing the TRS curriculum with fidelity for all subjects. Strategy's Expected Result/Impact: Students will be provided with appropriate pacing and skills needed for master TEKS. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Teachers will deliver research-based best practices which include graphic organizers, word walls, reading materials, and anchor charts to enhance learning and student understandings of reading learning standards. Strategy's Expected Result/Impact: Increase in Reading STAAR tested subjects.. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: The Bilingual/ESL department will provide classroom support to ELL students and teachers through SIOP strategies in her classroom. When needed, additional inclusion support will be offered. Strategy's Expected Result/Impact: ELL student scores will improve and yield academic growth. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Teachers will utilize data from common assessments, formative assessments, and STAAR Benchmarks to monitor and evaluate student achievement and track and respond to student needs. Strategy's Expected Result/Impact: Student achievement will increase at or above grade level. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: GRS-Illinois campus will use data analysis based on STAAR benchmarks to project campus accountability ratings and school report cards to target areas of needed growth. Strategy's Expected Result/Impact: Students and teachers will be provided with clear goals. Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Leader Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: GRS-Illinois will use data analysis to identify student learning gaps based on TEKS. Strategy's Expected Result/Impact: Teachers will have clear objectives on which TEKS should be spiraled, re-taught, or enforced to enhance student academic growth. Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Leader Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation

in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.

Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. **Root Cause:** Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

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

Performance Objective 1: By June 2021, GRS-Illinois increase parent involvement and knowledge of online learning and school used information systems will by 25%.

Strategy 1: Technology Seminars for parents/guardians to learn about applications, connections, and devices associated with the virtual learning aspect of the school year. Strategy's Expected Result/Impact: Parents that are unfamiliar with Google Classroom, Chromebooks, Hotspots, etc. will have the opportunity to come to campus to learn from the campus' technology lead and teachers, offered in both English and Spanish. Staff Responsible for Monitoring: Principals Assistant Principals, Computer AIDE, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Illinois Campus Hotline phone# to support families through the virtual learning dynamic. The on campus facilitator is available during the regular business hours to help and answer questions in both English and Spanish. Strategy's Expected Result/Impact: The Hotline serves as a helpdesk to assist families with various technological issues; including but not limited to, Student user names and passwords, Google Classroom, Translations, Technology Devices, Hotspots, and Day-to-day inquiries. Staff Responsible for Monitoring: Helpdesk Associate, Principal, Assistant Principals Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Online and other communication tools used as an outreach to Parents/Guardians, including but not limited to, Facebook, Twitter, Google Classroom, ClassDojo, Schoolwide Messenger, Email, and United States Postal Service Correspondance. Strategy's Expected Result/Impact: Using the many forms of commuincation allows parents/guardians to stay connected with staff, teachers, and their students' schoolwork and grades. Staff Responsible for Monitoring: Teachers, AIDEs, Principal, Assistant Principal, Front Desk Associates, Campus Nurse, PEIMS Title I Schoolwide Elements: 3.1 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5 Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Invitations for after-hours parental involvement correspondence sessions, such as Meet-the-Teacher, Open House, Parent-Teacher Conferences, and Family Night; offering both face-to-face or virtual sessions. Strategy's Expected Result/Impact: Providing opportunities for parents to be more hands on in terms of communicating with teachers and staff by offering specific days and times to meet after-hours. Staff Responsible for Monitoring: All teachers, AIDES, Principal, Assistant Principals, Coaches, AIDES Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Allowing parents/guardians the opportunities to volunteer in on-campus and off campus extra-curricular activities as a measure of community outreach. Strategy's Expected Result/Impact: Having parents/guardians volunteer in for groups or clubs will create a stronger sense of community for our school. Activities such as working concessions, car-washes, and other fund-raising events, provides opportunities for greater outside involvement and extra-curricular improvement. Staff Responsible for Monitoring: Assistant Principals, Club Directors, Coaches. Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Surveys to get parental feedback: Every Six Weeks Instructional Method surveys and Athletics and Club participation survey. Strategy's Expected Result/Impact: Surveys are sent out to parents/guardians as a measure to receive feedback on our on-campus approach to instruction and activities. The Every Six Weeks Instruction Method surveys allow parents and guardians to sign up for the instruction method you would prefer (Face to Face or Virtual) for their students in each of the Six Weeks Grading Periods. The Athletics and Club Participation survey works to receive feedback on participation, and provide information on what the campus will offer for our extra-curriculars. Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, Club Directors, Food and Beverage Director, Coaches. Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: GRS Illinois will provide STAAR date information and expectations to parents/guardians through various means of communication. Strategy's Expected Result/Impact: Through videos, online posts, and printed letters, students and parent/guardians will be knowledgeable about STAAR procedures, dates, and expectations. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, AIDES. Title I Schoolwide Elements: 3.1 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 8: Our brand new "Golden Times" Newsletter; a bi-weekly publication to creatively post any Golden Rule Illinois Campus announcements. Strategy's Expected Result/Impact: To provide students, teachers, parents/guardians, updates information about activities, important dates such as report card/progress report distribution, extra-curricular developments, and more. Staff Responsible for Monitoring: Computer AIDE, Assistant Principals Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - Student Learning 2 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

