



GOLDEN RULE SCHOOLS, INC.

DISTRICT IMPROVEMENT PLAN

2017 - 2018

Dr. Vicente Delgado
Superintendent /CEO

Teresa R. Villarreal
Superintendent of Curriculum and Education

BOARD APPROVED
AUGUST 16, 2017

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.

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Comprehensive Needs Assessment

Demographics

- **Demographics Summary**

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

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

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

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

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

- 1,476 Students Enrolled
- 96.6% ADA

- **Demographics Strengths**

- The district educates students who are primarily from Hispanic descent and low social-economic background.
- Attendance rates increased in all aforementioned student groups from 2015-16 to. 2016-2017
- Parental involvement has increased from 2014-15 to 2015-2016.
- Student mobility rate is minimal.

- **Demographics Needs**
 - Continue to understand how our student demographic impacts classroom instruction.
 - Continue to monitor student attendance to ensure students are in attendance for the maximum number of days.
 - Design professional development for all staff in the areas of poverty and understanding how our students cultural backgrounds impacts learning.
 - Obtain scientifically researched-based instructional materials and resources for ELL students.

Student Achievement

- **District Wide Accountability Ratings 2016-2017**
 - Index 1: Student Achievement
 - Index Score: 76
 - Index Target: 60
 - Met Standard: Yes

 - Index 2: Student Progress
 - Index Score: 49
 - Index Target: 22
 - Met Standard: Yes

 - Index 3: Closing Performance Gap
 - Index Score: 42
 - Index Target: 28
 - Met Standard: Yes

 - Index 4: Post Secondary Readiness
 - Index Score: 28
 - Index Target: 13
 - Met Standard: Yes

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

- 3rd Grade
 - Reading 74.79%
 - Math 82.35%
- 4th Grade
 - Reading 60%
 - Math 75%
 - Writing 49.6%
- 5th Grade
 - Reading 76.67%
 - Math 88.89%
 - Science 62.22%
- 6th Grade
 - Reading 63.38%
 - Math 83.1%
- 7th Grade
 - Reading 84.72%
 - Math 73.61%
 - Writing 81.94%
- 8th Grade
 - Reading 90.38%
 - Math 90.38%
 - Science 88.24%
 - Social Studies 62.75%

- **Student Achievement Needs**

- Materials and resources 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.
- Charter-wide Response to Intervention (Rti) framework needs to be designed to strategically address the area of English Language Arts and Mathematics

School Culture and Climate

- **School Culture and Climate Strengths**

- Students feel safe and eager to learn.
- Parents feel their students are safe.
- Minimum charter-wide discipline referrals are down.

School Culture and Climate Needs

- All classrooms need full implementation of PBIS and CHAMPS to improve and reward student behavior.
- Students in the middle school need advanced courses and Career and Technology courses to prepare them for high school.
- Students in middle school need College and Career Readiness classes along with career investigations courses to explore post secondary opportunities.
- Students in the middle grades need support in character development to enable them when making personal decisions.

Staff Quality and Professional Development

- **Staff Quality and Professional Development Strengths**

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

Curriculum, Instruction, and Assessment

- **Curriculum, Instruction, and Assessment Strengths**
 - Teachers and Curriculum and Instruction staff make collaborative data-driven decisions to impact instruction.
 - Teachers and Curriculum and Instruction develop Professional Learning communities to impact instruction and build relationships.
 - Curriculum and Instruction staff conduct walkthroughs to determine Teachers 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.
 - Curriculum and Instruction staff design assessments that support the Golden Rule Schools curriculum and target student growth..
 - Curriculum and Instruction staff provided 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

Family and Community Involvement

- **Family and Community Involvement Strengths**
 - Verbal and written communication is provided to parents in their native language.
 - Parent volunteers increased charter-wide.

- **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 equitably 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 to district Teachers need a strong mentor program.

Technology

- **Technology Strengths**
 - All Teachers have a laptop.
 - All Teachers have a reliable source for internet access.
 - All Teachers have a projector

- **Technology Needs**
 - Upgrade the servers in order to reduce issues with poor internet connection.
 - Upgrade Teachers and student computers.
 - Improve the electrical infrastructure to support computer usage throughout the district.
 - Increase the student/computer ratio in the classrooms to 5:20
 - Provide all Teachers with a technology bundle.

