

Golden Rule Charter School

Golden Rule - Pleasant Grove

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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

Revised/Approved: October 7, 2020

Demographics

Demographics Summary

Demographics

Demographics Summary: GRS-Pleasant Grove campus is part of Golden Rule Charter Schools, Inc. The campus is located in the City of Dallas TX. Pleasant Grove campus served 256 students in grades PreK through 5th grade. We have a population of 1.95% African American, 95.31% Hispanic, 2.34% White, Economically Disadvantaged 100%, Special Education 2.34%, English Learners (EL) 70.70%, At-Risk 70.70%. As reported to the state the campus employed 17 teachers, 1 campus administrator, 6 educational aides for a total staff count of 24.

Student Information

Grade Level	Count	Percent
Total Students	256	100%
Early Childhood Education	0	0%
Pre-Kindergarten	89	34.77%
Kindergarten	36	14.06%
Grade 1	28	10.94%
Grade 2	34	13.28%
Grade 3	25	9.77%
Grade 4	21	8.20%
Grade 5	23	8.98%
Grade 6	0	0%
Grade 7	0	0%
Grade 8	0	0%
Grade 9	0	0%
Grade 10	0	0%
Grade 11	0	0%
Grade 12	0	0%

Class Size Information Campus

Kindergarten	12
Grade 1	14
Grade 2	17
Grade 3	13
Grade 4	11
Grade 5	12
Grade 6	-

Staff Information

Staff Information	Count/Average	Percent
Total Staff	24	100%
Teachers	17	70.8%
Campus Administration	1	4.2%
Educational Aides	6	25%

Teachers By Years of Experience

Beginning Teachers	8 47.1%
1-5 Years Experience	7 41.2%
6-10Years Experience	1 5.9%
11-20 Years Experience	1 5.9%
Over 20 Years Experience	0 0%

Demographics Strengths

- Demographics Strengths:
 - The average teacher-student ratio is 13.
 - High percentage of bilingual staff improves communication with the community.

- Curriculum and Instruction staff & Bil/ESL interventionists collaboration impacted instruction greatly.
- High percentage of teacher retention (89%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home. **Root Cause:** Our students come from low-income families so they have a limited access/knowledge to technology.

Problem Statement 2 (Prioritized): We have a high percentage of at-risk students (70.70%) **Root Cause:** Our students come from low-income families so they have a limited access to real world experiences.

Student Learning

Student Learning Summary

Student Academic Achievement Summary:

Due to the 2020 STAAR being waived, the data of the 2020 Campus Benchmark was used to measure student achievement. The table below shows the grade and subject on the left. On the right, there are 3 columns that show how many students approach, meet and master the grade level according to the TEA STAAR performance labels.

Students receive a numerical grade on their STAAR tests, and these numerical grades are grouped into categories that are referred to as “labels”. Previously, a student’s performance was labeled as Advanced, Satisfactory, or Unsatisfactory. Now there are four categories instead of three. The new labels are as follows:

- **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.

Grade 3 Reading	Approaches	Meets	Masters
2020 Campus Benchmark	75	46	21
2019 STAAR	77	40	23
2018 STAAR	78	37	22
Grade 3 Math	Approaches	Meets	Masters
2020 Campus Benchmark	92	42	21
2019 STAAR	93	57	33
2018 STAAR	97	63	37
Grade 4 Reading	Approaches	Meets	Masters
2020 Campus Benchmark	85	40	20
2019 STAAR	76	32	16
2018 STAAR	93	57	43

Grade 3 Reading	Approaches	Meets	Masters
Grade 4 Math	Approaches	Meets	Masters
2020 Campus Benchmark	90	50	35
2019 STAAR	92	80	60
2018 STAAR	100	88	50
Grade 4 Writing	Approaches	Meets	Masters
2020	55	15	0
2019	68	28	0
2018	81	44	19
Grade 5 Reading	Approaches	Meets	Masters
2020 Campus Benchmark	78	43	26
2019 STAAR	83	33	17
2018 STAAR	N/A	N/A	N/A
Grade 5 Math	Approaches	Meets	Masters
2020 Campus Benchmark	91	65	26
2019 STAAR	83	67	33
2018 STAAR	N/A	N/A	N/A
Grade 5 Science	Approaches	Meets	Masters
2020 Campus Benchmark	52	26	4
2019 STAAR	83	42	17
2018 STAAR	N/A	N/A	N/A

