



GOLDEN RULE SCHOOLS, INC.
DISTRICT IMPROVEMENT PLAN
2018-2019

Dr. Vicente Delgado
CEO/Superintendent of Schools

Teresa R. Villarreal
Superintendent of Curriculum and Education

BOARD APPROVED
JULY 11, 2018

Mission Statement

The mission of Golden Rule Schools is to establish a safe and student-centered environment where knowledge and literacy are encouraged through learning activities that are developmentally appropriate, individually paced, and attuned to each student's academic performance and interests. Golden Rule Schools honors and respects the cultural and ethnic differences of the students served by the school. Golden Rule Schools seeks to extend the skills and concepts taught in the classroom for use beyond the school environment. Golden Rule Schools believe that students have the capacity to make a difference in their school, community, and beyond through active service. As students develop the problem-solving skills needed for the 21st Century, they will be encouraged to live, study, and strive together to be effective and productive citizens in the diverse and technology-driven global economy.

Vision

Students have the right to an education of the highest quality where their learning styles are appreciated and their diversity is valued in support of the Every Student Succeeds Act of 2015. Students will be encouraged to appreciate and value education as well as recognize their responsibility for learning. As active partners in their education, Golden Rule Schools will hold students accountable for their actions while providing an atmosphere that nurtures student development in our diverse and technology-driven global economy.

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Table of Contents

Comprehensive Needs Assessmentp.3

Demographicsp.4
Demographics
Staff Quality

Perceptions.....p.4-6
Family and Community Engagement
School Culture and Climate

Student Achievement.....p.6-8

Processes and Programsp.8,9
Curriculum, Instruction, and Assessment
Staff Recruitment and Retention
School Organization
Technology

Charter Educational Improvement Committee Members.....p.10

Title One Ten Components of a School-Wide Program.....p.12

GOALS:

State and Federal Mandates

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Comprehensive Needs Assessment

Demographics

- **Demographics**

- Based on the 2016/2017, 2017/2018 TSDS PEIMS Reports, the district has the following student demographics patterns :

- 2017**

- 1,476 Students Enrolled
 - 6.98% African American
 - 0.41% Asian
 - 91.33% Hispanic
 - 1.08% White
 - 95.60% Economically Disadvantaged
 - 6.17% Special Education
 - 63.21% Bilingual/ESL Education
 - 63.62% At-Risk

- 2018**

- 1,441 Students Enrolled
 - 6.59% African American
 - 0.21% Asian
 - 92.02% Hispanic
 - 0.90% White
 - 97.43% Economically Disadvantaged
 - 5.20% Special Education
 - 59.75% Bilingual/ESL Education
 - 61.83% At-Risk

- Based on the 2016- 2017 and 2017-2018 TSDS PEIMS Reports, the staff breakdown is as follows:

- 2017**

- 87 Teachers
 - 7 Campus Administration (School Leadership)
 - 2 Central Administration
 - 24 Educational Aides
 - 38 Auxiliary Staff
 - 12 Professional Support

- 2018**

- 90** Teachers
 - 6** Campus Administration (School Leadership)
 - 2** Central Administration
 - 27** Educational Aides
 - 39** Auxiliary Staff
 - 13** Professional Support

- Based on the 2016- 2017 and 2017/2018 TSDS PEIMS Reports, the attendance rates is as follows:

- 2017**

- 1,476 Students Enrolled
 - 96.6% ADA

- 2018**

- 1,441** Students Enrolled
 - 96.2% ADA (As of 5th six weeks)**

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

- **Demographics Strengths**

- Increased number of teachers and instructional aides provided additional academic support for at risk students.
- Although we have a high percentage of at risk students, we have a small decrease in this population.
- Strategic identification of students qualifying for special education services has resulted in a 2% decrease from 2017 to 2018.

- **Demographics Needs**

- High percentage of economically disadvantaged students creates a need to provide real-world connections that increase comprehension.
- More than half of the student population is comprised of EL students, hence the need for targeted vocabulary in all content areas.
- Our high percentage of at risk students creates a need for strategic, timely, research-based interventions in reading and math.
- Cultural understanding and sensitivity are imperative to strengthen the rapport between teachers and students.

- **Staff Quality**

- Staff Quality and Professional Development Strengths

- Staff attendance was average.
- Teachers feel salaries are adequate.
- Teachers feel valued.
- Teacher/Curriculum and Instruction staff collaboration impacted instruction greatly..
- The majority of the teachers participated in professional development outside of the school calendar.
- Over 90 % of the teachers received professional development that was funded by the charter.

- Staff Quality and Professional Development Needs

- Effective teacher mentoring and instructional coaching programs need to be implemented.
- Professional development needs to be provided in multiple forms and settings, increased in frequency, and support blended-learning in the classroom.
- A professional development plan for teachers is needed to impact targeted classroom instruction and maximize use of instructional resources.
- Teachers need precise and frequent feedback on job performance through increased administrator observations and walkthroughs.

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Perceptions

- Parent Engagement Strengths
 - Curriculum and Instruction
 - Parents believe that Golden Rule uses a variety of teaching strategies
 - We have an equitable curriculum that meets their child's needs
 - We prepare students for success in the next school year
 - Relationships
 - Their child has at least one adult advocate
 - Teachers inform parents of student progress
 - Student Success
 - Student achievement is purposely and student focused
- Parent Engagements Needs
 - Technology
 - Up to date computers
 - Up to date infrastructure
 - Resources
 - More teacher resources that are in better condition
 - Process
 - More effective communication
 - Increase amounts of communication and promotion of student activities and events
 - Support Services
 - More counselors
 - Better career planning and college/career readiness
- Student Engagement Strengths
 - Student success is valued
 - Golden Rule is preparing them for the future
 - Teachers want students to learn

- Student Engagement Needs

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

- Improved Technology
 - More technology
 - Physical environment needs to improve such as the library and study areas
 - Safety and cleanliness of the facilities
- Teacher Engagement Strengths
 - Charter purpose statement is based on shared values and beliefs that guide decision making
 - Students are held to high academic standards
 - 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.
 - Teacher Engagement Needs
 - Sufficient materials and resources to meet student needs
 - More technology to support the schools operational needs and student learning
 - Maintain facilities that support student learning and contribute to a safe environment

Student Achievement on STAAR

- **District Wide Accountability Ratings 2017-2018**

DOMAIN 1: Student Achievement

- Approaches Grade Level or Above: 78%
- Meets Grade Level or Above: 41%
- Masters Grade Level: 17%
- STAAR Scaled Score: 76

Reading Performance

- Approaches Grade Level or Above: 75%
- Meets Grade Level or Above: 36%
- Masters Grade Level: 16%

