

Golden Rule Charter School

Golden Rule - Wilmer

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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

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

Value Statement

"Educating Tomorrow's Leaders Today"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Years of Professional Experience	Years in the District	Prim Campus
5	5	105
0	0	105
6	0	105
Years of Non-Professional Experience	Years in the District	Prim Campus
1	1	105
1	1	105
0	0	105
2	2	105

The Wilmer Campus is located at 1612 Cottonwood Valley Road, Wilmer Texas. We have a total student population of 26 and teacher and staff number of five. Our Pre-K services 11 students, kindergarten 8, and 1st grade 6. Currently our roster shows we have 7 students who are ESL, 16 LEP, 100% Economically Disadvantaged, and 16 At Risk.

			S	Agg	C		Disp	Sng		B	T	G	E	L		Smr	P		Fed	Par	Asylee/				Hom	Unac	Free	Eco	All						
Student Name	Student ID	Grade	x	n	E	s	Hmk	Par	I	I	Sp	Pri	I	I	T	L	P	Lang	ESL	S	R	Mig	Im	Conn	Mil	Refugee	Mil	Foster	e	Less	Youth	Lunch	Adv	Risk	Act
Argueta, Axel	006664	PK	F	H	0								0	6	0	1	01			0	N			0	0	0	0	0	0	0	1	01	1		
Elias, Kylie A	006833	PK	F	H	0								6				98			0	N			0	0	0	0	0				01	0	1	
Falcon, Angie	006837	PK	F	H	0								0	6	2	1	01			0	N			0	0	0	0	0				01	1	1	
Garcia, Izabel M	006674	PK	F	H	0								0	6	0	1	01			0	N			0	0	0	0	0			1	01	1	1	
Hernandez, Gonzalo	007263	PK	M	H	0								6				01			0	N			0	0	0	0	0			1	01	0	1	
Malagon, Abigail	006835	PK	F	H	0								0	6	2	1	98			0	N			0	0	0	0	0				01	1	1	
Medrano, Juan A	006566	PK	M	H	0								6				98			0	N			0	0	0	0	0			1	01	0	1	
Ortiz, Adelyne A	006571	PK	F	H	0								0	6	2	1	98			0	N			0	0	0	0	0			1	01	1	1	
Polk, Kyren A	006568	PK	M	B	0								6				98			0	N			0	0	0	0	0			1	01	0	1	
Polk, Renyah	006645	PK	F	B	0								6				98			0	N			0	0	0	0	0				01	0	1	
Razo-Castro, Abigail C	006681	PK	F	H	0								0	6	0	1	01			0	N			0	0	0	0	0			1	01	1	1	
*Total for Grade PK:																													11						
Elias, Jeweliza M	006521	KG	F	H	0								6				98			0	N			0	0	0	0	0			1	01	0	1	
Garcia Soledad, Brandon Y	006737	KG	M	H	0								0	6	0	1	01			0	N			0	0	0	0	0			1	01	1	2	
Malagon, Nathan J	006912	KG	M	H	0								6				98			0	N			0	0	0	0	0			1	01	0	1	

Mora-Perez, Johana	006520	KG	F	H	0	0	6	0	1	01	0	N	0	0	0	0	0	0	1	01	1	1
Neal, Tamia	006838	KG	F	B	0	6		98			0	N	0	0	0	0	0		01	0	1	
Plancarte, Fernanda A	005968	KG	F	H	0	0	6	3	1	01	0	N	0	0	0	0	0	0	1	01	1	1
Villalon Vaquera, Kimberly	006999	KG	F	H	0	6		01			0	N	0	0	0	0	0		01	0	2	
Zavala, Miriam	006618	KG	F	H	0	0	6	0	1	01	0	N	0	0	0	0	0	0	1	01	1	1
*Total for Grade KG:																		8				
Gonzalez Lopez, Nahomi	005768	01	F	H	0	0		2	1	01	1	0	N	0	0	0	0	0	1	01	1	1
Moran Castillo, Greysin N	006564	01	F	H	0	0	6	0	1	01		0	N	0	0	0	0	0	1	01	1	1
Noguez, Jacqueline A	005468	01	F	H	0	2	6	0	1	01	1	0	N	0	0	0	0	0	1	01	1	1
Noguez, Miranda E	005467	01	F	H	0	2	6	0	1	01	1	0	N	0	0	0	0	0	1	01	1	1
Soto, Nicole G	005775	01	F	H	0	0	6	2	1	01		0	N	0	0	0	0	0	1	01	1	1
Trejo, Natalie A	005807	01	F	H	0	0	6	2	1	01		0	N	0	0	0	0	0	1	01	1	1
*Total for Grade 01:																		6				

