

AGENDA FOR BOARD OF TRUSTEES MEETING
SEPTEMBER 28, 2020
ADMINISTRATION BUILDING - BOARDROOM
3051 IRA E. WOODS AVE.
GRAPEVINE, TX 76051

I. **OPEN SESSION - CALL TO ORDER** - 5:30 p.m.
(<https://www.gcisd.net/boardmeeting>)

II. **EXECUTIVE SESSION**

The Board will adjourn to closed or executive session pursuant to Texas Government Code Section 551.071.

551.071: Private consultation with the Board's attorney on any or all subjects or matters authorized by law

III. **OPEN SESSION**

IV. **OPEN FORUM** (<https://forms.gle/LZ3hDeUkUYhFeaoV8>)

V. **WORKSHOP SESSION** (Admin Bldg. Conference Rooms) - 6:00 p.m.
Review Annual Campus Improvement Plans

VI. **REGULAR SESSION** - 7:00 p.m. (Via Video Conference)

VII. **MOMENT OF SILENCE, PLEDGES OF ALLEGIANCE and PORTRAIT OF A GRADUATE**

iUniversity Prep

VIII. **MONTHLY LEAD 2.0 HIGHLIGHT**

Instructional Technology

IX. **RECOGNITIONS**

- National Merit Semifinalists
- TASB Business Recognition Program
- Grapevine Chamber of Commerce Women's Division
- Principal Month - October
- Grapevine-Colleyville Education Foundation Update

X. **OPEN FORUM** (<https://forms.gle/LZ3hDeUkUYhFeaoV8>)

XI. **REPORTS OF THE SUPERINTENDENT**

- A. Health Update for the 2020-2021 School Year - *Information*
- B. Consider and Act On Adoption of an Order Authorizing Defeasance and Redemption of a Portion of Grapevine-Colleyville Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2011 - *Action*
- C. Act on Maximum Class Size Exception - *Action*
- D. Appropriate Undesignated 2011 Bond Funds to Widen Existing Flume, Add Curb Inlets, New Storm Water System and Spillway at Cross Timbers Middle School to Reduce the Risk of Storm Water Entering the Gymnasium on the North - *Action*
- E. Act on Approval of House Bill 3 Board Plans and Goals for Student Outcomes in Early Childhood Literacy/Math and College Career Military Readiness - *Action*
- F. Update: 2016 Bond Program - *Information*
- G. Review Owner Contingency Expenditures - *Information*
- H. Review 2020-2021 Board Planning Calendar - *Information*
- I. Requests for Reports to the Board - *Action*

XII. CONSENT AGENDA FOR APPROVAL

- A. Approve Previous Board Minutes: Regular Meeting, August 24, 2020 - *Consent*
- B. Personnel Report: September 2020 - *Consent*
- C. Tax Collection Report: August 2020 - *Consent*
- D. Financial Statements: August 2020 - *Consent*
- E. Budget Amendments: September 2020 - *Consent*
- F. Construction Report: August 2020 - *Consent*

- G. Approve Texas Teacher Evaluation and Support System (T-TESS) Certified Appraisers and Second Appraisers - *Consent*
- H. Approve Renewal of Special Education Legal Services Retainer with Walsh, Gallegos, Trevino, Russo and Kyle, P.C. - *Consent*
- I. Approve Texas A&M Agrilife Extension Adjunct Faculty Agreement and Recognition of 4-H Extracurricular Status - *Consent*
- J. Approve Updated School Health Advisory Council (SHAC) Membership 2020-2021 - *Consent*
- K. Approve Campus Performance Objectives - *Consent*
- L. Approve Interlocal Agreement with the Houston Independent School District to Provide Medicaid Billing and Claiming Services for the School Health and Related Services (SHARS) Program - *Consent*
- M. Approve the Use of the 2011 Bond Line for Critical Emergency Capital Improvements to Replace the Fire Alarm Panel at the Swim Center and Upgrade Components to Meet New Code Requirements for Fire Alarm Systems - *Consent*
- N. Bid: General Building Supplies - *Consent*
- O. Bid: General Services - *Consent*
- P. Bid: Health & Safety Supplies & Equipment - *Consent*
- Q. Bid: Technology Related Services, Equipment and Software - *Consent*

XIII. EXECUTIVE SESSION

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E.

XIV. ANNOUNCEMENTS

XV. ADJOURNMENT

The term Approval in the wording of any Agenda item contained herein serves as notice that the Board may, in its discretion, dispose of any items by any action in the following non-exclusive list: amendment, approval, disapproval, deferral, table, take no action, or receive and file.

Individuals with disabilities are entitled to have access to and participate in public meetings. An individual requiring an accommodation for access to the meeting must notify the Grapevine-Colleyville Independent School District in writing 24 hours prior to the scheduled meeting, informing the Director of Facility Services, of the necessity of an accommodation. Upon receipt of this request, the District will furnish appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of the Board meeting as non-disabled individuals enjoy.

Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject:

Board Workshop: Review Campus Improvement Plans

Contact Person:

Dr. Brad Schnautz, Deputy Superintendent
Dr. Shiela Shiver, Executive Director of Instructional Leadership
Dr. Lance Groppe, Executive Director of Instructional Leadership

Policy/Code:

Texas Education Code 11.253

Board Goal:

LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access and opportunity for learning.
LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.
LEAD 2.0 Goal 3 – Create a culture that fosters learning environments that reflect student voice and promotes student engagement.
LEAD 2.0 Goal 4 – Effectively communicate with targeted audiences.

Summary:

Campus planning and site-based decision-making, defined by Texas Education Code Section 11.253, requires the development of campus improvement plans. The campus principal, with the assistance of the site-based decision committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations each year.

On each campus, the Campus Excellence Committee (CEC), comprised of staff, parents and community members led by the campus principal, engages in the continuous improvement process to conduct a comprehensive needs assessment (CNA). The CNA identifies strengths and areas of needed improvement,

and specifies priorities for developing and revising plans. The purpose is to align goals, objectives, strategies and actions resulting in high levels of performance for all students and student groups, close learning gaps, and support systemic change to sustain excellence over time. Campus plans are aligned to the superintendent goals, District goals and expectations outlined in LEAD 2021 and LEAD 2.0.

During the Board workshop, campus principals will be grouped with two Trustees that serve as Board liaison to the campus. Each principal will have five minutes to highlight their campus goals, as well as, the following points of interest:

1. The superintendent goals and goals specific to LEAD 2021 and LEAD 2.0 that are in the campus plan
2. Points of pride, unique opportunities at the campus or campus initiatives driven by staff

There will be an opportunity for each trustee to ask questions of the principals following the presentations.

Attachments:

Campus Improvement Plans

Recommendation:

Action is not required. This item is for informational purposes only.

Grapevine-Colleyville ISD

Bear Creek Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

The mission of Bear Creek Elementary is to be an exemplary campus that provides a positive, supportive, nurturing and engaging environment that celebrates our diversity and relationships around our school community.

Vision

Bear Creek Elementary empowers students to succeed in a diverse world by providing a successful, positive and cooperative learning environment.

Value Statement

We believe that the positive relationships with our students, colleagues and parents are the foundation for Bear Creek's success. We believe that our school's unique diversity fosters an environment of mutual respect, responsibility and a passion for learning.

Core Beliefs:

EVERY student will be proficient or advanced in reading, writing, and math.

The academic accomplishment of every student is an obsession.

The school can neutralize many challenges students bring to the classroom.

Student achievement is the number one topic of conversation.

A maverick spirit is leading the way. (Fight against the status quo)

There are NO excuses for poor effort.

Table of Contents





Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	12
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	16
Goal 4 : Effectively communicate with targeted audiences.	18
Goal 5 : LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.	20

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Provide support for remote learners during the 2020-2021 school year.

Evaluation Data Sources: Student Results and Student/Parent Feedback

Strategy 1: Leadership team will work with staff and BCE families to provide support for remote learners that might be struggling. Leadership will offer one-on-one tutorials and work sessions for families that struggle navigating SeeSaw or any other school online resource.	
Strategy's Expected Result/Impact: Increase student engagement and parent satisfaction.	Formative
Staff Responsible for Monitoring: Learning Liaison, Student Support Specialist, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 4	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 4: Due to COVID19 school closures we anticipate a wide range of instructional gaps among our students. Root Cause: During remote learning-not all students had the same depth and complexity of learning.	

Performance Objective 2: Bear Creek will provide supports to struggling learners PK-5 by improving interventions, resources, and training to accelerate learning and ensure all student groups demonstrate academic growth.

Evaluation Data Sources: RTI Documentation, assessment data

Strategy 1: Hire a full time instructional para-professional to help assist during PLT/RTI time. The instructional assistant will work with students in grades K-5.	
Strategy's Expected Result/Impact: PLT groups will decrease in size. Be able to track student growth with students that are pulled out or receive extra services.	Formative Nov Jan Mar
Staff Responsible for Monitoring: Instructional assistant and Student Support Specialist.	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Summative June
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	
ESF Levers: None	
Comprehensive Support Strategy	
Problem Statements: Student Achievement 2, 4	
Funding Sources: Paraprofessional salary 211 - ESEA Title I, Part A \$22,300	
Strategy 2: BCE will employ a Student Support Specialist (SSS) to facilitate data-driven personalized learning and differentiation across the campus.	
Strategy's Expected Result/Impact: Students in all sub groups will score within 2 percentage points of each other in all tested subjects.	Formative Nov Jan Mar
Staff Responsible for Monitoring: Campus Principal	
Title I Schoolwide Elements: None	Summative June
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	
ESF Levers: None	
Problem Statements: Student Achievement 2, 4	
Funding Sources: SSS salary 211 - ESEA Title I, Part A \$70,000	

Strategy 3: Hold RTI meetings every six weeks to analyze data and discuss student progress and needed interventions.

<p>Strategy's Expected Result/Impact: Close student achievement gaps, identify students for additional services in a timely manner</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p> <p>Summative</p> <p>June</p>
<p>Staff Responsible for Monitoring: Teachers, LL, SSS, AP, Principal, Counselor</p>	
<p>Title I Schoolwide Elements: 2.4, 2.6</p>	
<p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	
<p>ESF Levers: None</p>	<p>Problem Statements: None</p>
	<p>Funding Sources: None</p>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Student Achievement

Problem Statement 2: There are large gaps in the achievement of some of our sub groups. **Root Cause:** We are not differentiating to the level needed for all students to reach their highest level of achievement.

Problem Statement 4: Due to COVID19 school closures we anticipate a wide range of instructional gaps among our students. **Root Cause:** During remote learning-not all students had the same depth and complexity of learning.





Performance Objective 3: Bear Creek will increase STAAR reading scores with 70% of students at meets standard or beyond in 3rd, 4th, and 5th grade.

Evaluation Data Sources: STAAR DATA

Strategy 1: Cultivate a culture of literacy on campus.		
Strategy's Expected Result/Impact: Every Friday, all stakeholders at Bear Creek will 'Drop Everything and Read' from 8:00-8:20. Principal and AP will be guest readers in at least one classroom a week.		Formative
Staff Responsible for Monitoring: all staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Staff will be required to include essential elements in weekly lesson plans and submit plans by Thursday morning.		
Strategy's Expected Result/Impact: Lesson plans will meet the depth and complexity of State Standards		Formative
Staff Responsible for Monitoring: Learning Liaison, AP, Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: Build a foundation of reading and math		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 4: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district

Evaluation Data Sources: Staff training, student data

Strategy 1: All Bear Creek teachers will attend the district led Dyslexia simulation	
Strategy's Expected Result/Impact: teacher understanding and empathy, strategies for differentiation	Formative
Staff Responsible for Monitoring: LIT Teachers, SSS, LL, Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program

Evaluation Data Sources: Student GT and Telescoping numbers

Strategy 1: GT Lead teacher will work with targeted groups of students that have the potential to qualify for GT services		
Strategy's Expected Result/Impact: Increase the number of students that qualify for GT services at Bear Creek Elementary		Formative
Staff Responsible for Monitoring: GT Lead Teacher		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 6: The percent of 2nd and 3rd grade students that score at or above the 26th percentile on the AimsWebPlus MATH spring assessment will increase to 71% by Spring of 2021.

HB3 Goal

Evaluation Data Sources: AimsWebPlus

Strategy 1: Targeted Math interventions for 3rd grade students during PLUS time. Master schedule will include built in time during the day to support targeted math instruction.





Strategy's Expected Result/Impact: Increased student achievement	Formative
Staff Responsible for Monitoring: Teachers, Student Support Specialist	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7: The percent of 1st - 3rd grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase to 67% by spring of 2021.





HB3 Goal

Evaluation Data Sources: AIMS Oral Reading Data

Strategy 1: Improve resources by purchasing High/Low readers		
Strategy's Expected Result/Impact: Increase reading fluency and comprehension		Formative
Staff Responsible for Monitoring: Teachers and Student Support Specialist, Title I para		Nov
Title I Schoolwide Elements: None	Problem Statements: Student Achievement 2, 4	Jan
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: High/Low Readers 211 - ESEA Title I, Part A \$2,605.32	Mar
ESF Levers: Lever 5: Effective Instruction		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		
Student Achievement		
Problem Statement 2: There are large gaps in the achievement of some of our sub groups. Root Cause: We are not differentiating to the level needed for all students to reach their highest level of achievement.		
Problem Statement 4: Due to COVID19 school closures we anticipate a wide range of instructional gaps among our students. Root Cause: During remote learning-not all students had the same depth and complexity of learning.		

Performance Objective 8: Instructional technology will be used by campus staff to provide students access to learning.

Evaluation Data Sources: Use appropriate technology in order to provide access and remove barriers to learning for all students.

Strategy 1: Install webcams in additional rooms to provide better service and access for remote learners.		
Strategy's Expected Result/Impact: Improved experience for teaching staff, remote learners, and in-person students.		Formative
Staff Responsible for Monitoring: teaching staff, campus IT, district technology staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Bear Creek will provide a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated.

Strategy 1: Promote Kindness and a Bully-Free School through Rachel's Challenge, Kindness Club, Circle Up, Bear Brags, Golden Paws, and KBCE announcements.	
Strategy's Expected Result/Impact: Students will hear daily about the importance of being kind to one another and that bullying of any kind will not be tolerated	Formative
Staff Responsible for Monitoring: Counselor, Teachers, Admin, SSS	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Continue to implement Restorative Practices through Circle Up, morning greetings, and restorative chats. School wide Circle Up daily themes will be provided to the staff each week.	
Strategy's Expected Result/Impact: Decrease in office referrals, bullying reports, and increase in student satisfaction survey.	Formative
Staff Responsible for Monitoring: AP, LL, Principal, Teaching staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	





Strategy 3: Due to COVID restrictions, Bear Creek will adjust Gold Paw PBIS system to keep students safe. Students will not receive a Golden Paw sticker if nominated by a staff member. Stickers will be delivered to classrooms each week by admin.

Strategy's Expected Result/Impact: Promote good choices on campus and cultivate a positive school culture.		Formative
Staff Responsible for Monitoring: All staff and admin.		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: Lever 3: Positive School Culture	None	Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2: Bear Creek will implement school wide expectations and strategies to reduce classroom disruptions and maximize instructional time.

Evaluation Data Sources: Discipline reports, counselor reports

Strategy 1: BCE staff will use CHAMPS behavior management system to improve school wide behavior and protect instructional time by implementing a systematic approach to expectations.	
Strategy's Expected Result/Impact: Decrease office referrals by 25% as we specifically address student behaviors through personal intervention plans.	Formative
Staff Responsible for Monitoring: BCE staff and administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: School wide credo will be displayed throughout the school and taught to the students through the announcements: Work Hard, Show Respect, Be Kind, No Excuses.	
Strategy's Expected Result/Impact: common language and expectations throughout the campus; foundation for CHAMPS expectations.	Formative
Staff Responsible for Monitoring: All staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 3: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible.

Evaluation Data Sources: Staff and student climate survey results

Strategy 1: Hold Behavior RTi meetings once every 9 weeks (or more frequently if needed) to address student behavior concerns.	
Strategy's Expected Result/Impact: Increased learning time, reduced classroom disruptions, increase student success.	Formative
Staff Responsible for Monitoring: Teachers, AP, Principal, SSS, and Counselor	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Implement Panorama program throughout the school to provide additional support and ensure students are well cared for socially and emotionally.	
Strategy's Expected Result/Impact: Improved school culture through socially and emotionally supported students.	Formative
Staff Responsible for Monitoring: Counselor and teaching staff.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Increase opportunities for student voice and implement changes based on student feedback.

