



**GOLDEN RULE SCHOOLS, INC.**

**CAMPUS IMPROVEMENT PLAN  
2018 - 2019**

**Diana Lara**  
*PRINCIPAL*

# 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 21<sup>st</sup> 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.

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## Comprehensive Needs Assessment

### Demographics

- **Demographics Summary**

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

- Students Enrolled - 212
- African American – 29.3%
- Asian – 0.5%
- Hispanic – 66.5%
- White – 4.19%
- Economically Disadvantage – 98.6%
- Special Education – 4.65%
- Bilingual/ESL Education – 40.93%
- At-Risk - 98.6%      58% male & 42% female

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

- Teachers – 15
- Professional Support – 1
- Campus Administration (School leadership) – 1
- Central Administration – 0
- Educational Aides – 7
- Auxiliary Staff - 4

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

- All – 96.1%
- Pre-K – 94.2%
- Kindergarten – 96.4%
- 1<sup>st</sup> grade - 96%
- 2<sup>nd</sup> grade – 96.9%
- 3<sup>rd</sup> grade – 96.1%
- 4<sup>th</sup> grade – 96.5%

- 5<sup>th</sup> grade – 96.5%

- **Demographics Strengths**

- ○ The district educates a wide range of students from all race/ethnicity groups and all economic backgrounds.
- ○ Attendance rates maintained in all aforementioned student groups from 2016-17 to 2017-18.
- ○ Parent participation has increased from 2016-75 to 2017-2018.
- · 96% attendance rate
- · Mobility rate was at 3.26%

- **Demographics Needs**

- Continue to understand the change in demographics and how it impacts classroom instruction.
- ○ Continue to monitor student attendance to ensure students are in attendance for the maximum number of days.
- ○ Professional development for staff in the area of poverty in children.
- ○ Scientifically validated materials and resources needed for teachers to use with ELL students.
- · 100% Title I (Economically Disadvantaged)
- · 35.4% ELL students
- · Professional development for staff in the area of poverty in children.
- · Scientifically-validated materials and resources for teachers to use with ELL and At-risk populations.

## **Student Achievement**

- **District Wide Accountability Ratings 2016-2017**

- Index 1: Student Achievement

- Index Score: 69
    - Index Target: 60
    - Met Standard: Yes

- Index 2: Student Progress

- Index Score: 49
    - Index Target: 32
    - Met Standard: Yes

- Index 3: Closing Performance Gap

- Index Score: 34
- Index Target: 28
- Met Standard: Yes

Index 4: Post Secondary Readiness

- Index Score: 17
- Index Target: 12
- Met Standard: Yes

○ **STAAR 2017-2018 Summary Report/Satisfactory Passing Percentage**

○ 3<sup>rd</sup> Grade

- Reading 95%(approaches) 53% (Meets) 32% (Masters)
- Math 89% (approaches) 53% (Meets) 21% (Masters)

○ 4<sup>th</sup> Grade

- Reading 63% (approaches) 25% (Meets) 13% (Masters)
- Math 88% (approaches) 44% (Meets) 19% (Masters)
- Writing 69% (approaches) 25% (Meets) 0% (Masters)

▪ 5<sup>th</sup> Grade

- Reading 86% (approaches) 14% (Meets) 7% (Masters)
- Math 100% (approaches) 79% (Meets) 29% (Masters)
- Science 79% (approaches) 36% (Meets) 0% (Masters)

○ **Student Achievement Needs**

- Materials and resources needed to teach reading comprehension, grammar, and writing.
- Professional development for teachers in the area of Language Arts instruction.
- Vocabulary instruction needs to be taught daily.

**School Culture and Climate**

○ **School Culture and Climate Strengths**

- Students feel safe and eager to learn.
- Parents feel their students are safe.
- Minimum campus discipline.

**School Culture and Climate Needs**

- Effective teacher mentoring program needs to be implemented.

