

Golden Rule Charter School

Golden Rule - Sunnyside

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Postsecondary Readiness

Board Approval Date: November 18, 2020

Mission Statement

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

Vision Statement

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.

Educating tomorrow's leaders today.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	9
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	20
Goals	22
Goal 1: Golden Rule will recruit, employ, develop, and retain a highly effective staff that proactively engages all students for success	22
Goal 2: Golden Rule will maintain rigorous standards of achievement to prepare all learners for graduation and post-secondary success.	27
Goal 3: Golden Rule will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district's goals.	33
Goal 4: Golden Rule will provide a safe, healthy, secure, and orderly environment for students, staff, families and community.	35
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	47
Budget for Golden Rule - Sunnyside	47
Personnel for Golden Rule - Sunnyside	48
Title I Personnel	49

Comprehensive Needs Assessment

Demographics

Demographics Summary

Golden Rule- Sunnyside is a school located in the neighborhood of Cockrell Hill. This is one of 6 schools within Golden Rule Charter Schools. The majority of our population is hispanic, 98.06% . Our school serves students from Prek-3 to 3rd Grade. The student population has fluctuated over the past three years with an average enrollment of 122. According to the 2019 TAPR Report, the attendance rate was 97.3% placing Golden Rule-Sunnyside in Quartile 1.

Students Demographics

Category	2018	2019	2020
Students Enrolled	142	122	103
African American	1.40%	0%	0%
Asian	0%	0%	0%
Hispanic	97.20%	97.54%	98.06%
White	0.70%	1.64%	0.97%
American Indian	0.70%	0.82%	0.97%
Eco-Disadvantage	96.50%	96.72%	100.00%
SPED	1.40%	1.64%	0.97%
BIL / ESL	77.50%	80.33%	57.28%
At-Risk	78.20%	80.33%	67.96%

Over the last three years, students demographics has remained the same.

Student enrollment has decreased.

Bil/ESL population has decreased as well as at-risk population.

Average Daily Attendance

Category	2018	2019	2020
Students Enrolled	142	122	103
ADA	97.90%	96.60%	96.75%

Average daily attendance has remained the same over the last three years.

Staff Demographics and years od Experience

Staff Demographics	Count	%
White	2	15.4
Hispanic	10	76.9
African American	1	7.7

Staff Breakdown

Category	2018	2019	2020
Teachers	9.9	9.2	8
Campus Administration	0.1	1	0
Educational Aides	4	3	5
Auxiliary Staff	0	0	0
Professional Support	0	0	0

Staff Years of Experience

Staff Information	Count/Average	Percent
Beginning	2	25.00%
1-5 years of experience	3	37.50%

Staff Information	Count/Average	Percent
6-10 years of experience	2	25%
11-20 years of experience	1	12.50%
over 20 years of experience	0	0%

Staff demographics matches the students demographic and sub-populations.

Staff years of experience ranges from beginning teachers to teachers between 11-20 years of experience.

Demographics Strengths

Demographics Strengths

- More than 90% of our student population is hispanic, the teachers can focus on specific strategies targeting this subpopulation.
- 76.9% of the staff is Hispanic. This percentage approaches the student hispanic population of 98.06%
- Although we have a high percentage of at risk students, 80.33%, we had a small decrease in this population, by 5 points over the last three years.
- Our BIL/ESL populations have decreased over the last three years.
- Balance of varying years of experience among staff members.
- We have an average ratio of 13 students per teacher.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. **Root Cause:** Lack of effective instructional strategies to support ELL students.

Problem Statement 2 (Prioritized): 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. **Root Cause:** Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 3 (Prioritized): Hybrid learning is not being effective to meet all students needs and differentiate accordingly. **Root Cause:** Lack of proper training of families and educators on the hybrid model.

Problem Statement 4 (Prioritized): Student enrollment has significantly decreased in the last four years. **Root Cause:** The closing of Prek 3 at the end of 2017-2018 and the closing of 4th grade at the end of 2019-2020.