Student Learning Strengths

Student Academic Achievement Strengths:

- Our 5th Grade scored 43% in Meets and 26% in Masters in the area of Reading.
- Our 5th Grade scored 91% in Approaches, 65% in Meets and 26% in Masters in the area of Math.
- Our 4th Grade scored 85% in Approaches, 40% in Meets, and 20% in Masters in the area of Reading.
- Our 4th Grade English Learners (ELs) scored 86% in Approaches, 43% in Meets, and 29% in Masters in the area of Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 4th Grade District Benchmark Meets and Masters scores declined in Writing **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 2 (Prioritized): Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 3 (Prioritized): Hybrid instruction affects meeting all students' needs in different ways. **Root Cause:** Lack of technological resources and purposeful training that addresses the current situation .

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

Golden Rule - Pleasant Grove implements TEKS Resources System (TRS) as a guide to plan classroom activities and instructional strategies. For our Early Childhood program (PreK and Kindergarten) we use Children Learning Institute (CLI) for social-emotional and character education lesson development, as well as, to develop early literacy. For grades Kinder through 5th Grade we use Istation and Study Island to provide online academic instruction. Istation and Study Island are tailored to meet students needs based on Isip assessment which provides many components that support struggling learners or those with identified disabilities such as academic vocabulary development, text fluency, comprehension and reading or math levels. DRA (Developmental Reading Assessment) is used in grades K-5 to determine students reading level in both English and Spanish, and to plan targeted interventions.

Golden Rule - Pleasant Grove uses Blended learning on a weekly basis. Teachers utilize supplemental resources for classroom instruction such as Think Up, Step Up to TEKS, Measuring Up for Reading and Math to meet the needs of the students.

The teachers meet every week on PLCs to plan lessons and activities that will improve our students outcomes. District Curriculum Coaches provide immediate feedback on instructional strategies, planning sessions and modeling. We also offer a tutoring program for additional instructional support for students that need it. This program is offered twice a week and we provide morning and after school sessions. During the second semester, we offer Saturday Academies for students in grades 3-5.

The BIL/ESL department provides our ELs with weekly instructional support through pull outs/push ins formats in grade levels Kinder to 5th grade.

Golden Rule - Pleasant Grove offers two sports under the district athletics program, we offer basketball and soccer teams for students (both boys and girls) in grades 2nd to 5th.

School Processes & Programs Strengths

School Processes & Programs Strengths:

- Teachers have weekly PLCs
- Master schedule is designed to maximize instructional time
- Computer Lab with 23 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 frequently to analyze data that drives instruction
- The school interventionist provides support to struggling students in the areas of Reading and Math

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . **Root Cause:** Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

Problem Statement 2 (Prioritized): The school does not have the sufficient amount of devices to provide blended learning effectively. **Root Cause:** Limited number of devices for a 1:1 ratio in the campus.

Perceptions

Perceptions Summary

Perceptions Summary:

At Golden Rule - Pleasant Grove we have implemented safety procedures to maintain a safe and inviting environment for learning. Every school visitor needs to check-in at the front office, get a school Visitor's badge and be escorted to their destination. We have scheduled monthly fire drills and semesters tornado, lockdown, and shelter in place drills. Also, we have an established dismissal procedure in which each parent gets two car cards that are color-coded by grade level. Students also have their personal color-coded dismissal cards that have to turn in to a staff member before taken to their parent/guardian. Parents that come without the car card have to go to the front office with a valid ID to be able to take a student from school.

At Golden Rule - Pleasant Grove we utilize CHAMPS program throughout the campus to build a campus culture of respect by sharing clear expectations so misbehavior is minimized. Hands-on student-led activities are done on a daily basis to promote student ownership of the learning process.