2017-2018 District Educational Improvement Committee Members

Administration

Dr. Vicente Delgado, CEO
Teresa Villarreal, Superintendent of Schools
Kimberly Wright, Illinois Middle School Campus Principal
Paula Norvell, 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 and Wilmer Campus Principal

Illinois

Kristie Hargrove
Dante Bautista

Grand Prairie

Cesar Hernandez

Pleasant Grove

Alneris Ortiz

DeSoto

Laura Morales

District Office Staff

Johnny Pecina, Purchasing
Martha Delgado, Human Resource
Martha Pecina, PEIMS Coordinator

Sunnyside

Special Services

Vashti Gonzalez

Parents

Fabiola Terrones
Anna Fortner
Saindule Serna
Gustavo Aguirre

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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. Teachers 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 | TBD |
| Title I | 211 | TBD |
| Title III Bilingual/ESL | 263 | TBD |
| Educator Excellence Innovation Program (EEIP) | 429 | TBD |
| Title II | 255 | TBD |
| IDEA B | | TBD |

Goals

| | |
|---|--|
| Strategic Objective/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. |
| 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. |
| Strategic Objective/Goal 2: Provide students with opportunities 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. |
| 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. |
| Strategic Objective/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 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. |
| Strategic Objective/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 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. |
| Strategic Objective/Goal 5: 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 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. |
| Strategic Objective/Goal 6: Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices. | |
| 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 Teachers Certification Report, Campus Staffing Report

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Critical Success Factors Attend Teacher recruiting fairs and partner with Region Service Centers to fill vacant positions with highly qualified Teachers candidates.</p> | | <ul style="list-style-type: none"> • Superintendent • Principals • Human Resources Department | <ul style="list-style-type: none"> • Teachers Recruiting Fair Registration Confirmation • Travel Expense Reports • New Hire Teachers Contracts | | | |
| Funding Sources: 255-Title II | | | | | | |
| <p>Critical Success Factors</p> <ul style="list-style-type: none"> • Provide professional development and study materials in areas of Teachers assignments needed for certification. • Reimburse Teachers content area exam fees after receiving documentation of a passing score. | | <ul style="list-style-type: none"> • Superintendent • Principals • Human Resources Department | <ul style="list-style-type: none"> • SBEC Teachers Certification Report • Teachers content area exam passing score. | | | |
| Funding Sources: 255-Title II | | | | | | |
| <p>Critical Success Factors</p> <ul style="list-style-type: none"> • Develop an individualized and comprehensive professional development plan to increase Teachers competency. By generating a report containing new-to-district Teachers training and certification background. | | <ul style="list-style-type: none"> • Superintendent • Principals • Human Resources Department | <ul style="list-style-type: none"> • SBEC Teachers Certification Report • Resumes • Teachers Service Records | | | |
| Funding Sources: 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 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 | | |
|---|---|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Critical Success Factors Conduct a Professional Development Needs Assessment to determine the areas of need for new Teachers as well as Teachers who are reassigned during the 2017-2018 school year.</p> | <ul style="list-style-type: none"> • 4 • 5 | <ul style="list-style-type: none"> • Curriculum Directors • Superintendent • Principals | <ul style="list-style-type: none"> • Professional Development Needs Assessment • Disaggregation of Data | | | |
| Funding Sources: 429 EEIP, 255-Title II | | | | | | |
| <p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors 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 Teachers 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 auxiliary employees by February, 2018, to improve Teachers performance and student achievement as measured by campus and district scoreboards.</p> | <ul style="list-style-type: none"> • 1 • 3 • 4 | <ul style="list-style-type: none"> • Human Resource • Curriculum Directors • Superintendent • Principals • Region 10 Trainers • Professional Consultants | <ul style="list-style-type: none"> • Teachers Sign in Sheets • Professional Development Agendas • Conference Registration • Proof of Attendance. • Region 10 contracted services agreement • Consultant Contracts • Eduphoria Workshop Records | | | |
| Funding Sources: 429 EEIP, 211- Title I | | | | | | |
| <p>Critical Success Factors Provide Teachers with necessary professional development materials and resources to improve instructional practices and facilitate student learning.</p> | <ul style="list-style-type: none"> • 3 • 4 | <ul style="list-style-type: none"> • Business Office • Superintendent • Curriculum Directors • Principals | <ul style="list-style-type: none"> • Professional development materials Purchase Requisitions • Materials Sign out Sheets | | | |
| Funding Sources: 429 EEIP | | | | | | |
| <p>Design and implement a Teachers Mentor program for Teachers who are new to the profession or do not have prior experience teaching their assigned grade level in any areas of need regarding instruction, use of instructional materials and classroom management.</p> | <ul style="list-style-type: none"> • 3 • 4 | <ul style="list-style-type: none"> • Principals | <ul style="list-style-type: none"> • Agendas of scheduled meetings with Mentor Teachers and Teachers • Sign in Sheets | | | |
| Funding Sources: 429 EEIP | | | | | | |