Problem Statement 5: More than 50% of the staff members, have less than 5 years of experience. **Root Cause:** High turnover rate

Student Learning

Student Learning Summary

Student Learning

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-Sunnyside earned the accountability rating of Met Standard in all four of the 2018 Texas accountability Domains. Furthermore, in 2019 it earned the following distinctions, Accelerated Progress in ELA/Reading Quartile 1, Grade 3 Reading Performance (masters Grade level) Quartile 1, Grade 3 Mathematics Performance (masters Grade level) Quartile 1, Grade 4 Reading Performance (masters Grade level) Quartile , and Grade 4 Mathematics Performance (masters Grade level) Quartile 1.

STAAR, Benchmark, and Unit Assessments.

Grade 2 Reading	%Approaches	%Meets	%Masters
19-20 Unit assessments average	70	42	19
Grade 2 Math	%Approaches	%Meets	%Masters
19-20 Unit assessments average	79	42	19
Grade 3 Reading	%Approaches	%Meets	%Masters
2020 Benchmark	81	36	27
2019 STAAR	100	80	40
2018 STAAR	90	43	24
Grade 3 Math	%Approaches	%Meets	%Masters
2020 Benchmark	90	72	27
2019 STAAR	100	96	50
2018 STAAR	100	86	57

100% of 3rd grade students approached in math and reading STAAR 2019.

96% of 3rd grade students scored meets in STAAR Math in 2019.

50% of 3rd grade students scored masters in STAAR Math in 2019.

80% of 3rd grade students scored meets in STAAR Reading in 2019.

40% of 3rd grade students scored masters in STAAR Reading in 2019.

Grade 3rd STAAR BENCHMARK	Reading	Math
LEP students average	64	71
Non-LEP Students average	88	85

TELPAS

	2019-2020						TELPAS Composite Rating			
	Total Students	Date Taken	Yearly Progress Indicator				Beginning	Intermediate	Advanced	Advanced High
			Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher				
Golden Rule 3rd Grade	8	03/01	87.50%	12.50%	0.00%	0.00%	0.00%	0.00%	38.00%	62.00%
Golden Rule 2nd Grade	6	03/01	66.67%	33.33%	0.00%	0.00%	0.00%	66.67%	33.33%	0.00%
Golden Rule 1st grade	14	03/01	42.86%	57.14%	0.00%	0.00%	21.43%	7.14%	28.70%	42.86%

62% of the 3rd grade EL students had a TELPAS composite rate of Advanced High.

38% of the 3rd grade EL students had a TELPAS composite rate of Advanced.

33% of the 2nd grade EL students had a TELPAS composite rate of Advanced.

66.67% of the 2nd grade EL students had a TELPAS composite rate of Intermediate.

42.86% of the 1st grade EL students had a TELPAS composite rate of Advanced High.

28.7% of the 1st grade EL students had a TELPAS composite rate of Advanced.

7.14% of the 1st grade EL students had a TELPAS composite rate of Intermediate.

21.43% of the 1st grade EL students had a TELPAS composite rate of Beginning.

ISIP Tier Movement Report

All grades		
Overall Math	BOY/August2019	EOY/ March 2020
Tier 1	60.00%	75.00%
Tier 2	22.00%	19.00%
Tier 3	18.00%	6.00%

All grades				All grades				All grades		
Vocabulary	BOY/August2019	EOY/ March 2020		Listening Comprehension	BOY/August2019	EOY/ March 2020		Reading Comprehension	BOY/August2019	EOY/ March 2020
Tier 1	47.00%	53.00%		Tier 1	33.00%	43.00%		Tier 1	66.00%	56.00%
Tier 2	24.00%	25.00%		Tier 2	53.00%	36.00%		Tier 2	21.00%	28.00%
Tier 3	29.00%	22.00%		Tier 3	13.00%	21.00%		Tier 3	13.00%	17.00%

According to 2019-2020 ISIP results, 60% of students were in Tier 1 in August 2019 and 75% were in Tier 1 in March 2020 in ISIP Math.

28% of students were in Tier 2 in August 2019 and 19% were in Tier 2 in March 2020 in ISIP Math.

18% of students were in Tier 3 in August 2019 and 6% were in Tier 3 in March 2020 in ISIP Math.

60% of students were in Tier 1 in August 2019 and 56% were in Tier 1 in March 2020 in ISIP Reading Comprehension.

21% of students were in Tier 2 in August 2019 and 28% were in Tier 2 in March 2020 in ISIP Reading Comprehension.

13% of students were in Tier 3 in August 2019 and 17% were in Tier 3 in March 2020 in ISIP Reading Comprehension.