Demographics Strengths

- Teacher to student ratio is low.
- Bi-lingual support is being offered on campus for students who are ESL/LEP
- With the exception of 1 , teachers have 5 or more years of experience.
- 0% of our students are homeless or in foster care

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). **Root Cause:** A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.

Problem Statement 2: Providing specific parent involvement services such as workshops and resources to parents to support their children academically in the home. **Root Cause:** More training and resources are needed for campus staff.

Student Learning

Student Learning Summary

The Golden Rule (Wilmer Campus) offers grades Pre-K-1st grade. Students are not administered the STAAR (State of Texas Assessment of Academic Readiness). Students are monitored each six weeks to determine their academic progression in the four disciplines (english, math, science, & social studies). To measure student outcomes, I-Station and Circle Progress Monitoring is given to understand how students are progressing in learning areas that are important for later school success.

Pre-K 3/4 CLI Performance and Progress

Performance at a Glance	Range of Students Progress	Six Weeks Tested
Rapid Letter Naming	Monitor/Out of Range	1
Rapid Vocabulary	Monitor/On Track	1
Math	On Track	1
Social Emotional Behaviors	On Track	1
Approaches to Learning Expanded	On Track	1
Physical Development	On Track	1

Number of Students in each Instructional Tier at Golden Rule Wilmer				
Classroom	Total of Students	Students in each Tier for Overall Reading (ISIP Early Reading)		
1A	6	Tier 1	Tier 2	Tier 3
KA	3	3	1	2
All Classrooms	9	2	0	1
		5	1	3

Number of Students in each Instructional Tier at Golden Rule Wilmer				
Classroom	Total of Students	Students in each Tier for Overall Math		
1A	6	Tier 1	Tier 3	Tier 2

Number of Students in each Instructional Tier at Golden Rule Wilmer				
KA	1	0	0	1
All Classrooms	7	1	3	3

Student Learning Strengths

STRENGTHS

- Students in Pre-K 3/4 were on track in Math, Social Emotional Behaviors, Approaches to Learning Expanded, and Physical Development in the 1st six weeks.
- Students in Pre-K 3/4 may need monitoring or out of range in rapid letter naming and rapid vocabulary.

WEAKNESSES

- 5/9 of students in Kindergarten and 1st grade are in TIER 1 Reading.
- 3/9 of students in Kindergarten and 1st grade are in TIER 3 for reading.
- 1 Student is in TIER 1 for math.
- Six students are either in Tier 2 or Tier 3 for Math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Bilingual Certified Teachers in order to bridge english and spanish language learners in the clasroom. **Root Cause:** Classrooms are mixed with ESL/bilingual students .

Problem Statement 2 (Prioritized): Training teachers in ELP strategies in order to improve instruction in math, reading, writing, and science. **Root Cause:** Daily instruction /objectives aren't linked to ELPS which affects comprehension and academic language in ELL's

Problem Statement 3 (Prioritized): Providing opportunites for teachers to receive on-going training as it relates to their grade and content. **Root Cause:** Opportunities for staff to receive on-going support instructionally to raise student achievement.

Problem Statement 4 (Prioritized): Providing specific parent involvement services such as workshops and resources to parents to support their children academically in the home. **Root Cause:** Opportunities needed to allow for family and parent engagement.

School Processes & Programs

School Processes & Programs Summary

The Golden Rule (Wilmer) Campus primary focus is to educate students in a nurturing culture and climate where early childhood learning is fostered. All stakeholders involved aim to meet the physical, intellectual, language, emotional, and social needs of children. We emphasize hands-on-experiences giving children the chance to explore and manipulate objects.