- Professional development needs to be provided in multiple forms and settings.
- Teachers need precise and frequent feedback on job performance.

### **Staff Quality and Professional Development**

#### **Staff Quality and Professional Development Strengths**

- Staff attendance was average.
- Teachers feel salaries are adequate.
- Teachers feel valued.

#### **Staff Quality and Professional Development Needs**

- Effective teacher mentoring program needs to be implemented.
- Professional development needs to be provided in multiple forms and settings.
- Teachers need precise and frequent feedback on job performance.

### **Curriculum, Instruction, and Assessment**

#### **Curriculum, Instruction, and Assessment Strengths**

- Staff is overall satisfied with the curriculum and assessment processes.
- Teachers used data to guide instruction.

#### **Curriculum, Instruction, and Assessment Needs**

- STAAR results are indicative that teachers need resources and training in the areas of writing and science.
- Teachers need professional development in the areas of lesson design and delivery of instruction.

### **Family and Community Involvement**

#### **Family and Community Involvement Strengths**

- Verbal and written communication is provided to parents in their native language.
- The district has some parent volunteers.

#### **Family and Community Involvement Needs**

- Parent involvement activities need to be correlated to student learning.
- Parents need to be involved in decision making

## **School Context and Organization**

### **School Context and Organization Strengths**

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

### **School Context and Organization Needs**

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

## **Technology**

### **Technology Strengths**

- All teachers have a new laptop
- All teachers have internet access

### **Technology Needs**

- Upgrade our internet connection.
- Upgrade teacher and student computers.
- Improve the electrical infrastructure to support computer usage throughout the district.
- Increase the student/computer ratio.
- Provide all teachers with a technology bundle



# 2018-2019 Campus Educational Improvement Committee Members

## **Administration**

Diana Lara, Principal-DeSoto

## **DeSoto**

N. Carr

H. Esparza

B. Lee

A. Pandit

R. Walton

## 2018-2019 Campus Educational Improvement Committee Members

	Name	Role	Signature
1.	Diana Lara	Principal	_____
2.	Heather Esparza	Teacher	_____
3.	Artee Pandit	Teacher	_____
4.	Robert Walton	Teacher	_____
5.	Barbara Lee	Parent	_____
6.			_____
7.			_____
8.			_____
9.			_____
10.			_____
11.			_____
12.			_____

## **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

# Budget Funding Amounts

Funding Source	Funding Code	Amount
Compensatory Education Funds	420	\$149,500.00
Title I	211	\$73,397.00
Title III Bilingual/ESL	263	\$1,500.00
Educator Excellence Innovation Program (EEIP)	429	\$0
Title II		\$3,900.00
IDEA B		\$0

## Goals

<b>Strategic Objective/Goal 1:</b>	<b>Design a comprehensive framework that prepares all students to become 21st Century- ready and master all academic learning standards.</b>
Performance Objective 1:	Sustain the practice of employing 100% highly qualified teachers through effective recruiting efforts and ensure that required certifications and endorsements are acquired.
Performance Objective 2:	Design an individualized professional development plan that impacts 100% of professional employees to enhance their pedagogy and improve student achievement.
Performance Objective 3:	Implement a written, taught and assessed curriculum, intervention framework, and support early childhood programs to ensure the mastery of state standards.
Performance Objective 4:	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.
Performance Objective 5:	Sustain district-wide EC-8 TEKS-aligned curriculum and assessment framework with researched-based instructional practices and resources.
Performance Objective 6:	Increase connections between classroom instruction and real world applications.
Performance Objective 7:	Establish and maintain a system that will prepare students for college and career readiness.
<b>Strategic Objective/Goal 2:</b>	<b>Provide students with opportunities to gain experience and exhibit growth in the areas of leadership, character, and conflict resolution.</b>
Performance Objective 1:	Increase educator proficiency to respond to the needs of our cultural and economically- diverse student population.
Performance Objective 2:	Promote the development of self-worth by providing students with opportunities to contribute to Golden Rule and the community through service projects.
<b>Strategic Objective/Goal 3:</b>	<b>Engage with each school's stakeholders to improve learning and develop a stronger and more vibrant community and world.</b>
Performance Objective 1:	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.
Performance Objective 2:	Provide training for parents to become actively engaged in the instructional and social development of their child.
Performance Objective 3:	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field- based learning experiences.