1st grade			2nd Grade	
Reading Comprehension	BOY/August2019	EOY/ March 2020	BOY/August2019	EOY/ March 2020
Tier 1	45.00%	33.00%	71.00%	36.00%
Tier 2	40.00%	33.00%	0.00%	50.00%
Tier 3	15.00%	33.00%	29.00%	14.00%

Student Learning Strengths

Our Data analysis revealed the following strengths:

- In grade 3 2019 STAAR Math, Student performance increased 10 points in meets from 2018.
- According to 2019-2020 ISIP results, 60% of students were in Tier 1 in August 2019 and 75% were in Tier 1 in March 2020 in ISIP Math, 28% of students were in Tier 2 in August 2019 and 19% were in Tier 2 in March 2020 in ISIP Math, 18% of students were in Tier 3 in August 2019 and 6% were in Tier 3 in March 2020 in ISIP Math, showing longitudinal progress and growth.
- 60% of the 3rd grade students scored advanced high in TELPAS composite rating.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. **Root Cause:** Lack of effective instructional strategies to support ELL students.

Problem Statement 2 (Prioritized): 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. **Root Cause:** Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 3 (Prioritized): According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. **Root Cause:** Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary:

In Golden Rule- Sunnyside students have the right to an education of the highest quality where their learning styles are appreciated and their diversity is valued. For this reason, teachers differentiate instruction to ensure that all students are actively engaged in learning and succeed to their maximum potential.

Golden Rule-Sunnyside implements My View, SAVVAS with fidelity for ELAR, Envision Math for kinder and 1st grade, Measuring Up Math for 2nd and 3rd grade, My World, and Interactive Science. Frog Street is used for Prek. The curriculum is supported by supplemental resources such as Write Source, Measuring Up Reading and Math, Motivation Reading and Math, Step Up to the TEKS, Reading, Math, and Writing, and Saxon Phonics. District Unit assessments are utilized with fidelity in grades 2 and 3rd. At the present time, our teachers are creating their own unit assessments in grades Prek-1. Data is analyzed after every unit assessment and benchmark and utilized to adjust instruction. We are currently utilizing a hybrid model.

Programs such as CIRCLE and Istation are used to determine students' needs for interventions. These programs as well as Study Island help teachers identify which students are struggling, on grade level, or above level and plan instruction accordingly. Campus teacher aides assist K-3 teachers during interventions and instructional time.

In order to help address the individual needs of students, we implement the following programs and practices in our campus and classrooms: SAVVAS Realize, STEMscopes, Study Island, Prodigy, EPIC Books, Reading A-Z, Mathness, after school tutoring, and Istation. Data from these programs are analyzed in teams throughout the year.

Technology-

1 computer lab with 18 desktops.

40 Chromebooks shared in grades 1st, 2nd, and 3rd.

37 Ipads shared in grades Prek, kinder, and 1st grade.

Each teacher has a laptop, a projector, a document camera, and a wireless headset.

School Processes & Programs Strengths

Our data revealed the following strenghts:

- Master schedule is designed is to maximize instructional time. Grades 2-3 have a 3.5 hour block of uninterrupted instructional time.
- We consistently analyze data to determine instructional focus for individual students and use results to adjust instruction.
- Curriculum and Instruction staff conduct walkthroughs and provide feedback to teachers. They are readily available
- Curriculum and Instruction staff design assessments that support the Golden Rule Schools curriculum and target student growth.
- Curriculum and Instruction staff provide resources to teachers that impact instruction and student success.
- The campus computer lab aide provides technology support for students and teachers throughout the instructional day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More than 50% of the staff members, have less than 5 years of experience. **Root Cause:** High turnover rate

Problem Statement 2 (Prioritized): Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. **Root Cause:** Lack of effective instructional strategies to support ELL students.

Problem Statement 3 (Prioritized): 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. **Root Cause:** Lack of effective intructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 4 (Prioritized): According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. **Root Cause:** Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

Problem Statement 5 (Prioritized): We are not implementing the Professional Learning Community practice with fidelity. **Root Cause:** Teachers don't have the same planning time to allow vertical collaboration.

Problem Statement 6 (Prioritized): Hybrid learning is not being effective to meet all students needs and differentiate accordingly. **Root Cause:** Lack of proper training of families and educators on the hybrid model.