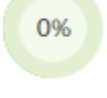
Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Perceptions
Problem Statement 5: Parents are unable to support school functions and virtual learners are home. Root Cause: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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: By June 2021, GRS-Illinois will have provided students and families a minimum of 5 opportunities to participate in extracurricular athletic and academic programs to enhance their fine arts and social experiences.

Evaluation Data Sources: Extracurricular program try out sign in sheets, program sign-in sheets, events calendars.

Summative Evaluation: None

Strategy 1: GRS-Illinois will survey teachers and parents in regards to their extracurricular interests. Strategy's Expected Result/Impact: Gather teachers' interests in sponsoring clubs/teams and parents interest in participating in various sports or actives. Staff Responsible for Monitoring: Assistant Principal Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: GRS-Illinois will offer tryouts for each sport offered. Strategy's Expected Result/Impact: All students will have an equal opportunity to participate. Coaches will use these to create teams. Staff Responsible for Monitoring: Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: GRS- Illinois will be registered with the Texas Charter School Academic and Athletic league. Strategy's Expected Result/Impact: Being in the North Texas Region will allow our students to compete with other charters. Staff Responsible for Monitoring: Athletic Director Assistant Principal Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 5 Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Design clubs and extracurricular events that allow parents to participate and/or volunteer with the school community. Strategy's Expected Result/Impact: Parents and other stakeholders will have the opportunity to build positive relationships and increase their involvement in school events. Staff Responsible for Monitoring: Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: GRS-Illinois will offer academic extracurricular clubs such as art club, yearbook club, guitar club, spelling bee, and math club, for students and teachers. Strategy's Expected Result/Impact: Students will have the opportunity to excel their fine arts skills and teachers will have the opportunity to engage with students in more than one academic setting. Staff Responsible for Monitoring: Athletic Director Assistant Principal Coaches Teachers Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 Problem Statements: School Processes & Programs 5 - Perceptions 5 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.
Perceptions
Problem Statement 5: Parents are unable to support school functions and virtual learners are home. Root Cause: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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

Performance Objective 1: By June 2021, GRS-Illinois will have establish and implemented a health and safety plan to minimize the spread of COVID-19.

Evaluation Data Sources: COVID-29 Case Reports

Summative Evaluation: None

Strategy 1: GRS-Illinois will collaborate will the district level in create opening guidelines. Strategy's Expected Result/Impact: These guidelines will establish clear protocols to follow for all staff, students, and any visitors to ensure the safety and well-being of all. Staff Responsible for Monitoring: Principal Assistant Principals School Nurse Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Principal will conduct a training on the opening guidelines regarding safety under COVID-19 prevention, and will train staff and teachers on updates during campus PLC meetings. Strategy's Expected Result/Impact: Staff and teachers will be trained on the proper daily and general protocols to follow to prevent and address COVID-19 cases. Staff Responsible for Monitoring: Principal Assistant Principals School Nurse Title I Schoolwide Elements: 2.4, 2.5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Students, parents, and staff will conduct a daily symptom screener before entering the school buildings. Strategy's Expected Result/Impact: The screener will include a temperature check to ensure close contact to active COVID-19 cases is minimized. Staff Responsible for Monitoring: Principal Assistant Principal School Nurse Teachers Support Staff Security Team Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