Performance Objective 1:	Increase the technology systems and applications within the district to integrate and enhance student learning in the classroom
Performance Objective 2:	Increase GRS staff's level of technology integration and proficiency through a differentiated staff development program that addresses 21st Century technology skills.

<b>Strategic Objective/Goal 5: Provide a safe and secure learning environment for students and staff.</b>	
Performance 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 charter discipline reports.

<b>Strategic Objective/Goal 6: Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices.</b>	
Performance Objective 1:	Promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

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

**Performance Objective 1:** Sustain the practice of employing 100% highly 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	Ma y
Components 3, 4  Teachers who have received trainings outside of the campus will peer teach during PLC's	<ul style="list-style-type: none"> <li>2,4</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Principal observations</li> <li>Positive mentor and mentee relationships</li> <li>Student end of year success indicators</li> </ul>			
<b>Funding Sources: 276-TTIPS</b>						
Component 1,4  Encourage teachers to seek out targeted personalized Professional Development as indicated in their TTES short and long term goals - Region 10, Webinars, Saturday Academies and Summer Professional Development	<ul style="list-style-type: none"> <li>4, 10</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal observations</li> <li>Student end of year success indicators</li> <li>Sign in sheets</li> </ul>			

Component 5 Provide new teachers with a mentor, based on need to improve teacher quality of instruction.	<ul style="list-style-type: none"> <li>• 2,3</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Highly-qualified teachers</li> <li>• Experienced teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Mentor logs</li> <li>• End of year retention rate</li> </ul>			
	<b>Funding Sources: 276 -TTIPS</b>					

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

**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, certificates of attendance and completion

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Component 3 4, Ensure Instructional coaches provide teachers with Professional Learning Communities (PLCs) and instructional strategies that support teaching and learning.	<ul style="list-style-type: none"> <li>• 2,3,5</li> </ul>	<ul style="list-style-type: none"> <li>• Instructional Coach</li> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Agendas</li> </ul>			
Component 3, 4 Provide teachers with targeted professional development in the four core areas: reading, math, science and social studies to ensure mastery of state standards.	<ul style="list-style-type: none"> <li>• 2,3,5</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional coaches</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increased STAAR scores</li> <li>• Professional development certificates</li> <li>• Sign in sheets</li> </ul>	<b>Nov</b>	<b>Feb</b>	<b>Ma y</b>
<b>Funding Sources: 276- TTIPS</b>						

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

**Performance Objective 3:** Implement a written and taught assessed curriculum, intervention framework, and support 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
Component 7  Utilize the Children’s Learning Institute (CLI) for progress monitoring with PK students.	<ul style="list-style-type: none"> <li>3,7,10</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>CLI data</li> <li>Beginning, middle and end of year assessment report</li> </ul>			
<b>Funding Sources: 420 Compensatory Education 420-Compensatory Education</b>						
Provide the PK program with highly qualified teacher support for bilingual and ESL classrooms.	<ul style="list-style-type: none"> <li>7,10</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>CLI data</li> <li>Permanent Substitutes</li> </ul>			
Component 1,2,4,9  Conduct 6 weeks data meetings with teachers and Instructional coaches to align instruction based on	<ul style="list-style-type: none"> <li>8</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Instructional Coaches</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>6 weeks assessment reports</li> <li>Data walls</li> <li>Sign in sheets</li> </ul>			



areas of need and update data walls to monitor student growth.						
Components 1,2, 9, 10 Ensure teachers utilize RTI process to support students needing additional assistance in mastering state standards.	<ul style="list-style-type: none"> <li>• 2, 9</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>• Rtl forms</li> <li>• Progress report</li> <li>• Report cards</li> <li>• STAAR scores</li> </ul>			
Components 8 Ensure teachers utilize TEKS Resource System (TRS) as the GRS curriculum in all content areas to drive instruction and improve student success.	<ul style="list-style-type: none"> <li>• 8</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• TRS login reports</li> <li>• Grade level meetings &amp; sign in sheets</li> </ul>			