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|---|---|---|---|--|--|--|
| Provide struggling Teachers with scheduled times to conduct collegial observations throughout the charter as needed - based on their needs assessment and principal observations. | <ul style="list-style-type: none"> • 1 • 3 • 4 | <ul style="list-style-type: none"> • Principals • Superintendent • Human Resource Director | <ul style="list-style-type: none"> • Observation Notes • Sign in Sheets at other campuses than their own • Sign off sheet by campus principal and visiting Teacher | | | |
| Funding Sources: 429 EEIP | | | | | | |

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, taught and 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 |
| Implement a TEKS aligned scope and sequence for grades PreK-8 district-wide in all content areas for all Teachers as outlined in our district curriculum document to drive instruction and improve student success. | <ul style="list-style-type: none"> • 9 | <ul style="list-style-type: none"> • Curriculum Directors • Principals • 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 Report • Teachers sign in sheets from Professional Learning time with Curriculum Directors | | | |
| Funding Sources: 255- Title II (Extra Duty) | | | | | | |
| <p>State System Safeguard Strategies Federal System Safeguard Strategies Critical Success Factors</p> 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. | <ul style="list-style-type: none"> • 8 | <ul style="list-style-type: none"> • Curriculum Directors • Principals • 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: | | | | | | |
| <p>Critical Success Factors</p> Provide lesson design and content clarification opportunities for Teachers in collaboration with the district curriculum directors every six weeks. | <ul style="list-style-type: none"> • 3 • 4 | <ul style="list-style-type: none"> • Curriculum Directors • Principals • Lead Teachers | <ul style="list-style-type: none"> • Session Agenda • Sign in Sheets | | | |
| Funding Sources: 420 Comp. Ed. | | | | | | |
| <p>Critical Success Factors</p> 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 | <ul style="list-style-type: none"> • 7 • 1 • 6 | <ul style="list-style-type: none"> • Business Office • Principals | <ul style="list-style-type: none"> • Professional development • Sign in Sheets | | | |

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|---|---|-----------------------------------|---|--|--|
| and enhance student academic, social and emotional development. | Funding Sources: 420-HQ Pre-K Grant, IDEA B, | | | | |
| Critical Success Factors 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 | • Business Office • Principals | • Observation Schedule • Observation Notes | | |
| Funding Sources: | | | | | |
| Assign an instructional aide to all Pre-K 3/4 classes to assist the Teachers with student academic support and interventions to facilitating student learning. | | • Human Resources • Principals | • Instructional Aides Schedule | | |
| Funding Sources: 211 Title I, 420-Comp. Ed. | | | | | |

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 |
| State System Safeguard Strategies Critical Success Factors 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. | <ul style="list-style-type: none"> • 9 • 10 | <ul style="list-style-type: none"> • Director of Special Education | <ul style="list-style-type: none"> • Resources and material check out form • Staff Development Sign in Sheets | | | |
| Funding Sources: 420-SPED. 224 IDEA B | | | | | | |
| State System Safeguard Strategies Critical Success Factors 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. | <ul style="list-style-type: none"> • 2 • 4 • 9 | <ul style="list-style-type: none"> • Director of Special Education • Principals | <ul style="list-style-type: none"> • Staff Development Sign in Sheets • Meeting agendas | | | |
| Funding Sources: 420 SPED, 224-IDEA B | | | | | | |