Instructional Resources

In grades Pre-K 3/4 Frogstreet, which is a high quality , research-based curriculum , is used to build connections between and among all disciplines.

Highlights

- Conscious Discipline
- Differentiated learning
- Multi-cultural learning
- Equality of Materials (Split between English and Spanish materials)

In grades Kindergarten and 1st grade SAVVAS is utilized for learning. SAVVAS is a platform that offers teachers the digital tools they need for face to face or remote learning. The program offers students the ability to explore disciplines such as literacy, math, science, social studies, world geograhly, and music just to name a few.

Highlights

- Equality of materials (Spanish and English ie: my vision, mi vision)
- instruction that is easily accessible for remote learners.
- Teachers have the ability to customize instruction
- Monitoring the progression of student outcomes
- Teachers can upload content

In Kindergarten and First grade, teachers have access to TEKS Resource in where they can track TEK/Objectives alignment to the state and district. Teachers can plan their lessons according to what the students need to know, how they will master the objective, connection to real-life. The system also informs teachers how and when to re-teach or spiral skills that are shown to be misunderstood or weak.

School Processes & Programs Strengths

School Processes and Programs

Processes

- Master Schedule offers RTI/small group intervention everyday for students who are struggling in certain skills.
- Parent Conferences are held anytime during the week during teacher planning as requested by guardian/parent.
- Free breakfast and lunch is available 5 days a week.

- Students who are learning from home can Grab 'N' Go (breakfast/lunch) 5 days a week.
- Administrator /Curriculum Specialist support teachers each week through observations, walkthroughs, and feedback.
- Bi-lingual soecialist help support the campus for students who are ESL or bi-lingual.
- Sped department offers support for students who are referred if students need accomodations or if a learning disability is suspected.
- Students participate in specials everyday.
- For Safety (COVID-19) each child and adult that enters the building temperature is checked.
- Each student has one to one technology .
- Campus ensure that best classroom environment is aligned with district initiatives.
- Campus ensures that instructional best practices from the district/state are being utilized for student outcomes and teacher effectiveness.
- Professional development is offered to build leadership capacity, student outcomes, and teacher effectiveness.

Programs

- Muffins with moms
- Donuts with Dads
- Dr. Seuss
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attracting and retaining highly-qualified teachers remains a challenge. **Root Cause:** Recruitment strategies, compensation incentives, and quality professional development need to continue to improve.

Problem Statement 2 (Prioritized): Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). **Root Cause:** The opening of nearby dallas schools that are offering early learning all day and the cosmetics of the campus.

Problem Statement 3: There is a need for teachers and administrators to have resources available to to equip parents to help their children academically at home. **Root Cause:** Training and resources for campus staff

Perceptions

Perceptions Summary

Golden Rule (Wilmer Campus) offers a full day Pre-k program where students gain more exposure to different domains, including language, math, socio-emotional and physical health. The campus also services kindergarten and 1st grade students where curriculum is aligned to district/state initiatives. The campus has serviced many siblings from the same family since it has opened. This has allowed more teacher/parent /student relationships to be formed based on familiarity and interactions.

The Wilmer Campus implementations that influence perceptions are listed below

- Facebook page that is used as a form of communication
- Class dojo
- Teacher Newsletter
- Parent Conferences
- Open House
- Campus Emergency Operation Plan (Shelter in PLace, Fire Drill, Tornado)
- Student Arrival and Pick-up (Teachers are present outside while on duty)
- Behavior Management Plan
- Syllabus
- Parent/Student Work Collaboration (Work that is sent home where students and parents work together)

Student belief (Pledge)

Perceptions Strengths

Small atmosphere where students are able to receive more support in learning skills.

Teachers/Students have a family-oriented mindset about coming to work and school.

Various forms of communication allows parents to be informed about important events taking place at the school.

Students are in a safe and conducive climate.

Parents feel as though they are welcome anytime to discuss student(s) progress or growth in a non-intimidating environment.

Students believe that each day is important to their learning.