Math Performance

- Approaches Grade Level or Above: 86%
- Meets Grade Level or Above: 52%

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

- Masters Grade Level: 25%

Writing Performance

- Approaches Grade Level or Above: 65%
- Meets Grade Level or Above: 32%
- Masters Grade Level: 4%

Science Performance

- Approaches Grade Level or Above: 73%
- Meets Grade Level or Above: 36%
- Masters Grade Level: 12%

Social Studies Performance

- Approaches Grade Level or Above: 75%
- Meets Grade Level or Above: 20%
- Masters Grade Level: 10%

DOMAIN 2: School Progress

- 2A Scaled Score: 93

DOMAIN 3: Closing Performance Gap

- Scaled Score: 72

○ Academic Achievement

- Component Score: 64.3

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

○ **STAAR Summary Report/Satisfactory Passing Percentage**

Subject	Math		Reading		Writing		Science		Social Studies	
	2017	2018	2017	2018	2017	2018	2017	2018	2017	2018
3 rd	82.35	86.99	74.79	82.88						
4 th	75	86.27	60	69.61	49.6	63.73				
5 th	88.89	91.75	76.67	79.38			63.01	61.86		
6 th	83.1	85	63.38	62.5						
7 th	73.61	69.01	84.72	61.97	81.94	64.79				
8 th	90.38	96.77	90.38	93.55			88	90.32	62.75	75.41

○ **Student Achievement Needs**

- Materials and resources to teach reading comprehension, grammar, and writing.
- Ongoing training and implementation of writing and grammar curriculum in all grade levels.
- Professional development for teachers in the area of Language Arts instruction.
- Vocabulary instruction needs to be taught daily.
- Charter-wide Response to Intervention (RtI) framework needs to be designed to strategically address the area of English Language Arts and Mathematics.
- Targeted online and direct instruction to improve EL student’s fluency and comprehension.
- Equipment and facilities for hands-on science instruction.

Processes and Programs

● **Curriculum, Instruction, and Assessment**

○ **Curriculum, Instruction, and Assessment Strengths**

- Teachers and Curriculum and Instruction staff make collaborative data-driven decisions to impact instruction.
- Teacher and Curriculum and Instruction develop Professional Learning communities to impact instruction and build relationships.
- Curriculum and Instruction staff conduct walkthroughs to determine teacher strengths and needs and to impact instruction.
- Curriculum and Instruction staff model classroom strategies and methodologies in the classrooms to impact instruction for student success.

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

- 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.
- **Curriculum, Instruction, and Assessment Needs**
 - Curriculum and Instruction staff needs to focus in helping teachers succeed in the areas of reading and writing.
 - Curriculum and Instruction staff needs to design professional development modules that will assist teachers in learning their content.
 - Curriculum and Instruction staff need to provide teachers with more literary resources that support a variety of genres to improve reading fluency and comprehension.
 - Curriculum and Instruction staff need assistance with the implementation and delivery of the TEKS Resource System assessments

● **Staff Recruitment and Retention**

○ **Strengths**

- Due to high percentage of EL students, we have a process by which we assist teachers in obtaining their certifications.
- Small class sizes
- Potential bonuses for high student achievement
- Signing bonuses for bilingual certified staff
- Attendance incentives
- Extra duty pay for weekend staff development
- All teachers provided with a laptop and projector for their classroom
- Opportunities for promotion through longevity within organization

○ **Weaknesses**

- The average number of teachers with 0-5 years of experience is
-
- Turn-over rate for teachers was at 30% in 2017-2018

● **School Context and Organization**

○ **School Context and Organization Strengths**

- Enrollment has continued to increase.
- Staff duties are designated equitably to ensure safety and security of students.

○ **School Context and Organization Needs**

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

- Additional classrooms and larger sizes are needed in order to accommodate our growing population.
- New teachers and new to district teachers need a strong mentoring program.

- **Technology**

- **Technology Strengths**

- All teachers have a laptop.
- All teachers have a projector

- **Technology Needs**

- Upgrade the servers in order to reduce issues with poor internet connection.
- Upgrade teacher and student computers.
- Improve the electrical infrastructure to support computer usage throughout the district.
- Increase the student/computer ratio in the classrooms to 1:4
- Provide all teachers with a technology bundle consisting of a laptop, document camera, clicker, projector

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

2018-2019 District Educational Improvement Committee Members

Administration

Dr. Vicente Delgado, CEO
Teresa Villarreal, Superintendent of Schools
Kimberly Wright, Illinois Middle School Campus Principal
Debra Durling, Illinois Elementary Campus Principal
Alirio Carruyo, Illinois Campus Assistant Principal
Nicole Varner, Pleasant Grove Campus Principal
Jim Wright, Sunnyside and Grand Prairie Campus Principal
Diana Lara, DeSoto Campus Principal

Illinois

Kristie Hargrove
Dante Bautista

Grand Prairie

Erin Wogan

Pleasant Grove

DeSoto

Laura Morales

District Office Staff

Martha Pecina, Technical Assistance Provider

Community Members

Sunnyside

Kathryn Burch

Special Services

Lina Freeman
Cesar Hernandez

Parents

Fabiola Terrones
Anna Fortner
Saindule Serna
Gustavo Aguirre

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

2018-2019 District Educational Improvement Committee Meeting

DeSoto Campus Professional Development Room

May 22, 2018 / 2:00PM-5:00PM

Name		Role	Signature
1.	Delgado, Vicente	CEO/Superintendent	_____
2.	Villarreal, Teresa	Superintendent of Curriculum and Education	_____
3.	Wright, Kimberly	Illinois Middle School Principal	_____
4.	Durling, Debra	Illinois Elementary Principal	_____
5.	Carruyo, Alirio	Illinois Assistant Principal	_____
6.	Wright, Jim	Sunnyside/Grand Prairie Campus Principal	_____
7.	Lara, Diana	DeSoto Campus Principal	_____
8.	Nicole Varner	Pleasant Grove Campus Principal	_____
9.	Perez-Shannon, Mary	District Representative	_____
10.	Freeman, Lina	Special Education/504 Director	_____
11.	Hernandez, Cesar	Bilingual/ESL Director	_____
12.	Pecina, Martha	Technical Assistance Provider	_____
13.	Hargrove, Kristie	Illinois Campus Elementary Teacher	_____
14.	Bautista, Dante	Illinois Campus Middle School Teacher	_____
15.	Burch, Kathryn	Sunnyside Campus Teacher	_____
16.	Morales, Laura	DeSoto Campus Teacher	_____
17.		Pleasant Grove Campus Teacher	_____
18.	Wogan, Erin	Grand Prairie Campus Teacher	_____
19.		Wilmer Campus Teacher	_____
20.	Hernandez, Janette	Illinois Campus Parent Representative	_____
21.	Aguirre, Gustavo	Sunnyside Parent Representative	_____
22.	Terrones, Fabiola	DeSoto Campus Parent Representative	_____
23.	Fortner, Anna	Pleasant Grove Campus Parent Representative	_____
24.	Serna, Saindule	Grand Prairie Parent Representative	_____
25.		Wilmer Parent Representative	_____
26.		Business Owner	_____
27.		Community Member	_____