| | | | | | | |
|---|--|---|--|--|--|--|
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>ENGLISH LANGUAGE LEARNERS:</p> <ul style="list-style-type: none"> • Provide Teachers 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. | <ul style="list-style-type: none"> • 1 • 2 | <ul style="list-style-type: none"> • Director of Bi/ESL Principals • Curriculum Directors | <ul style="list-style-type: none"> • Data from Eduphoria of Improved STAAR Scores • Improved accuracy of administrative classroom walk-throughs. | | | |
| <p>Funding Sources: 263-Title III</p> | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>ENGLISH LANGUAGE LEARNERS:</p> <p>Support language acquisition and academic content for English Language Learners and immigrant students through the hiring of qualified Bilingual Teachers, providing appropriate resources, and designing targeted professional development.</p> | <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 | <ul style="list-style-type: none"> • Director of Bi/ESL Principals • Human Resources | <ul style="list-style-type: none"> • Sign in Sheets • Materials and resources Sign Out Sheets • Eduphoria Aware usage for data disaggregation • Human Resources contracts for Bilingual Teachers | | | |
| <p>Funding Sources: 263-Title III, 420 Bilingual</p> | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>ENGLISH LANGUAGE LEARNERS:</p> <p>Support parent involvement by providing English - as -a- Second Language Classes (Title III Immigrant). sustain</p> | <ul style="list-style-type: none"> • 6 | <ul style="list-style-type: none"> • Director of Bi/ESL Principals • Teachers | <ul style="list-style-type: none"> • Sign in Sheets for classes • Parent surveys | | | |
| <p>Funding Sources: 263-Title II</p> | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>ENGLISH LANGUAGE LEARNERS:</p> <p>Implement the bilingual transitional model with fidelity throughout the district.</p> | <ul style="list-style-type: none"> • 1 • 2 | <ul style="list-style-type: none"> • Bli/ESL Director • Principals • Teachers | <ul style="list-style-type: none"> • Classroom walkthrough and observation forms • Lesson Plans • Disaggregation of TELPAS scores, and oral language proficiency test scores. | | | |
| <p>Funding Sources:263-Title III</p> | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>ENGLISH LANGUAGE LEARNERS:</p> <p>Provide summer school for all English Language Learners who are in need of additional language support based on report card grades and EOY language assessment.</p> | <ul style="list-style-type: none"> • 2 • 9 | <ul style="list-style-type: none"> • Bil/ESL Director • Principals | <ul style="list-style-type: none"> • Summer school student enrollment report and completion rate. | | | |
| <p>Funding Sources:289-LEP (Summer School)</p> | | | | | | |
| <p>GIFTED AND TALENTED:</p> <p>Identify the gifted and talented students in our district and provide services.</p> | <ul style="list-style-type: none"> • 1 | <ul style="list-style-type: none"> • Director of Gifted and Talented • Teachers | <ul style="list-style-type: none"> • Student roster of students placed in Gifted and Talented Classes • Test Scores Disaggregation • Parent forms | | | |
| <p>Funding Sources: 420-General Education</p> | | | | | | |

| | | | | | | |
|---|---|---|--|--|--|--|
| <p>Critical Success Factors</p> <p>STAFF DEVELOPMENT: Provide staff development for individuals working with at-risk students in the core content areas.</p> | <ul style="list-style-type: none"> • 2 • 4 • 9 • 10 | <ul style="list-style-type: none"> • Curriculum Directors • Principals | <ul style="list-style-type: none"> • Sign in Sheets • Academic Achievement Reports of At-Risk Students | | | |
| Funding Sources: 211 Title I, 429-EEIP | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>STAFF DEVELOPMENT: Provide staff development in the Rtl process and interventions.</p> | <ul style="list-style-type: none"> • 2 • 9 | <ul style="list-style-type: none"> • Curriculum Directors • Director of Special Education • Principals • Rtl Director | <ul style="list-style-type: none"> • Staff development agendas • Sign in Sheets | | | |
| Funding Sources: 263-Title III | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <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> | <ul style="list-style-type: none"> • 2 • 9 | <ul style="list-style-type: none"> • Principals • Teachers • Rtl Director | <ul style="list-style-type: none"> • Scheduled data analysis meeting agendas • AWARE reports | | | |
| Funding Sources: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>Rtl: Provide an Rtl Teachers 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> | <ul style="list-style-type: none"> • 9 • 10 | <ul style="list-style-type: none"> • Curriculum Directors • Director of Special Education • Principals • Teachers | <ul style="list-style-type: none"> • Campus Sign in Sheets • AWARE Reports of increased student achievement • Rtl Decision point forms • Progress monitoring forms | | | |
| Funding Sources: 263-Title III, 211-Title I | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>Rtl: Purchase materials and supplies needed to provide support for interventions for students in the Rtl program.</p> | <ul style="list-style-type: none"> • 9 • 10 | <ul style="list-style-type: none"> • Curriculum Directors • Instructional Coaches • Rtl Director | <ul style="list-style-type: none"> • Purchase Requisitions • Delivery Receipts | | | |
| Funding Sources: 263-Title III, 211-Title I | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>Rtl: Provide instructional support for Teachers in need of assistance in the Rtl program</p> | <ul style="list-style-type: none"> • 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: 263-Title III, 211-Title I | | | | | | |