Strategy 1: Send out monthly student surveys to track the social and mental well-being of students. Track by remote and in-person learners.	
Strategy's Expected Result/Impact: Adjust school practices where feasible to allow students the most engaging and satisfying experience possible.	Formative Nov
Staff Responsible for Monitoring: Leadership Team	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 2: Increase the quality and quantity of extra-curricular activities at Bear Creek-create virtual clubs for 2020-2021.

Evaluation Data Sources: Club sign in sheets-Webex Attendance Logs

Strategy 1: Add 2 additional virtual clubs at Bear Creek Elementary while maintaining current BCE Clubs virtually.		
Strategy's Expected Result/Impact: Increased student engagement, increase in participants for extra-curricular activities		Formative
Staff Responsible for Monitoring: Counselor, Principal		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: BCE staff will use social media to share learning experiences and communicate the campus story. All BCE webpages will demonstrate the designated criteria.

Strategy 1: School staff will use Twitter and the hash tag #teambce and #bcebold to share about learning and events that take place on campus daily. Leadership will use BCE instagram and BCE facebook pages to highlight the school.	
<p>Strategy's Expected Result/Impact: All teachers will have a Twitter handle. At least one post made daily using the hash tag #teambce and @bearcreekelementary from someone on campus.</p> <p>Staff Responsible for Monitoring: admin and teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Increase opportunities for parent engagement at Bear Creek Elementary





Evaluation Data Sources: Attendance Rosters , Meeting agendas

Strategy 1: Principal will hold monthly "Webex with the Principal" to share school news, initiatives, and take parent feedback on school improvement.	
Strategy's Expected Result/Impact: Increased parent involvement and support	Formative
Staff Responsible for Monitoring: Principal, PTA President	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: All staff will attend the No Excuses University annual conference within two years of being hired. Provide opportunities for members of the N.E.U. committee to attend the National Convention every other year in Dallas.

Evaluation Data Sources: PD transcripts, registration documents

Strategy 1: Send teachers and leadership to virtual NEU conferences and professional development sessions.		
<p>Strategy's Expected Result/Impact: Teachers will learn effective research based teaching strategies and learn core concepts of NEU and how it aligns with our campus goals. Attendees will share strategies they learned with campus leadership and fellow attendees on the final day of the conference during the campus debrief session.</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>	
	<p>Problem Statements: Student Achievement 2, 3, 4</p>	<p>Summative</p>
	<p>Funding Sources: Registration Dues 211 - ESEA Title I, Part A \$0</p>	<p>June</p>
	Strategy 2: NEU Connect Fees in order to offer professional development, online learning resources, grade level lesson plans, and student resources for the 2020-2021 school year.	
	<p>Strategy's Expected Result/Impact: Improved instruction through quality professional development and resources leading to student achievement.</p> <p>Staff Responsible for Monitoring: School leadership</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Problem Statements: Student Achievement 2, 4</p>		<p>Summative</p>
<p>Funding Sources: NEU Connect Fees 211 - ESEA Title I, Part A \$1,150</p>		<p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		
Student Achievement		





Problem Statement 2: There are large gaps in the achievement of some of our sub groups. **Root Cause:** We are not differentiating to the level needed for all students to reach their highest level of achievement.

Problem Statement 3: 55% of Bear Creek students who took the STAAR Reading test in 2018 earned Meets Grade Level Standard or Above, indicating that 45% of our students in third, fourth, and fifth grade are performing below grade level. **Root Cause:** Lessons are not consistently delivered using best practices, do not always align with the standard, do not always reach the depth and complexity needed to reach ALL students

Problem Statement 4: Due to COVID19 school closures we anticipate a wide range of instructional gaps among our students. **Root Cause:** During remote learning-not all students had the same depth and complexity of learning.

Performance Objective 2: Increase staff planning, collaboration, and learning time in order to increase student engagement and student achievement

Evaluation Data Sources: Student achievement data

Strategy 1: Offer flipped learning opportunities and after school virtual PD that specifically addresses blended learning.	
Strategy's Expected Result/Impact: Increased student achievement	Formative
Staff Responsible for Monitoring: Learning Liaison, Admin, Teachers	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Grapevine-Colleyville ISD

Bransford Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Bransford Elementary School

Mission Statement

Our mission, like the mission of Grapevine-Colleyville Independent School District, is to be the B.E.S.T,
build an excellent school together.

Vision

Bransford students, staff and parents will work together to provide every learner opportunities to develop skills to become collaborative workers, effective communicators, global citizens, skilled problem solvers, and self-regulated learners through integrating the arts to leverage learning.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. (LEAD 2.0 Goal 1)	4
Goal 2 : Design learning environments that support social and emotional well-being. (LEAD 2.0 Goal 2)	9
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. (LEAD 2.0 Goal 3)	14
Goal 4 : Effectively communicate with targeted audiences. (LEAD 2.0 Goal 4)	20

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning. (LEAD 2.0 Goal 1)

Performance Objective 1: Bransford Elementary will integrate the arts into Tier 1 instruction as a means to impact overall academic development by providing opportunities to all learners.

Evaluation Data Sources: Lesson plans; Master Schedule; Documentation methods; Family and staff communications;

Strategy 1: Use the definition of arts integration from the Kennedy Center as a lens to approach lesson designing and assessments through an arts bend.

Strategy's Expected Result/Impact: Create cross-curricular connections; Increase students' academic performances from BOY to EOY as measured by district, state, and campus assessments; Engage all students

Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Design a campus master schedule that maximizes and protects Tier 1 instruction time, provided chunks of uninterrupted instructional time, affords staff time to integrate the arts, and provides time in the arts.

Strategy's Expected Result/Impact: Focused instructional time; each student attends music, art, and theatre at least one time per week (weekly piano is PAUSED due to COVID-19)

Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: Lesson plan; Universal screener data; Master calendar; Meeting minutes

Strategy 1: PAUSED at this time due to COVID-19. Bransford will work with a consultant from Stetson to use staff strengths as well as the master schedule to maximum efficiency to meet the needs of our students identified under the special education umbrella. Employ the co-teach model, where appropriate, to remove barriers for learning.

Strategy's Expected Result/Impact: Growth in our special education students; More time in the general education classroom for our identified students	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Special Education Teacher	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 2: Bransford teachers will use Units of Study to guide both reading and writing workshops during humanities.

Strategy's Expected Result/Impact: Students will show growth in their writing stages as evidenced by the beginning of year and end of year district writing assessments. Students will show growth in their reading as evidenced by beginning of year, middle of the year, and end of the year AimsWeb data.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Grade-Level Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Continue to strengthen dyslexia programming at Bransford to ensure appropriate and consistent levels of service for students across the campus [Superintendent Objective 5].

<p>Strategy's Expected Result/Impact: The literacy interventionists will observe students and connect with teachers to ensure the transfer of knowledge in the classroom. Bransford will continue to provide a comprehensive dyslexia education plan that meets the recommendations outlined in the Texas Dyslexia Handbook.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Interventionists</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June





Strategy 4: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the Bransford's advanced academics program [Superintendent Objective 2].

<p>Strategy's Expected Result/Impact: The gifted specialist will provide professional learning to staff plus provide parents and students with information regarding advanced academic opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GT Specialist</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 73% to 85% by June 2024.

Evaluation Data Sources: AIMSweb
STAAR

Strategy 1: Staff will utilize BOY, MOY, and EOY AIMSweb data and classroom observations during RTIC.	
Strategy's Expected Result/Impact: BOY, MOY, and EOY data will reflect growth in student learning of math content.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: The percent of 1st - 3rd-grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase from 80% to 88% by June 2024.

Evaluation Data Sources: AIMSweb

Strategy 1: Staff will utilize BOY, MOY, and EOY AIMSweb data and classroom observations during RTIC.	
Strategy's Expected Result/Impact: BOY, MOY, and EOY data will reflect growth in student reading fluency.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Design learning environments that support social and emotional well-being. (LEAD 2.0 Goal 2)

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Sources: Campus calendar; Drill log; Meeting minutes

Strategy 1: Bransford's Emergency Management Team will meet once a nine weeks to review emergency strategies and procedures.	
Strategy's Expected Result/Impact: Clear, up to date emergency management plans	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: All Bransford staff members and students will trained in and practice emergency procedures and drills required by the district.	
Strategy's Expected Result/Impact: Staff and students will be well versed in each emergency situation and prepared in the case of a true emergency	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Emergency Management and School Security	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: All staff and students will follow the COVID-19 safety and security protocols as outlined in the GCISD Fall 2020 Guide and the BES Return to In-Person Learning Plan.

Strategy's Expected Result/Impact: Students and staff will remain healthy.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse, Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Professional learning logs; Lesson plans; Goal team minutes; Master calendar; Discipline data

Strategy 1: Use Restorative Practices as a common language and model for teaching and reinforcing social and conflict resolution skills.	
Strategy's Expected Result/Impact: Adults and students will be able to work through conflict using the structures provided by Restorative Practices, resulting in fewer classroom disruptions.	Formative Nov
Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	
Strategy 2: All Bransford staff members will be trained in recognizing signs of suicide and/or self-harm in students through the Suicide Prevention FLEX course as well as training from Bransford's school counselor.	
Strategy's Expected Result/Impact: Staff members have an understanding of signs to look for which will result in students in danger of self-harm being identified and referred to the Bransford counselor.	Formative Nov
Staff Responsible for Monitoring: Counselor, Principal, Assistant Principal	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	

Strategy 3: All staff members will implement Acting Right as the structure for classroom management. Students will start each day signing the contract, agreeing to have control of their bodies, voices, and engage in concentration, cooperation, and collaboration.

<p>Strategy's Expected Result/Impact: Using the same language for student expectations throughout the campus will decrease classroom disruptions and increase student engagement</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June





Strategy 4: Counseling lessons will occur at least once a month with every student at Bransford.

<p>Strategy's Expected Result/Impact: Students will be exposed to a variety of guidance skills that will increase their social and emotional well-being.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: Bransford will implement the new PurposeFUL People curriculum for all students (in-person and remote).

<p>Strategy's Expected Result/Impact: The climate of the school will be welcoming for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Our counselor will use Panorama to collect information to track the social-emotional well-being of our K-5 students.

Strategy's Expected Result/Impact: The data will provide insight to students' needs and drive appropriate support.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor, Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement. (LEAD 2.0 Goal 3)

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3] by improving extracurricular activity opportunities at Bransford to support middle school participation.

Evaluation Data Sources: Master calendar; Participation logs; Campus communications

Strategy 1: PAUSED until able to move forward due to COVID-19. Students in grades 3-5 will engage in Friday Master Classes in which they choose between art, music, and theatre to attend each Friday for a semester, delving deeper into the area of their choice.	
Strategy's Expected Result/Impact: Students will have a greater understanding of the art form they chose; Increase in student engagement	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Specials Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: PAUSED until able to move forward due to COVID-19. Bransford staff members will explore ways to include students in extracurricular activities and opportunities. These opportunities will include but are not limited to, yearbook club, sculpture club, choir, instrumental, theatre, KC Club, KBEST, honor patrol, and library ambassadors.	
Strategy's Expected Result/Impact: Students in pre-k through fifth grade are provided the opportunity for enriching experiences beyond Tier 1 instruction to grow interests and prepare for middle school extracurriculars.	Formative
Staff Responsible for Monitoring: All Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: PAUSED until able to move forward due to COVID-19. Through collaboration with campus leadership and Bransford PTA, students will be provided opportunities to be involved in activities beyond the classroom, including, but not limited to, Girls on the Run, Garden Club, Laps for Learning, Bransford PTA Student Panels.

<p>Strategy's Expected Result/Impact: All Bransford students are provided the opportunity for enriching experiences beyond Tier 1 instruction to grow interest and prepare for middle school opportunities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, PTA</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Staff and PTA will explore opportunities for all students to experience performances from various fine arts and athletic programs throughout the school year.

<p>Strategy's Expected Result/Impact: Students will be exposed to a variety of fine arts and athletic events, broadening their knowledge of potential middle school extracurricular options.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers, PTA</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement].

Evaluation Data Sources: Lesson plans; PLC notes; Student portfolios

Strategy 1: Bransford teachers will utilize InTech support to improve their practices in the effective use of technology integration to enhance student learning and communication.	
Strategy's Expected Result/Impact: Higher quality technology used in Tier 1 instruction; Increased student engagement	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Digital Coach	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Students will use Seesaw as a Learning Management System to demonstrate and reflect on learning.	
Strategy's Expected Result/Impact: Increased student engagement; Increase in digital products being produced	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Bransford will implement a school-wide digital citizenship program utilizing Common Sense Media and will continue to meet the requirements of a Common Sense Media School.

Strategy's Expected Result/Impact: Common Sense Media School recognition.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Librarian		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: 100% of Bransford staff members will systematically utilize student voice as a mechanism for feedback.

Evaluation Data Sources: Lesson plans; Student surveys; Arts integration documentation


Strategy 1: Systematically poll staff members at least twice a year to determine current methods for soliciting student input and what is the result of aforementioned input. Share the ideas with staff to increase methods throughout the campus.	
Strategy's Expected Result/Impact: Student voice ideas shared with staff members will provide staff with a variety of methods for eliciting student voice. Staff will use student voice to make impactful adjustments to current practices resulting in increased student engagement.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Bransford staff will utilize student voice results to promote student engagement, practicing the process of gaining information, disaggregating the input, and taking action on the results	
Strategy's Expected Result/Impact: Student engagement will improve based on staff responding to student voice.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Bransford students will create a narrative of the arts integration process documenting what was learned, how it was applied, and the impact that was made.

Strategy's Expected Result/Impact: Students will be involved in telling the story of arts integration at Bransford.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Effectively communicate with targeted audiences. (LEAD 2.0 Goal 4)

Performance Objective 1: Bransford staff will engage in high quality documentation that tells the narrative of both the process (how) and the product (what) students learn while engaging in the creative process through arts integration.

Evaluation Data Sources: Lesson plans; Family and staff communications; Social media posts; Hallway documentation

Strategy 1: Bransford staff members will create visual documentation highlighting the process, not just the end product, of arts integration at least once a month, displayed outside the classroom for all to see.	
<p>Strategy's Expected Result/Impact: Increased awareness of the campus focus of arts integration by communicating the thinking and learning that occurred during a lesson or unit, highlighting evidence of how students have engaged in a creative process to construct and demonstrate their understandings; Reflective portion of documentation will inform instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: A digital portfolio will be created documenting the arts integration journey staff and students engage in this school year. Each grade level will publish a documented journey once a semester. This portfolio will be available on the Bransford website to share our story.	
<p>Strategy's Expected Result/Impact: Documentation of our campus growth with arts integration; Stakeholder understanding of arts integration and its impact on students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Teachers, Bransford Website Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 100% of Bransford Elementary School Staff will utilize a variety of media sources to communicate campus news, updates, and school events with families.

Strategy 1: All teachers in grades PK-5 will send communication to families no less than weekly during the school year, including the use of Seesaw as a Learning Management System.	
Strategy's Expected Result/Impact: Classroom staff will send a weekly smore/newsletter. Staff can utilize social media outlets to communicate with families, as well as using Remind.	Formative
Staff Responsible for Monitoring: Principal, Communication Committee	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: The Bransford campus website, as well as staff member websites, will be updated throughout the year to provide accurate and timely information to stakeholders.	
Strategy's Expected Result/Impact: Stakeholders will be informed of current events at Bransford.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Bransford Website Liaison (the Website Liaison is responsible for providing directions and training to staff for the website)	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	





Strategy 3: Communication will be shared with families about the status of our preparations, procedures, and safety protocols due to COVID-19, as noted in our campus in-person plan and district Fall 2020 plan.

Strategy's Expected Result/Impact: Families will have the most up to date information regarding BES plans during the pandemic.	Formative
Staff Responsible for Monitoring: Principal, Bransford Website Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: The Bransford administration will provide clear and concise information with campus staff.

Evaluation Data Sources: Monthly meetings with the Communication Team to gain voice and feedback, answer questions and concerns, and use surveys and discussions to drive communication.

Strategy 1: The Bransford Communication Team will meet once a month to ensure clear communication is flowing between administration and staff.		
Strategy's Expected Result/Impact: Staff will communicate and feel informed of campus information and events.		Formative
Staff Responsible for Monitoring: Principal, Communication Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: The Administration will use a variety of communication platforms to communicate with staff.		
Strategy's Expected Result/Impact: Staff will receive a weekly campus newsletter. The administration will utilize Remind for urgent information or reminders. The administration will take action on feedback received from staff to create streamlined communication.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Bridges Alternative

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Bridges Accelerated Learning Center believes in the potential within each student to succeed. Our mission is to provide opportunities and support for each student to reach educational, personal and occupational goals.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	9
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	13
Goal 4 : Effectively communicate with targeted audiences.	17
Goal 5 : CCMR Goal	21

Goals


Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.


Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Evaluation Data Sources: Campus budget

Strategy 1: The Bridges administrative team will conduct a quarterly evaluation of the campus budget to ensure that all spending aligns with the mission and vision of the campus.	
Strategy's Expected Result/Impact: All spending on the Bridges campus will directly align with the mission, vision and goals of the campus to ensure it is reflective of the Lead 2021 and Lead 2.0 work.	Formative
Staff Responsible for Monitoring: Campus Administrative Assistant, Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Bridges will begin exploring a partnership with the AVID program in order to develop a system of post secondary planning and support.	
Strategy's Expected Result/Impact: Bridges students will have the opportunity to participate in one advanced academic course provided at an accelerated pace with strategic supports.	Formative
Staff Responsible for Monitoring: Principal, Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Performance Objective 2: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2021





Achieve 95% college enrollment, military service or certifications (career readiness)

Increase student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1: Bridges will take the initial steps to become an AVID campus.		
Strategy's Expected Result/Impact: Bridges students would participate in at least one advanced academics course at an advanced pace with necessary supports.		Formative
Staff Responsible for Monitoring: Principal, counselor		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].





Evaluation Data Sources: Students identified as dyslexic will have a 25% increase in pace and progress towards their graduation plan.

Strategy 1: Bridges teachers will participate in an annual dyslexia training.		
Strategy's Expected Result/Impact: 100% of Bridges staff members will be able to provide instructional supports to effectively meet the needs of students diagnosed with dyslexia.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Bridges teachers will explore innovative methods of intervention for dyslexic students working at an accelerated paces.		
Strategy's Expected Result/Impact: All students will have the necessary supports to achieve at an accelerated pace, despite their disability.		Formative
Staff Responsible for Monitoring: Campus administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].





Evaluation Data Sources: 50% of Bridges teachers would present research based intervention options during student progress checks.

25% of Bridges students would begin to identify and self advocate for intervention opportunities.

Strategy 1: Bridges staff will PLC weekly to discuss student progress and learning needs in order to personalize a plan for student success.		
Strategy's Expected Result/Impact: Bridges staff will be able to identify and provide innovative, researched based interventions to meet the personalized learning needs of each students.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Bridges Administration will complete weekly home visits for students who are struggling remotely and in-person.		
Strategy's Expected Result/Impact: Students will receive support and student attendance/academic achievement will increase.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: The Bridges staff will offer blended learning options which will provide differentiated learning opportunities in the form of learning location, school hours and curriculum needs for all students.

Evaluation Data Sources: 100% of all Bridges students will have an individualized learning plan designed to meet the needs of each student.

Strategy 1: The Bridges staff will participate in face to face trainings, books studies and individual research on the topic of blended learning		
Strategy's Expected Result/Impact: The Bridges staff will be able to define what blended learning looks like on an accelerated campus and develop innovative learning experiences that span outside of the campus walls.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: The Bridges staff will build courses in Canvas to allow for personalized learning opportunities for students.		
Strategy's Expected Result/Impact: By the end of 2020-2021, teachers will have all courses in Canvas.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Sources: Student drug survey, GCISD Flex Training, Discipline referrals

Strategy 1: Bridges staff will participate in campus based trainings related to safety and security as well as mental health and drug trends	
Strategy's Expected Result/Impact: Bridges staff will be aware of the needs of our students and the intervention opportunities available to each student.	Formative
Staff Responsible for Monitoring: Campus Administrator and Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Bridges students will participate in daily character education classes and Restorative Practices circles through the use of Character Strong curriculum.	
Strategy's Expected Result/Impact: Bridges students and staff will develop the skills necessary to cope with life experiences without using drugs.	Formative
Staff Responsible for Monitoring: Campus Administrator, Counselor, campus staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 3: Bridges Administration will do weekly home visits for students who may be struggling.


Strategy's Expected Result/Impact: Students will receive the support needed in a remote environment.	Formative
Staff Responsible for Monitoring: Campus Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Bridges will host Share Your Story monthly and will bring in a guest speaker to talk with the students about obstacles they have overcome.

Strategy's Expected Result/Impact: Students will hear from others they can relate to that have been successful.	Formative
Staff Responsible for Monitoring: Campus Staff	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Attendance records, TPM system, graduation rates

Strategy 1: Bridges staff will participate in mental health awareness trainings through GCISD Flex training in addition to PLC meetings.	
Strategy's Expected Result/Impact: Staff will be aware of the signs of mental health illness and become familiar with treatment and practices.	Formative
Staff Responsible for Monitoring: Campus administrator, counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Bridges staff will develop a system of intervention for students with low attendance and/or inconsistent progress towards graduation.	
Strategy's Expected Result/Impact: Bridges students will have a carefully crafted plan for intervention, utilizing research based intervention strategies as well as blended learning opportunities to create a plan of success for each student.	Formative
Staff Responsible for Monitoring: Campus Administrator, Bridges Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as those students living in or attending facilities for neglected or delinquent children [Title I Requirement].





Evaluation Data Sources: McKinney Vento Identification form, student progress data

Strategy 1: Bridges staff will become aware of the needs of homeless students as well as the interventions available through GCISD through a monthly staff meeting.	
Strategy's Expected Result/Impact: Bridges teachers will be able to design effective interventions and learning opportunities for students based on their individual need. Staff Responsible for Monitoring: Campus Principal, Counselor Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Bridges administration team will complete weekly home visits for students who are not making the necessary progress or those who are struggling with attendance.	
Strategy's Expected Result/Impact: Students will be supported in the virtual and remote settings through the use of home visits. Student attendance will increase. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.





Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Evaluation Data Sources: Equity Plan Data

Strategy 1: Bridges teachers will continually work to identify and learn the latest trends in alternative education.		
Strategy's Expected Result/Impact: Bridges teachers will effectively meet the needs of the Bridges student in engaging ways to increase student engagement and success.		Formative
Staff Responsible for Monitoring: Campus principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 2: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Evaluation Data Sources: progress and end of term grade reporting, student data meetings

Strategy 1: Bridges teachers will participate in assessment trainings to better identify the needs of struggling learners		
Strategy's Expected Result/Impact: Bridges teachers will design personalized and effective intervention strategies for each student.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Evaluation Data Sources: C&I Coach appointments, PLC Meeting data, Training participation

Strategy 1: Bridges teachers will participate in blended learning workshops		
Strategy's Expected Result/Impact: Bridges teachers will begin to provide learning opportunities for students outside of direct face to face instruction.		Formative
Staff Responsible for Monitoring: Campus Administrator		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Bridges teachers will utilize technology as an instructional support through the use of Canvas.		
Strategy's Expected Result/Impact: Bridges students will be able to access learning materials at any time from any place.		Formative
Staff Responsible for Monitoring: Campus Administrator		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].





Evaluation Data Sources: Completion of Bridges Pathways Class

Strategy 1: All Bridges students will participate in a six weeks pathways class.		
Strategy's Expected Result/Impact: Bridges students will have a clearly identified post secondary goal, understand the steps necessary to achieve their goal, and complete the necessary financial aid paperwork associated with their post secondary goal.		Formative
Staff Responsible for Monitoring: Counselor		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Students will participate in Advisory daily. Within advisory, teachers will set goals with students and facilitate weekly Character Strong lessons.		
Strategy's Expected Result/Impact: Students will have a mentor to help guide them through their coursework, life struggles, and future plans.		Formative
Staff Responsible for Monitoring: Campus Staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: Effectively communicate with targeted audiences.





Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Evaluation Data Sources: Communications are provided in English and Spanish

Strategy 1: Bridges will work to provide all campus communication in English and Spanish		
Strategy's Expected Result/Impact: All Bridges families will be informed of campus events and activities in their preferred language.		Formative
Staff Responsible for Monitoring: Campus Administration, Administrative assistant		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Evaluation Data Sources: Quarterly parent feedback survey

Strategy 1: Bridges will solicit parent feedback quarterly.		
Strategy's Expected Result/Impact: Through the parent feedback Bridges will be better able to adjust student programming and campus communication to meet the needs of all students.		Formative
Staff Responsible for Monitoring: Campus Administrator		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Parents will complete a Bridges Parent Orientation prior to their student starting at Bridges. Orientation will include ways parents can support their student in the remote learning environment, as well as in-person.		
Strategy's Expected Result/Impact: Parents will have a better understanding of how to support their child whether virtually or in-person.		Formative
Staff Responsible for Monitoring: Campus Administration/Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college, high school, or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Evaluation Data Sources: FASFA Parent Night, Pathways course participation

Strategy 1: Partner with Tarrant County College to host a virtual FAFSA/College planning workshop during the school day for all Bridges students. Bridges will also have a Counseling Canvas course for students to receive resources.		
Strategy's Expected Result/Impact: Students will become aware of funding methods and know the college admissions process.		Formative
Staff Responsible for Monitoring: Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Bridges students will participate in the Bridges pathways class.		
Strategy's Expected Result/Impact: Students will know their options for career pathways, college and career planning, vocational education opportunities, and on the job training programs.		Formative
Staff Responsible for Monitoring: Pathways Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Bridges will develop community partnerships to support Bridges students in their post secondary goals.





<p>Strategy's Expected Result/Impact: Bridges students will become aware of future opportunities for school, work and career training as well as the skills necessary to compete in the field.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: CCMR Goal

Performance Objective 1: Bridges students will be provided the opportunity to take the SAT and participate in ASVAB.

Evaluation Data Sources: SAT and ASVAB participation

Strategy 1: Bridges students will be provided the opportunity to take the SAT during SAT school day.		
Strategy's Expected Result/Impact: More students will participate in SAT school day.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Bridges students will be provided information on participating in the ASVAB.		
Strategy's Expected Result/Impact: More students will participate in ASVAB.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Cannon Elementary: A GCISD STEM School

Goals/Performance Objectives/Strategies

2020-2021



CANNON ELEMENTARY

A GCISD STEM SCHOOL

Mission Statement

The mission of Cannon Elementary: A GCISD STEM School is to empower each unique learner, so that they become real world problem solvers, creative innovators, life-long learners, reflective thinkers, and empathetic citizens.

Vision

Through the utilization of science, technology, engineering and mathematics, Cannon Elementary: A GCISD STEM School is instilling the skills of thinking critically, being creative, communicating effectively, and having empathy, in each of our students so that they will become the future problem solvers of the world.

Value Statement

District Core Values: Purpose, Innovation, Community

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	22
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	27
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	37

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Cannon will develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Strategy 1: Cannon stakeholder committees (in addition to CEC), comprised of teachers, students, administration, and parents, will be utilized to review, identify, and align campus budgetary needs to campus resource and support needs.

Strategy's Expected Result/Impact: Teacher and student voice drive identification and alignment of campus needs -Committees include: Master Schedule, Parent Pride, Embedded Clubs, Student Engagement, etc...		Formative
Staff Responsible for Monitoring: Campus Leadership Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None	Summative
		June

Strategy 2: Financially support a school day embedded Cub Club Time to allow for 100% of students to participate in extracurricular passion/interest activities.

Strategy's Expected Result/Impact: Increased productivity and interest in extracurricular participation.	Formative
Staff Responsible for Monitoring: Leadership Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: Provide resources and learning opportunities for all Cannon parents to learn, grow, and contribute to the school community - Parent Pride!


Strategy's Expected Result/Impact: Engaged Cannon Community partnership.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Resources will be purchased, organized, and bagged for Remote learners to pick up STEM To Go Kits/Supplies to conduct STEM Design Challenged remotely.

Strategy's Expected Result/Impact: STEM Learning instructional continuity of hands-on experiences for all learners.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Cannon will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Strategy 1: Cannon's 1st-5th students, who are identified for participation in campus GT-LEAD program will be clustered in order to receive differentiated learning opportunities, in order to increase number of students who achieve advanced levels on all district and state assessments.





<p>Strategy's Expected Result/Impact: 10% increase in number of GT-identified students who achieve advanced levels on all assessments.</p>	Formative
<p>Staff Responsible for Monitoring: GT Lead Teacher, Campus Leadership</p>	Nov
<p>Title I Schoolwide Elements: None</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: Lever 2: Effective, Well-Supported Teachers,</p>	Summative
<p>Lever 5: Effective Instruction</p>	June

Problem Statements: None





Funding Sources:
None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Cannon will continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Goal 3].

Strategy 1: Implement a school day embedded Cub Club Time to support extracurricular interests and passions.		
Strategy's Expected Result/Impact: Increased student work productivity and interest in extracurricular participation.		Formative
Staff Responsible for Monitoring: Campus Leadership Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		June
Strategy 2: Provide students with opportunities for involvement in extra-curricular and interest-based activities to promote leadership, fine arts, advanced academics, and community service, such as Choir, Robotics, Engineering Cub, Maker's Club, Design Club, Art Club, Fitness Club, Environmental Club, Imagineers (Young Girl's Engineering).		
Strategy's Expected Result/Impact: By providing opportunities for students to participate in extra-curricular activities, this will encourage continued interest in participation in extra-curricular activities in middle school.		Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Cannon will continue to strengthen Dyslexia programming to ensure appropriate and consistent levels of service [Superintendent Objective 5].

Strategy 1: Literacy Intervention Teachers (and/or Bilingual Literacy Intervention Teachers) will provide support to students according to the spectrum of dyslexia needs.	
Strategy's Expected Result/Impact: Students with dyslexia will receive specialized instruction for dyslexia.	Formative
Staff Responsible for Monitoring: LIT/BLIT staff; Administrators; Teachers; RTI Committee	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: LIT/BLIT teachers will support the transition of students from dyslexia intervention and regular classroom instruction.	
Strategy's Expected Result/Impact: Students with dyslexia will be supported as they exit dyslexia interventions and transition to literacy experiences in the general education classroom.	Formative
Staff Responsible for Monitoring: LIT/BLIT Staff; Teachers; Administrators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Cannon will focus on the Early Childhood Reading Board Goals as adopted by TEA [TEA Requirement]

Strategy 1: Teachers will utilize iCAN Time (personalized learning time), both remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.	
Strategy's Expected Result/Impact: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.	Formative
Staff Responsible for Monitoring: Campus Leadership Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 1	June
Funding Sources: None	
Strategy 2: Foundations/Fonetica Phonics will be implemented with fidelity in Kinder - 2nd grade classrooms.	
Strategy's Expected Result/Impact: The percent of K students that score at or above the 26th percentile on AIMS Letter Word Sound Fluency (LWSF) will increase from 68% to 80% by June 2024.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 2 Curriculum, Instruction, and Assessment 1	June
Funding Sources: None	

Strategy 3: Universal screening data will be collected via Aimsweb for reading. Achievement Teams and/or RtI committees will review students, collaborate on additional strategies, and monitor students with skill deficits.

<p>Strategy's Expected Result/Impact: The percent of 1st - 3rd-grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase from 68% to 80% by June 2024.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Problem Statements: Demographics 2 Curriculum, Instruction, and Assessment 1</p>	<p>Funding Sources: None</p>	Formative
			Nov
			Jan
	Mar	Summative	
	June		

Strategy 4: Dual Language teachers will participate in Dual Language Professional Learning Communities quarterly.

<p>Strategy's Expected Result/Impact: The percent of Kinder - 2nd-grade dual language students that score at or above the Meets or Masters Level on TPRI/Tejas Lee/Tango Band end of year assessment will increase from 51% to 63% by June 2024.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	<p>Funding Sources: None</p>	Formative
			Nov
			Jan
	Mar	Summative	
	June		

Strategy 5: All teachers and students will receive access to Fast ForWord, a resource to support language development. This tiered instructional resource will support increased executive functioning for Cannon scholars.

Strategy's Expected Result/Impact: Fast ForWord uses quick-fire language, cognitive and reading exercises to target root causes. It builds language processing, working memory and inattentiveness, the delayed skills that cause most reading and learning and learning difficulties. The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 45% to 60% by June 2024.