LEARNER'S CREED

I believe in myself and my ability to do my best
and not waste this day for this day will not

come anymore. I will think, I will listen, I will
read, I will write, I will do all these things with
one purpose in mind – to do my best and not
waste this day – for this day will not come
anymore.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students performing at or above grade-level. **Root Cause:** Parents may view school as daycare and not a school because it only offers early childhood learning.

Problem Statement 2: Staff perception of academic expectations being met are low. **Root Cause:** Lack of resources, communication, support

Problem Statement 3 (Prioritized): Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. **Root Cause:** Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

Problem Statement 4: Safety due to Covid -19 is a concern, employees/parents are not comfortable with coming back to school. **Root Cause:** Social distancing and concern of transmitting the virus to others.

Priority Problem Statements

Problem Statement 1: Bilingual Certified Teachers in order to bridge english and spanish language learners in the clasroom.

Root Cause 1: Classrooms are mixed with ESL/bilingual students .

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer).

Root Cause 2: The opening of nearby dallas schools that are offering early learning all day and the cosmetics of the campus.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Attracting and retaining highly-qualified teachers remains a challenge.

Root Cause 3: Recruitment strategies, compensation incentives, and quality professional development need to continue to improve.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Training teachers in ELP strategies in order to improve instruction in math, reading, writing, and science.

Root Cause 4: Daily instruction /objectives aren't linked to ELPS which affects comprehension and academic language in ELL's

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Providing specific parent involvement services such as workshops and resources to parents to support their children academically in the home.

Root Cause 5: Opportunities needed to allow for family and parent engagement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer).

Root Cause 6: A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth.

Root Cause 7: Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students performing at or above grade-level.

Root Cause 8: Parents may view school as daycare and not a school because it only offers early childhood learning.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Providing opportunities for teachers to receive on-going training as it relates to their grade and content.

Root Cause 9: Opportunities for staff to receive on-going support instructionally to raise student achievement.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: During the 2020-2021 school year, the Wilmer Campus will utilize hiring practices that will ensure a process in hiring the most qualified candidate with a retention rate of 90%.

HB3 Goal

Evaluation Data Sources: Certification
references
experiences/previous jobs/responsibilities
Classroom Management
Personal characteristics
Pre-requisites of effective teaching
Planning for instruction
Assessments
Instructional Delivery
Hiring Matrix

Summative Evaluation: None

Strategy 1: During the 2020-2021 school year, the Wilmer Campus will advertise and post available positions on social media , teacher job networks, and brochures/flyers in order to recruit teachers. Strategy's Expected Result/Impact: Communication through various outlets will bring highly -qualified talent to the Wilmer Campus which will increase teacher effectiveness and student achievement . Staff Responsible for Monitoring: Principal, Teachers TEA Priorities: Recruit, support, retain teachers and principals	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Select and train leadership team on how to effectively obtain and assess candidates qualifications/skills/experiences in order to determine teacher effectiveness . Strategy's Expected Result/Impact: Illinois Campus will implement a rigorous and competitive hiring process , we will be able to recruit talent that represent the high professionalism and standards of Golden Rule. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Attracting and retaining highly-qualified teachers remains a challenge. **Root Cause:** Recruitment strategies, compensation incentives, and quality professional development need to continue to improve.

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

Performance Objective 2: The Wilmer Campus will develop high -quality instructional practices among teachers that will increase student performance each six weeks on assessments such as (CLI, DRA, I-Station) .

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

Summative Evaluation: None

Strategy 1: Before and after trainings, the Wilmer Campus will receive feedback from teachers in what they want to learn, what they already know, and what they have learned as a way to align professional developments to teacher growth and effectiveness. Strategy's Expected Result/Impact: Develop a culture and climate where teachers feel safe to voice what support they need and how it will be utilized to impact student achievement. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.5 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: The Wilmer Campus will be able to track and adjust instruction as needed for students in TIER 2/3 through RTI. Strategy's Expected Result/Impact: Campus collaboration with interventionist on campus will target struggling students and specific TEKS that are not being mastered in order to differentiate instruction. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 4: The Wilmer Campus will track goals, targets, and strategies in monthly data meetings in order to improve teacher effectiveness and student outcomes. Strategy's Expected Result/Impact: Teacher effectiveness and student outcomes will increase. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 3: During 2020-2021, 100% of staff will utilize the TEKS to plan for instruction.