Perceptions

Perceptions Summary

Perceptions Summary

Communication

Parent communication is very important to our community. We utilize a variety of methods to keep our families up-to-date through the use of our campus Remind account, Facebook, Twitter, and frequent informative letters. Individual teachers communicate to parents through newsletters, daily folders, Remind, parent-teacher conferences, Class Dojo, Google Classroom, and Google Meets.

Safety

We will ensure campus safety through the following:

Scheduled drills: fire, tornado, and lockdowns. We follow the District Fall opening protocols and enforce it with fidelity.

Our campus has a reception and visitors follow procedures for signing in with proper picture ID, however visitors are not allowed at this time. The front outside door of the school remains locked throughout the day. if a student needs to travel between buildings or leave the classroom without the teacher, the security guard or any other office personnel are called to assist them. parents and Guardians are encouraged to refrain from checking students out of school the last 30 min of the instructional day.

Parents believe that Golden Rule-Sunnyside:

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.

Teacher Engagement:

Charter purpose statement is based on shared values and beliefs that guide decision making .

Teachers are provided with instructional strategies and interventions to address individual learning needs of students.

Teachers have been trained to have collegial conversations about student work for the purpose of reflection and peer coaching.

Teachers believe that Golden Rule provides high quality student support services, such as counseling and referral to educational, student programs.

Perceptions Strengths

Perceptions Strengths

- Several events are held during the school year, which allow parents and families to be part of the campus community.
- Teachers conduct Parent-Teacher conferences.
- The campus holds Open House events throughout the year.
- Effective classroom management skills are a strength for our teachers.
- Minimum discipline referrals or misconduct issues.
- Students are held to high academic standards.
- Front office staff is helpful and support family with Hybrid Learning issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student enrollment has significantly decreased in the last four years. **Root Cause:** The closing of Prek 3 at the end of 2017-2018 and the closing of 4th grade at the end of 2019-2020.

Problem Statement 3 (Prioritized): We are not implementing the Professional Learning Community practice with fidelity. **Root Cause:** Teachers don't have the same planning time to allow vertical collaboration.

Problem Statement 4 (Prioritized): We are not offering an extra-curricular activities or programs **Root Cause:** There is limited staff, funds, and space. Teacher feel overwhelmed with the current load.

Problem Statement 5 (Prioritized): Parents and family members are not volunteering and/or generally involved with school activities **Root Cause:** Lack of opportunities to be

involved

Problem Statement 6 (Prioritized): Teachers and families do not feel safe with sending students for in person instruction. **Root Cause:** Covid 19 pandemic being recent not deeply studied.

Priority Problem Statements

Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math.

Root Cause 1: Lack of effective instructional strategies to support ELL students.

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

Problem Statement 2: Hybrid learning is not being effective to meet all students needs and differentiate accordingly.

Root Cause 2: Lack of proper training of families and educators on the hybrid model.

Problem Statement 2 Areas: Demographics - School Processes & Programs

Problem Statement 3: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020.

Root Cause 3: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

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

Problem Statement 4: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases.

Root Cause 4: Lack of effective intruotional strategies in Speaking, Listening, Reading, and Writing.

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

Problem Statement 5: We are not implementing the Professional Learning Community practice with fidelity.

Root Cause 5: Teachers don't have the same planning time to allow vertical collaboration.

Problem Statement 5 Areas: School Processes & Programs - Perceptions

Problem Statement 6: Parents and family members are not volunteering and/or generally involved with school activities

Root Cause 6: Lack of opportunities to be involved

Problem Statement 6 Areas: Perceptions

Problem Statement 7: We are not offering an extra-curricular activities or programs

Root Cause 7: There is limited staff, funds, and space. Teacher feel overwhelmed with the current load.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student enrollment has significantly decreased in the last four years.

Root Cause 8: The closing of Prek 3 at the end of 2017-2018 and the closing of 4th grade at the end of 2019-2020.

Problem Statement 8 Areas: Demographics - Perceptions

Problem Statement 9: Teachers and families do not feel safe with sending students for in person instruction.

Root Cause 9: Covid 19 pandemic being recent not deeply studied.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

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 2020-2021 School year, teachers will receive training in effective strategies to engage ELL students in Speaking, Reading, Listening, and Writing.