Staff Responsible for Monitoring: None

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum

Problem Statements:

Demographics 1, 2

Funding Sources:

266 - CARES Act Funding

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6: Cannon will focus on the Early Childhood Math Board Goal as adopted by TEA [TEA Requirement]

Strategy 1: Teachers will design learning opportunities that focus on identified student target growth areas and on TEKS objectives measured on required district and state assessments.	
Strategy's Expected Result/Impact: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 47% to 60% by June 2024.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	
Title I Schoolwide Elements: None	Nov
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Jan
Problem Statements: Demographics 3 Curriculum, Instruction, and Assessment 1	
	Mar
Funding Sources: None	
	Summative
	June
Strategy 2: Teachers will meet quarterly in Achievement Meetings to use qualitative and quantitative data to analyze student performance and to ensure instructional alignment.	
Strategy's Expected Result/Impact: The percent of K and 1st-grade students that score at or above the 26th percentile on the AimsWebPlus early numeracy (ENB) spring assessment will increase from 72% to 84% by June 2024.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	
Title I Schoolwide Elements: None	Nov
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Jan
Problem Statements: Demographics 3	
	Mar
Funding Sources: None	
	Summative
	June

Strategy 3: Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.

Strategy's Expected Result/Impact: The percent of 2nd and 3rd-grade students that score at or above the 26th percentile on the AimsWebPlus MATHB spring assessment will increase from 77% to 89% by June 2024.

Staff Responsible for Monitoring: Campus Leadership Team, Teachers

Title I Schoolwide Elements: None

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 5: Effective Instruction

Problem Statements:

Demographics 1, 3

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify






Discontinue

Performance Objective 7: Cannon will focus on the CCMR Board Goal as adopted by TEA [TEA Requirement]

Strategy 1: Cannon will partner with local engineers and other real-world experts who will volunteer, virtually and in a remote setting, to guide students in design challenges, teach engineering curriculum, and act as expert panel for student presentations.	
Strategy's Expected Result/Impact: Students will have the opportunity to interact and learn experts to increase their understanding of real-world issues.	Formative
Staff Responsible for Monitoring: STEM Liaison, Learning Liaison, Instructional Tech	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Connect high school to career and college	Summative
Funding Sources: None	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	
Strategy 2: Students will participate in a Virtual STEM Career Day, during National Engineer's Week, to increase exposure to STEM-related education and career opportunities.	
Strategy's Expected Result/Impact: Students will have increased awareness and understanding of STEM careers.	Formative
Staff Responsible for Monitoring: STEM Liaison, Learning Liaison, Instructional Tech	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Connect high school to career and college	Summative
Funding Sources: None	June
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	

Strategy 3: Students will have exposure to monthly reading challenges that are designed as part of the Book of the Month program; This year's focus will highlight famous career biographies. This will also spotlight diversity in STEM careers.

Strategy's Expected Result/Impact: A culture of literacy will reflect in all aspects of our diverse campus culture.		Formative
Staff Responsible for Monitoring: Librarian, Learning Liaison, STEM Liaison		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Funding Sources: None	Jan
ESF Levers: Lever 3: Positive School Culture		Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 8: Cannon students who experience difficulty attaining proficiency will receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Strategy 1: Student data will be utilized to identify students and target interventions in reading, math, and for ELL, Special Education, and/or Economically Disadvantaged students.										
Strategy's Expected Result/Impact: Economically Disadvantaged, ELL, & Special Education students will be provided targeted interventions tailored to their needs, resulting in 5% increased performance. STAAR will be one measure.	Formative Nov Jan Mar									
Staff Responsible for Monitoring: Campus Leadership Team, Teachers										
<table border="0"> <tr> <td>Title I Schoolwide Elements: None</td> <td>Problem Statements:</td> </tr> <tr> <td>TEA Priorities: Build a foundation of reading and math</td> <td>Demographics 1</td> </tr> <tr> <td>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</td> <td>Curriculum, Instruction, and Assessment 1</td> </tr> <tr> <td></td> <td>Funding Sources:</td> </tr> <tr> <td></td> <td>None</td> </tr> </table>		Title I Schoolwide Elements: None	Problem Statements:	TEA Priorities: Build a foundation of reading and math	Demographics 1	ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1		Funding Sources:	
Title I Schoolwide Elements: None	Problem Statements:									
TEA Priorities: Build a foundation of reading and math	Demographics 1									
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Curriculum, Instruction, and Assessment 1									
	Funding Sources:									
	None									
Summative										
June										
Strategy 2: Job-embedded PLC's will be utilized bi-monthly for all grade-level teams to focus on the design of TEKS- aligned STEM-based instruction, for remote and in-person learning, and providing professional learning on how to integrate STEM into all content areas.										
Strategy's Expected Result/Impact: Increased understanding & implementation for campus expectations for STEM-based instruction. Evidence of content integration in design of STEM- based learning experiences will be evident 50% of each nine-week unit lesson plans.	Formative Nov Jan Mar									
Staff Responsible for Monitoring: Campus Leadership										
<table border="0"> <tr> <td>Title I Schoolwide Elements: None</td> <td>Problem Statements: None</td> </tr> <tr> <td>TEA Priorities: Build a foundation of reading and math</td> <td>Funding Sources:</td> </tr> <tr> <td>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</td> <td>None</td> </tr> </table>		Title I Schoolwide Elements: None	Problem Statements: None	TEA Priorities: Build a foundation of reading and math	Funding Sources:	ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None			
Title I Schoolwide Elements: None	Problem Statements: None									
TEA Priorities: Build a foundation of reading and math	Funding Sources:									
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	None									
Summative										
June										

Strategy 3: Utilize academic interventionists to deliver specialized instruction to students considered at risk.

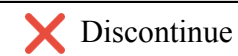
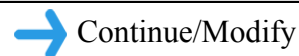
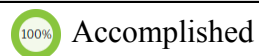
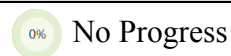
Strategy's Expected Result/Impact: 10% of student growth in targeted academic literacy areas.	Formative
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Problem Statements: Demographics 1	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.

Strategy's Expected Result/Impact: 10% student growth will be evidenced in targeted academic areas.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Problem Statements: Demographics 1, 2, 3, 4	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: Teachers will provide instructional continuity for all learners, whether Remote or In-person, to ensure all learners are growing socially, emotionally, and academically.

Strategy's Expected Result/Impact: The personalized needs of all learners are met	Formative
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June



Performance Objective 9: Blended Instructional strategies and initiatives, for Remote and In-Person Learners, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students at Cannon. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Strategy 1: Cannon instructional staff will participate in a campus-designed Teacher Observing Teachers (TOTs) protocol called Shared Practices Rounds, in order to foster a culture of professional growth, learning, and reflection among staff.	
Strategy's Expected Result/Impact: Increased reflection on personal teaching practices. Improved collaboration and culture of learning amongst 100% of Cannon staff.	Formative
Staff Responsible for Monitoring: Campus Leadership Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Utilizing an after-school professional learning model called U.CAN Edcamp, Cannon staff will be provided opportunities to differentiate their own professional learning by self-selecting topics, led by campus staff and/or GCISD Instructional support staff, which are aligned with individual professional goals.	
Strategy's Expected Result/Impact: Differentiated learning for staff will positively impact professional growth and contribute to capacity-building of 100% of staff.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will design STEM-based instruction, for Remote and In-Person Learners, in PLC's that is focused on essential content and skills. Teachers will integrate STEM into all content areas and utilize the design process through implementations of an elementary engineering curriculum.

Strategy's Expected Result/Impact: STEM learning experiences will be tightly integrated and TEKS-aligned.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	June

Strategy 4: Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...

Strategy's Expected Result/Impact: Strong facilitation of Blended Learning.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, STEM Technology Specialist.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 10: Cannon will focus on the Equity Plan as adopted by TEA [TEA Requirement]

Strategy 1: Dual language practices aimed at creating campus culture for bilingual and bicultural awareness will be utilized in Friday assemblies, on daily announcements, in common areas, and through specific family events.	
Strategy's Expected Result/Impact: Campus culture will reflect practices that highlight bilingual and bicultural awareness.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will utilize iCAN Time (personalized learning time), remotely and in-person, for the facilitation of responsive instruction for at-risk students, based on formative and summative assessment results.	
Strategy's Expected Result/Impact: 10% student growth will be evidenced in targeted academic areas.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 1	June
Funding Sources: None	


Strategy 3: Student data will be utilized to identify students and target interventions in reading and math for ELL, Special Education, and/or Economically Disadvantaged students


Strategy's Expected Result/Impact: 10% student growth in targeted academic areas.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 1, 2, 3, 4	June
Funding Sources: None	

Strategy 4: A committee of teachers and administration will review and implement hiring practices and processes to ensure the hiring and retention of a diverse staff.

Strategy's Expected Result/Impact: Strong diverse staff mirrors a strong diverse student population.	Formative
Staff Responsible for Monitoring: Campus leadership team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Cannon will promote, monitor, and oversee an educational system where every student and employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Strategy 1: K-5 students and teachers will be involved in the goal-setting process to write goals and track their own progress towards the accomplishment of their goals.	
Strategy's Expected Result/Impact: Self-aware and regulated active participants involved in their social-emotional well being.	Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: K-5 students and teachers will be involved in Circle-Up discussions using PurposeFULL People curriculum.	
Strategy's Expected Result/Impact: Students and teachers will have increased empathy, social-emotional awareness, and a positive classroom community.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: De-Stress awareness and strategies will be modeled and fostered throughout the year to support a healthy balance for teachers and staff.


Strategy's Expected Result/Impact: The impact of COVID 2020 stressors are identified and supported.	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Strong health and safety procedures will be implemented to support low incidence of COVID transmission: reduced foot traffic, social distance as much as feasible, masking, and hand hygiene.

Strategy's Expected Result/Impact: Decreased numbers of virus transmission	Formative
Staff Responsible for Monitoring: All internal Cannon Stakeholders	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Cannon will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Strategy 1: Students will create and set social/emotional goals during guidance lessons following lessons on self- esteem. bullying, self-advocacy, and kindness.	
Strategy's Expected Result/Impact: A 25% decrease in bullying/behavior incidents from 2018-2019 and increased documented acts of kindness.	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Continue to provide training/updates on Restorative Practices to reduce misbehavior, bullying and violence among students and improve the overall climate for learning.	
Strategy's Expected Result/Impact: Students will feel empowered by their risk-free learning environments and student ownership of behaviors/empathy will increase. Skyward discipline entries will decrease by 25% from 19-20.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: K-5 students will participate in monthly guidance lessons from PurposeFULL People curriculum.


Strategy's Expected Result/Impact: Students will have an increased awareness of their social-emotional wellbeing.	Formative
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Panorama will be implemented as a tool to assess social-emotional well-being for all students.

Strategy's Expected Result/Impact: Identification and support for students will be seamless.	Formative
Staff Responsible for Monitoring: Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Cannon students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those students living in or attending facilities for neglected or delinquent children [Title I Requirement].

Strategy 1: Implement systemic campus check-in for attendance, resource needs, and instructional engagement of at-risk students.	
Strategy's Expected Result/Impact: Increased attendance and engagement of at-risk students.	Formative
Staff Responsible for Monitoring: Counselor and Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: Student Achievement 1	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: Cannon will strive to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Strategy 1: Implement a school day embedded Cub Club Time to support extracurricular interests, passions, and choice.		
Strategy's Expected Result/Impact: Increased student work productivity and interest in extracurricular participation.		Formative
Staff Responsible for Monitoring: Campus Leadership Team, Teachers, Students		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	None	Summative
		June
Strategy 2: Student leaders who participate on the Student Advisory Panel, STEM Ambassadors, StuCo and Student Tech Team will be invited to participate in the development of our campus plan to systematically implement a campus Student Voice project.		
Strategy's Expected Result/Impact: A campus plan to systematically provide increased opportunities for student voice will be developed collaboratively by all campus stakeholders.		Formative
Staff Responsible for Monitoring: Campus Leadership Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Connect high school to career and college	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		June

Strategy 3: All K-5 students will participate in a campus-wide community/service project led by the student STEM StuCo and Ambassadors.

Strategy's Expected Result/Impact: Increase student awareness and participation in community service-oriented activities.		Formative
Staff Responsible for Monitoring: Counselor, Leadership Team		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: Connect high school to career and college	Funding Sources:	Jan
ESF Levers: Lever 3: Positive School Culture	None	Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Instruction, at Cannon, is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, we will provide additional support at Cannon where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Strategy 1: Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...	
Strategy's Expected Result/Impact: Teachers will gain a better understanding of appropriate technology integration into instruction and will utilize an increased number of technology applications as appropriate for learning.	Formative
Staff Responsible for Monitoring: Instructional Tech, STEM Liaison, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Strategy 2: Systematically survey staff members to determine current methods for soliciting student input. Utilize the survey results to determine needs and next steps for campus plan.	
Strategy's Expected Result/Impact: A campus plan to systematically provide increased opportunities for student voice will be developed collaboratively by all campus stakeholders.	Formative
Staff Responsible for Monitoring: Learning Liaison, STEM Liaison, Instructional Tech	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	

Strategy 3: Teachers will integrate STEM into all content areas and utilize the design process through implementations of an elementary engineering curriculum.


Strategy's Expected Result/Impact: Engaging STEM learning experiences will be tightly integrated and TEKS-aligned.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 4: Cannon instructional staff will participate in a campus-designed Teacher Observing Teachers (TOT) protocol called Shared Practices Rounds, in order to foster a culture of professional growth, learning, and reflection among staff.


Strategy's Expected Result/Impact: Increased reflection on personal teaching practices. Improved collaboration and culture of learning amongst 100% of Cannon staff	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 5: Additional small group reading support will be provided to our large 4th-grade Dual student population

Strategy's Expected Result/Impact: Increased literacy and biliteracy mastery and attainment.	Formative
Staff Responsible for Monitoring: Campus Leadership Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: Demographics 2 Curriculum, Instruction, and Assessment 1	June
Funding Sources: 211 - ESEA Title I, Part A	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Cannon teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction in a Blended learning environment (Remote and In-Person). This data will include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Strategy 1: Staff will participate in professional learning to assist teachers in designing and facilitating rigorous, differentiated instruction, utilizing notebooking for visible learning, for all students in need of additional challenge and/ or support.	
Strategy's Expected Result/Impact: Increase by 25% in T-Tess ratings for dimension 2.4 (differentiation)	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 2, 3, 4	June
Funding Sources: None	
Strategy 2: A team of Cannon teachers will participate in the year-long AVID Digital XP Professional Learning and resource repository to then teach all Cannon teachers.	
Strategy's Expected Result/Impact: Increased understanding and implementation of AVID Instructional Strategies for visible learning and mastery.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 2, 3, 4	June
Funding Sources: None	

Strategy 3: Utilizing an after-school professional learning model called U.CAN Edcamp, Cannon staff will be provided opportunities to differentiate their own professional learning by self-selecting topics, led by campus staff and/or GCISD Instructional support staff, which are aligned with individual professional goals.

<p>Strategy's Expected Result/Impact: Differentiated learning for staff will positively impact professional growth and contribute to capacity- building of 100% of staff.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
June		

Strategy 4: Teachers will engage in ongoing technology-targeted professional learning opportunities to focus on how to design Remote and In-Person learning experiences that seamlessly integrate technology into the curriculum. These experiences will include Friday Tech Talks; working with campus/district technology coaches; Twitter chats; Technology conference (TCEA, ISTE) , etc...

<p>Strategy's Expected Result/Impact: Strong Blended Learning facilitation</p> <p>Staff Responsible for Monitoring: Campus Leadership Team, STEM Technology Specialist</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
June		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Technology at Cannon will be integrated into instructional and administrative programs [TEA Requirement]. As a specialty STEM school, teachers will receive additional training and on-going mentoring to ensure successful program expansion.

Strategy 1: Teachers will model the use of a variety of technology media as a tool to construct meaning, create new tasks, and communicate/collaborate in all student learning opportunities. Technology media will include, but is not limited to, iPad apps, Apple/Google Classroom; ClassLink; Canvas, Milo (RoboKind), Nearpod, Active Inspire, Mystery Skype, GAFE (Google Apps For Education), and interactive whiteboards.	
Strategy's Expected Result/Impact: Teachers will effectively model how technology can enhance and extend learning experiences for students.	Formative
Staff Responsible for Monitoring: Instructional Tech, STEM Liaison, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	
Strategy 2: All Cannon students will be provided opportunities to explore and utilize a wide variety of STEM technologies in the campus Maker Space and during learning experiences in the classroom that TEKS-aligned.	
Strategy's Expected Result/Impact: Students will become flexible users of technology and will develop an understanding of the features and functions of a variety of STEM technologies.	Formative
Staff Responsible for Monitoring: Instructional Tech, STEM Liaison, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Connect high school to career and college	Summative
Funding Sources: None	June
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	

Strategy 3: A team of Cannon teachers will attend TCEA in February (in Dallas) to learn and teach best practices for instructional technology implementation to all campus teachers.