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

**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
Components 1, 2, 4 Implement campus wide initiative utilizing Empowering Writers strategies as a supplemental resource to Write Source across all core subjects to improve student mastery of state writing standards.	<ul style="list-style-type: none"> <li>• 1,4</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• 4<sup>th</sup> grade teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Resources</li> <li>• Peer teaching</li> </ul>			
<b>Funding Sources: 276-TTIPS 420- Compensatory Education</b>						

<p>Components 1,8,9</p> <p>Ensure guided reading strategies and reading counts quizzes are implemented weekly using resources and materials based on students' DRA levels.</p>	<ul style="list-style-type: none"> <li>• 1,2,9</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Principal observations</li> <li>• Student progress monitoring reports through grades</li> <li>• DRA level improvement</li> <li>• Guided reading schedule</li> <li>• Reading counts reports</li> </ul>			
<p>Components 1, 8, 9</p> <p>Provide extended week interventions through tutoring for STAAR graded students utilizing Think Through Math, Study Island and small group interventions. (Saturday Academy)</p>	<ul style="list-style-type: none"> <li>• 1,3</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Progress reports</li> <li>• Assessment data</li> <li>• Tutoring attendance logs</li> </ul>			
<p>Assign an instructional aide to provide small group interventions for 1<sup>st</sup> – 5<sup>th</sup> grade students experiencing difficulty mastering the TEKS in the areas of reading, math and science.</p>	<ul style="list-style-type: none"> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Instructional aide</li> </ul>	<ul style="list-style-type: none"> <li>• Daily schedule</li> <li>• Student data</li> <li>• Progress reports</li> </ul>			
<p>Components 2</p> <p>Ensure math resources are utilized on a daily basis using Think Through Math, Study Island, Measuring up and Mentoring Minds and other resources available.</p>	<ul style="list-style-type: none"> <li>• 1,8</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Assessment reports</li> <li>• Principal observations</li> <li>• Math block schedule</li> </ul>			
<p>Components 1, 4</p> <p>Provide teachers with professional development in Special Education. Including but not limited to:</p> <ul style="list-style-type: none"> <li>• How to identify and monitor student progress</li> <li>• Collaborate on providing more inclusion time in the general education setting</li> <li>• Implementing the accommodations for learners with disabilities within the general educational setting</li> </ul>	<ul style="list-style-type: none"> <li>• 1,4,8,9</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Teacher</li> <li>• Special Education Director</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets</li> <li>• Individual Education Plans</li> <li>• Progress reports</li> <li>• Report cards</li> <li>• STAAR scores</li> </ul>			
<b>Funding Sources: 276 – TTIPS 420 Compensatory Education</b>						

**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-8 TEKS-aligned curriculum and assessments with researched-based instructional practices and resources.

## Summative Evaluation: STAAR Scores and EOY Assessment Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Components 1, 2, 3 Ensure teachers utilize DRA assessments and resources to increase student reading skills.	<ul style="list-style-type: none"> <li>1,3</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>DRA reports</li> <li>Principal observations</li> <li>Performance assessments</li> </ul>			
Components 2 Utilize the STEM lab and its materials to provide hands on learning and real world experiences to increase student learning and mastery of the TEKS.	<ul style="list-style-type: none"> <li>1,2</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>STEM Lab schedule</li> <li>Principal observations</li> <li>Report cards</li> </ul>			
Components 1, 9 Utilize MSTAR assessment data, Study Island reports and Think through Math data, to aide in the development of instructional focus and student mastery.	<ul style="list-style-type: none"> <li>1,3</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>MSTAR assessment data</li> <li>Study Island reports</li> <li>Think Through Math data</li> </ul>			