At Golden Rule - Pleasant Grove we utilize a variety of communications strategies to keep our parents and community informed and involved in school activities such as school letters, school facebook page, school webpage, parent-teacher conferences, and online messaging apps like remind, and classdojo.

At Golden Rule - Pleasant Grove we offer soccer and basketball programs for boys and girls for grades 2nd - 5th as an extracurricular activity.

Parents believe that Golden Rule - Pleasant Grove:

- Uses a variety of teaching strategies.
- Has an equitable curriculum that meets their child's needs.
- Prepares students for success in the next school year.
- Their child has at least one adult advocate.
- Teachers inform parents of student progress.
- Cares about students' well-being and interest in different sports.

Teachers believe that Golden Rule - Pleasant Grove:

- Students are held to high academic standards.
- The charter purpose statement is based on shared values and beliefs that guide decision making.
- Teachers are provided with instructional strategies and professional development to improve their instructional practices.
- Teachers believe that Golden Rule provides high-quality student support services, such as counseling and referral to educational, student programs.

Perceptions Strengths

Perceptions Strengths:

- The school is a safe place for all stakeholders
- Variety of communication channels are used to share important information
- Minimum discipline referrals
- Students are held to high academic standards
- Effective classroom management system

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We need to implement extracurricular programs. **Root Cause:** Students' lack of exposure to a variety of experiences that improve their social-emotional growth.

Problem Statement 2 (Prioritized): A small percentage of parents come to school to volunteer and/or take part in school related activities. **Root Cause:** Families have limited opportunities to be involved with their children during school related activities.

Priority Problem Statements

Problem Statement 1: Hybrid instruction affects meeting all students' needs in different ways.

Root Cause 1: Lack of technological resources and purposeful training that addresses the current situation .

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We have a high percentage of at-risk students (70.70%)

Root Cause 2: Our students come from low-income families so they have a limited access to real world experiences.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing

Root Cause 3: Lack of training and resources to support instructional strategies

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math

Root Cause 4: Lack of training and resources to support instructional strategies

Problem Statement 4 Areas: Student Learning

Problem Statement 6: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing .

Root Cause 6: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The school does not have the sufficient amount of devices to provide blended learning effectively.

Root Cause 7: Limited number of devices for a 1:1 ratio in the campus.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need to implement extracurricular programs.

Root Cause 8: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home.

Root Cause 9: Our students come from low-income families so they have a limited access/knowledge to technology.

Problem Statement 9 Areas: Demographics

Problem Statement 10: A small percentage of parents come to school to volunteer and/or take part in school related activities.

Root Cause 10: Families have limited opportunities to be involved with their children during school related activities.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- 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
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: By the end of the first six weeks, GRS-Pleasant Grove will hire and retain qualified teachers through effective recruiting efforts and ensure that required certifications and endorsements are acquired.

Evaluation Data Sources: SBEC Teacher Certification Report, PLCs and Staff Meeting sign-in sheets, Professional Development Registration.

Summative Evaluation: None

Strategy 1: Attend teacher recruiting fairs and partner with Region Service Centers and local universities to fill vacant positions with highly qualified teacher candidates. Strategy's Expected Result/Impact: Recruit and retain qualified teachers. Staff Responsible for Monitoring: Principal HR Director Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Provide teachers with instructional strategies and resources to support all learners through PLCs, PDs, and faculty meetings Strategy's Expected Result/Impact: Targeted instructional strategies for teachers to improve tier 1 instruction Staff Responsible for Monitoring: Principal Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Continue the Teacher Mentor program for teachers who are new to the profession, new to the campus, or new to the grade level. Strategy's Expected Result/Impact: New teachers will be supported while learning the processes and programs from GRS Staff Responsible for Monitoring: Principal Mentor Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Conduct an anonymous survey to teachers about school climate and identify areas for improvement for our mentoring program. Strategy's Expected Result/Impact: Get input from teachers in regards to school climate and operations. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home. Root Cause: Our students come from low-income families so they have a limited access/knowledge to technology.
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math
Problem Statement 2: The school does not have the sufficient amount of devices to provide blended learning effectively. Root Cause: Limited number of devices for a 1:1 ratio in the campus.
Perceptions
Problem Statement 1: We need to implement extracurricular programs. Root Cause: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.
Problem Statement 2: A small percentage of parents come to school to volunteer and/or take part in school related activities. Root Cause: Families have limited opportunities to be involved with their children during school related activities.