Evaluation Data Sources: Students performance on common assessments, ISTATON, Study Island, state STAAR assessment. Sign In Sheets, agendas, lesson plans and observations.

Summative Evaluation: None

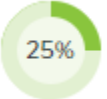
Strategy 1: Professional learning days will be provided for teachers to analyze data, study student expectations, and design lessons according to the needs of students at-risk in reading, math and science. Extra time will be provided during early-outs and at the end of each six weeks session to provide grade level team instructional planning and collaboration. Strategy's Expected Result/Impact: Improve teacher effectiveness and student outcomes. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Perceptions 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. Root Cause: Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

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

Performance Objective 4: The principal will conduct BOY goal-setting conferences and EOY conferences that will evaluate teacher performance.

Strategy 1: Feedback given to teachers after informal and formal observations. Strategy's Expected Result/Impact: On-going discussions with teachers in how they are monitoring the progression of goals will set time frames and next actions for achieving goals. Staff Responsible for Monitoring: Principal, Teachers, Curriculum Specialist, Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: The principal will conduct 2 or 3 observations a week to determine student growth and teacher effectiveness. Strategy's Expected Result/Impact: Student achievement will increase due to monitoring the implementations of district initiatives and instructional practices that will meet the needs of all students. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2 - Perceptions 3 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

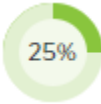
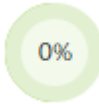
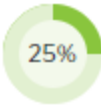
Student Learning
Problem Statement 1: Bilingual Certified Teachers in order to bridge english and spanish language learners in the classroom. Root Cause: Classrooms are mixed with ESL/bilingual students .
Problem Statement 2: Training teachers in ELP strategies in order to improve instruction in math, reading, writing, and science. Root Cause: Daily instruction /objectives aren't linked to ELPS which affects comprehension and academic language in ELL's
Perceptions
Problem Statement 3: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. Root Cause: Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

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

Performance Objective 1: During the 2020-2021, 75% of (Kindergarten /1st grade) students at the Wilmer Campus will pass reading and math on district/state assessments with the use of targeted instruction, progressive monitoring, professional learning communities , and instructional feedback.

Evaluation Data Sources: Unit assessments/benchmarks, student growth processes, conferences, walk-throughs, exit tickets.

Summative Evaluation: None

Strategy 1: Teachers will implement and utilize district-wide initiatives such as ELP strategies , DRA, I-Station , fun number lines, and content - aligned strategies such as (UPS, OREO, CUPS) to be able to increase student achievement. Strategy's Expected Result/Impact: Students will be able to reach mastery in learning objectives with best practices implemented with fidelity in the classroom. Staff Responsible for Monitoring: Principal, teachers, curriculum coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: The Wilmer Campus will monitor the progression of how important skills are being taught, determining if skills are being mastered (boy, moy, eoy) based on teacher instructional goals and student learning goals/objectives. Strategy's Expected Result/Impact: Student growth and teacher effectiveness will be evaluated in determining whether individual learning needs are being met in order for students to master skills. Staff Responsible for Monitoring: Principal, assistant principal, curriculum coaches, teacher Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 1, 2, 3 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: During the 2020-2021 , the Illinois Campus will hold at least one remote or virtually instructional walk-through in which teacher effectiveness and student growth will be evaluated. Strategy's Expected Result/Impact: Teachers will receive feedback on how instructional best practices are being utilized in the classroom to help students academically achieve at a satisfactory to mastery level. Staff Responsible for Monitoring: Teacher , Principal, Assistant Principal, Curriculum coaches. Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Teachers, Assistant principals, Principals, Curriculum Coaches Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 5: Teachers will demonstrate in PLC's ways to effectively implement "good first instruction" such as multiple response strategies, setting expectations, pacing, high task, and etc.. Strategy's Expected Result/Impact: Teachers will be able to collaborate and develop professionally by learning how to execute "exemplar activities and assignments" during their instruction. Staff Responsible for Monitoring: Principal, assistant principal, curriculum coaches, teachers Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 2 - Perceptions 3 Funding Sources: - 211- Title I Part A	Reviews			
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Performance Objective 1 Problem Statements:

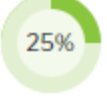
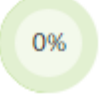
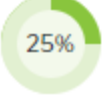
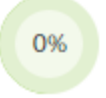
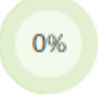
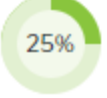
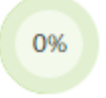
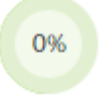
Student Learning
Problem Statement 1: Bilingual Certified Teachers in order to bridge english and spanish language learners in the classroom. Root Cause: Classrooms are mixed with ESL/bilingual students .
Problem Statement 2: Training teachers in ELP strategies in order to improve instruction in math, reading, writing, and science. Root Cause: Daily instruction /objectives aren't linked to ELPS which affects comprehension and academic language in ELL's
Problem Statement 3: Providing opportunities for teachers to receive on-going training as it relates to their grade and content. Root Cause: Opportunities for staff to receive on-going support instructionally to raise student achievement.
Perceptions
Problem Statement 3: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. Root Cause: Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

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

Performance Objective 2: Students at the Wilmer Campus in Pre-K -1st grade will increase in skills on CLI and I -Station by the end of the year .

Evaluation Data Sources: Circle Progress Monitoring BOY, MOY, and EOY, conferences, artifacts, student growth processes, walkthroughs.

Summative Evaluation: None

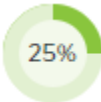
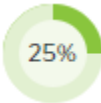
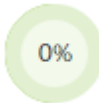
Strategy 1: Teachers will have small groups allotted during the week where student academic needs are being addressed with differentiated instruction. Strategy's Expected Result/Impact: Student achievement will increase when low TEKS are approached differently with the use of manipulatives and or other student- tailored interventions . Staff Responsible for Monitoring: Principal, teachers, curriculum coaches, assistant principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: The Wilmer Campus will monitor the progression of how important skills are being taught, determining if skills are being mastered (boy, moy, eoy) based on teacher instructional goals and student learning goals/objectives. Strategy's Expected Result/Impact: Student growth and teacher effectiveness will be evaluated in determining whether individual learning needs are being met in order for students to master skills. Staff Responsible for Monitoring: Teacher, assistant principals, principal, curriculum coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: ESL department will work with teachers in developing and executing quality lessons where vocabulary is embedded and will impact students academic and social language. Strategy's Expected Result/Impact: Students language skills will increase through explicit instruction Staff Responsible for Monitoring: Principal, assistant principals, teachers, curriculum coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 4: Administrator will do informal and formal walk-throughs where teacher instructional processes will be evaluated. Strategy's Expected Result/Impact: Teachers will receive feedback on instructional best practices being utilized in the classroom to help students academically. (Frayer Models, LINK vocabulary,) Staff Responsible for Monitoring: Principals, teachers, and curriculum coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: The Wilmer campus will increase student performance in writing each six weeks through targeted instruction, progressive monitoring, professional learning communities, and instructional feedback.

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

Summative Evaluation: None

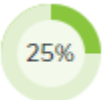
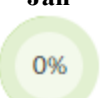
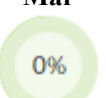
Strategy 1: The Illinois Campus has ensured that students are writing daily in all subjects . Strategy's Expected Result/Impact: Students performance and teacher accountability will increase. Staff Responsible for Monitoring: Principal, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: The Wilmer Campus will implement and utilize district/state -wide initiatives such as ELP strategies , (ARMS, CUPS) to improve student performance. Strategy's Expected Result/Impact: Teachers will know how to maximize learning through target instruction and differentiation. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3: The Illinois Campus will measure and monitor the progression of writing by utilizing writing rubric. Strategy's Expected Result/Impact: Teacher effectiveness and student performance will increase once instruction is targeted and clear expectations are understood and demonstrated. Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - 211- Title I Part A	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: During the 2020-2021 school year, the Wilmer Campus will conduct a boy /moy survey to determine whether or not a parents feel communication increased .

Evaluation Data Sources: surveys
parental involvement increase during conferences and openhouses.