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|---|--|---|---|--|--|--|
| Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors Conduct a minimum of two weekly documented targeted walk-throughs per Teachers to check for implementation of district and federal instructional programs and practices. | <ul style="list-style-type: none"> • 2 • 9 | <ul style="list-style-type: none"> • Director of Bi/ESL • Director of Special Education • Principals | <ul style="list-style-type: none"> • Walkthrough Forms | | | |
| Funding Sources: 429-EEIP | | | | | | |
| Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors 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. | <ul style="list-style-type: none"> • 2 • 9 | <ul style="list-style-type: none"> • Teachers • Principals • 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-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 | | |
|---|--|--|---|-------------------|------------|------------|
| Critical Success Factors 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. | <ul style="list-style-type: none"> • 4 • 2 | <ul style="list-style-type: none"> • District Curriculum Directors • Business Office • Principals | <ul style="list-style-type: none"> • STAAR Results • Report Cards • Special Programs • Progress Reports • Service Usage Reports from Region 10 | Nov | Feb | May |
| Funding Sources: | | | | | | |
| Critical Success Factors State System Safeguard Strategies Critical Success Factors Apply academic vocabulary strategies daily that maximize learning in all content areas. | | <ul style="list-style-type: none"> • Teachers • Principals | <ul style="list-style-type: none"> • Lesson Plans • Vocabulary Word Walls • Classroom walkthrough forms | | | |
| Funding Sources: | | | | | | |
| Critical Success Factors ELAR: <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 9 | <ul style="list-style-type: none"> • ELAR Curriculum Director • Teachers | <ul style="list-style-type: none"> • EOY iStation screener results. • Log-in reports • Campus data reports | | | |
| Funding Sources: | | | | | | |

| | | | | | | |
|--|--|--|---|--|--|--|
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</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 Figure 19 to teach students at their level.</p> | | <ul style="list-style-type: none"> • ELAR Curriculum Director • Principals • 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-8 will be reading on grade level. • Material check-out form | | | |
| Funding Sources: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>ELAR: Provide training to Teachers using metacognition strategies to improve comprehension which is aligned with TEKS figure 19.</p> | | <ul style="list-style-type: none"> • ELAR Curriculum Director • Principals | <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: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>ELAR: Implement charter- wide reading incentive program in grades 1st through 8th grade with a goal of increasing student's reading stamina, fluency and comprehension</p> | | <ul style="list-style-type: none"> • ELAR Curriculum Director • Principals • Teachers | <ul style="list-style-type: none"> • Sign in Sheets • Increased reading STAAR scores by 10% | | | |
| Funding Sources: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>WRITING: Provide grammar and writing materials and additional resources for Teachers to use daily with students.</p> | | <ul style="list-style-type: none"> • ELAR Curriculum Director • Principals | <ul style="list-style-type: none"> • Purchase Requisitions • Delivery Receipts • Lesson Plans | | | |
| Funding Sources: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>WRITING: Provide increased opportunities for Journal -writing and Teachers -assigned writing compositions for students on a daily and weekly basis.</p> | | <ul style="list-style-type: none"> • ELAR Curriculum Director • Principals • Teachers | <ul style="list-style-type: none"> • Improved STAAR scores • Writing Journals • Student Portfolios. • Report Cards | | | |
| Funding Sources: | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>MATHEMATICS:</p> <ul style="list-style-type: none"> • Provide math materials and resources to improve student mastery <p>Provide professional development in the effective use of materials and resources as well as best instructional practices.</p> | | <ul style="list-style-type: none"> • Math Curriculum Director • Principals • Teachers | <ul style="list-style-type: none"> • Improved STAAR, ESTAAR, MSTAAR scores, and District assessments. • Sign in Sheets | | | |
| Funding Sources: | | | | | | |