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Title I Ten Components of a School-Wide Program

1. Comprehensive Needs Assessment
2. School Reform Strategies
3. Instruction by Highly Qualified Professional Staff
4. High-Quality and Ongoing Professional Development
5. Strategies to Attract Highly-Qualified Staff
6. Strategies to Increase Parental Involvement
7. Preschool/Other Transition Strategies
8. Teacher Participation in Making Assessment Decisions
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards
10. Coordination and Integration of Federal, State, and Local Programs and Resources

Goals

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

StrategicObjective/Goal 1:	Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year
PerformanceObjective1:	Sustain the practice of hiring and retainingqualified teachers through effective recruiting efforts and ensure that required certifications and endorsements are acquired.
PerformanceObjective2:	Design an individualized professional development plan that impacts 100% of professional employees to enhance their pedagogy and improve student achievement.
PerformanceObjective3:	Implement a written, taught and assessed curriculum, intervention framework, and support early childhood programs to ensure the mastery of state standards.
PerformanceObjective4:	Implement a variety of intervention strategies, materials and personnel charter-wide to increase the end -of -the -year assessment scores and STAAR results by 20% for all general education students and students in special programs as measured by campus and district scorecards, PEIMS, TAPR, and PBMAS district reports.
PerformanceObjective5:	Sustain district-wide EC-9 th TEKS-aligned curriculum and assessment framework with researched-based instructional practices and resources.
PerformanceObjective6:	Increase connections between classroom instruction and real world applications.
PerformanceObjective7:	Establish and maintain a system that will prepare students for college and career readiness.
Strategic Objective/Goal 2:	100% of Golden Rule staff will be trained to develop an awareness of student backgrounds to create an environment where students may develop a sense of value and empathy for their school community and beyond by the end of the first semester of 2018/2019.
PerformanceObjective1:	Increase educator proficiency to respond to the needs of our cultural and economically- diverse student population.
PerformanceObjective2:	Promote the development of self-worth by providing students with opportunities to contribute to Golden Rule and the community through service projects.
Strategic Objective/Goal 3:	100% of Golden Rule Schools' Leadership and staff will engage stakeholders in stronger community partnerships that improve learning and develop a more cohesive and vibrant community by the end of the 2018/2019 school year.
PerformanceObjective1:	Increase student, staff, parent, and community satisfaction rate by 5% by providing positive customer service in a welcoming atmosphere within all campuses, facilities, and departments as measured by stakeholder surveys.
PerformanceObjective2:	Provide training for parents to become actively engaged in the instructional and social development of their child.
PerformanceObjective3:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field- based learning experiences.
Strategic Objective/Goal 4:	Design a comprehensive instructional technology system that redefines the role of technology in the classroom to enhance student learning by increasing the percentage of technology and software in the classrooms and at the campus level by 50% by December of the 2018/2019 school year.
PerformanceObjective1:	Increase the technology systems and applications within the district to integrate and enhance student learning in the classroom
PerformanceObjective2:	Increase GRS staff's level of technology integration and proficiencythrough a differentiated staff development program that addresses 21st Century technology skills.
Performance Objective 3:	Increase the technology student ratio in all classrooms, 1 st -9 th to 1:4.
Strategic Objective/Goal 5:	Provide a safe, disciplined and healthy learning environment conducive to student learning.
PerformanceObjective1:	Implement an effective student management framework which emphasizes CHAMPS, Positive Behavior Interventions and support (PBIS), as well as introduce Covey's Seven Habits of Highly Effective People to staff and students to reduce behavior incidents by a minimum of 20% as measured by charter discipline reports.
Performance Objective 2:	We will provide professional development and resources to all GRS faculty and staff to meet the special needs and conditions of our students to ensure that they are emotionally, physically, and academically secure and successful in our charter.
Strategic Objective/Goal 6:	Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices.
PerformanceObjective1:	Promote and support critical educational programs based on student achievement and program evaluation data at the campus and

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year

Performance Objective 1:Sustain the practice of hiring and retaining qualified teachers through effective recruiting efforts and ensure that required certifications and endorsements are acquired.

Summative Evaluation: SBEC Teacher Certification Report, Campus Staffing Report

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Attend teacher recruiting fairs and partner with Region Service Centers and local universities to fill vacant positions with highly qualified teacher candidates.	5	<ul style="list-style-type: none"> Superintendent Campus administration Human Resources department 	<ul style="list-style-type: none"> Teacher recruiting fair registration, travel expense reports new hire teacher contracts. 			
		Funding Sources: 255-Title II				
Provide professional development and study materials in areas of teacher assignments needed for certification. <ul style="list-style-type: none"> Reimburse teacher content area exam fees after receiving documentation of a passing score. 	4, 5	<ul style="list-style-type: none"> Superintendent Campus administration Human Resources department 	<ul style="list-style-type: none"> SBEC teacher certification report teacher content area exam passing score. 			
		Funding Sources: 255-Title II				
<ul style="list-style-type: none"> Develop an individualized and comprehensive professional development plan to increase teacher competency by generating a report containing new-to-district teacher training and certification background . 	4	<ul style="list-style-type: none"> Superintendent Campus administration Human Resources department 	<ul style="list-style-type: none"> SBEC teacher certification report Resumes teacher service records 			
		Funding Sources: 420-ADA				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year.

Performance Objective 2:Design an individualized professional development plan that impacts 100% of professional employees to enhance their pedagogy and improve student achievement.