Strategy's Expected Result/Impact: Increased instructional technology implementation to redefine mastery learning.		Formative
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: Connect high school to career and college	Funding Sources: None	Jan
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		Mar
		Summative
		June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: STEM career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

Strategy 1: To further develop our students as effective communicators and collaborative workers, our Student Tech Team members will participate in and lead trainings for instructional staff and students regarding technology needs.		
Strategy's Expected Result/Impact: Students will gain leadership skills and experience supporting technology use by all campus stakeholders.		Formative
Staff Responsible for Monitoring: Instructional Tech, STEM Liaison, Learning Liaison, Campus Leadership		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Connect high school to career and college	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	None	Summative
		June
Strategy 2: Students will participate in a STEM Career Day, during National Engineer's Week, to increase exposure to STEM-related education and career opportunities.		
Strategy's Expected Result/Impact: Students will have an increased awareness and understanding of STEM careers.		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Connect high school to career and college	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	None	Summative
		June

Strategy 3: Cannon will partner with local engineers and other real-world experts who will volunteer in the classroom to guide students in design challenges, teach engineering curriculum, and act as expert panel for student presentations.





<p>Strategy's Expected Result/Impact: Students will have the opportunity to interact and learn experts to increase their understanding of real-world issues.</p> <p>Staff Responsible for Monitoring: STEM Liaison, Learning Liaison, Instructional Tech</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: Connect high school to career and college Funding Sources: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?





Performance Objective 1: Cannon will monitor and evaluate strategies and best practices for LEAD 2021 to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Strategy 1: Using multimedia formats Cannon staff will share highlights regarding remote and in-person success.	
Strategy's Expected Result/Impact: Share the positive narratives of the fabulous work that's happening	Formative
Staff Responsible for Monitoring: STEM Tech Liaison, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Cannon will ensure communication is provided in a language accessible to all parents to the extent practicable [Title I Requirement].

Strategy 1: All information and newsletters shared will be sent in English and Spanish.		
Strategy's Expected Result/Impact: Increased stakeholder involvement.		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: Lever 3: Positive School Culture		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Cannon parents will be involved in planning, implementing, and evaluating our schoolwide program, and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Strategy 1: Implement parent university learning opportunities lead by Cannon Teachers and Staff for increased academic parental involvement.	
Strategy's Expected Result/Impact: Increased stakeholder involvement	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: Demographics 1 Student Achievement 1	June
Funding Sources: None	
Strategy 2: Implement a Practical Parent Education curriculum with K-5 parents, staff, and students.	
Strategy's Expected Result/Impact: Increase all stakeholders' engagement with in-person and remote learning.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Grapevine-Colleyville ISD

Colleyville Elementary

Goals/Performance Objectives/Strategies

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



Colleyville
Elementary School

5911 Pleasant Run Road
Colleyville, TX 76034
817-305-4940
fax 817-498-2062



"Creating excellent students."

Mission Statement

At Colleyville Elementary School we, along with families and community members, are committed to providing a nurturing environment. All children will be challenged and prepared to become skilled problem solvers, effective communicators, collaborators, self-regulated learners and global citizens. Focusing on the whole child, we are also dedicated to fostering confident and compassionate members of society.

Vision

Colleyville Elementary School provides a nurturing and challenging environment that empowers students to discover their authentic selves and become effective and innovative contributors to society.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic, and social?	13
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	18
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	24

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: The percentage of students in kindergarten-2nd grade who can read grade-level text on an independent level will increase from 86% to 88% by June 2021 and to 95% by June 2024.

Evaluation Data Sources: AIMSWeb testing, DRA scores, RTI data

Strategy 1: 100% K-2 teachers will utilize the Wilson Language Basics Foundations program and readers workshop to build a foundation for reading and spelling.	
<p>Strategy's Expected Result/Impact: Students will receive research-based tier 1 instruction in critical early-literacy skills including phonemic awareness, phonics/ word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers</p>	Formative
	Nov
	Jan
<p>Title I Schoolwide Elements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>ESF Levers: None</p>	June
<p>Problem Statements: None</p>	
<p>Funding Sources: None</p>	

Strategy 2: Teachers will design and execute purposeful, differentiated lessons each week to support the learning needs of all students.

<p>Strategy's Expected Result/Impact: All students will show growth on the grade-level SLO rubric and will achieve adequate yearly progress.</p> <p>Staff Responsible for Monitoring: Administration, Campus GT Specialist, Classroom Teachers, Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: 100% of K-2 classroom teachers will participate in BOY, MOY and EOY RTI data meetings to identify students with phonological needs and recommend students for dyslexia evaluations and/or services as appropriate. [Superintendent Goal 5]

<p>Strategy's Expected Result/Impact: Teachers will be aware of the characteristics of dyslexia/dysgraphia, the components of dyslexia/dysgraphia interventions, accommodations available, and how to utilize them with students. Students will benefit through the collaboration of classroom teachers and literacy interventionists as they work to become proficient readers/writers.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Literacy Interventionist</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: The Gifted Specialist will support the implementation of E2 (Enrichment and Extension) to further support the advanced academic program. [Superintendent Objective 2]

<p>Strategy's Expected Result/Impact: Students will receive instruction that meets their individual needs.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, GT Specialist, Teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 79% to 81% by June 2021 and to 87% by June 2024.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR Reading
 Kinder AimsWebPlus Letter Word Sound Fluency (LWSF)
 1st - 3rd Grade AimsWebPlus Oral Reading Fluency (ORF)

Strategy 1: 100% of 3rd-5th grade teachers will utilize research-based instructional strategies including reading workshop to strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all students.

Strategy's Expected Result/Impact: All students will make adequate yearly progress in reading.	Formative
Staff Responsible for Monitoring: Administration, Classroom Teachers, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: 100% of reading teachers will design a student learning objective (SLO) and will monitor BOY, MOY, and EOY progress and adjust instruction to ensure student growth in the area of reading.

Strategy's Expected Result/Impact: All demographic groups will show academic growth in reading.	Formative
Staff Responsible for Monitoring: All Teachers, Administration, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: 100% of teachers supporting tier 2 and tier 3 identified students will design specific intervention plans using district-provided resources and programs, and recommend students for dyslexia evaluations and/or services as appropriate. [Superintendent Goal 5]


Strategy's Expected Result/Impact: Students receiving tier 2 and tier 3 interventions will show growth in the targeted learning area.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Literacy Interventionist, Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: The Gifted Specialist will support the implementation of E2 (Enrichment and Extension) to further support the advanced academic program. [Superintendent Objective 2]

Strategy's Expected Result/Impact: Students will receive instructional that meets their individual needs.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, GT Specialist, Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: The percent of 3rd-grade students who score meets grade level or above on STAAR Math will increase from 93% to 94% by June 2021 and to 97% by June 2024.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR Mathematics
 Kinder - 1st AimsWebPlus Early Numeracy (ENB)
 2nd - 3rd Grade AimsWebPlus Mathematics (MATHB)

Strategy 1: 100% of 3rd-5th grade teachers will utilize research-based instructional strategies to strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all students including gifted and high-achieving students.

Strategy's Expected Result/Impact: All students will make adequate yearly progress in math.	Formative
Staff Responsible for Monitoring: Administration, Classroom Teachers, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: 100% of 3rd-5th math teachers will design a student learning objective (SLO) and will monitor BOY, MOY, and EOY progress and adjust instruction to ensure student growth in the area of math.

Strategy's Expected Result/Impact: All demographic groups will show academic growth in math.	Formative
Staff Responsible for Monitoring: All Teachers, Administration, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: 100% of teachers supporting tier 2 and tier 3 identified students will design specific intervention plans using district-provided resources and programs.


Strategy's Expected Result/Impact: Students receiving tier 2 and tier 3 interventions will show growth in the targeted learning area.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Literacy Interventionist, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: The Gifted Specialist will support the implementation of E2 (Enrichment and Extension) to further support the advanced academic program. [Superintendent Objective 2]

Strategy's Expected Result/Impact: Students will receive instruction that meets their individual needs.	Formative
Staff Responsible for Monitoring: Administration, GT Specialist, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: The percent of 4th-grade students that score meets grade level or above on STAAR writing will increase from 54% to 58% by June 2021 and to 65% by June 2024.

Evaluation Data Sources: Classroom formative and summative writing assessments
4th Grade STAAR Assessment

Strategy 1: 100% of K-4th grade teachers will utilize research-based instructional strategies including Writing Workshop, Foundations, and Words Their Way to strengthen the core academic program, increase the quality and quantity of learning time, and address the needs of all students.

Strategy's Expected Result/Impact: K-4th grade writing scores will show progress and adequate yearly progress on the Lucy Calkin's Units of Study, STAAR, and GCISD writing rubrics

Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: The Gifted Specialist will support the implementation of E2 (Enrichment and Extension) to further support the advanced academic program. [Superintendent Objective 2]

Strategy's Expected Result/Impact: Students will receive instruction that meets their individual needs.

Staff Responsible for Monitoring: Administration, Learning Liaison, GT Specialist, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: All students will have equitable access to instruction and classroom communities to maximize opportunities in a remote or blended learning environment.

Evaluation Data Sources: Teacher observations and feedback
Student feedback

Strategy 1: All instructional staff will engage in a minimum of 8 hours of professional development on Blended Learning.		
Strategy's Expected Result/Impact: Teachers will utilize blended learning models to engage and balance instruction for in-person and remote learners by providing both live and recorded lessons and activities.		Formative
Staff Responsible for Monitoring: Teachers, Learning Liaison, InTech coaches, Principal, AP, Librarian		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>		

Performance Objective 6: CES teachers will design authentic, learner-driven activities and environments that utilize technology to support the curriculum and recognize and accommodate learner variability.

Evaluation Data Sources: PLC Agendas, lesson plans, Seesaw activities, observations

Strategy 1: Teachers will participate in multiple opportunities to improve their practice in the effective use of technology by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	
Strategy's Expected Result/Impact: Teachers will effectively use a variety of technology to engage all students in learning.	Formative
Staff Responsible for Monitoring: Teachers, Principal, AP, Liaison, Librarian, InTech Instructional Coaches	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Students will use technology to critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.	
Strategy's Expected Result/Impact: Students and teachers will regularly use a variety of digital tools with confidence and students will create a variety of digital products throughout the school year.	Formative
Staff Responsible for Monitoring: Librarian, Learning Liaison, Teachers, InTech Instructional Coaches, Principal, Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: In order to help students think critically and use technology responsibly to learn, create, and participate, CES will utilize Common Sense Media to promote school wide digital citizenship.

Strategy's Expected Result/Impact: Staff and students will be aware of and demonstrate appropriate digital citizenship.		Formative
Staff Responsible for Monitoring: Librarian, Learning Liaison, Teachers, Principal, Assistant Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic, and social?

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Sources: After Action Plan for all drills/actual events, certifications up-to-date and documented in the Campus Emergency Plan

Strategy 1: All students will be taught behind a locked door. All exterior doors will remain locked during the instructional day.		
Strategy's Expected Result/Impact: Students will demonstrate expectations and procedures while moving through the school building. Doors will not be propped open for any reason.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers/Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: All staff and students will be trained and will participate in emergency procedures and drills required by the district and the state resembling each emergency situation.		
Strategy's Expected Result/Impact: Staff and students will be expected to relocate to their assigned locations when directed by an alarm or administration. Teachers will be prepared with Go Bags and students will be alert and responsive to adult direction.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, District Personnel, Teachers/Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June


Strategy 3: The Emergency Management Team members will meet quarterly to discuss and review emergency strategies and procedures. Committee members will remain current on certifications such as CPR/AED, First Aid, FEMA, and Standard Response Protocol.


Strategy's Expected Result/Impact: The staff and students at CES will be prepared in any emergency situation or drill.	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, District Emergency Personnel, Teachers/Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: All CES staff and students will follow COVID-19 safety and security protocols as outlined in the Fall 2020 Guide and Return to In-Person Learning Plan.

Strategy's Expected Result/Impact: COVID-19 exposures and/or close contacts will be minimal.	Formative
Staff Responsible for Monitoring: Campus Nurse and all CES staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].





Evaluation Data Sources: Eduphoria Workshop (Strive), Attendance reports, Discipline Reports

Strategy 1: All staff will be trained in recognizing signs of suicide and/or self harm in students.		
Strategy's Expected Result/Impact: Teachers and staff members have received professional development credit for completing the Suicide Prevention course and exam for FLEX as well as additional training provided by the school counselor on August 15, 2019.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Teachers/Staff members		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: By developing positive relationships in our classrooms, through the use of Restorative Practices and Classroom Circles, teachers will gain more effective use of their instructional time with less interruptions for inappropriate classroom behaviors.		
Strategy's Expected Result/Impact: Quantity of discipline referrals will decrease. Students will be more engaged and accountable in the classroom due to the feeling of belonging and community.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Liaison, Counselor, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: All CES staff members will actively monitor and implement support strategies for supporting the social and emotional well being of students.

Evaluation Data Sources: Effectiveness of Character Strong/PurposeFULL People curriculum and Classroom Circles on student discipline.

Strategy 1: The CES Counselor will use the Panorama survey to determine the social and emotional needs of students.		
Strategy's Expected Result/Impact: Using this data, teachers and the counselor will provide necessary interventions and strategies in the Panorama Playbook to address the social and emotional needs of students.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal School Counselor, Teachers/Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Utilize Restorative Practices, Classroom Circles, and the PurposeFULL People curriculum to provide character education for all students using character messages, small group, and guidance lessons to limit misbehavior and promote positive character to improve the overall climate for learning.		
Strategy's Expected Result/Impact: All classes will participate in Classroom Circles each day. Students will learn about and practice the following character traits: empathy, kindness, respect, gratitude, honesty, perseverance, courage, responsibility, cooperation and creativity.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Staff, Counselor, Teachers/Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June





Strategy 3: Students and staff will recognize others who are demonstrating positive character traits each month.		
Strategy's Expected Result/Impact: Students and staff will recognize acts of character by giving shout outs to others throughout the school year. Students and staff will model PurposeFULL character throughout the school.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Teachers/Staff, Students		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Provide students with experiences that connect to "real world" needs (Red Ribbon Week, Grace food drives, timely community and national charitable causes, etc.)		
Strategy's Expected Result/Impact: Students will recognize and understand what it means to be a responsible citizen as well as to see how their contributions affect others.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers/Staff, Counselor, Students, PTA		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Campus personnel will be trained and use the district bullying reporting process.		
Strategy's Expected Result/Impact: CES staff will recognize bullying and will know the procedure for reporting bullying using the district process. Bullying reports and investigations will be completed with fidelity.		Formative
Staff Responsible for Monitoring: Administration, Counselor, Teachers and Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?





Performance Objective 1: 100% of CES instructional staff will participate in Professional Learning Communities to plan for differentiation, student achievement and student engagement.

Evaluation Data Sources: PLC agendas

Strategy 1: Teachers will reflect on and use qualitative and quantitative data to analyze student performance and adjust instruction to meet the needs of all students.	
Strategy's Expected Result/Impact: Student achievement and engagement will increase.	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 2: All CES teachers will measure student engagement and understanding and use this data to improve/guide instruction.

Evaluation Data Sources: Increased student engagement during tiered 1 instruction and student growth.

Strategy 1: Teachers will incorporate formative assessments throughout the learning process to measure student engagement and understanding.		
Strategy's Expected Result/Impact: Formative assessments will guide the teacher's instruction in order to increase student engagement and the level of understanding.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, and Teachers		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: 100% of CES students in grades K-5 will write personalized learning goals.

Evaluation Data Sources: Students meeting their goals and showing growth throughout the school year.

Strategy 1: K-5 students will write personalized learning goals and work towards those goals during instructional time and/or personalized learning time, and students and teachers will review and revise goals at least once per nine weeks.	
Strategy's Expected Result/Impact: Students will be able to set appropriate goals based on personal reflection.	Formative
Staff Responsible for Monitoring: Teachers, Students	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: All teachers will implement "student voice" as a mechanism for receiving feedback throughout the year.

Evaluation Data Sources: Student voice will guide teacher instruction and/or decisions in order to increase student engagement and achievement.

Strategy 1: 100% of instructional staff will incorporate student voice surveys in their classroom.	
Strategy's Expected Result/Impact: Student voice will guide teacher instruction and/or decisions in order to increase student engagement and achievement.	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: CES Staff will collaborate during PLCs on how student voice is being used and the insights revealed through the student voice process.	
Strategy's Expected Result/Impact: Staff can examine the results of student voice and determine any adjustments that need/can be made to improve instruction and/or engagement levels. Teachers discuss what the data is telling them and how it informs them for future planning.	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers and CES staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: All CES students will have opportunities to be involved in extra-curricular activities at the elementary level before and after school, as well as be exposed to different extra-curricular opportunities available through the fine arts and athletics programs at the secondary level to increase participation in middle school. [Superintendent Objective 3].