Evaluation Data Sources: Training certificates, PLCs agendas, observations, ISIP reports, unit assessment results, TELPAS results.

Summative Evaluation: None

Strategy 1: Schedule Best Practices for ELLs training from the district bilingual department. Strategy's Expected Result/Impact: Teachers will be provided with strategies and tools/Increased teachers capacity. Staff Responsible for Monitoring: Bilingual Director Principal Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4 Funding Sources: - 255- Title II, Part A, TPTR - \$4,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Develop a calendar that allow opportunities for teachers to collaborate, discuss, and share instructional strategies and resources to support all learners during PLCs. Strategy's Expected Result/Impact: Increased opportunity for teachers to collaborate on strategies and resources Staff Responsible for Monitoring: Lead Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 5 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Continuously monitor and reinforce the incorporation of best practices in instruction through observations and feedback. Strategy's Expected Result/Impact: Increased use of strategies/Improved students outcome 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 2, 3, 4, 5 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Student Learning
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Problem Statement 3: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.
School Processes & Programs
Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 3: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Problem Statement 4: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.
Problem Statement 5: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.
Perceptions
Problem Statement 2: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.

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, teachers will receive a minimum of 2 professional development sessions in Reading strategies and will apply such strategies in their instruction.

Evaluation Data Sources: Training certificates, PLCs agendas, observations, ISIP reports, unit assessment results

Summative Evaluation: None

Strategy 1: Teachers will research and attend Region 10 webinars about Reading strategies. Strategy's Expected Result/Impact: Increased teacher capacity Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4 Funding Sources: - 255- Title II, Part A, TPTR - \$4,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Develop a calendar that allow opportunities for teachers to collaborate, discuss, and share instructional strategies and resources to support all learners during PLCs. Strategy's Expected Result/Impact: Increased opportunity for teachers to collaborate on strategies and resources Staff Responsible for Monitoring: Lead Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4, 5 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Continuously monitor and reinforce incorporation of effective Reading Strategies in instruction through observations and feedback. Strategy's Expected Result/Impact: Increased use of strategies/Improved students outcome. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Student Learning

Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 3: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.
School Processes & Programs
Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 4: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.
Problem Statement 5: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.
Perceptions
Problem Statement 2: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.

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

Performance Objective 3: For the 2020-2021 school year, a minimum of 80% of observed teachers will achieve "Proficient" or higher on T-TESS for the Sunnyside Campus.

Evaluation Data Sources: T-TESS formal Evaluation

Summative Evaluation: None

Strategy 1: Conduct Goal setting and Professional Development plans conferences with T-TESS teachers. Strategy's Expected Result/Impact: Improved teachers capacity Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 6 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Conduct weekly walkthroughs and observation providing feedback to reinforce and refined targeted areas in lesson planning, instruction, and classroom environment. Strategy's Expected Result/Impact: Improved teachers capacity/Teachers' growth Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 6 Funding Sources: - 255- Title II, Part A, TPTR	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Problem Statement 3: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and educators on the hybrid model.
Student Learning
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
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School Processes & Programs

Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. **Root Cause:** Lack of effective instructional strategies to support ELL students.

Problem Statement 3: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. **Root Cause:** Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 4: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. **Root Cause:** Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

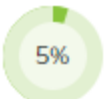
Problem Statement 6: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. **Root Cause:** Lack of proper training of families and educators on the hybrid model.

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 2020-2021 school year, 100% of 3rd grade ELL students will score approaches or higher on 2021 STAAR Reading.

Evaluation Data Sources: Unit assessments results, benchmark results, data analysis agendas, RTI agendas, STAAR results. PLC meeting minutes, classroom observations, and Reading unit assessments data

Summative Evaluation: None

Strategy 1: Conduct training and Incorporate High Order Thinking questions and direct vocabulary lessons in lesson plans and instruction. Strategy's Expected Result/Impact: Students will be prompted to deeper thinking and exposed to richer vocabulary. Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4 Funding Sources: - 263- Title III- LEP	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Provide students with a minimum of two opportunities per lesson to make real life connections to content during instruction. Strategy's Expected Result/Impact: Students will make meaningful connections between their lives and content. Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Implement effective interventions with ELL 2nd and 3rd grade students. Strategy's Expected Result/Impact: Students will improve outcomes. Staff Responsible for Monitoring: Teachers Bilingual Interventionist Campus Interventionist Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 2, 4 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Student Learning
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 3: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.
School Processes & Programs
Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 4: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. Root Cause: Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

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 2021 TELPAS administration, 50% of our English Learners will score Advanced or higher in Grade 3 TELPAS Writing.