Summative Evaluation: Professional development summative attendance report, certificatesof attendance and completion

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Conduct a Professional Development Needs Assessment to determine the areas of need for new teachers as well as teachers who are reassigned during the 2018-2019 school year.	4,5	<ul style="list-style-type: none"> Curriculum Directors Superintendent Campus Administration 	<ul style="list-style-type: none"> Professional Development Needs Assessment disaggregation of data 			
		Funding Sources: 429-EEIP, 255-Title II				
Provide 100% of teachers and administrators with professional development during the summer months, on scheduled school calendar professional development dates, Saturday academies, and local and state teacher conferences in the four core areas of reading, writing, math, science, and social studies to obtain 36 hours of professional development for professionals (teachers and administrators) and 15 hours of professional development for support staffby February, 2019, to improve teacher performance and student achievement as measured by campus and district scoreboards.	1, 3,4	<ul style="list-style-type: none"> Human Resource Curriculum Directors Superintendent Campus Administration Region 10 trainers Professional consultants 	<ul style="list-style-type: none"> Teacher sign in sheets Professional development agenda Conference registrations and proof of attendance. Region 10 contracted services agreement Consultant contracts Eduphoria Workshop records 			
		Funding Sources: 429-EEIP, 211-Title I				
Provide teachers with necessary materials and resources to improve instructional practices and facilitate student learning.	3,4	<ul style="list-style-type: none"> Finance director Superintendent Curriculum Directors Campus Administration 	<ul style="list-style-type: none"> Professional development materials budget requests receipts Materials Sign out sheet 			
		Funding Sources: 429-EEIP				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Design and implement a Teacher Mentor program for teachers who are new to the profession or do not have prior experience teaching. This includes any area of need in their assigned grade level regarding instruction, use of instructional materials, and classroom management.	3,4	Campus Administration	<ul style="list-style-type: none"> Agendas of scheduled meetings with mentor teachers and teachers sign in sheets. 			
		Funding Sources: 429-EEIP				
Based on principal observations and needs assessment, struggling teachers will be provided with scheduled times to conduct collegial observations throughout the charter.	1,3,4	<ul style="list-style-type: none"> Campus Administration Superintendent Human Resource Director 	<ul style="list-style-type: none"> Observation notes PDAS/GRS Walk-throughs Mentor Log Sign in sheets at other campuses than their own Sign off sheet by campus principal and visiting teacher 			
		Funding Sources: 429-EEIP				

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year.

Performance Objective 3:Implement a written, taught and assessed curriculum, an intervention framework, and supports for early childhood programs to ensure the mastery of state standards.

Summative Evaluation: EOY District and STAAR assessment results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
In order to provide a well-rounded education we will implement a TEKS aligned scope and sequence for grades Pre-K-9district-wide in all content areas for all teachers as outlined in our district curriculum document to drive instruction and improve student success.	9	<ul style="list-style-type: none"> Curriculum Directors Campus Administration Lead Teachers Superintendent 	<ul style="list-style-type: none"> Lesson plans designed with TEKS as outlined in scope and sequence. TEKS Resource System sign- in Teacher sign in sheets from Professional Learning time with Curriculum Directors 			
		Funding Sources: 255-Title II (Extra Duty)				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Design and administer TEKS Resource System unit assessments that are aligned to the TEKS and the respective core subject and grade level Year-At-A-Glance to determine mastery or non-mastery of TEKS.	8	<ul style="list-style-type: none"> Curriculum Directors Campus Administration Lead Teachers Technology assistant 	<ul style="list-style-type: none"> Lesson plans district unit assessment data in Eduphoria, Six weeks grades in gradebook 			
		Funding Sources:				
Provide lesson design and content clarification opportunities for teachers in collaboration with the district curriculum directors every six weeks.	3,4	<ul style="list-style-type: none"> Curriculum Directors Campus Administration Lead Teachers 	<ul style="list-style-type: none"> Session Agenda Sign- in sheets. 			
		Funding Sources: 420- Compensatory Education				
Provide the Pre-K program with highly qualified teachers who will have the necessary materials and resources in addition to professional development that will enhance the quality of the Pre-K program and enhance student academic, social and emotional development.	7,16	<ul style="list-style-type: none"> Finance Director Campus Administration 	<ul style="list-style-type: none"> Professional development sign-in sheets 			
		Funding Sources: 420-Pre-K Grant, 225-IDEA B, HQ Pre-K Grant				
Provide sanctioned time for Pre-K and Kindergarten teachers to participate in scheduled collegial observations and to develop strategies to help students transition from Pre-K to Kindergarten classes.	7	<ul style="list-style-type: none"> Finance Director Campus Administration 	<ul style="list-style-type: none"> Observation Schedule Observation notes 			
		Funding Sources:				
Assign an instructional aide to all Pre-K 3/4 classes to assist the teacher with student academic support and interventions to facilitating student learning.	7	<ul style="list-style-type: none"> Human Resources Campus Administration 	<ul style="list-style-type: none"> Instructional Aide schedule 			
		Funding Sources: 211-Title I, 420-Compensatory Education				

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year.

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Performance Objective 4: Implement a variety of intervention strategies district-wide to increase end-of-the-year assessment scores and STAAR results by 20% for all general education students and students in special programs as measured by campus and district scorecards, PEIMS, TAPR, and PBMAS district reports.

Summative Evaluation: STAAR Scores and EOY Assessment Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
SPECIAL EDUCATION: Provide resources and materials for general education and Special Education teachers to improve mastery of the TEKS in the four content areas. Improve through staff development for Special Education teachers the design and implementation of standards based IEPs, as well as, policies and procedures of Special Education.	9,10	Director of Special Education	<ul style="list-style-type: none"> resources and material check out form staff development attendance sign-in sheets 			
		Funding Sources: 420-SPED, 224 IDEA B				
SPECIAL EDUCATION: Develop and provide a variety of staff development sessions for all general and special education teachers and administrators to ensure the understanding and implementation of accommodations embedded in the Individualized Educational Plans.	2,4,9	<ul style="list-style-type: none"> Director of Special Education Campus Administration 	<ul style="list-style-type: none"> Staff development Sign- in sheets Meeting agendas 			
		Funding Sources: 420-SPED, 224- IDEA B				
ENGLISH LEARNERS: <ul style="list-style-type: none"> provide teacher training on implementation of the ELPS create instructional leader classroom walkthrough form create an instructional leader focus group to analyze the issues surrounding ELPS implementation. 	1,2	<ul style="list-style-type: none"> Director of BE/ESL Campus Administration Curriculum Directors 	<ul style="list-style-type: none"> Data from Eduphoria of Improved STAAR Scores; improved accuracy of administrative classroom walk-throughs. 			
		Funding Sources: 263- Title III				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