Evaluation Data Sources: Schedule of extra-curricular events that are held at CES.

Strategy 1: All students will experience performances from secondary fine arts programs at various times during the school year.	
Strategy's Expected Result/Impact: Middle school and high school fine arts programs will visit/perform for CES students throughout the school year. Schedule of fine arts events on master calendar/schedule.	Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Teachers, Fine Arts teacher, Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: After-school extracurricular activities will be offered for pay that address the areas indicated as high-interest on the parent survey. (For example: Spanish Club, Chess Club, etc.)	
Strategy's Expected Result/Impact: Student participation in CES extracurricular activities will increase. Participation rosters will be provided.	Formative
Staff Responsible for Monitoring: Principal, Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: The school, along with PTA, will offer extracurricular activities for CES students to participate in. (For example: Running Club, Cowboy Chorale, Student Council, Girls on the Run, Character Club, Art Club, Coding Club, Library Ambassadors, etc.)





<p>Strategy's Expected Result/Impact: Student participation in CES extracurricular activities will increase. Participation rosters will be provided.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, School staff members that volunteer, PTA volunteers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: 100% of Colleyville Elementary School Staff will design and update personal websites with general school and individual information meeting the designated requirements provided by the district.





Strategy 1: A Campus Website Liaison will be appointed to design and maintain the CES campus website and Campus Activities Calendar	
Strategy's Expected Result/Impact: Campus website information will be updated and accurate.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: The CES Campus Website and CES Staff Websites will be updated on an ongoing basis to provide accurate and timely information to parents and the community.	
Strategy's Expected Result/Impact: Campus website information will be updated and accurate.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, CES Staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 100% of CES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.

Strategy 1: Staff members will receive training on the acceptable use of social media.		
Strategy's Expected Result/Impact: Social media will be used appropriately.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Staff members will use the CES facebook page, Twitter, email, newsletters, Peachjar, websites, and other forms of media while communicating to and sharing with the parents throughout the school year.		
Strategy's Expected Result/Impact: Parents will feel like they know what is happening at CES and are aware of weekly activities as they are communicated/shared through different forms of media.		Formative
Staff Responsible for Monitoring: Principal, Asst. Principal, Teachers and Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: 100% of CES instructional staff will utilize Seesaw as a learning management system as well as a means of communication with students and families to ensure equitable access.

Evaluation Data Sources: Seesaw activity reports
Seesaw dashboard

Strategy 1: All teachers will receive professional development on the use of Seesaw capabilities.	
Strategy's Expected Result/Impact: Teachers utilize Seesaw as a communication tool for student learning and work products.	Formative
Staff Responsible for Monitoring: Teachers, Liaison, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Grapevine-Colleyville ISD

Colleyville Heritage High

Goals/Performance Objectives/Strategies

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

Colleyville Heritage



"A community of excellence."

High School

5401 Heritage Avenue
Colleyville, TX 76034
817-305-4700
fax 817-358-4765



Mission Statement

Colleyville Heritage High School, A Community of Excellence

We Believe in:

Cultivating Relationships with Dignity, Care and Respect.

Highly Effective Instruction.

Honest, Open, and Responsive Communication.

Success for Each Student.

Core Beliefs

PRIDE: **P**ersonally **R**eaching and **I**nspiring **D**iscovery in **E**veryone

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional wellness.	12
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	19
Goal 4 : Effectively communicate with targeted audiences.	29

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: CHHS will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2021

Achieve 95% college enrollment, military service or certifications (career readiness)

Increase student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1: Offer PSAT Booster Program for all qualifying juniors		
Strategy's Expected Result/Impact: Continue to increase student recognition in National Merit Program		Formative
Staff Responsible for Monitoring: PSAT Booster Program Enrollment		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 2: Increase AVID participation in PAP and AP classes and increase AVID enrollment. Remove barriers in the scheduling process for students enrolling in honors courses.

Strategy's Expected Result/Impact: Increase in AP and PAP participation; increase in AVID enrollment	Formative
Staff Responsible for Monitoring: AVID enrollment, PAP and AP enrollment by subgroups	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 3: CHHS will educate secondary school students and their parents about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan.

Strategy's Expected Result/Impact: Increase awareness for parents and students about college admissions	Formative
Staff Responsible for Monitoring: GO Center Participation Data, PTSA "How to Pay for your Kid's College", CHHS Counselors host a College Night	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Dual Credit Informational Meetings





Strategy's Expected Result/Impact: Increase the number of students that apply to take a Dual Credit Course	Formative
Staff Responsible for Monitoring: Informational Meeting Attendance	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: STEM

Strategy's Expected Result/Impact: Students will have an opportunity to apply to be a part of the STEM Academy.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: STEM participation numbers- matriculation rates;		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: CHHS will continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: Dyslexia Referrals, FLEX training documentation

Strategy 1: Review Dyslexia referral process and communicate with teachers at the beginning of the year	
Strategy's Expected Result/Impact: Students will be referred timely when necessary.	Formative
Staff Responsible for Monitoring: All teachers will complete FLEX training. Dyslexia referral process will be reviewed by counselors during PLCs and August Professional Learning days.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: FLEX Dyslexia Training and Dyslexia Simulation	
Strategy's Expected Result/Impact: Mores students with Dyslexia will be properly identified and offered effective research based programs. All new teacher to campus will attend the Dyslexia Simulation training, which provides first hand knowledge of the perspectives of a dyslexic student and how to best meet their needs.	Formative
Staff Responsible for Monitoring: Completion of FLEX Dyslexia Training and Dyslexia Simulation	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: CHHS will continue to implement instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: Discipline Data, Attendance Data, STAAR Data, PREP data, Panther Academy Data

Strategy 1: PLT Project- 9th grade On-level and PAP Core: Support provided to teachers with a focus on data and student engagement.	
Strategy's Expected Result/Impact: Academic achievement and student success will increase through the intentional use of PLTs and lesson design.	Formative
Staff Responsible for Monitoring: A- Team, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Provide equitable learning experiences for face-to-face and remote students.	
Strategy's Expected Result/Impact: Equitable levels of growth between student groups.	Formative
Staff Responsible for Monitoring: DLLs, Teachers, A -Team	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 3: Provide opportunities for all students to attend tutoring through PREP.


<p>Strategy's Expected Result/Impact: All students will have the opportunity to get help after school, with transportation provided if needed.</p> <p>Staff Responsible for Monitoring: Monitor PREP participation and what classes they are getting support in.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: CHHS will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve their full potential.

<p>Strategy's Expected Result/Impact: Increase student attrition rates and improve academic achievement for sub-populations.</p> <p>Staff Responsible for Monitoring: Teachers, DLLs, A-Team, Panther Academy</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: CHHS will intentionally focus on our students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Implement and refine RTI classes in math and English.		
Strategy's Expected Result/Impact: Identify and provide support for struggling students in the RTI classes, with the goal of exiting students by passing STAAR. (90% of students will show measured growth on EOC exams. 75% of RtI students will score in the Approaches on EOC exams)		Formative
Staff Responsible for Monitoring: Griffith, Morrison, Granado, Roll		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Reduce SPED pull out support in 9th grade core classes.		
Strategy's Expected Result/Impact: Students will receive classroom instruction in an inclusion setting.		Formative
Staff Responsible for Monitoring: Granado/SpEd DLLs		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: 504 and Special Services Support

Strategy's Expected Result/Impact: A classroom that is designed to support teacher implementation of 504 plans and IEP accommodation for our individual students needs.

Staff Responsible for Monitoring: APs, 504 Coordinator, SPED teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Communication of Student Progress and Needs- 504 and SPED

Strategy's Expected Result/Impact: Increase communication between staff, students, and parents regarding the referral process for students who continue to struggle with one or more components of reading; communication of the progress of students and student voice incorporated in ARD meetings

Staff Responsible for Monitoring: Campus Administrators, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Redesign ESL Support Team

Strategy's Expected Result/Impact: Selected LOTE teachers will monitor a caseload of ESL students to help support students when needed.

Staff Responsible for Monitoring: Caseloads, LPAC reports

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: The Freshman 4 Core PLT will utilize data on common formative assessments, historical data, and classroom performance to increase academic growth for students with a heavy emphasis on sub-populations and closing gaps.

Strategy's Expected Result/Impact: Student academic growth and closing of gaps (90% Approaches, 60% Meets, 30% Masters).		Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, District Coaches, 4 Core Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional wellness.

Performance Objective 1: CHHS will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Sources: Bullying Reports, Hope Squad Reports

Strategy 1: CHHS will be physically and emotionally safe learning environments that are free from bullying and in which expectations are clearly communicated.	
Strategy's Expected Result/Impact: Students will adhere to campus expectations.	Formative
Staff Responsible for Monitoring: Provide students expectations for safe learning environments through class meetings.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Continue Implementation of C-Days	
Strategy's Expected Result/Impact: C-Day will be strategically used to decrease the amount of time students are pulled from instructional time to receive information about school culture and safety. C-Day will occur four times throughout the year.	Formative
Staff Responsible for Monitoring: Material covered during C-Day; student involvement	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Administrative Team will intentionally build relational capacity by meeting with teachers, writing thank you notes, tweeting shout-outs, and giving affirmations to teachers on classroom visits.

Strategy's Expected Result/Impact: Increased teacher engagement	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Admin Team		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Counselor Notes, Discipline Data, Parent Meetings, FLEX Documentation

Strategy 1: Student Advocate and Counseling team will meet with identified students for emotional support.	
Strategy's Expected Result/Impact: Counselor will be able to assess the needs of the student and provide appropriate resources.	Formative
Staff Responsible for Monitoring: Student Advocate Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Monitor discipline data and repeating offenders- set up parent meetings	
Strategy's Expected Result/Impact: Collaboration with parent to provide interventions for student.	Formative
Staff Responsible for Monitoring: Discipline Data- APS	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Suicide Awareness Training/Mental Health Awareness Week

<p>Strategy's Expected Result/Impact: Students and staff will be more aware of the signs of suicide and will know where to go to get help on campus.</p> <p>Staff Responsible for Monitoring: FLEX for staff; Signs of Suicide for students, Counselor Guidance Lessons during C-Days.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June





Strategy 4: Hope Squad

<p>Strategy's Expected Result/Impact: Students and Staff will be selected to participate in Hope Squad as an additional outlet for students that may be suffering mental or emotional issues.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators, Teachers and Students</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Evaluation Data Sources: McKinney Vento Reports, Counselor Reports

Strategy 1: Filter Skyward and Enrollment McKinney Vento Reports	
Strategy's Expected Result/Impact: Identify students through different reports. Meet with students every 3 weeks to check on students and identify needs. Refer student needs to CONNECT.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Student Advocate Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: CHHS Counseling will continue to develop processes and procedures that align with a high-quality counseling program.

Evaluation Data Sources: Parent and student feedback

Strategy 1: Provide resources to students and parents regarding core courses, recommendations, and course selection.		
Strategy's Expected Result/Impact: Newsletter, class visits, reduced level downs.		Formative
Staff Responsible for Monitoring: Counseling Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Continue to strengthen the quality of Personalized Learning Plans for all students.		
Strategy's Expected Result/Impact: Add Canvas for all students		Formative
Staff Responsible for Monitoring: Counseling Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Provide SEL support for teacher well-being and classroom supports.

Strategy's Expected Result/Impact: Teacher engagement and self-care strategies. Assist with teacher supports with Character Strong through Science classes.

Staff Responsible for Monitoring: Counseling Team

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: Metrics for extracurricular benchmarking as found in the GCISD Quality Cup

97% participation in high quality extra-curricular activities in grades 7-12 (excluding iUniversity Prep, Collegiate Academy and Bridges)

Strategy 1: Provide each coach two athletic periods every day. Coaches and Fine Arts directors will receive a conference period everyday so they have time to plan and focus on maximizing practice time.	
Strategy's Expected Result/Impact: More time to plan should yield higher intensity practices to improve student performance.	Formative
Staff Responsible for Monitoring: Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Provide coaches and Fine Arts directors two professional development days during the school year to increase their capacity to lead students.	
Strategy's Expected Result/Impact: Programs will remain current on best practices to more effectively lead their extracurricular program.	Formative
Staff Responsible for Monitoring: Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Develop a master schedule that provides students with the opportunity to participate in multiple Fine Arts programs during the school day.

Strategy's Expected Result/Impact: More students participating in multiple Fine Arts programs.	Formative
Staff Responsible for Monitoring: Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Design and distribute student survey to gather data on student activity interests, and add additional classes to the course of studies based upon student interest.

Strategy's Expected Result/Impact: More students enrolling in desired classes, which hopefully lead to more clubs/organizations based upon those interests.	Formative
Staff Responsible for Monitoring: Associate Principals and Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Evaluation Data Sources: PLT/PLC Agendas, PLT Data, ILT Agendas

Strategy 1: PLT and PLC Discussions and Planning	
<p>Strategy's Expected Result/Impact: Teachers will discuss student data, lesson design, and reflections during PLTs and PLCs. Teachers will share with each other best practices and new strategies. Teachers will focus on interventions, specifically for economically disadvantaged students.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Liaison, Learning Leaders</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Campus staff will receive Professional Learning per their request and needs during professional learning days, faculty meetings, and PLC meetings.	
<p>Strategy's Expected Result/Impact: Teachers will have the opportunity to lead professional learning opportunities to share instructional strengths so that colleagues can implement new strategies in their classroom to increase student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Learning Liaison, Learning Leaders, Teachers, and Campus Principals</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: ILTs- Instructional Leadership Teams

Strategy's Expected Result/Impact: Support DLLs in their plannin gof PLCs and provide necessary resources to be successful.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Admin, DLL, Instructional Coach, Learning Liaison		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Evaluation Data Sources: PLT/PLC Agendas, RTI Data Reports, Eduphoria/DMAC/Edugence Usage Reports

Strategy 1: Canvas proficiency training badges.	
Strategy's Expected Result/Impact: Teachers will become proficient and earn badges in the 3 levels of Canvas professional development training offered throughout the school year.	Formative Nov
Staff Responsible for Monitoring: Campus Administration, Learning Liaison, and Teachers	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	
Strategy 2: Core content common assessments and PLT Lesson Designs	
Strategy's Expected Result/Impact: Teachers will use the information from these common assessments to make decisions for their next steps in the classroom as well as future curriculum and instruction implications.	Formative Nov
Staff Responsible for Monitoring: Learning Liaison, Learning Leaders, Campus Principals, District Instructional Coaches	
Title I Schoolwide Elements: None	Jan Mar
TEA Priorities: None	
ESF Levers: None	Summative June
Problem Statements: None	
Funding Sources: None	

Strategy 3: Use Eduphoria and Edugence to identify students that need additional support.

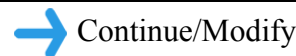
Strategy's Expected Result/Impact: PLCs/PLTs will use Eduphoria or Edugence to look up student data.	Formative
Staff Responsible for Monitoring: Campus administration and teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: PLC Data Focus

Strategy's Expected Result/Impact: PLC Leaders will lead their PLCs in using and analyzing different types of data.	Formative
Staff Responsible for Monitoring: Learning Leaders, Liaison, Admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: RTI

Strategy's Expected Result/Impact: Teachers will review data frequently to provide interventions for RTI students.	Formative
Staff Responsible for Monitoring: RTI Math and English teachers; Admin	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June



Performance Objective 4: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Evaluation Data Sources: STEM Participation/Events, Digital Citizenship Lessons

Strategy 1: Provide opportunities for faculty to collaborate during PLT, PLC, and Faculty Meetings to share best practices and new strategies that focus on integrating technology in the classroom.	
Strategy's Expected Result/Impact: After collaborating with colleagues, teachers will incorporate new technology practices in their classroom to enhance instruction.	Formative
Staff Responsible for Monitoring: Campus Administration, Learning Liaison, Learning Leaders, Librarian	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Digital Citizenship Lessons during C Day	
Strategy's Expected Result/Impact: Students will receive 4 Digital Citizenship lessons each year on C Days.	Formative
Staff Responsible for Monitoring: Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: STEM

Strategy's Expected Result/Impact: STEM teachers will be provided with additional training and support to better implement the STEM guidelines.