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

Performance Objective 2: By the end of the 2020-2021 school year, GRS-Pleasant Grove will have 70% of teachers achieving proficiency or better on T-TESS evaluation.

Evaluation Data Sources: Professional development summative attendance report, certificate of attendance and completion

Summative Evaluation: None

Strategy 1: Conduct T-TESS training for all classroom teachers. Strategy's Expected Result/Impact: Teachers will gain an understanding of the T-TESS process and rubric. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Conduct Goal Setting and Professional Development Plan training for all classroom teachers. Strategy's Expected Result/Impact: Teachers will gain an understanding of the goal setting and professional development plan for teachers based on T-TESS guidelines. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Hold a Goal Setting and Professional Development Plan Conference meeting with all classroom teachers to set individual teachers' goals. Strategy's Expected Result/Impact: The principal and the teacher will discuss the teacher's student goal and the professional development plan to reach his/her goals. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 4: Teachers will attend at least two professional development per semester that aligns with their T-TESS goals Strategy's Expected Result/Impact: Teacher will search, enroll, and attend two PDs out of the district Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 5: Conduct T-TESS walkthroughs to provide immediate feedback on instructional strategies. Strategy's Expected Result/Impact: Provide teachers with best practices, ideas, and resources they can use in the classroom. Staff Responsible for Monitoring: Principal Curriculum Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 6: Hold T-TESS Pre-Conference with all classroom teachers Strategy's Expected Result/Impact: The principal and teachers will discuss the planning dimension of the T-TESS rubric and gain an understanding of the lesson that will be observed during the formal observation. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: Conduct T-TESS formal Observation for all classroom teachers. Strategy's Expected Result/Impact: Observe the teachers teaching for at least 45 minutes to gather evidence of their level of proficiency based on T-TESS guidelines. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 8: Hold T-TESS Post-Conference with all classroom teachers Strategy's Expected Result/Impact: Principal and teachers will discuss the teacher's year performance and create goals and professional development plan for the following year. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6, 3.1 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home. Root Cause: Our students come from low-income families so they have a limited access/knowledge to technology.
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.

Student Learning

Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. **Root Cause:** Lack of technological resources and purposeful training that addresses the current situation .

School Processes & Programs

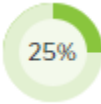
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . **Root Cause:** Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

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

Performance Objective 1: By the end of the first semester, GRS-Pleasant Grove will increase connections between real-world experiences and authentic classroom instruction

Evaluation Data Sources: Project Presentations, HOTS Questions included in lesson plans, and walkthrough feedback.

Summative Evaluation: None

Strategy 1: Provide opportunities for students in K-5th grade to show their learning by creating one concrete or computer-based project, that is rigorous, relevant, and has real-world applications, per semester. Strategy's Expected Result/Impact: Teachers and students will create a Social Studies project for the first semester and a Science project for the second semester, in which they will apply concepts learned in the classroom. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Provide opportunities for students in PreK to show their learning by creating one concrete project, that is rigorous, relevant, and has real-world applications during the second semester. Strategy's Expected Result/Impact: Teachers and students will create a Social Studies or Science project for the second semester, in which they will apply concepts learned in the classroom. Staff Responsible for Monitoring: Principal Prek Lead Prek Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: Teachers will include in the lesson plans at least 5 HOTS questions to use in every lesson that will target real-world experiences. Strategy's Expected Result/Impact: Teachers will include questions stems to promote discussions and high order thinking about real-world experiences. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: Hold lesson plans meetings to review, monitor, and provide feedback to teachers. Strategy's Expected Result/Impact: Provide the teachers with an opportunity to discuss ideas to be used in the lesson plans. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Conduct classroom walkthroughs to monitor the use of HOTS questions during the lesson. Strategy's Expected Result/Impact: Keep track and provide feedback on the type and frequency of questions asked to students. Staff Responsible for Monitoring: 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:

Demographics
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math
Perceptions
Problem Statement 1: We need to implement extracurricular programs. Root Cause: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.
Problem Statement 2: A small percentage of parents come to school to volunteer and/or take part in school related activities. Root Cause: Families have limited opportunities to be involved with their children during school related activities.