Evaluation Data Sources: Campus writing calendar, Writing samples, writing assessments, writing rubrics or checklist, 2021 TELPAS writing scores

Summative Evaluation: None

Strategy 1: Create a writing calendar to produce writing samples every month. Strategy's Expected Result/Impact: Increased familiarity with TELPAS expectations. Improved writing. Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Train teachers on TELPAS writing rubric and descriptors during the 2nd cycle of school. Strategy's Expected Result/Impact: Increased familiarity with TELPAS expectations. Increased teachers capacity. Staff Responsible for Monitoring: Bilingual Director Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3, 5 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Develop a calendar that allow opportunities for teachers to collaborate, discuss, and share writing instructional strategies and resources to support learners during PLCs. Strategy's Expected Result/Impact: Increased opportunity for teachers to collaborate on writing strategies and resources Staff Responsible for Monitoring: Lead Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3, 5 - Perceptions 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor and reinforce incorporation of effective accommodations for writing according to the TELPAS linguistic ratings in lesson plans and instructions. Strategy's Expected Result/Impact: Students being properly accommodated/Improved students outcome. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

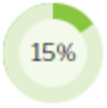
Demographics
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Student Learning
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
School Processes & Programs
Problem Statement 3: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Problem Statement 5: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.
Perceptions
Problem Statement 2: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.

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 2020-2021 school year, 80% of 3rd grade students will score Meets or higher on 2021 STAAR Mathematics.

Evaluation Data Sources: Unit assessments results, benchmark results, data analysis agendas, RTI agendas, STAAR results. PLC meeting minutes, classroom observations, and Math unit assessments data

Summative Evaluation: None

Strategy 1: Purchase and Provide teachers with manipulatives and resources needed to reach all learners. Strategy's Expected Result/Impact: Increased differentiation strategies Improved students outcome Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Conduct data dig to assess not mastered TEKS and create a plan based on action steps to close the learning gap. Strategy's Expected Result/Impact: Increased differentiation strategies Improved students outcome Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Provide after school tutoring to support learners. Strategy's Expected Result/Impact: Increased differentiation strategies Improved students outcome Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Student Learning
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
School Processes & Programs
Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.

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, Golden Rule- Sunnyside will increase the parent and community communication through various use of social media platforms with a minimum of three newsletters, email, callouts, website, flyers, per month.

Evaluation Data Sources: Facebook, Newsletters, School Messenger, Communication tracking list.

Summative Evaluation: None

Strategy 1: Send out school letters and notification using our facebook and twitter platform, Class Dojo and Google Classroom Platforms. Strategy's Expected Result/Impact: Parent will be informed through the use of several platforms. Staff Responsible for Monitoring: Mrs. Segura Mrs. Alonso Teachers Principal Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Send out school letters and notification using our Gmail or School Messenger. Strategy's Expected Result/Impact: Parent will be informed through the use of their emails or/and voice message.. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
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Performance Objective 1 Problem Statements:

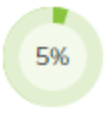
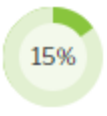
Perceptions
Problem Statement 4: Parents and family members are not volunteering and/or generally involved with school activities Root Cause: Lack of opportunities to be involved

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, Golden Rule- Sunnyside will create a minimum of 6 opportunities for parents to be involved in learning related activities.

Evaluation Data Sources: flyers, signing sheets, survey results.

Summative Evaluation: None

Strategy 1: Survey parents and family to assess times of availability and type of participation, whether it is helping by completing assignments from home or being actively involved in school events. Strategy's Expected Result/Impact: know our parents availability and interests. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Perceptions 5	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Create a calendar of events to invite parents and families to take active part in school related activities with a minimum of 1 event per cycle. Examples: Open House, career day, content-related events, hybrid learning support events. Strategy's Expected Result/Impact: Offer involvement opportunities Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 3 - School Processes & Programs 6 - Perceptions 5 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and educators on the hybrid model.
School Processes & Programs
Problem Statement 6: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and educators on the hybrid model.
Perceptions
Problem Statement 4: Parents and family members are not volunteering and/or generally involved with school activities Root Cause: Lack of opportunities to be involved

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

Performance Objective 1: For the 2020-2021 school year, Golden Rule Sunnyside will continue to ensure that students, families, and teachers feel safe at school by conducting a BOY Climate survey with intent of increasing the number of staff and students that strongly agree that they feel safe by 10% on 2020-2021 EOY Climate Survey. COVID-19 considerations will be prioritized with respect to health and safety.