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|--|--|--|--|--|--|--|
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors</p> <p>SCIENCE:</p> <ul style="list-style-type: none"> • Provide science materials and resources to improve student mastery. <p>Provide professional development in the effective use of materials and resources as well as best instructional practices.</p> | | <ul style="list-style-type: none"> • Science Curriculum Director • Principals • Teachers | <ul style="list-style-type: none"> • Improved STAAR scores. • Sign in Sheets | | | |
| Funding Sources: | | | | | | |
| <p>State System Safeguard Strategies Critical Success Factors</p> <p>SOCIAL STUDIES:</p> <ul style="list-style-type: none"> • Provide social studies materials and resources to improve student mastery. <p>Provide professional development in the effective use of materials and resources as well as best instructional practices.</p> | | <ul style="list-style-type: none"> • Social Studies Curriculum Director • Principals • Teachers | <ul style="list-style-type: none"> • STAAR Scores • Sign in Sheets | | | |
| Funding Sources: | | | | | | |

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 |
| Provide opportunities for students in K-8 th grade to 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. | | <ul style="list-style-type: none"> • Curriculum Directors • Principals • Teachers | <ul style="list-style-type: none"> • Exhibitions of student work will be held twice a year per grade level. • Grading Rubrics • Sing in Sheets | | | |
| Funding Sources: 420 General Education | | | | | | |

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 | | |
|--|-------------------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Provide students with weekly lessons which focus on College and Career readiness | | <ul style="list-style-type: none"> • Counselors • Teachers • Principals | <ul style="list-style-type: none"> • Lesson Plans • Counselor Guidance Lessons • Student Surveys | | | |
| | Resources: | | | | | |
| Provide opportunities for students to visit local college campuses to explore higher education options. | | <ul style="list-style-type: none"> • Counselor • Principals • Teachers | <ul style="list-style-type: none"> • Flyers • Agendas • Sign in Sheets • Field Trip Forms | | | |
| | Resources: | | | | | |
| Design a Career Day for students to learn about the variety of future career opportunities available in our society. | | <ul style="list-style-type: none"> • Counselor • Principals • Teachers | <ul style="list-style-type: none"> • Flyers • Agendas • Sign in Sheets. | | | |
| | Resources: | | | | | |

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 | | |
|--|--------------------------------------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Critical Success Factors Provide training on the Framework for Understanding Poverty and Cultural diversity to 100% of the Golden Rule Faculty and Staff by December 2017. | | <ul style="list-style-type: none"> • Principals • Superintendent | <ul style="list-style-type: none"> • Agendas • Sign in Sheets | | | |
| | Funding Sources: 255-Title II | | | | | |

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 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 | | |
|---|---------|---|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Provide opportunities for 100% of Golden Rule students to create and participate in one fundraiser or community service project. | | <ul style="list-style-type: none"> Counselor Principals 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 – 8th 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. | | <ul style="list-style-type: none"> Counselor Principals 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: | | | | | | |

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 | | |
|---|---------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Critical Success Factors</p> Provide training twice a year for all faculty and support staff on strategies for increasing parental and communicating involvement. | | <ul style="list-style-type: none"> Superintendent Principals Department Directors | <ul style="list-style-type: none"> Training Agenda Sign in Sheets | | | |
| Funding Sources: | | | | | | |