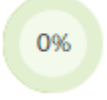
Strategy 4: Free standing, contactless, alcohol sanitizer stations will be established in every school building entrance as well as soap concentrate bottles will be provided for each classroom and office so that all staff, students, and visitors sanitize frequently. Strategy's Expected Result/Impact: GRS-Illinois will minimize the opportunity for students and staff to cross contaminate buildings with viruses. Staff Responsible for Monitoring: Principal Assistant Principal Maintenance Team Teachers Staff Title I Schoolwide Elements: 2.5, 2.6 Funding Sources: - 461- Campus Activity Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5: Students will be receiving their breakfast in the classroom to allow social distancing. Strategy's Expected Result/Impact: Students and staff will not visit with multiple people at once to minimize the possible spread of a virus. Staff Responsible for Monitoring: Principal Assistant Principal Cafeteria Personnel Teachers Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6: Virtual Learners will be offered contactless grab and go meals through a drive-through model. Strategy's Expected Result/Impact: Establish access to daily meals for virtual learners at no risk of contracting a virus. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.5, 2.6, 3.1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7: GRS-Illinois will develop a lunch schedule that allows for social distancing and prevents students and staff from being exposed to different people at different times of the day. Strategy's Expected Result/Impact: Students will follow a daily lunch schedule to eat in the cafeteria or "cafetorium" to allow for social distancing and minimize the possibility to spread a virus. Staff Responsible for Monitoring: Principal Assistant Principal Cafeteria Personnel Support Staff Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: By June 2021, GRS-Illinois will have established and implemented a effective campus wide behavior management system that will reduce behavior incidents by 25% as measured through incident reports and student discipline action forms.

Evaluation Data Sources: Accident Reports
Student Discipline Action Forms
Teacher Contact Logs

Summative Evaluation: None

Strategy 1: GRS-Illinois teachers' will be trained on the CHAMPS behavior system to promote positive and restorative behavioral practices. Strategy's Expected Result/Impact: Teachers will have an understanding on effective behavior practices. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Teachers Kinder through 8th grade will implement the CHAMPS behavior management system in their classrooms. Strategy's Expected Result/Impact: Teachers will provide visuals for students to follow positive behavior practices, Staff Responsible for Monitoring: Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Train and implement a "TIERD" behavior tracker for teachers to monitor behaviors and have a clearly establish set of protocols for behavior management. Strategy's Expected Result/Impact: Teacher will be able to document and monitor student behavior to target any patterns and prescribe behavior plans. Staff Responsible for Monitoring: Assistant Principal Campus Instructional Leader Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: GRS-Illinois will promote and celebrate positive behaviors through "student of the week" celebrations. Strategy's Expected Result/Impact: Teacher will be able to show case and present students of the week through the year. Staff Responsible for Monitoring: Campus Instrucional Leader Teachers Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: GRS-Illinois will utilize PBIS to address, report, monitor and manage the safety of our students. The staff will be provided professional development and strategies to monitor and reduce student bullying behaviors. Strategy's Expected Result/Impact: Reduced bullying incidents, reduced discipline records Staff Responsible for Monitoring: Assistant Principal Teachers Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Learning 2 - School Processes & Programs 5 - Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.
Perceptions
Problem Statement 5: Parents are unable to support school functions and virtual learners are home. Root Cause: Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Addiontionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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: June 2021, staff and student use of technology applications and resources in the learning environment will increase by 10% as measured through software reports.

Evaluation Data Sources: Study Island reports, IStation reports, Common Assessments

Summative Evaluation: None

Strategy 1: Technology and software programs will be implemented in the classroom to support the implementation of the curriculum. Strategy's Expected Result/Impact: The use of technology, software, and applications will help improve student performance in all content areas. Staff Responsible for Monitoring: Principal Assistant Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 Funding Sources: Title I - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Students will be provided with one-to-one technology devices in grades Pre-kinder through 8th to facilitate the access to online softwares and supplemental resources. Strategy's Expected Result/Impact: Virtual students will have better accessibility to virtual learning and online classes. Staff Responsible for Monitoring: Principal Assistant Principal Tech Facilitator Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2, 3, 5 - Perceptions 5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Grades prek 3 and 4 through 1 st grade will be provided with Clear Touch tv to support the diverse needs of at-risk, EL, and gifted learners. Strategy's Expected Result/Impact: Students will have additional visual and technological learning support the promote their academic development. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 Funding Sources: - 420- Early Education Allotment	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. **Root Cause:** Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.

Student Learning

Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. **Root Cause:** Low-income families do not have access to technology or knowledge to support students at home.

Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. **Root Cause:** There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.

Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. **Root Cause:** Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing

Perceptions

Problem Statement 5: Parents are unable to support school functions and virtual learners are home. **Root Cause:** Parental socioeconomic backgrounds urges them to work long hours with no time to attend student business. Additionally, parents lack technology devices at home and the technological knowledge to support virtual learners.