ENGLISH LEARNERS: - Support language acquisition and academic content for English Learners and immigrant students through the hiring of qualified Bilingual teachers, providing appropriate resources, and designing targeted professional development. The district will provide a stipend for all bilingual teachers.	1,2,3,4	<ul style="list-style-type: none"> Director of Bil/ESL Campus Administration Human Resources 	<ul style="list-style-type: none"> Sign-in sheets Materials and resources sign- out sheets Eduphoria Aware usage for data disegregation Human Resources contracts for Bilingual teachers 			
		Funding Sources: 263-Title III, 420-BE				
ENGLISH LEARNERS: Support parent involvement by providing English -as –a- Second Language Classes (Title III Immigrant).	6	<ul style="list-style-type: none"> Director of Bil/ESL Campus Administration Teachers 	<ul style="list-style-type: none"> Sign-in sheets for classes Parent surveys 			
		Funding Sources: 211-Title I, 263-Title III				
		Funding Sources: 263 Title III				
ENGLISH LEARNERS: Provide required summer school for all English Learners who are in need of additional language support based on TELPAS reports and EOY language assessment.	2,9	<ul style="list-style-type: none"> Bil/ESL Director Campus Administration 	<ul style="list-style-type: none"> Summer school student enrollment report and completion rate. 			
		Funding Sources: 289-LEP (Summer School)				
GIFTED AND TALENTED: Identify the gifted and talented students in our district and provide services.	1	<ul style="list-style-type: none"> Director of Gifted Talented Teachers 	<ul style="list-style-type: none"> Student roster of students placed in Gifted and Talented Classes. Test scores disaggregation Parent forms 			
		Funding Sources: 420 General Education				
STAFF DEVELOPMENT: Provide staff development for individuals working with at-risk students in the core content areas.	2,4,9,10	<ul style="list-style-type: none"> Curriculum Directors Campus Administration 	<ul style="list-style-type: none"> Sign- in sheets academic achievement reports of at-risk students 			
		Funding Sources: 211-Title I, 255 Title II, 429-EEIP				
STAFF DEVELOPMENT: Provide staff development in the Rtl process and interventions .	2,9	<ul style="list-style-type: none"> Curriculum Directors Special Education Director Campus Administration Rtl Director 	<ul style="list-style-type: none"> Staff development agendas Sign- in sheets. 			
		Funding Sources: 263-Title III				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

<p>RTI: Conduct a data analysis of student academic progress in the core content areas once every six weeks to develop any necessary interventions to improve academic success.</p>	2,9	<ul style="list-style-type: none"> • Campus Administration • Teachers • Rtl Director 	<ul style="list-style-type: none"> • Scheduled data analysis meeting agendas • AWARE reports 			
Funding Sources:						
<p>Rtl: Provide an Rtl teacher or paraprofessional at each respective campus who will implement scientifically- based instructional strategies and materials for students who are served through the Rtl program.</p>	9,10	<ul style="list-style-type: none"> • Curriculum Directors • Special Education Directors • Campus Administration • Teachers 	<ul style="list-style-type: none"> • Campus sign-in sheet • Aware reports of increased student achievement • Rtl Decision point forms • Progress monitoring forms 			
Funding Sources: 263-Title III, 211-Title I						
<p>Rtl: Purchase materials and supplies needed to provide support for interventions for students in the Rtl program.</p>	9,10	<ul style="list-style-type: none"> • Curriculum Directors • Instructional Coaches • Rtl Director • Technology Director • Finance Director • Campus Administrators 	<ul style="list-style-type: none"> • Budget request sheets • Delivery receipts. • Order Forms 			
Funding Sources: 263-Title III, 211-Title I						
<p>Rtl: Provide instructional support for teachers in need of assistance in the Rtl program</p>	4,9	<ul style="list-style-type: none"> • Curriculum Directors • Instructional Coaches • Rtl Director 	<ul style="list-style-type: none"> • Monthly instructional coaching schedule report. • Sign-in sheets 			
Funding Sources: 429-EEIP						
<p>Conduct a minimum of two weekly documented targeted walk-throughs per teacher to check for implementation of district and federal instructional programs and practices.</p>		<ul style="list-style-type: none"> • BE/ESL Director • Special Education Director, • Campus Administration 	<ul style="list-style-type: none"> • Walkthrough Forms • PDAS 			
Funding Sources: 429-EEIP						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Provide extended day and Saturday academies for students who are experiencing difficulty mastering the TEKS as evidenced by their district assessments and report card grades.	2,9	<ul style="list-style-type: none"> • Teachers • Campus Administration • Instructional Support Staff 	<ul style="list-style-type: none"> • Sign-in sheets • Grades in gradebook 			
Funding Sources: 429-EEIP, 255-Title II						

Goal 1: Design a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards.

Performance Objective 5: Sustain district-wide EC-9th TEKS-aligned curriculum and assessment framework with researched-based instructional practices and resources.

Summative Evaluation: STAAR Scores and EOY Assessment Results

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 2 CSF 3</p> <p>Utilize content, instructional, and leadership support programs and resources provided by the Region 10 Cooperative Services to provide interventions and enrichment for students and teachers in all content areas and federal programs.</p>	4,2	<ul style="list-style-type: none"> District Curriculum Directors Finance Department Campus Administration 	<ul style="list-style-type: none"> STAAR Results Report Cards, Special Programs Progress Reports Service Usage Reports from Region 10 			
<p>Critical Success Factors State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1 CSF 9</p> <p>Apply academic vocabulary strategies daily that maximize learning in all content areas.</p>	1, 10	<ul style="list-style-type: none"> Teachers Campus Administration 	<ul style="list-style-type: none"> Lesson Plans Vocabulary Word Walls Classroom walkthrough forms 			
Funding Sources: 420-Compensatory Education						
<p>Critical Success Factors CSF 1 CSF 9</p> <p>ELAR: Provide screeners to all students in the district to determine their reading level and comprehension level three times a year using the iStation screening process and DRA assessments.</p>	9	<ul style="list-style-type: none"> ELAR Curriculum Director Teacher 	<ul style="list-style-type: none"> EOY iStation screener results. Log-in reports Campus data reports 			
Funding Sources: 211-Title I						
<p>Federal System Safeguard Strategies State System Safeguard Strategies</p> <p>Critical Success Factors CSF 2 CSF 9</p> <p>ELAR: Provide leveled -reading books, literature, and other reading resources and materials and implement a balanced literacy framework across the district with the emphasis on Guided Reading and metacognitive strategies to teach students at their level.</p>	9, 10	<ul style="list-style-type: none"> ELAR Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> Improved reading levels with 70% of students reading on grade level. Improved STAAR reading scores and 70% of students in K-9 will be reading on grade level. Material check-out form 			
Funding Sources: 420-Compensatory Education						
<p>Federal System Safeguard Strategies State System Safeguard Strategies</p> <p>Critical Success Factors CSF 4</p> <p>ELAR: Provide training to teachers using metacognition strategies to improve comprehension which is</p>	1, 3, 4	<ul style="list-style-type: none"> ELAR Curriculum Directors Campus Administration 	<ul style="list-style-type: none"> Improved STAAR scores, EOY reading screeners increase student passing rate at 70%, book study completed by the middle of the year on reading comprehension. 			
Funding Sources:						