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

Performance Objective 2: By the end of the first semester, GRS-Pleasant Grove will implement at least 3 intervention strategies to increase the end of the year assessment scores by 20%

Evaluation Data Sources: EOY Assessment Results.

Summative Evaluation: None

Strategy 1: Implement the RtI process to support students needing additional assistance in mastering state standards. Strategy's Expected Result/Impact: Keep track and measure the progress of struggling students. Staff Responsible for Monitoring: Principal Campus Interventionist Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: The school interventionist will provide support for students in grades 3rd through 5th in the areas of reading and math. Strategy's Expected Result/Impact: Provide students with additional support and keep track of their progress in the areas of reading and math. Staff Responsible for Monitoring: Principal Campus Interventionist Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Provide after school tutoring for K - 5th grade students experiencing difficulty mastering the TEKS in the areas of reading, writing, and math. Strategy's Expected Result/Impact: Students in these grades will improve in the areas of reading and math as shown in teacher's made assessments. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Provide Saturday Academies for 3rd - 5th grade students experiencing difficulty mastering the TEKS in the areas of reading, writing, and math. Strategy's Expected Result/Impact: Students in these grades will improve in the TEKS they are struggling in the areas of reading and math Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 Funding Sources: - 420- Compensatory Education	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Provide summer school opportunities for EL students in grades Pre-K-4 through Kindergarten. Strategy's Expected Result/Impact: ELs will receive additional targeted instruction in reading and math. Staff Responsible for Monitoring: Principal Bil/ESL Director Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Implement educational software to provide interventions, such as study island, measuring up, istation. Strategy's Expected Result/Impact: The students will use the software for 90 mins/week for tier 2 and 120 mins/week for tier 3, as part of the interventions plan. Staff Responsible for Monitoring: Principal Teachers Computer Lab Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies

Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math
Problem Statement 2: The school does not have the sufficient amount of devices to provide blended learning effectively. Root Cause: Limited number of devices for a 1:1 ratio in the campus.
Perceptions
Problem Statement 1: We need to implement extracurricular programs. Root Cause: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.

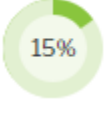
Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.

Performance Objective 3: By the end of the first semester, GRS-Pleasant Grove will implement an asynchronous remote learning option for students attending school from home due to COVID-19

Evaluation Data Sources: Asynchronous remote learning plan submission to TEA, computers PO, schedules for asynchronous learning

Summative Evaluation: None

Strategy 1: Buy 75 laptops to be lent to students doing remote learning Strategy's Expected Result/Impact: Students doing remote learning will be able to effectively attend and participate in school. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Develop and adjust schedules for asynchronous remote learning for students in grade Pre-K through 5th. Strategy's Expected Result/Impact: Master schedule for remote learning Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Survey parents two weeks prior to the beginning of each six weeks to have a total count of students attending school through the asynchronous remote model. Strategy's Expected Result/Impact: Have a total count of students by grade level attending school virtually. Staff Responsible for Monitoring: Principal PEIMS Clerck Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Survey parents two weeks prior to the beginning of each six weeks to have a total count of students needing technology. Strategy's Expected Result/Impact: Have a total count of students by grade level that need technology to participate in virtual learning. Staff Responsible for Monitoring: Principal Campus Leadership Team Computer Lab Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Conduct google classroom, bitmoji interactive classroom training for teachers. Strategy's Expected Result/Impact: Teachers will acquire the knowledge on google classroom and interactive classroom for remote learning. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 6: At least twice a week, provide the students with proper computer use lessons during the first 15 minutes of computer lab time. Strategy's Expected Result/Impact: Students will learn how to properly use a computer, learn the parts of a computer, and introduction to the word processor, presentation maker, and calculation sheet. Staff Responsible for Monitoring: Principal Teachers Computer Lab Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home. Root Cause: Our students come from low-income families so they have a limited access/knowledge to technology.
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies

Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math
Problem Statement 2: The school does not have the sufficient amount of devices to provide blended learning effectively. Root Cause: Limited number of devices for a 1:1 ratio in the campus.