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

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

### Summative Evaluation: Project Presentations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Components 1, 3 Provide real world experiences through field based authentic learning and classroom instruction. Implement a classroom science project - quarterly	<ul style="list-style-type: none"> <li>1,3</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Counselor</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Field trips</li> <li>Science projects</li> </ul>			
<b>Resources: 420 Compensatory Education</b>						

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

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

**Summative Evaluation: EOY Participation Report**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Components 6 Provide a campus wide Career Day for parents, community members and stakeholders to share with student's career opportunities that are connected to their area of interest.	<ul style="list-style-type: none"> <li>6</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Career Day schedule</li> <li>Planning documentation</li> <li>Sign in sheets</li> </ul>			
<b>Resources: 276- TTIPS 420 Compensatory Education</b>						

**Goal 2: Provide opportunities for students to become 21st Century learners and exhibit growth in the areas of leadership, character, and conflict resolution.**

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

**Summative Evaluation: Eduphoria Workshop Attendance Report**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Components 2, 7 Ensure extended day and extended year instruction for special education students are available to assist with mastery of the learning objectives embedded in their IEP – based on student needs.	<ul style="list-style-type: none"> <li>1,2,10</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Special Education Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Schedule</li> <li>Lesson plans</li> <li>ARD documentation</li> </ul>			

Components 3,4 Ensure new staff attends Framework of Poverty training provided by district leadership personnel.	• 1	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheets</li> </ul>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	<b>Funding Sources: 255 Title II budget (Extra duty)</b>					

**Goal 2: Provide opportunities for students to gain experience and exhibit growth in the areas of leadership, character, and conflict resolution.**

**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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Component 10  Implement a character education program so that students can create and participate in a community service program.	<ul style="list-style-type: none"> <li>2,6</li> </ul>	<ul style="list-style-type: none"> <li>Counselor</li> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Service project proposal</li> </ul>			

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

**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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Component 6  Utilize School Messenger, Facebook, and monthly parent newsletters	<ul style="list-style-type: none"> <li>6</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Newsletter notifications</li> <li>School messenger report</li> </ul>			

Component 6 Establish a Meet the Teacher Night to provide parents with information and ask questions regarding instructional programs, counseling services, and scheduling.	• 6	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheets</li> </ul>			
Component 6 Conduct a Parent-Teacher conference for each semester to update parents on child's progress and address any concerns.	• 1,6	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Teacher conference documentation</li> <li>Sign in sheets</li> </ul>			
Component 6 Design a student, staff, parent, and community satisfaction survey to strengthen the school environment.	• 1,6	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> <li>Parent &amp; community sign in sheets</li> </ul>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<b>Funding Sources: 276 – TTIPS 420 – Compensatory Education</b>						

**Goal 3: Engage with each school's stakeholders to improve learning and develop a 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
Component 6	• 1,2,3,6	• Principal	• Sign in sheets	<b>Nov</b>	<b>Feb</b>	<b>May</b>

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 such as: <ul style="list-style-type: none"> <li>● Parental Involvement Meeting</li> <li>● STAAR Parent Orientation Night</li> <li>● Family Literacy and STEM Night</li> <li>● Technology Training</li> </ul>		<ul style="list-style-type: none"> <li>● Teachers</li> </ul>				
	<b>Funding Sources: 276 – TTIPS 420 – Compensatory Education</b>					

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

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

**Summative Evaluation: List of Community Member Volunteers**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Components 3,6, 9 Implement a community partnership for PK through sixth grade to gain field experiences where they will apply and extend their content knowledge outside the school environment through community service projects with Texas Food Bank and Pennies for Patients.	<ul style="list-style-type: none"> <li>● 2,6</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Texas Food Bank documentation of donations</li> <li>● Pennies for Patients documentation</li> </ul>			
<b>Funding Sources: 420 – Compensatory Education</b>						