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 June 2021, GRS-Illinois will have developed and implement effective systems to monitor resources existent in our campus.

Evaluation Data Sources: Book inventory, technology inventory

Summative Evaluation: None

Strategy 1: GRS-Illinois will create an electronic textbook inventory to accurately manage curriculum on campus. Strategy's Expected Result/Impact: Keep accurate counts of resources available to students and teachers. Staff Responsible for Monitoring: Assistant Principal Support Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: By June 2021, GRS-Illinois will use an online inventory software with all campus devices. Strategy's Expected Result/Impact: GRS-Illinois will keep an accurate log of devices checked out to students and staff. Staff Responsible for Monitoring: Principal Technology Director Tech Facilitator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Parental involvement in 21st century education has significantly decreased across all grade levels. Root Cause: Most parents lack educational backgrounds and knowledge of modern technology, especially now through the nation-wide pandemic.
Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

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: GRS-Illinois will implement a Response To Intervention system with fidelity to support struggling students and at-risk.

Evaluation Data Sources: RTI logs, RTI action plans, relevant PLC agendas

Summative Evaluation: None

Strategy 1: GRS-Illinois will assign an Elementary and Middle RTI interventionists with two support staff for each academic group. Strategy's Expected Result/Impact: Students and teachers will have a stable RTI leader. Staff Responsible for Monitoring: None Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: The RTI Interventionist will train and support teachers on implementing and documenting RTI services with fidelity with the sole purpose of enhancing student academic achievement. Strategy's Expected Result/Impact: Teachers will have clear RTI expectations and will be able to deliver RTI services with fidelity. Staff Responsible for Monitoring: Principal Assistant Principal RTI Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: The RTI interventionist will meet with grade level teachers every 6 weeks to discuss student progress and establish action plans. Strategy's Expected Result/Impact: Teachers and RTI Interventionists will be able to analyze data to determine what are the needed interventions for students and develop long term and short term goals for students. Staff Responsible for Monitoring: Principal Assistant Principal RTI Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: RTI support staff will provide both in class and pull out support to service RTI students. Strategy's Expected Result/Impact: Students will be provide with consistent and prescribed RTI services. Staff Responsible for Monitoring: Principal Assistant Principal RTI Interventionist Teachers Support staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3, 5 - School Processes & Programs 5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Students do not have the proper support and resources at home to successfully engage in virtual learning. Root Cause: Low-income families do not have access to technology or knowledge to support students at home.
Problem Statement 3: ELL students in 3rd grade levels have a 47% passing grade on the Reading STAAR assessment. Root Cause: There is lack of consistent differentiation in the classroom and there is a lack of intentional support on behalf of the Bilingual Department due to limited personnel to provide services.
Problem Statement 5: 4th grade students performed at a 44% approaches level in the 2020 Writing benchmark assessment. Root Cause: Students lack the foundational skills of literacy and comprehension which inhibits their ability to revise and edit scriptures, and consequently inhibits them to effectively develop their own pieces of writing
School Processes & Programs
Problem Statement 5: There is a lack of opportunities for teachers and non-administrative staff to engage in instructional leadership roles. Root Cause: Administration has been unstable, therefore systems in place to establish instructional committee have been non-existent.

State Compensatory

Budget for Golden Rule - Illinois Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$400,000.00
6100 Subtotal:		\$400,000.00

Personnel for Golden Rule - Illinois Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esmeralda Ramirez	Physical Education Teacher Assistant		
Francisco Ochoa	3rd Grade Bilingual Teacher		
Justina Pablo Cancharas	1st grade Bilingual Teacher		
Karen Gonzalez	3rd Grade Bilingual ELAR and Social Stud		
Loema Jaramillo Nieves	Kinder ESL Teacher		
Melissa Skeet	1st Grade ESL Teacher		
Sandra Mijares	1st Grade Bilingual Teacher		
Teresa Clark	Permanent Substitute		

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>
Alexis Cervera	Title I Aide	At-Risk	1.0
Hannah Brenner	Title I Interventionist	At-Risk	1.0
Irene Delgado	Title I Aide	At-Risk	1.0
Juana Rojas Morales	Title I Aide	At-Risk	1.0
Maria Lopez	Title I Aide	At-Risk	1.0
Rachel Nunez	Title I Aide	At-Risk	1.0