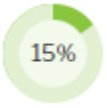
Goal 3: Golden Rule will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: By the end of the 2020-2021 school year, GRS-Pleasant Grove will provide at least 5 opportunities for parents to become actively engaged in the instructional and social development of their child.

Evaluation Data Sources: Communications log and reports, campus list of parent volunteers and sign-in sheets for parent involvement meetings and activities.

Summative Evaluation: None

Strategy 1: Due to COVID-19 we will send out a survey to parents for them to choose if they want remote learning or face-to-face instruction for their children. Strategy's Expected Result/Impact: Parents will choose the type of instruction that they feel most comfortable with for their children. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Send out communications, through school letters, class dojo, school messenger, school webpage, school facebook page, and phone calls to inform parents of opportunities to participate/volunteer at school in a variety of activities. Strategy's Expected Result/Impact: Have a variety of ways to reach out to parents/community members to volunteer at school. Staff Responsible for Monitoring: Principal Receptionist Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Recruit community members to become actively involved in the Golden Rule schools, included in virtual so that students can make connections between their learning and real-world applications. Strategy's Expected Result/Impact: Increase the number of volunteers during school events/activities. Staff Responsible for Monitoring: Principal Receptionist Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 4: Provide opportunities for parents to volunteer their time and resources in their child's school such as: student events, Parent Nights, Field trips, and Field day. Strategy's Expected Result/Impact: Parents will come to school to participate in different activities Staff Responsible for Monitoring: Principal Campus Leadership Team Receptionist Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Provide parents with communication focused on the STAAR expectations, procedures, and strategies to follow with their students prior the test. Strategy's Expected Result/Impact: Parents and students will have a better understanding of what is expected from the students before, during, and after the test. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 6: Invite parents to share information about their child's strengths and weaknesses and what kind of support do they have at home with Parent-Teacher Conferences. Strategy's Expected Result/Impact: Teachers will have access to relevant information to make important decisions regarding their child's education. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 7: Provide a program to support parents in the correct use of technology so they take advantage of digital tools to give better opportunities to their students in the virtual scenario twice a week. Strategy's Expected Result/Impact: Parents will improve their technology skills to better support their children. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 8: Promote the opportunity to establish a positive and productive home-school relationship via a Meet the Teacher Night at the beginning of the school year. Strategy's Expected Result/Impact: Parents will have the opportunity to build a relationship with the teacher and school personnel and to receive the expectations of the school and the classroom. Staff Responsible for Monitoring: Principal Receptionist Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 9: Organize one Open House event per semester for parents and community to observe what is the school environment and what activities we have been developing in the classrooms. Strategy's Expected Result/Impact: Parents will experience what instructional strategies are been implemented in the classroom. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 10: Invite parents to share their experiences in their professional field with students during our "career day", to give them examples of the many ways what they are learning at school can relate to educational and career opportunities in the future. Strategy's Expected Result/Impact: Students will benefit from the experiences and knowledge shared by parents. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Caregivers lack the strategies and/or skills to provide appropriate academic/technological support for the students at home. Root Cause: Our students come from low-income families so they have a limited access/knowledge to technology.
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies

Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math
Perceptions
Problem Statement 1: We need to implement extracurricular programs. Root Cause: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.
Problem Statement 2: A small percentage of parents come to school to volunteer and/or take part in school related activities. Root Cause: Families have limited opportunities to be involved with their children during school related activities.

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 the end of the 2020-2021 school year, GRS-Pleasant Grove will provide a minimum of 2 opportunities for students to participate in extracurricular/athletics programs.

Evaluation Data Sources: Extracurricular/athletics programs sign-up sheets, tryouts sign-up sheets.