Evaluation Data Sources: BOY and EOY perception survey results.

Summative Evaluation: None

Strategy 1: Parents, students, and staff members will be surveyed about how safe they feel sending students to schools and the protocols we follow at the BOY and at the EOY. Strategy's Expected Result/Impact: Assess families and staff members' perceptions. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Create a committee to review survey results and make adjustments accordingly. Strategy's Expected Result/Impact: Make adjustments based on perceptions. Staff Responsible for Monitoring: Principal Members of the Committee Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Implement more safety measures that would help increase comfort levels, like for example, maintain students six-feet apart while eating and while in line for dismissal, and purchase clear dividers for small group instruction. Strategy's Expected Result/Impact: Increased families and staff comfort levels Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.2 Problem Statements: Perceptions 6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions

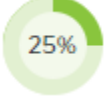
Problem Statement 5: Teachers and families do not feel safe with sending students for in person instruction. **Root Cause:** Covid 19 pandemic being recent not deeply studied.

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

Performance Objective 2: Golden Rule School Sunnyside will implement a minimum of 2 practices to maintain a positive learning environment with high emotional and behavioral expectations and standards.

Evaluation Data Sources: Students interview and survey results

Summative Evaluation: None

Strategy 1: Implement daily morning sessions with focus on high standards for behavior and social-emotional practices. Strategy's Expected Result/Impact: Increased students motivation Staff Responsible for Monitoring: Ms. Garcia Ms. Segura Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Continue to implement the Student of the Week celebration every Friday, focusing on nomination based on behavior and social-emotional high expectations. Strategy's Expected Result/Impact: Increased students motivation Staff Responsible for Monitoring: Teachers Aides Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Continue to implement CHAMPS as a school-wide approach to reinforce targeted behaviors. Strategy's Expected Result/Impact: Increased students motivation and improved behaviors. Staff Responsible for Monitoring: Teachers Aides Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: By the end of 2020-2021 school year, we will have evidence of 6 Professional Learning Community meetings per semester.

Evaluation Data Sources: PLC minutes, PLC signing Sheets, PLC observations.

Summative Evaluation: None

Strategy 1: Create a calendar with proposed PLC dates in advance. Strategy's Expected Result/Impact: Clear Planning for PLCs opportunities. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Assess students' needs through frequent instruction observations and data analysis and utilize findings to be addressed in PLC sessions. Strategy's Expected Result/Impact: Relevant PLC agendas Staff Responsible for Monitoring: Principal Lead Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 3 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Assess teachers' needs through ongoing observations and conversations, and utilize findings to be addressed in PLC sessions. Strategy's Expected Result/Impact: Relevant PLC agendas Staff Responsible for Monitoring: Principal Lead Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 5, 6 - Perceptions 3 Funding Sources: - 255- Title II, Part A, TPTR - \$4,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
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School Processes & Programs
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Problem Statement 5: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.
Problem Statement 6: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and educators on the hybrid model.
Perceptions
Problem Statement 2: We are not implementing the Professional Learning Community practice with fidelity. Root Cause: Teachers don't have the same planning time to allow vertical collaboration.

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 first semester, we will increase virtual learners participation and engagement by 10 point in every hybrid class.

Evaluation Data Sources: Assignment submission report, asynchronous attendance report.

Summative Evaluation: None

Strategy 1: Conduct a BOY report in November to assess Virtual students engagement and participation. Strategy's Expected Result/Impact: Assess current levels of engagement and participation. Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 3 - School Processes & Programs 6	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Continuing offering support to virtual students' families and parents by proving technology from the school and technology use support and guidance as requested. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: Teachers aides Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 3 - School Processes & Programs 6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Communicate with virtual teachers/ families to assess needs. Strategy's Expected Result/Impact: Needs assessment Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Demographics 3 - School Processes & Programs 6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and

educators on the hybrid model.