Summative Evaluation: None

Strategy 1: Utilizing bi-weekly/weekly newsletter from campus principal and teachers uploaded on class dojo or sent home. Strategy's Expected Result/Impact: Parents will become informed and involved in their child's education . Staff Responsible for Monitoring: Principal, teacher, Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 4 - School Processes & Programs 2 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Hosting open houses and conferences once a month in order to give parents/students resources and instructional support at home. Strategy's Expected Result/Impact: Parental involvement in student learning will increase and as well as student outcomes. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Utilizing school messenger in order to communicate to parents pertinent information. Strategy's Expected Result/Impact: Parental involvement in student learning will increase and as well as student outcomes. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their

children attending Golden Rule Charter (Wilmer). **Root Cause:** A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.

Student Learning

Problem Statement 4: Providing specific parent involvement services such as workshops and resources to parents to support their children academically in the home. **Root Cause:** Opportunities needed to allow for family and parent engagement.

School Processes & Programs

Problem Statement 2: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). **Root Cause:** The opening of nearby dallas schools that are offering early learning all day and the cosmetics of the campus.

Perceptions

Problem Statement 1: Students performing at or above grade-level. **Root Cause:** Parents may view school as daycare and not a school because it only offers early childhood learning.

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: Each six weeks, the Wilmer Campus will host either 1 virtual or face to face "Parents Learning through the Lens of their Young Scholar" night in Pre-K-1st grade in order to demonstrate instructional strategies utilized in class.

Evaluation Data Sources: Parent Survey
Sign-In Sheet

Summative Evaluation: None

Strategy 1: Each grade level will be responsible for teaching parents a high leverage objective that needs to be practiced at home . Strategy's Expected Result/Impact: Student growth and parental involvement as it relates to academics increases. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). Root Cause: A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.
School Processes & Programs
Problem Statement 2: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). Root Cause: The opening of nearby dallas schools that are offering early learning all day and the cosmetics of the campus.
Perceptions
Problem Statement 1: Students performing at or above grade-level. Root Cause: Parents may view school as daycare and not a school because it only offers early childhood learning.
Problem Statement 3: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. Root Cause: Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

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

Performance Objective 1: BOY/MOY surveys will be used to determine if parents, staff and students understand and demonstrate appropriate actions that are in accordance with Golden Rule School Inc .

Evaluation Data Sources: Student Handbooks
Staff Handbooks
Fall Opening Guidelines
Campus Emergency Operations Plan
Surveys

Summative Evaluation: None

Strategy 1: The Wilmer Campus will communicate to staff, students , and parents expectations of Golden Rule Charter Inc. through class dojo, Strategy's Expected Result/Impact: All involved stakeholders will have an understanding processes , procedures, rules, and etc. Staff Responsible for Monitoring: Principal, teachers, Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - Perceptions 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: The Wilmer Campus will utiize school messenger system. Strategy's Expected Result/Impact: All involved stakeholders will have an understanding processes , procedures, rules, and etc. Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1 - Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 3: Wilmer campus will distribute weekly or bi-weekly newsletters to inform all stakeholders involved of pertinent information. Strategy's Expected Result/Impact: All involved stakeholders will have an understanding processes , procedures, rules, and etc. Staff Responsible for Monitoring: Principals, Teachers Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). **Root Cause:** A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.

Perceptions

Problem Statement 1: Students performing at or above grade-level. **Root Cause:** Parents may view school as daycare and not a school because it only offers early childhood learning.

Problem Statement 3: Ensuring that we have diverse and engaging programs and learning opportunities to meet the unique needs of all our students in academic, social, and emotional growth. **Root Cause:** Not consistently implementing Social Emotional Learning (SEL) programming utilizing Conscious Discipline, PBIS, and Response to Intervention (RTI) in all classrooms.

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

Performance Objective 2: During the 2020-2021 school year, the Wilmer Campus will use BOY/MOY survey to determine heightened awareness of district/state mandates.