A = Accomplished

C = Considerable

S = Some Progress

N = No Progress

X = Discontinue

aligned with TEKS figure 19.						
Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors CSF 1 ELAR: Implement charter- wide reading incentive program in grades 1 through 9 with a goal of increasing student’s reading stamina, fluency and comprehension.	9	<ul style="list-style-type: none"> ELAR Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> Sign-in sheets Increased reading STAAR scores by 10% 			
		Funding Sources: 420-Compensatory Education				
Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors CSF 1 WRITING: Provide grammar and writing materials and additional resources for teachers to use daily with students.	2, 9, 10	<ul style="list-style-type: none"> ELAR Curriculum Director and Campus Administration 	<ul style="list-style-type: none"> Budget requests Delivery receipts lesson plans. 			
		Funding Sources: 410-EMAT				
Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors CSF 1 WRITING: Provide increased opportunities for Journal -writing and teacher-assigned writing compositions for students on a daily and weekly basis.	2, 9, 10	<ul style="list-style-type: none"> ELAR Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> Improved STAAR scores writing journals student portfolios. Grades in the gradebook 			
		Funding Sources:				
State System Safeguard Strategies Critical Success Factors CSF 3 CSF 4 MATHEMATICS: <ul style="list-style-type: none"> Provide math materials and resources to improve student mastery. Provide professional development in the effective use of materials and resources as well as best instructional practices. Provide teachers with strategies to teach academic vocabulary specific to math. Build mathematical comprehension using literacy strategies to make meaning. 	2, 3, 4, 9, 10	<ul style="list-style-type: none"> Math Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> Improved STAAR, ESTAAR, MSTAAR scores, and District assessments. Sign-in sheets 			
		Funding Sources: 420-Compensatory Education				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

<p>Federal System Safeguard Strategies State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 4 SCIENCE:</p> <ul style="list-style-type: none"> • Provide science materials and resources to improve student mastery. • Provide professional development in the effective use of materials and resources as well as best instructional practices. • Provide teachers with strategies to teach academic vocabulary specific to science. • Embed metacognitive strategies into the daily science instruction. 	<p>1, 4, 9, 10</p>	<ul style="list-style-type: none"> • Science Curriculum Director • Campus Administration • Teachers 	<ul style="list-style-type: none"> • Improved STAAR scores. • Sign-in sheets 			
<p>Funding Sources: 211-Title I</p>						
<p>State System Safeguard Strategies</p> <p>Critical Success Factors CSF 3 CSF 4 SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • Provide social studies materials and resources to improve student mastery. • Provide professional development in the effective use of materials and resources as well as best instructional practices. • Provide teachers with strategies to teach academic vocabulary specific to social studies. • Embed metacognitive strategies into the daily social studies instruction. 	<p>4, 9</p>	<ul style="list-style-type: none"> • Social Studies Curriculum Director • Campus Administration • Teachers 	<ul style="list-style-type: none"> • Improved STAAR scores. • Sign-in sheets 			
<p>Funding Sources: 420-Compensatory Education</p>						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year.

Performance Objective 6:Increase connections between real world experiences and authentic classroom instruction.

Summative Evaluation: Project Presentations

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Provide opportunities for students in K-9 th gradeto extend their learning by creating a minimum of one concrete or computer-based project that is rigorous, relevant and has real world applications per semester.	2	<ul style="list-style-type: none"> Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> Exhibitions of student work will be held twice a year per grade level. Grading rubrics Sign-in sheets 	Nov	Feb	May
Funding Sources: 420 General Education						
Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Provide all High school students with information and experiences that will prepare them for college admission	1	<ul style="list-style-type: none"> Curriculum Director Campus Administration Teachers 	<ul style="list-style-type: none"> College visits University personnel campus presentations Literature 	Nov	Feb	May
Funding Sources: 420 General Education						

Goal 1:Golden Rule will implement a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards as evidenced by 80% passing rate on state and local assessments in the core subject area by the end of the 2018/2019 school year.

Performance Objective 7:Establish and maintain a system that will prepare students for college and career.

Summative Evaluation: EOY Participation Report

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Provide secondary students with Odessyware online program that will allow them to explore career pathways and gain the core knowledge of their career of choice as their primary focus for college preparation.	7	<ul style="list-style-type: none"> Counselors Teachers Campus Administration 	<ul style="list-style-type: none"> Odessyware usage report assessments Project reports 	Nov	Feb	May
Resources: Odessyware software, videos, literature, college personnel						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Provide opportunities for students to visit local college campuses to explore higher education options in STEM and other careers.	• 7	<ul style="list-style-type: none"> • Counselor • Campus Administration • Teachers 	<ul style="list-style-type: none"> • Flyers • agendas, • sign in sheets. • Field trip forms 			
Resources: University Personnel and Collegiate High School Representatives						
Design a Career Day for all students to learn about the STEM and other career opportunities available in our society.	7	<ul style="list-style-type: none"> • Counselor • Campus Administration • Teacher Teachers 	<ul style="list-style-type: none"> • Flyers • Agendas • sign in sheets. 			

Goal 2:100% of Golden Rule staff will be trained how to use the sociocultural awareness of student backgrounds to create an environment where students may develop a sense of value and empathy for their school community and beyond by the end of the first semester of 2018/2019.

Performance Objective 1:Increase educator proficiency to respond to the needs of our cultural and economically- diverse student population.

Summative Evaluation: Eduphoria Workshop AttendanceReport

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4 CSF 9</p> <p>Provide training on the Framework for Understanding Poverty and Cultural diversity to 100% of the new Golden Rule Faculty and Staff by December 2018.</p>	1, 4	<ul style="list-style-type: none"> • Campus Administration • Superintendent 	<ul style="list-style-type: none"> • Agendas • Sign- in sheets. 			
Funding Sources: 255-Title II						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Goal 2:100% of Golden Rule staff will be trained how to use the socio-cultural awareness of student backgrounds to create an environment where students may develop a sense of value and empathy for their school community and beyond by the end of the first semester of 2018/2019.

Performance Objective 2:Promote the development of self-worth to become responsible citizens and servant leaders.

Summative Evaluation: 100% will receive a certificate of participation in a service project or servant leadership role.