Staff Responsible for Monitoring: Admin, STEM teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished







Continue/Modify



Discontinue





Performance Objective 5: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Evaluation Data Sources: Naviance Usage Reports, Career Fair Opportunities

Strategy 1: C Day Career Fair	
Strategy's Expected Result/Impact: Incorporate a Career Day during a C Day.	Formative
Staff Responsible for Monitoring: Counselors/Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: Instructional Coaches will be used as a professional learning tool to bring about improved instruction.





Evaluation Data Sources: ILT/PLT/PLC Agendas, Instructional Rounds/WICOR Walk data

Strategy 1: PLT Project/ILTs		
Strategy's Expected Result/Impact: Instructional coaches will work closely with PLTs and ILTs to better support teachers. Instructional coaches will be able to provide insight around the district curriculum.		Formative
Staff Responsible for Monitoring: Admin/DLL/Learning Liaison/Instructional Coach		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Instructional Rounds/WICOR Walks		
Strategy's Expected Result/Impact: Instructional rounds will occur for every core department at least once a year. During these walks, WICOR will be the focus.		Formative
Staff Responsible for Monitoring: Admin/Learning Liaison		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Evaluation Data Sources: CEC Agendas, Professional Learning Day Agendas

Strategy 1: Communicate and share progress of CIP during CEC meetings.		
Strategy's Expected Result/Impact: Awareness will be increased through the use of the CEC committee.		Formative
Staff Responsible for Monitoring: Associate Principal, CEC Committee		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Communication with staff of Lead 2.0		
Strategy's Expected Result/Impact: Teachers will be updated on new strategic plan during professional learning days.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		


Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Evaluation Data Sources: Updated website, weekly newsletter, PRIDEComm

Strategy 1: Designate a campus webmaster to keep our campus website current, monitor faculty websites, and add communications through our campus TV monitors scattered around the school.	
Strategy's Expected Result/Impact: Increase the accuracy of information available for students, parents, and community members.	Formative
Staff Responsible for Monitoring: Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Campus principal will send out weekly communications to stakeholders. First, Panther Pause will be emailed, which contains valuable information so everyone is informed of what is coming up soon. Next, Panther Applause will be send out to celebrate the accomplishments of our student groups.	
Strategy's Expected Result/Impact: Stakeholders are better informed so they can plan for upcoming events, and a stronger sense of PRIDE is built as we celebrate our students' accomplishments.	Formative
Staff Responsible for Monitoring: Campus Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 3: PRIDEComm- Campus administration will send out a weekly communication to streamline communication and minimize number of emails that are sent out to staff.

<p>Strategy's Expected Result/Impact: Information is located in one place and minimized number of communications that occur throughout the week.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Evaluation Data Sources: CEC Agendas, PTSA Agendas

Strategy 1: Campus Excellence Committee		
Strategy's Expected Result/Impact: Parent representatives will be involved in CEC and will have an avenue to provide feedback.		Formative
Staff Responsible for Monitoring: Associate Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: PTSA and Principal Update		
Strategy's Expected Result/Impact: Principal will provide a monthly update to PTSA and will provide an opportunity for parents to provide feedback.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college high school or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Evaluation Data Sources: Course Selection Protocols, FAFSA participation

Strategy 1: Students will be given access to course sequences that will better prepare them for career ready situations.		
Strategy's Expected Result/Impact: Student will be better prepared for future careers and will know more about the requirements of different careers. Students will have a personalized graduation plan that provides them with information to help them have a better understanding of the careers that are available to them.		Formative
Staff Responsible for Monitoring: Counselors and CTE Department		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Working Towards FAFSA requirement		
Strategy's Expected Result/Impact: CHHS will begin to work on putting in a place to monitor FAFSA participation to be prepared for the upcoming state law requirement.		Formative
Staff Responsible for Monitoring: Admin/Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Colleyville Middle

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Recognizing that the middle school is a transitional time, we will provide maximum opportunities within a positive, safe environment to promote the academic, emotional, creative, and social development of all students while cultivating confidence for success in future endeavors.

GCISD Middle Schools Mission Statement

The mission of the middle schools in Grapevine-Colleyville ISD, a launching pad that intentionally encourages personalized opportunities that allow developing students to embrace their unique identities with the support of our community, is to promote and guide dynamic collaboration among peers, foster confidence to explore new possibilities, and challenge students to be intrinsically motivated learners.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. CMS will actively identify and remove barriers to support equitable learning opportunities for all students. CMS will actively promote and support equitable student learning opportunities for all students.	4
Goal 2 : Design learning environments that support social and emotional well-being.	10
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. CMS will create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments. CMS employees will be equipped to solicit meaningful student input that increases student engagement in relevant learning experiences.	15
Goal 4 : Effectively communicate with targeted audiences. CMS will effectively communicate with all employees, parents, and students.	21
Goal 5 : Expand the use of Gallup StrengthsFinder at CMS for the purpose of improved student learning, teacher/student relationships, and individualized learning.	23
Goal 6 : Ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.	25





Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

CMS will actively identify and remove barriers to support equitable learning opportunities for all students. CMS will actively promote and support equitable student learning opportunities for all students.

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Achieve 90% participation for overall student body in at least one PAP/Accelerated course.

Strategy 1: Administration, teachers, and counselors will continue to endorse and promote PAP and accelerated courses (including incoming 6th grade night) to existing and prospective students.	
<p>Strategy's Expected Result/Impact: Continue the plan to achieve consistency in GT/AP course instructional quality, alignment of curriculum to College Board standards, and data usage. CMS will include a systemic professional learning plan for GT and advanced academics teachers. Teachers will also review and possible recalibrate practices/processes for GT identification across CMS.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, and Counselors.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources:</p> <p>None</p>
	<p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Continue to strengthen Dyslexia programming in GCISD and CMS to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: Staff evaluation and data sources will be reviewed through Eduphoria, FLEX and other PLC/PD documentation.

Strategy 1: 100% of teachers at CMS will complete Dyslexia training to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].	
Strategy's Expected Result/Impact: Staff will do Dyslexia training through FLEX. Staff will gain an understanding and awareness of the screening and assessment process.	Formative
Staff Responsible for Monitoring: Administration, Campus Liaison, 504 Coordinator	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: We will provide continued professional learning in strategies for teachers in delivering appropriate accommodations based on 504 plans.	
Strategy's Expected Result/Impact: Teachers will continue to document and refine their documentation showing their support for dyslexic students. Teachers will collaborate with 504 para and make sure that students are receiving all accommodations. Continued support over strategies to support the needs of students will be given through PLCs, 1:1 coaching support, and, as needed, in other campus meetings.	Formative
Staff Responsible for Monitoring: Administration and Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: We will provide a designated location on campus and overseeing staff member to monitor and support all dyslexic students progress and accommodation needs.

<p>Strategy's Expected Result/Impact: Dyslexic students will have a classroom that they can use to support their accommodations such as receiving oral administration and small group administration. Teachers will coordinate with support teacher using the Testing Oral Accommodation Calendar.</p> <p>Staff Responsible for Monitoring: Admin, General Staff, 504 support staff member</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: We will provide time during designated class periods allowing the Literacy Intervention teacher to provide additional support with approved dyslexia programs.

<p>Strategy's Expected Result/Impact: Provide additional support to target students. Attendance records and Reading Specialist's records.</p> <p>Staff Responsible for Monitoring: Reading Specialist.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

Evaluation Data Sources: PLC documentation including agendas/minutes and evidence of learning platforms observed in walkthrough data. T-TESS evaluations, walkthroughs, and TalentEd data.

Strategy 1: 100% of instructional staff will engage in Professional Learning Communities.		
Strategy's Expected Result/Impact: PLC documentation including agendas/minutes and evidence of learning platforms observed in walkthrough data.		Formative
Staff Responsible for Monitoring: Administration and Learning Liaison.		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: 2) Staff will participate in professional learning throughout the school year to align with the T-TESS and learning platform rubric. Teachers in core academic courses will have opportunities to PLC and PLT with instructional coaches and teams throughout the district.		
Strategy's Expected Result/Impact: Increased teacher capacity to impact student academic success.		Formative
Staff Responsible for Monitoring: Classroom teachers, learning liaison and administration.		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: All teachers will continue to refine their skills through professional development on best practices for Blended Learning, Learning Management System (Canvas), and Instructional Technology.

<p>Strategy's Expected Result/Impact: Teachers will be able to implement best practices for Blended Learning while utilizing Canvas and other instructional technology based on the professional development received via PLCs, professional learning days, and other learning opportunities throughout the school year.</p> <hr/> <p>Staff Responsible for Monitoring: Admin, Learning Liaison, Librarian, DLLs, Teachers, District Instructional Technology Team</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by creating a college and career ready environment through added visuals. AVID will support teachers and all students with year three of three implementation of school wide organization through use of planners and binders.

Evaluation Data Sources: All students will receive training and guidelines for binder and planner use. In addition, CMS Planners will be provided for each student. Since COVID-19 creates barriers of being able to provide remote learners planners, at home planners will be an option as well.

Strategy 1: AVID staff and students will support the overall staff and students of CMS with binder organization during the school year through classes and the advisory period.

Strategy's Expected Result/Impact: Staff and students will adopt and maintain an AVID supported organized binder during the school year and it will be checked school-wide when possible within the in-person/remote guidelines.

Staff Responsible for Monitoring: AVID teacher, learning liaison, and staff.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished







Continue/Modify



Discontinue

Performance Objective 5: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].





Evaluation Data Sources: RTI documentation and RTI committee meetings notes.

Strategy 1: Use a systematic approach to evaluate and track students through the Tier 1-3 process, while utilizing the campus advisory time to implement effective RTI for students.		
Strategy's Expected Result/Impact: Students will be monitored and assisted through the Tier system to continue to evaluate and monitor student progress moving them towards the desired levels of learning per each student's individual need.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Administration, learning Liaison, RTI committees, and teachers.		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Evaluation Data Sources: Evaluation and data sources for staff requirements will be reviewed via meeting calendars, meeting and PLC agendas.

Strategy 1: Continue to monitor and refine daily practices to help ensure the safety and well-being of all stakeholders at CMS. Emergency plans will be evaluated, practiced, and adapted throughout the school year. District COVID-19 guidelines will be monitored, observed, and followed.		
Strategy's Expected Result/Impact: Staff and students will stay safe and well, allowing stakeholders to be educated in a safe environment.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: All staff and students.		
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None		Problem Statements: None Funding Sources: None
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Evaluation and data sources for all requirements will be reviewed via meeting calendars, meeting and counselor agendas.

Strategy 1: All students will be taught suicide prevention strategies using the Signs of Suicide Curriculum as approved by the School Health and Advisory Council (SHAC).	
Strategy's Expected Result/Impact: Students will learn to recognize and report suicidal ideations and behaviors in themselves and or their peers and will seek help from a trusted adult.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselors	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: All students will be educated on David's Law and taught anti-bullying curriculum (including the differences in bullying & conflict).	
Strategy's Expected Result/Impact: Students will understand the possible consequences of bullying and the difference between bullying and conflict.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselors	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	





Strategy 3: All staff and students will use restorative practices to build positive relationships and also assist students with conflict resolution.

<p>Strategy's Expected Result/Impact: Students will develop better relationships with teachers and peers which will positively impact the classroom environment, the number of behavioral referrals, and students' attendance.</p> <p>Staff Responsible for Monitoring: Counselors, Teachers, Learning Liaison, & Administration.</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue













Performance Objective 3: Maintain a comprehensive plan to address security needs at all district facilities.

Evaluation Data Sources: An emergency management plan will be kept and updated with fidelity to ensure the utmost preparation for safety for all visitors, staff, and students on campus.

Strategy 1: Establish a emergency management team that will develop our emergency operations plan and conduct regular safety drills.		
Strategy's Expected Result/Impact: Create a safe environment.		Formative
Staff Responsible for Monitoring: Emergency Management Committee, Administration, CMS staff and students.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Utilizing the campus student data wall to monitor students' wellness and check ins.

Evaluation Data Sources: Any campus staff member will use the student data wall to help track and monitor that all students have an adult on campus checking in with them at various points throughout the school year that is above and beyond the typical scope of the academic school day.

Strategy 1: During PLC's and other designated times, staff members will check in on the data chart for students that have, and have not been indicated of staff-student check-ins.							
Strategy's Expected Result/Impact: Students will have a staff member intentionally connecting with all students to be able to assist and provide various forms of mentoring throughout the school year.	<table border="1"> <tr> <td>Formative</td> </tr> <tr> <td>Nov</td> </tr> <tr> <td>Jan</td> </tr> <tr> <td>Mar</td> </tr> <tr> <td>Summative</td> </tr> <tr> <td>June</td> </tr> </table>	Formative	Nov	Jan	Mar	Summative	June
Formative							
Nov							
Jan							
Mar							
Summative							
June							
Staff Responsible for Monitoring: All staff via the CMS data board at least once a nine-weeks							
Title I Schoolwide Elements: None	Problem Statements: None						
TEA Priorities: None	Funding Sources:						
ESF Levers: None	None						
<table border="0"> <tr> <td> No Progress</td> <td> Accomplished</td> <td> Continue/Modify</td> <td> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue				

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.


CMS will create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments. CMS employees will be equipped to solicit meaningful student input that increases student engagement in relevant learning experiences.


Performance Objective 1: Continue to implement "student voice" as a mechanism for feedback to improve campus and classroom practices.

Evaluation Data Sources: Different methods of communication such as surveys, exit tickets, class discussions/activities, student voice wall, and student panels etc. will be used as evaluation data.

Strategy 1: 1) 100% of instructional staff members, including administration, will receive feedback from students using different methods of communication.	
<p>Strategy's Expected Result/Impact: Various staff members will elicit feedback from students using different methods of communication such as surveys, exit tickets, and class discussions/activities, student voice wall, and student panels throughout the school year.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, and teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
Strategy 2: 3) Teachers will receive ongoing professional development and learning opportunities throughout the year on how to incorporate student voice.	
<p>Strategy's Expected Result/Impact: Different teachers that are effectively using student voice will be spotlighted to present strategies to faculty. Students will be asked to give feedback about whether they believe their voice makes a difference to school-wide and classroom systems and processes.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, and DLLs</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: Metrics for extracurricular benchmarking as found in the GCISD Quality Cup

97% participation in high quality extra-curricular activities in grades 7-12 (excluding iUniversity Prep, Collegiate Academy and Bridges)

Strategy 1: Continue to promote participation and development in activities that are promoted under the developed district quality cup.	
Strategy's Expected Result/Impact: 97% of student participation in high quality extracurricular activities in grades 7 and 8.	Formative
Staff Responsible for Monitoring: Administration, counseling department, UIL related staff.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice.

Evaluation Data Sources: Walkthroughs, TTESS, Virtual learning

Strategy 1: Staff will participate in professional learning and staff development throughout the school year to align with the T-TESS and learning platform rubric.

Strategy's Expected Result/Impact: T-TESS Evaluations, walk-throughs, TalentEd data.

Staff Responsible for Monitoring: Classroom teachers, learning liaison, Department Learning Leaders, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 4: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement].

Evaluation Data Sources: Evaluation and data sources for requirements will be reviewed via meeting calendars, meeting and counselor agendas.

Strategy 1: Counselors will meet with every 8th grade student individually to complete high school 4-year plans.		
Strategy's Expected Result/Impact: All 8th grade students will create individual 4 year plans aligned with their college and career goals.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: CMS will bring in the TCC Mobile GO Center and or representatives for our 8th grade students, to discover college and career opportunities if the COVID-19 guidelines allow in the spring.		
Strategy's Expected Result/Impact: Students will learn about the educational requirements, possible income, and future job prospects of their career(s) of interest		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June





Strategy 3: Counselors will teach guidance lessons to prepare students for college and their future careers.		
Strategy's Expected Result/Impact: Students will learn about the college application process, scholarships, education required for different careers, the job outlook for different careers.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Counselors will meet with all 7th grade special education students individually to create 6-year plans.		
Strategy's Expected Result/Impact: All 7th grade Special Education students create individual 6-year plans aligned with their college and career goals.		Formative
Staff Responsible for Monitoring: Counselors. Special services staff.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Counselors will promote and encourage students to apply for the Bobby Bragan scholarship.		
Strategy's Expected Result/Impact: Students will have the opportunity to apply for the Bobby Bragan scholarship and earn money toward their college education.		Formative
Staff Responsible for Monitoring: Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: Effectively communicate with targeted audiences.

CMS will effectively communicate with all employees, parents, and students.





Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Evaluation Data Sources: Evaluation and data sources for requirements will be reviewed via the campus website and website coordinator's tracking page.