Summative Evaluation: None

Strategy 1: Survey teachers and parents to know what kind of club/sport they will like to sponsor. Strategy's Expected Result/Impact: Have a list of teachers and parents that want to sponsor/lead the clubs/sports Staff Responsible for Monitoring: Principal Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Have try-outs for the club/sport that we will offer. Strategy's Expected Result/Impact: Create the clubs/teams rosters. Staff Responsible for Monitoring: Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Design opportunities for parents to get involved in sports events with students to build better relationships in the family and community. Strategy's Expected Result/Impact: Parents will support the coaches during sports events. Staff Responsible for Monitoring: Coaches Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Have parents and teachers coaching/ sponsoring clubs/sports and design opportunities for parents to get involved in sports events with students to build better relationships in the family and community. Strategy's Expected Result/Impact: Teachers and parents will lead/coach the programs. Staff Responsible for Monitoring: Coaches Title I Schoolwide Elements: 2.6, 3.1, 3.2 Problem Statements: Perceptions 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: We need to implement extracurricular programs. Root Cause: Students' lack of exposure to a variety of experiences that improve their social-emotional growth.
Problem Statement 2: A small percentage of parents come to school to volunteer and/or take part in school related activities. Root Cause: Families have limited opportunities to be involved with their children during school related activities.

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

Performance Objective 1: By the end of the 2020-2021 school year, GRS-Pleasant Grove will implement an effective prevention plan to minimize the spread of COVID 19.

Evaluation Data Sources: Reported COVID -19 cases

Summative Evaluation: None

Strategy 1: Create District and campus guidelines for school reopening. Strategy's Expected Result/Impact: Schools reopening guidelines that define protocols for visitors, students, and staff safety on campus. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Conduct training for Teachers and Staff on COVID-19 prevention. Strategy's Expected Result/Impact: Staff knowledge of the risks, prevention protocols, and guidelines for COVID -19 Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Conduct daily symptoms screening for students and staff before entering the campus. Strategy's Expected Result/Impact: Daily temperature screening will help minimize the spread of COVID-19. Staff Responsible for Monitoring: Principal Teachers Supportive Staff Nurse Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 4: Provide alcohol-based hand sanitizer for students, staff, and visitors to sanitize their hands frequently. Strategy's Expected Result/Impact: The school will have an alcohol-based hand sanitizer available at the main entrance to the campus, in classrooms, in the cafeteria, and in common areas throughout the campus. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June

Strategy 5: Develop a breakfast schedule that allows for social distancing between students during breakfast. Strategy's Expected Result/Impact: Establish a "grab and go" breakfast for students to eat in their classrooms. Staff Responsible for Monitoring: Principal Campus Leadership Team Cafeteria Personnel Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 6: Develop a lunch schedule that allows for social distancing between students during lunchtime. Strategy's Expected Result/Impact: Depending on the number of students enrolled in grades PK-5th, lunches will be eaten in the cafeteria as well as in the classroom. Staff Responsible for Monitoring: Principal Campus Leadership Team Cafeteria Personnel Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 7: Develop a lunch schedule that provides meals for remote learning students as a "drive-thru". Strategy's Expected Result/Impact: Establish a "drive-thru" breakfast and lunch procedure to ensure remote students access to daily meals. Staff Responsible for Monitoring: Principal Campus Leadership Team Cafeteria Personnel Title I Schoolwide Elements: 2.5, 2.6 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: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .

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

Performance Objective 2: By the end of the school year, GRS-Pleasant Grove will have an effective student management framework that emphasizes CHAMPS to staff and students to reduce behavior incidents by a minimum of 20% as measured by district accidents/incidents reports.

Evaluation Data Sources: EOY accidents/incidents Report.

Summative Evaluation: None

Strategy 1: Implement the CHAMPS program to improve student behavior in the classroom and in common areas. Strategy's Expected Result/Impact: Teachers will use CHAMP activities to set the expectations for the students. Students will take ownership of their behavior and learning experience. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: At the end of each cycle we will recognize students with exemplary behavior. Strategy's Expected Result/Impact: Promote good behavior and good citizenship skills in school. Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Create and model observation protocols for monitoring students during unstructured times. Strategy's Expected Result/Impact: Provide teachers with protocols and strategies to effectively monitor students during unstructured times. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional

strategies

Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. **Root Cause:** Lack of technological resources and purposeful training that addresses the current situation .