Evaluation Data Sources: Surveys
Informal/Formal

Summative Evaluation: None

Strategy 1: School messenger will be utilized Strategy's Expected Result/Impact: Student Performance, Discipline, Expectations/Parental Involvement and Expectations Increased Staff Responsible for Monitoring: Principals, Teachers Title I Schoolwide Elements: 3.1, 3.2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Bi-weekly and weekly newsletters will be used to inform all stakeholders of pertinent information. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact Student Performance, Discipline, Expectations/Parental Involvement and Expectations Increased Staff Responsible for Monitoring: Principal, Teachers Title I Schoolwide Elements: 3.1, 3.2	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: Each six weeks, the Wilmer Campus will use BOY/MOY surveys to increase effectiveness of professional developments held on campus.

Evaluation Data Sources: Conferences
Professional Development
Surveys
Student Progress
Walk-throughs

Summative Evaluation: None

Strategy 1: Feedback from teachers and parents in surveys about resources or operations. Strategy's Expected Result/Impact: The Wilmer Campus will have data that reflects areas of growths or successes that impact instruction. Staff Responsible for Monitoring: Principal, teacher Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3, 4 - Perceptions 1, 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2: Professional Development for teachers and principals in how to train parents resources. Strategy's Expected Result/Impact: All stakeholders involved can attend a training in when a new program is launched a clear understanding of how to use it effectively is communicated. Staff Responsible for Monitoring: Principal, Teacher, Curriculum Coaches Title I Schoolwide Elements: 2.4, 2.5, 3.2 Problem Statements: Demographics 1 - Student Learning 3, 4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). Root Cause: A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.
Student Learning
Problem Statement 3: Providing opportunities for teachers to receive on-going training as it relates to their grade and content. Root Cause: Opportunities for staff to receive on-going support instructionally to raise student achievement.
Problem Statement 4: Providing specific parent involvement services such as workshops and resources to parents to support their children academically in the home. Root

Cause: Opportunities needed to allow for family and parent engagement.

Perceptions

Problem Statement 1: Students performing at or above grade-level. **Root Cause:** Parents may view school as daycare and not a school because it only offers early childhood learning.

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

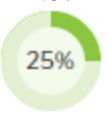
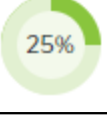
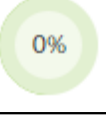
Performance Objective 2: Each six weeks, the principal will monitor use of instructional aids on campus through data tracker.

Evaluation Data Sources: Feedback

Survey

Student growth processes

Summative Evaluation: None

Strategy 1: Principal and or leadership will monitor the progression of teacher utilizing instructional aids (technology, books, thinking maps, word wall) during observations. Strategy's Expected Result/Impact: Teacher effectiveness and student growth increase Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - Student Learning 1, 2, 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 2: Each six weeks, survey that determines if teachers feel they have the resources or support needed in order to raise student achievement Strategy's Expected Result/Impact: Teacher effectiveness and student growth Staff Responsible for Monitoring: Principal, Teacher, Curriculum Specialist Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Enrollment data shows the need to develop a comprehensive plan that will capture and retain students as well as ensure parents of the benefits of their children attending Golden Rule Charter (Wilmer). Root Cause: A plan that involves a survey that informs campus of student and parent experiences and how the campus can better meet their needs.
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Problem Statement 3: Providing opportunites for teachers to receive on-going training as it relates to their grade and content. Root Cause: Opportunities for staff to receive on-going support instructionally to raise student achievement.

State Compensatory

Budget for Golden Rule - Wilmer

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6119	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$27,000.00
6100 Subtotal:		\$27,000.00

Personnel for Golden Rule - Wilmer

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esther Palomo-Rodriguez	Teacher-Aide		
Marlyn Ochoa	Office Manager		
Richard Young	Kindergarten Teacher		
Tonia Noguez	Pre-K 3/4 Teacher		
Vanessa Marcano	1st grade Teacher		
Virginia Rhea	Cafeteria/Custodian		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

- Campus Administrator
- 3 Teachers
- 1 Aide

2.2: Regular monitoring and revision

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

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

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

See CIP strategies tagged with Title I element 2.3

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 I element 2.5

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

See CIP strategies tagged with Title I element 2.6

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marlyn Ochoa	Teacher Aid	Compensatory	1.0
Vanessa Marcano	Teacher	Title 1	1.0