School Processes & Programs

Problem Statement 6: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. **Root Cause:** Lack of proper training of families and educators on the hybrid model.

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: By the end of Spring semester of 2020-2021 School year, GRS- Sunnyside will offer a minimum of two extra-curricular activities.

Evaluation Data Sources: Surveys, observations, Parent Meetings

Summative Evaluation: None

Strategy 1: Identify and recruit members interested in leading the extra-curricular Clubs. Strategy's Expected Result/Impact: Teacher will be informed of the clubs Student Motivation to create real world experiences Explore creative artistic projects Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Perceptions 4, 5 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Create a Club proposed calendar for the school year. Strategy's Expected Result/Impact: Better preparation and planning. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 Problem Statements: Perceptions 4, 5 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 3: Conduct a survey to assess students' interests for extra-curricular clubs. Strategy's Expected Result/Impact: Assess students' interests. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6, 3.2 Problem Statements: Perceptions 4 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: We are not offering an extra-curricular activities or programs Root Cause: There is limited staff, funds, and space. Teacher feel overwhelmed with the current load.

Problem Statement 4: Parents and family members are not volunteering and/or generally involved with school activities **Root Cause:** Lack of opportunities to be involved

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

Performance Objective 4: By the end of the 2020-2021 School year, Sunnyside campus will implement process and procedures to increase the attendance rate to 98%

Evaluation Data Sources: Parent communication logs regarding attendance, PEIMS attendance reports, Texas Education Agency- School Report Cards.

Summative Evaluation: None

Strategy 1: Continue providing Perfect Attendance rewards per cycle. Strategy's Expected Result/Impact: Increased motivation. Staff Responsible for Monitoring: PEIMS clerk Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 6 Funding Sources: - 211- Title I Part A - \$24,000	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
Strategy 2: Monitor students daily attendance early in the morning allowing time to offer parents the asynchronous choice. Strategy's Expected Result/Impact: Increased attendance chances. Staff Responsible for Monitoring: Teachers PEIMS clerk Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3 - School Processes & Programs 2, 3, 4, 6	Reviews			
	Formative			Summative
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. Root Cause: Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.
Problem Statement 3: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. Root Cause: Lack of proper training of families and educators on the hybrid model.
Student Learning
Problem Statement 1: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. Root Cause: Lack of effective instructional strategies to support ELL students.
Problem Statement 2: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level

increases. **Root Cause:** Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 3: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. **Root Cause:** Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

School Processes & Programs

Problem Statement 2: Our EL students significantly underperformed compared to their non-EL peers in 2020 3rd grade benchmark, 24 points below for the score average in Reading and 15 points below for the score average in Math. **Root Cause:** Lack of effective instructional strategies to support ELL students.

Problem Statement 3: 2019-2020 TELPAS Yearly progress indicator revealed that as the grade levels progress the percentage of students scoring at the same or below level increases. **Root Cause:** Lack of effective instructional strategies in Speaking, Listening, Reading, and Writing.

Problem Statement 4: According to ISIP Reading Comprehension reports, Tier 1 percentage of students decreased by 10 points, tier 2 increased by 7 point, and tier 3 increased by 4 points, showing a decline of performance on Reading comprehension between August 2019 and March 2020. **Root Cause:** Lack of Reading comprehension/Vocabulary instructional strategies in grade levels.

Problem Statement 6: Hybrid learning is not being effective to meet all students needs and differentiate accordingly. **Root Cause:** Lack of proper training of families and educators on the hybrid model.

State Compensatory

Budget for Golden Rule - Sunnyside

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$115,000.00
6100 Subtotal:		\$115,000.00
6200 Professional and Contracted Services		
6216	6216 Professional Services - Locally Defined	\$2,704.00
6200 Subtotal:		\$2,704.00
6300 Supplies and Services		
6390	6390 Supplies and Materials - General	\$3,920.00
6300 Subtotal:		\$3,920.00

Personnel for Golden Rule - Sunnyside

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Arredondo	Teacher aide	Compensatory Education	1.0
Elizabeth Segura	Computer aide	Compensatory Education	1.0
Erendira Moreno	Teacher aide	Compensatory Education	1.0
Mercedes Rodriguez	Teacher aide	Compensatory education	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Daniela Garcia	P.E. aide	Title I	1.0