School Processes & Programs

Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . **Root Cause:** Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

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: At the start of each cycle, GRS-Pleasant Grove will conduct routine RtI meetings to monitor the progress of students and develop strategies to be implemented

Evaluation Data Sources: RtI minutes, Professional development sign-in sheet, interventions schedule, eduphoria reports.

Summative Evaluation: None

Strategy 1: Designate a RtI lead for the Pleasant Grove Campus. Strategy's Expected Result/Impact: RtI lead will schedule, lead, and guide RtI meetings, as well as, review that proper documentation is kept. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Create and train a committee to monitor student progress by the end of the first six weeks Strategy's Expected Result/Impact: The committee will make decisions in regards to referrals, placements, intervention schedules, and dismissals from the program. Staff Responsible for Monitoring: Principal RtI Campus Lead RtI Committee Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Develop a schedule for the interventionist to serve students in grades 3rd through 5th. Strategy's Expected Result/Impact: Have a clear plan/schedule for the interventionist to serve students on a daily basis. Staff Responsible for Monitoring: Principal RtI Campus Lead Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 4: Provide blended interventions with the use of educational software programs such as study island, istation, and measuring up. Strategy's Expected Result/Impact: Students will benefit from the use of technology to close their learning gaps. Staff Responsible for Monitoring: Principal RtI Campus Lead Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 5: Teachers will provide interventions to students in the Rti program during small group time. Strategy's Expected Result/Impact: Students in tier 2 & 3 will receive additional support in the areas of reading and math. Staff Responsible for Monitoring: Rti Lead Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math Root Cause: Lack of training and resources to support instructional strategies
Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. Root Cause: Lack of technological resources and purposeful training that addresses the current situation .
School Processes & Programs
Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . Root Cause: Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

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 end of the 2020-2021 school year, GRS-Pleasant Grove will have developed and maintained updated inventories of the different resources used on campus to reduce the amount of equipment missing or broken.

Evaluation Data Sources: Different inventories kept in the cloud and/or in the office.

Summative Evaluation: None

Strategy 1: Create a textbook inventory to keep a record of all the textbooks on campus using google sheets. Strategy's Expected Result/Impact: Keep a running record of all the books and resources available for all students. Staff Responsible for Monitoring: Principal Campus Leadership Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Create an inventory of the technology equipment available on campus. Strategy's Expected Result/Impact: Keep a running record of all the computers, ipads, projectors, and document cameras available for all students. Staff Responsible for Monitoring: Principal Computer Lab Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Establish dates for three checkpoints (BOY, MOY, EOY) throughout the school year. Strategy's Expected Result/Impact: Reduce the number of devices lost or broken. Staff Responsible for Monitoring: Principal Computer Lab Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: We have a high percentage of at-risk students (70.70%) Root Cause: Our students come from low-income families so they have a limited access to real world experiences.
Student Learning
Problem Statement 1: Our 4th Grade District Benchmark Meets and Masters scores declined in Writing Root Cause: Lack of training and resources to support instructional

strategies

Problem Statement 2: Our 3rd Grade District Benchmark Approaches and Masters scores declined in Reading and Math, Meets scores declined in Math **Root Cause:** Lack of training and resources to support instructional strategies

Problem Statement 3: Hybrid instruction affects meeting all students' needs in different ways. **Root Cause:** Lack of technological resources and purposeful training that addresses the current situation .

School Processes & Programs

Problem Statement 1: Based on the District's Benchmarks results we need to provide tutoring to support the students that are struggling in the areas of Math, Reading, and Writing . **Root Cause:** Students are declining in the District's Benchmarks Meets and Masters in the areas of Reading, Writing, and Math

Problem Statement 2: The school does not have the sufficient amount of devices to provide blended learning effectively. **Root Cause:** Limited number of devices for a 1:1 ratio in the campus.

State Compensatory

Budget for Golden Rule - Pleasant Grove

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$290,000.00
6100 Subtotal:		\$290,000.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

See CIP strategies tagged with Title I element 2.4

2.5: Increased learning time and well-rounded education

See CIP strategies tagged with Title 1 element 2.5

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

See CIP strategies tagged with Title 1 element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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