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Provide opportunities for 100% of Golden Rule students to create and participate in one fundraiser or community service project per semester.	7	<ul style="list-style-type: none"> Counselor Campus Administration Teachers 	<ul style="list-style-type: none"> Teacher summary of the service project activity. Grading rubrics Student surveys 			
Funding Sources:						
<ul style="list-style-type: none"> Provide opportunities for 50% of students in grades 2nd–9th to develop and fulfill a servant leadership role on their respective campus. Assign 50% of faculty and staff to lead a group of student servant leaders and assist them with creating servant leadership project. 	7	<ul style="list-style-type: none"> Counselor Campus Administration Teachers 	<ul style="list-style-type: none"> 100% of the students who were assigned a servant leadership role write a reflective piece of their experiences. Student surveys Sign-in sheets 			
Funding Sources:						
Funding Sources:						

Goal 3:100% of Golden Rule Schools’ Leadership and staff will engage stakeholders in stronger community partnerships that improve learning and develop a more cohesive and vibrant community by the end of the 2018/2019 school year.

Performance Objective 1:Increase student, staff, parent, and community satisfaction rate by 20% by providing positive customer service in a welcoming atmosphere within all campuses, facilities, and departments as measured by stakeholder surveys.

Summative Evaluation: Sign in Sheets/Attendance Reports

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>Provide training twice a year for all faculty</p>	6	<ul style="list-style-type: none"> Superintendent, Campus Administration, Department 	<ul style="list-style-type: none"> Training agenda Sign- in sheet. 			

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

and support staff on strategies for increasing parental and community involvement.		Directors			
	Funding Sources:				

Goal 3:Engage with each school’s stakeholders to improve learning and develop a safer, stronger and more vibrant community and world.

Performance Objective 2:Provide training for parents to become actively engaged in the instructional and social development of their child.

Summative Evaluation: Campus list of parent volunteers and sign in sheets for parent involvement meetings.

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 6</p> <p>Provide opportunities for parents to receive information and ask questions regarding instructional programs, counseling services, scheduling and other pertinent information related to their child's educational experience and opportunities at Golden Rule such as :</p> <ul style="list-style-type: none"> Meet the Teacher Night 2018 Parental Involvement meetings STAAR Parent Orientation Night STEM Family Night Literacy Night 	<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> Counselor Campus Administration Teachers 	<ul style="list-style-type: none"> Flyers Agendas Refreshments Sign- in sheets. Parent surveys 			
Funding Sources: 420 (Parent Involvement), 211-Title I						
<p>Critical Success Factors CSF 6</p> <p>Provide opportunities for parents to volunteer their time and resources in their child’s school such as:.</p> <ul style="list-style-type: none"> Student events 	<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> Counselor Campus Administration Teachers 	<ul style="list-style-type: none"> Flyers sign in sheets Campus volunteer list. 			

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

<ul style="list-style-type: none"> • Parent Nights • Parental Involvement meetings • STAAR Parent Orientation Night • STEAM Family Night. • Field trips 		Funding Sources:			
<p align="center">Critical Success Factors CSF 6 CSF 8</p> <p>Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.</p>	1, 6	<ul style="list-style-type: none"> • Counselor • Campus Administration • Teachers 	<ul style="list-style-type: none"> • Parent information meetings sign-in sheets • Website • Parent letters 		
Funding Sources: 420-(Parent Involvement)					
<p align="center">Critical Success Factors CSF 6</p> <p>Purchase and implement the use of School Messenger as a tool for actively communicating with all the district stakeholders.</p>	1, 6	<ul style="list-style-type: none"> • Superintendent, • Campus Administration • Teachers 	<ul style="list-style-type: none"> • School messenger call logs with topic included. • Parent communication improvement surveys 		
Funding Sources: 211-Title I					
<p align="center">Critical Success Factors CSF 6 CSF 8</p> <p>Ensure all written communication at the school and between the school and home will be provided in both English and Spanish languages.</p>	• 1, 6	<ul style="list-style-type: none"> • Principals • District Administration 	<ul style="list-style-type: none"> • Parent letters • Campus signs • Parent surveys 		
Funding Sources: 420 General Education					
<p>Create a culturally diverse Superintendent's Advisory Council for parents and family members, divided by elementary and secondary schools, which meets twice annually and includes three representatives from every campus to provide direct feedback to the superintendent.</p>	1, 6				
<p>Utilize an annual survey to obtain stakeholder feedback regarding district level topics.</p>	1, 6				

Goal 3:100% of Golden Rule Schools' Leadership and staff will engage stakeholders in stronger community partnerships that improve learning and develop a more cohesive and vibrant community by the end of the 2018/2019 school year.

Performance Objective 3:Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Summative Evaluation: List of Community Member Volunteers

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Recruit community members to become actively involved in the Golden Rule schools so that students can make connections between their learning and real world applications.	1, 2	<ul style="list-style-type: none"> Campus Administrators Counselors. 	<ul style="list-style-type: none"> Business and community member rosters and sign in sheets 			
		Funding Sources:				

Goal 4: Design a comprehensive instructional technology system that redefines the role of technology in the classroom to enhance student learning by increasing the percentage of technology and software in the classrooms and at the campus level by 50% by December of the 2018/2019 school year.

Performance Objective 1: Increase the technology systems and applications within the district to employ and integrate the curriculum through the TEKS.

Summative Evaluation: Technology Inventory List and Usage Report

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factors CSF 4</p> <p>Create a blended- learning environment where direct instruction and technology provide content that will enhance or remediate student mastery of the TEKS with a 4:1ratio.</p>	1, 9, 10	<ul style="list-style-type: none"> Technology Director Curriculum Directors Campus Administration Teachers 	<ul style="list-style-type: none"> Lesson plans Additional technology provided for classroom teachers and technology department requisitions. 			
Funding Sources: 224-IDEA B, (CEIS)						
<p>Federal System Safeguard Strategies State System Safeguard Strategies</p> <p>Critical Success Factors CSF 1</p> <p>Purchase learning technology software such as Study Island, iStation, Reading Eggs, Fasst Math, Imagine Math, Stemsscopes, and other content based technology programs to increase student</p>	1, 9, 10	Technology Director, Curriculum Directors, Campus Administration, and Teachers	<ul style="list-style-type: none"> Technology department requisitions. 			
Funding Sources: 211-Title I						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

achievement.					
Critical Success Factors CSF 4					
Increase Golden Rule staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.	3, 4, 10	<ul style="list-style-type: none"> Technology Director, Curriculum Directors, Campus Administration, Teachers, Region 10 	<ul style="list-style-type: none"> Teacher attendance reports, technology training schedules, individual teacher technology needs assessments. Sign-in sheets 		
Funding Sources: 211-Title I					

Goal 5: Provide a safe and secure learning environment for 100% of our students and staff for the 2018/2019 school year.