**Goal 4: Design a comprehensive instructional technology system that redefines the role of technology in the classroom to enhance student learning.**

**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**

Components 2, 9 Position an instructional aide in the computer lab classroom in order to implement the technology curriculum and provide students with technology skills necessary for the 21 <sup>st</sup> century learning.	<ul style="list-style-type: none"> <li>• 1,3,5</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Instructional aide</li> </ul>	<ul style="list-style-type: none"> <li>• Computer lab schedule</li> <li>• Principal observations</li> </ul>	<b>Nov</b>	<b>Feb</b>	<b>May</b>
	<b>Funding Sources: 276 - TTIPS</b>					
Components 5, 10 Equip teachers, administrators and students with a technology bundle consisting of: <ul style="list-style-type: none"> <li>• laptops for teachers</li> <li>• Tablets or laptops for students</li> <li>• computers for the computer labs</li> <li>• Televisions (ClearTouch/Pathways) technology for each classroom (TTIPS grant)</li> </ul>	<ul style="list-style-type: none"> <li>• 5</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Project Director</li> <li>• Business Office</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase orders</li> <li>• Principal observations</li> </ul>			
	<b>Funding Sources: 276 – TTIPS 420 – Compensatory Education</b>					

**Goal 5: Golden Rule Schools will provide a Safe and Secure Learning Environment for Students and Staff.**

**Performance Objective 1:** Implement an effective student management framework which emphasizes CHAMPS, Positive Behavior Interventions and Support (PBIS), as well as introducing 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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Component 1,2,4 Ensure teacher's utilize <i>The 7 Habits of Happy Kids in the classroom</i>	• 3	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans</li> </ul>			
	<b>Funding Sources: 255 – Title II</b>					
Component 7 Establish a recognition and incentive program with the goal of improving behavior, personal responsibility, and reducing the number of discipline referral through the Positive Behavior Interventions Support (PBIS) program.	• 2	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>PBIS committee</li> </ul>	<ul style="list-style-type: none"> <li>Individual student and class incentive prizes</li> <li>Bulletin board data reports</li> </ul>			
Component 2, 7 Continue with the district wide CHAMPS program within the campus to promote responsible behavior.	• 2,3	<ul style="list-style-type: none"> <li>Principal</li> <li>CHAMPS committee</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Principal observations</li> <li>Teacher feedback</li> </ul>			
	<b>Funding Sources: 255- Title II</b>					

**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	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
Component 8,10  Implement the Educator Excellence Innovation Program (EEIP) grant provided by TEA to increase student success.	<ul style="list-style-type: none"> <li>3,5,10</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teacher</li> </ul>	<ul style="list-style-type: none"> <li>EEIP teacher documentation</li> <li>Report cards</li> <li>Technology program reports</li> <li>DRA data</li> </ul>			
		<b>Funding Sources:</b>				

## 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 modules	Campus Administrator and Campus Counselors	Discipline Reports
All school staff members will be trained in GRS Bullying Reporting Protocol.	Region 10 modules	Campus Administrator and Campus Counselors	Discipline Reports
Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Region 10 modules	Superintendent, Campus Administrator and Campus Counselors	Discipline Report and Agendas

### Child Abuse & Sexual Abuse

Strategies	Resources	Staff Responsible	Evaluation
All counselors will be trained on ways of recognizing and reporting Child Abuse.	Region 10	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
All GRS staff will be trained on David's Law to increase awareness of the negative effects of cyber bullying on students' social and emotional well being.	Region 10?	Campus Administrators	Sign in sheets

### 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

### 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
<p>We will provide support services including compensatory education and home instruction to pregnant students during their pre and post pregnancy periods in order to help students adjust academically, mentally, physically and stay in school</p>	<p>Counselors</p>	<p>Campus Administration and Counselors</p>	<p>Sign-ins sheets</p>