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 | | |
|--|---------|--|--|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Critical Success Factors 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"> • Parent Night 2017 • Parental Involvement meetings • STAAR Parent Orientation Night • Math and Science Family Night | | <ul style="list-style-type: none"> • Counselor • Principals • Teachers | <ul style="list-style-type: none"> • Flyers • Agendas • Purchase Requisitions • Sign in Sheets • Parent Surveys | | | |
| Funding Sources: | | | | | | |
| <p>Critical Success Factors Provide opportunities for parents to volunteer their time and resources in their child’s school such as:</p> <ul style="list-style-type: none"> • PTO • Student events • Parent Night 2017 • Parental Involvement meetings • STAAR Parent Orientation Night • Math and Science Family Night. • Field trips | | <ul style="list-style-type: none"> • Counselor • Principals • Teachers | <ul style="list-style-type: none"> • Flyers • Sign in Sheets • Campus Volunteer List | | | |
| Funding Sources: | | | | | | |
| <p>Critical Success Factors Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.</p> | | <ul style="list-style-type: none"> • Counselor • Principals • Teachers | <ul style="list-style-type: none"> • Parent information meetings • Sign in Sheets • Website • Parent Letters | | | |
| Funding Sources: | | | | | | |
| <p>Critical Success Factors Purchase and implement the use of School Messenger as a tool for actively communicating with all the district stakeholders.</p> | | <ul style="list-style-type: none"> • Superintendent • Principals • Teachers | <ul style="list-style-type: none"> • School messenger call logs with topic included • Parent communication Surveys | | | |
| Funding Sources: | | | | | | |
| <p>Critical Success Factors Ensure all written communication at the school and between the school and home will be</p> | | <ul style="list-style-type: none"> • Principals • Superintendent | <ul style="list-style-type: none"> • Parent letters • Campus signs • Parent surveys | | | |

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 |
| 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. | | <ul style="list-style-type: none"> Principals 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.

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 | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|--|---------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| <p>Critical Success Factors 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 to 1 ratio.</p> | | <ul style="list-style-type: none"> Director of Technology Curriculum Directors Principals Teachers | <ul style="list-style-type: none"> Lesson Plans Additional technology provided for classroom teachers and technology department requisitions. | | | |
| Funding Sources: | | | | | | |
| <p>Federal System Safeguard Strategies State System Safeguard Strategies Critical Success Factors Purchase learning technology software such as Study Island, Reading Eggs, iStation, FasttMath, Think through Math, Stemscores, and other content based technology programs.</p> | | <ul style="list-style-type: none"> Director of Technology Curriculum Directors Principals Teachers | <ul style="list-style-type: none"> Technology Department Requisitions | | | |
| Funding Sources: | | | | | | |

| | | | | | |
|---|---|---|--|--|--|
| Critical Success Factors Increase Golden Rule staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills. | <ul style="list-style-type: none"> • Director of Technology • Curriculum Directors • Principals • 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: | | | | |

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 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 | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|-------------------------|--|---|-------------------|-----|-----|
| | | | | Nov | Feb | May |
| Critical Success Factors Expand implementation of Positive Behavior Intervention and Support (PBIS) process at all Golden Rule campuses. | | <ul style="list-style-type: none"> • Principals • Teacher | <ul style="list-style-type: none"> • 50% of students will attain the highest incentive level in the PBIS framework. | | | |
| | Funding Sources: | | | | | |
| Critical Success Factors Design and facilitate training for campus leaders to develop research-based, proactive discipline measures. | | <ul style="list-style-type: none"> • Principals • Teacher | <ul style="list-style-type: none"> • Agendas, • Sign in Sheets • Student discipline guide. | | | |
| | Funding Sources: | | | | | |
| Critical Success Factors Implement the CHAMPS program district- wide to improve student behavior in the classroom and in the common areas. | | <ul style="list-style-type: none"> • Principals • Teacher | <ul style="list-style-type: none"> • CHAMPS Book Study • Classroom/common area posters • Reduction of discipline referrals by 50%. | | | |
| | Funding Sources: | | | | | |
| Critical Success Factors Design 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 | | <ul style="list-style-type: none"> • Principals • Counselors | <ul style="list-style-type: none"> • Sign in Sheets • Agendas • Book Check Out Form | | | |
| | Funding Sources: | | | | | |
| Critical Success Factors Design student agendas to engage the students in daily discussion and review of the Seven Habits and their application to their daily lives as well as daily communication with parents. | | <ul style="list-style-type: none"> • Principals • Teacher | <ul style="list-style-type: none"> • Student Planners • Student Work • Notes from Parents | | | |
| | 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 | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | |
|---|---------|---|---|-------------------|------------|------------|
| Maintain fiscal accountability by ensuring 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"> • Superintendent • Business Office | <ul style="list-style-type: none"> • District Expenditure Report | Nov | Feb | May |
| | | | | | | |
| Funding Sources: | | | | | | |

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 |

| Drug Prevention | | | |
|--|------------|------------------------------------|----------------|
| Strategies | Resources | Staff Responsible | Evaluation |
| We will provide on-going staff training on drug and relationship abuse awareness, detection, and prevention. | Principals | 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 | Principals and Counselors | Sign-ins sheets |