Objective 1: Implement an effective student management framework which emphasizes CHAMPS, Positive Behavior Interventions and Support (PBIS), as well as introduce Covey's Seven Habits of Highly Effective People to staff and students to reduce behavior incidents by a minimum of 20% as measured by district discipline reports.

Summative Evaluation: EOY Discipline Report

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Critical Success Factors CSF 9				Nov	Feb	May
Expand implementation of Positive Behavior Intervention and Support (PBIS) process at all Golden Rule campuses.	2	<ul style="list-style-type: none"> Campus Administration Teacher 	<ul style="list-style-type: none"> 50% of students will attain the highest incentive level in the PBIS framework. 			
Funding Sources: 211-Title I						
Critical Success Factors CSF 9						
Design and facilitate training for campus leaders to develop research-based, proactive discipline measures.	2, 4	<ul style="list-style-type: none"> Campus Administration Teacher 	<ul style="list-style-type: none"> Agendas, sign in sheets student discipline guide. 			
Funding Sources:						
Critical Success Factors CSF 9						
Provide professional development and implement the CHAMPS program district- wide to improve student	2, 4	<ul style="list-style-type: none"> Campus Administration Teacher 	<ul style="list-style-type: none"> CHAMPS book study, classroom/common area posters reduction of discipline referrals by 50%. 			
Funding Sources: 255-Title II						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

behavior in the classroom and in the common areas.					
<p>Critical Success Factors CSF 4</p> <p>Provide professional development and implement professional learning communities charter-wide to be led by administrators and counselors over The Seven Habits of Highly Effective People, The Seven Habits of Highly Effective Teens, or The Habits of Happy Kids .</p>	2,4	<ul style="list-style-type: none"> Campus Administration Counselors 	<ul style="list-style-type: none"> Sign- in sheets Agendas, Book check -out form 		
Funding Sources: 255-Title II					
<p>Critical Success Factors CSF 6</p> <p>Professional develop to implement the use of student agendas to engage all learners in daily discussion and review of the Seven Habits and the application to their daily lives—as well as consistent communication with parents.</p>	2, 4, 6	<ul style="list-style-type: none"> Campus Administration Teacher 	<ul style="list-style-type: none"> Student planners student work notes from parents 		
Funding Sources: 211-Title I					

Goal 5: Provide a safe and secure learning environment for 100% of our students and staff for the 2018/2019 school year.

Objective 2: We will provide professional development and resources to all GRS faculty and staff to meet the special needs and conditions of our students to ensure that they are emotionally, physically, and academically secure and successful in our charter.

Summative Evaluation: Counselor reports, staff meeting agendas, sign-in sheets.

Strategy Description		Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Provide awareness training to staff on each campus in regards to the unique needs of homeless and students in foster care which includes the transportation provision and their rights to continue enrollment in their school of origin.	4,	<ul style="list-style-type: none"> Social Workers Counselors Teachers Administrators 	<ul style="list-style-type: none"> More identified students complete the school year with enrollment on one campus. 			
Funding Sources:						

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Coordinate and integrate Title I, Part A services with other educational services such as LEP programs, special education programs, migratory children, neglected or delinquent youth, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.	10	<ul style="list-style-type: none"> • Counselors • Teachers • Administrators 	•			
		Funding Sources:				
Conduct an annual Title I meeting with parents in order to inform parents of their school’s participation in Title I, Part A and to explain the requirements and rights of parents to be involved.	6	<ul style="list-style-type: none"> • Counselors • Teachers • Administrators 	•			
		Funding Sources:				
Revise annually the School-Parent Compact and provide in English and Spanish	6	<ul style="list-style-type: none"> • Counselors • Teachers • Administrators 	•			
		Funding Sources:				
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school.	4, 6	<ul style="list-style-type: none"> • Counselors • Teachers • Administrators 	•			
		Funding Sources:				

Goal 6: Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices..

Performance Objective 1: District-wide fiscal policies will promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Summative Evaluation: EOY Budget Expenditures

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	May
Maintain fiscal accountability by ensuring	<ul style="list-style-type: none"> • Superintendent 	District expenditure report.			

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

100% of departments and campuses implement sound financial planning, principles, and practices as measured by district expenditure reporting and comparability analysis in addition to School First.	<ul style="list-style-type: none"> Finance Director 				
	Funding Sources:				

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

State and Federal Mandates

Bullying Prevention			
Strategies	Resources	Staff Responsible	Evaluation
All campuses will implement and support GRS Anti-Bullying procedures designed to reduce bullying.	Region 10 Compliance Training	Campus Administrator and Campus Counselors	Discipline Reports
All school staff members will be trained in GRS Bullying Reporting Protocol.	Region 10 Compliance Training	Campus Administrator and Campus Counselors	Discipline Reports
In support of David's Law, parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Region 10 Compliance Training	Superintendent, Campus Administrator and Campus Counselors	Discipline Report and Agendas
All GRS staff will be trained on David's Law to increase awareness of the negative effects of cyber bullying on students' socio-emotional well being.	Region 10 Compliance Training	Campus administrators	Sign in sheets

Child Abuse & Sexual Abuse			
Strategies	Resources	Staff Responsible	Evaluation
All counselors will be trained on ways of recognizing and reporting Child Abuse.	Region 10 Compliance Training	Campus Counselors	Training Agendas and Training Certificates
All campus staff members will be trained in the districts protocol on Recognizing and Reporting Child Abuse.	Counselor	Campus Counselors	Training Sign in Sheets and Training Agendas
All school staff members will follow the GRS Child Abuse Reporting Protocol.	Counselor	Campus Counselors	Reporting Documentation

Drug Prevention			
Strategies	Resources	Staff Responsible	Evaluation
We will provide on-going staff training on drug and relationship abuse awareness, detection, and prevention.	Campus Administration	Campus Health staff and Counselors	Sign-in sheets

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue

Suicide Prevention			
Strategies	Resources	Staff Responsible	Evaluation
All GRS staff will be trained in the suicide prevention protocol	Region 10 Counselors	Campus Administration and Counselors	Sign-ins sheets

Pregnancy Related Services			
Strategies	Resources	Staff Responsible	Evaluation
We will provide support services including compensatory education and home instruction to pregnant students during their pre and post pregnancy period in order to help the student adjust academically, mentally, physically, and stay in school.	Campus Counselors, professional literature, Region 10	Campus Administration and Counselors	Internal documentation

A =Accomplished

C =Considerable

S =Some Progress

N =No Progress

X =Discontinue