Strategy 1: The campus website will be kept updated, and also a reviewed weekly for accuracy of information.		
Strategy's Expected Result/Impact: Provide timely and accurate information to all CMS stakeholders.		Formative
Staff Responsible for Monitoring: Administration, Campus Website Liaison		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Parent Communication will be sent out weekly via the Principals Colt Corner. The newsletter will also be archived on the CMS webpage weekly for reference located under the Parent Newsletter link on under the Principal's webpage . The Webpage will be updated weekly to ensure that all content is up to date.		
Strategy's Expected Result/Impact: Parents will be informed of the upcoming events and information weekly via the Principals - Smore Colt Corner. and campus web page as the main sources of communication.		Formative
Staff Responsible for Monitoring: Principal, Administrative Assistant, Campus Webpage Coordinator.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement].

Evaluation Data Sources: Evaluation and data sources for requirements will be reviewed via meeting calendar and meeting agendas.

Strategy 1: Students, parents, teachers and counselors will be educated about higher education. The TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement].	
Strategy's Expected Result/Impact: 4 year plans and transitions to high school.	Formative
Staff Responsible for Monitoring: Counselors, teachers, students, parents, administration.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 5: Expand the use of Gallup StrengthsFinder at CMS for the purpose of improved student learning, teacher/student relationships, and individualized learning.

Performance Objective 1: Implement a plan to systematically incorporate Gallup's StrengthsFinder as a mechanism for individualized language that will assist staff to maximize their strengths, increase collaboration and teamwork, and support positive campus culture.

Evaluation Data Sources: Continue year four implementation with a goal of 100% of staff participation, and all students able, by the end of 2020-2021.

Strategy 1: All staff will complete the assessment by the end of the first grading period in the first semester. Codes will be provided to and used by new staff members. Staff will have their top five completed visible on their door signs to promote Strengths on campus.

<p>Strategy's Expected Result/Impact: All staff will have their top five strengths, which will give them a language that will assist in maximizing their strengths, increasing collaboration and teamwork, and supporting positive campus culture.</p> <p>Staff Responsible for Monitoring: Administration and Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 2: All staff will have their Gallup's StrengthsFinder top five strengths visible at 50% or more meetings throughout the school year to discuss and remind staff of their Strengths language to promote Strengths.

<p>Strategy's Expected Result/Impact: The discussion and promotion of strengths from the leadership and staff will promote a culture of positive awareness to impact the entire campus culture.</p> <p>Staff Responsible for Monitoring: Administration and Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: All students will complete the assessment by the end of the school year if COVID-19 campus guidelines allows for the implementation. If possible, codes will be provided to and used by incoming 6th graders and new students. Students will receive their top five strengths report and will participate in various activities to support their understanding of their strengths and others strengths.

<p>Strategy's Expected Result/Impact: All students will know their top five strengths, which will give them language that will assist in maximizing their strengths, increasing collaboration and teamwork with peers, and supporting positive campus culture.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, and Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6: Ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence. [Superintendent Goal 1]

Evaluation Data Sources: The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year is done with fidelity.

Strategy 1: The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year is done with fidelity.

Strategy's Expected Result/Impact: Monthly meetings to review the campus budget will ensure that the campus is thoughtfully managing the district resources to develop a budget that focuses on student academics and activities.

Staff Responsible for Monitoring: Principal and Administrative Assistant.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Grapevine-Colleyville ISD

Collegiate Academy

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Collegiate Academy's vision is for all scholars to demonstrate college readiness by obtaining a high school diploma and an associate's degree which will prepare them for a commitment to lifelong learning.

Vision

Collegiate Academy believes in Excellence, Equity, and Empowerment for all students, so they will reach their life goals now and in their future.

Core Beliefs

Inspiring our CA community to discover their highest potential.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	12
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	14
Goal 4 : Effectively communicate with targeted audiences.	18

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

HB3 Goal

Evaluation Data Sources: Achieve 100% participation in at least one Dual Credit course by the graduating class of 2022

Achieve 100% college enrollment, military service or certifications (career readiness)

Increase amount of college hours earned per student by 5%

Increase the percentages of associates degrees earned by each class by 5%

Increase student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1: CA will hold TSI and STAAR support tutorials during the school day during our 6th period RTI/Club period , TSI Bootcamp will be held during class time on days prior to the start of the college semester and PSAT Prep outside the school day based on student need.

<p>Strategy's Expected Result/Impact: Improve and accelerate rate at which students become 100% TSI met, reach mastery of STAAR EOC tests, and increase PSAT scores to demonstrate College and Career Readiness. TSI Goals: Freshmen 100% TSI Met Reading Sophomores 100% TSI Met Writing Juniors 100% TSI Met Math</p> <p>Staff Responsible for Monitoring: Assistant Principal TSI Coordinator, CA Faculty</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: Demographics 1, 3, 4</p> <p>Funding Sources: None 211 - ESEA Title I, Part A \$0</p>	

Strategy 2: All CA Seniors will apply to at least three, four year universities or trade schools by November 1, 2020 and apply for scholarships by May 1, 2021. Students will meet with an advisor from the TCC NE Transfer Center, CA senior Pathway teacher and CA counselor throughout the school year.

<p>Strategy's Expected Result/Impact: 100% of CA 12th graders will receive at least one college admission or trade school admission letter and 1 scholarship</p> <p>Staff Responsible for Monitoring: College Readiness Coordinator Counselor</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: Demographics 4</p> <p>Funding Sources: None</p>	

Strategy 3: All CA students will virtually visit a 4 year college during their Pathway to Success Class during the 2020/2021 school year.	
Strategy's Expected Result/Impact: 100% of CA students will be admitted to a 4 year university or trade school.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor College Readiness Coordinator	
Title I Schoolwide Elements: None	
TEA Priorities: Connect high school to career and college	
ESF Levers: None	
Problem Statements: Demographics 4	
Funding Sources: Transportation 211 - ESEA Title I, Part A \$2,000	
Strategy 4: CA will focus on every student becoming TSI met by creating an intentional action plan for every student during TSI support classes, Critical Writing and Algebra 2 classes. Freshman - Reading Sophomores - Writing PAP Algebra 2 students - Math	
Strategy's Expected Result/Impact: Freshman 100% TSI Reading met. Sophomores 100% TSI Writing met. Algebra 2 students 100% TSI Math met.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal TSI Coordinator CA Faculty	
Title I Schoolwide Elements: 2.5, 2.6	
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	
ESF Levers: None	
Problem Statements: Demographics 3	
Funding Sources: None	

Strategy 5: In collaboration with TCC NE Transfer Center, Pathway to Success class and Military Recruiters provide opportunities for students to create a personal plan for after CA/TCC NE graduation.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Counselor Pathway to Success teacher	
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	
Problem Statements: Demographics 4	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: Provide senior students an opportunity during the 2020/2021 school year to take the ASVAB aptitude test.

Strategy's Expected Result/Impact: None	Formative
Staff Responsible for Monitoring: Counselor	
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	
Problem Statements: Demographics 4	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics





Problem Statement 1: CA ELLs performance on STAAR was much lower than our campus performance on Meets Grade Level and Above Grade Level. **Root Cause:** Closing language gaps and simultaneously increasing mastery of TEKS is challenging with the time and resources available

Problem Statement 3: Freshman and sophomores are not passing TSI test early enough to register for college classes to stay on track for an associates degree. **Root Cause:** TSI objectives are not covered in freshman or sophomore TEKS.

Problem Statement 4: CA needs to improve achievement in academic performance and college success. **Root Cause:** CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.

Performance Objective 2: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: All administration will access data to help campus support dyslexic students

Strategy 1: CA 504 coordinator will maintain current 504 plans to support dyslexic students and assist students with TCC NE support through the TCC NE SAR (Student Accessibility Resources).	
Strategy's Expected Result/Impact: CA students will receive support in a timely manner to achieve academic success in high school and college courses.	Formative Nov Jan Mar
Staff Responsible for Monitoring: Assistant Principal Counselor	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources: None
ESF Levers: None	Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: Improved performance on standardized test including STAAR, TSI, PSAT and SAT/ACT

Strategy 1: Math, Reading and Writing support classes for STAAR EOC tests will be scheduled within the school day based on individual student need.

Strategy's Expected Result/Impact: Close the performance gap on STAAR, TSI, SAT, ACT and PSAT

STAAR Goals:

US History

100% passing rate and 80% Mastery

Biology

100% passing rate and 50% Mastery

Algebra 1

100% passing rate

50% Mastery

ELA 1

95% passing rate 35% Mastery

ELA 2

95% passing rate and 35% Mastery

Staff Responsible for Monitoring: Learning Liaison

Teachers

Assistant Principal

Title I Schoolwide Elements: 2.4, 2.5, 2.6

TEA Priorities: Connect high school to career and college

ESF Levers: None

Problem Statements:

Demographics 4

Funding Sources:

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics


Problem Statement 4: CA needs to improve achievement in academic performance and college success. **Root Cause:** CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.


Performance Objective 4: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

<p>Strategy 1: CA will provide an Academic Tutor during Study Hall to support student success with the following needs: One-on-one learning Instructional Support TSI, PSAT support Make-up work</p>	
<p>Strategy's Expected Result/Impact: Improved student engagement and learning. Greater success in high school and college courses with reduction in college courses dropped and an increase in college passing rates from 92% to 95%</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Assistant Principal Principal</p>	<p>Nov</p>
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Summative</p>
<p>Problem Statements: Demographics 2, 4</p>	<p>June</p>
<p>Funding Sources: Academic Dean 211 - ESEA Title I, Part A \$20,000</p>	
<p>Strategy 2: CA will provide additional support to students who earned "did not meet" or "approaches" level on previous year STAAR test through individualized learning plans, and RTI interventions.</p>	
<p>Strategy's Expected Result/Impact: Close the learning gap for students who received a did not meet or approaching meet from previous year STAAR EOC test.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: CA Faculty Learning Liaison Assistant Principal Principal</p>	<p>Nov</p>
<p>Title I Schoolwide Elements: 2.4, 2.5</p>	<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Summative</p>
<p>Problem Statements: Demographics 1, 5</p>	<p>June</p>
<p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 1: CA ELLs performance on STAAR was much lower than our campus performance on Meets Grade Level and Above Grade Level. **Root Cause:** Closing language gaps and simultaneously increasing mastery of TEKS is challenging with the time and resources available

Problem Statement 2: CA students struggle in college classes more in their junior and senior years with twice as many drops as our freshman and sophomores **Root Cause:** Decreased amount of time spent with our juniors and seniors on the CA campus for support and accountability

Problem Statement 4: CA needs to improve achievement in academic performance and college success. **Root Cause:** CA is an ECHS that targets At Risk, SES and first generation college goers with limited access to college admissions, preparation, and opportunities information.

Problem Statement 5: CA needs to improve in instructional strategies to support all learners academic success. **Root Cause:** CA accepts all students from struggling learners to gifted and talented in the same classroom.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Office referrals
 Success and progress through counseling
 Improve attendance to 98%

Strategy 1: Ongoing awareness in Pathway to Success class for students to learn how to prevent bullying and how to report it.	
Strategy's Expected Result/Impact: Decrease in instances of bullying on CA campus	Formative
Staff Responsible for Monitoring: Pathway to Success teacher Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Big Brothers Big Sisters Mentor 2.0 program. Every student at CA will be provided a mentor to encourage academic success in high school and college. Students will meet monthly with their mentors virtually for group activities. BBBS facilitators will lead a virtual discussion on characteristics for successful college students	
Strategy's Expected Result/Impact: Students at CA will have the social/emotional support needed to be successful in high school and college classes	Formative
Staff Responsible for Monitoring: Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: Bus transportation 211 - ESEA Title I, Part A \$1,000	June
ESF Levers: None	


Strategy 3: Teachers will use Pathway to Success class to build positive relationships with students that will create a culture of acceptance and belonging. CA counselor and College Transition Specialist will conference with students and parents when student misses 2 days of school in one week. Students under 98% attendance will meet with Academic Dean to establish a academic success contract to hold student accountable.


Strategy's Expected Result/Impact: CA campus attendance will be 98% or greater.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Assistant Principal College Transition Specialist Counselor		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative June
ESF Levers: None	None	

Strategy 4: Combined SOAR (advisory) into CA Pathway to Success class with every CA teacher leading a Pathway to Success Class and to streamline our schedule with TCC NE so students are able to have more opportunities per day for college classes.

Strategy's Expected Result/Impact: Improved academic accountability for students that leads to greater academic success and more intentional social/emotional support for every student.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Counselor Assistant Principal CA Faculty Principal		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	Summative June
ESF Levers: None	None	

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.





Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Evaluation Data Sources: Equity Plan Data

Strategy 1: Learning Liaison to support teachers with differentiation and virtual/blended learning instructional strategies for Student Success:		
Strategy's Expected Result/Impact: Teachers will be better prepared to differentiate for each student and to engage virtual learners in the learning process so all students will achieve academic success in the following: STAAR and TSI		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.4		Jan
Problem Statements: None		Mar
TEA Priorities: Recruit, support, retain teachers and principals	Funding Sources: None	Summative
ESF Levers: None		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Evaluation Data Sources: All students have a next step plan for after graduation.
With addition of College Transition Specialist, follow up with CA graduates to provide support

Strategy 1: Collegiate Academy will establish partnerships with local businesses to provide internships for our senior students		
Strategy's Expected Result/Impact: Provide real world experience for our students with possible job offers and create more interest for attending CA because of the many opportunities.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: Connect high school to career and college		Mar
ESF Levers: None		Summative
Problem Statements: None		June
Funding Sources: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: CA Student, Staff and Faculty voice in culture and governance of Collegiate Academy

Evaluation Data Sources: Students leading recruitment, partnering with TCC NE student government on campus initiatives, hosting social events, mentoring and tutoring underclassmen to help them be successful college students.

Strategy 1: Phoenix Leadership Creating a student leadership team that serves the school in 5 areas: Ambassadors, Tutors, Mentors, Governance, and social events		
Strategy's Expected Result/Impact: Create a culture that accepts and celebrates all students by giving more students opportunities to grow as a leader, serve CA community and to recruit new students and creating pathways for students that do not see themselves as leaders an opportunity.		Formative
Staff Responsible for Monitoring: Leadership Sponsor Principal		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

Strategy 2: CA Faculty Book study: Above the Line by Urban Meyer

Faculty using common strategies for problem solving, collaborating, taking leadership roles within the campus

Strategy's Expected Result/Impact: Shared leadership with teachers having the skills to lead their classrooms and develop student leaders.

All CA Stakeholders believe the 5 Strategies for Success are:

- Create a Vision
- Work Hard
- No Excuses
- Learn from Failure
- Be Grateful

Strategies for the book:

- Blame, Complain and Defend never solved problem or maintained a relationship.
- Event plus response equals Outcome (the only thing we can control is response)
- The top 10% of any organization has to develop the 80% into leaders and realize 10% will not change

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 4: Effectively communicate with targeted audiences.





Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable

Evaluation Data Sources: Phoenix News weekly translated into Spanish. Spanish translator present at all major events.

Strategy 1: College Transition Specialist translates Phoenix News into Spanish and manages a CA Spanish Facebook site	
Strategy's Expected Result/Impact: All CA parents and especially Spanish speaking parents will be involved in the education of their student at CA.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: 3.1, 3.2	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced.

Evaluation Data Sources: Establishment of a CA parent booster club and host workshops to include parents in their students education and plan next steps after high school graduation.

Strategy 1: College Transition Specialist to engage parents in FASFA, College applications, and college or career plans and processes.	
Strategy's Expected Result/Impact: Parents attend FASFA , DACA, TASFA nights hosted by CA virtually in October, virtually attend training on college applications and how to support their student during the transition to a 4 year university	Formative
Staff Responsible for Monitoring: College Transition Specialist Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Grapevine-Colleyville ISD

Cross Timbers Middle

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

At Cross Timbers Middle School we are committed to *Building an Excellent Schools Together* through the strength of the PACK:

Promoting high expectations for

ALL wolves through

Commitment to culture, community, and

Kindness

School Motto: Dream it....believe it....achieve it!

Vision

The Cross Timbers learning community fosters the creativity and imagination to dream, the knowledge and character to believe, and the critical-thinking and problem-solving skills to achieve.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	21
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	27
Goal 4 : Effectively communicate with targeted audiences.	33

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Instructional strategies and initiatives will be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: Growth in AIMSWeb Data from BOY to EOY , T-TESS evaluations, walkthrough data

Strategy 1: CTMS will support AVID site team goals that impact not just students on the AVID elective course, but ALL students because AVID thinking and AVID learning is a mindset. Teachers will be trained on AVID schoolwide practices such as focused note-taking, the use of planners, binder checks, and WICOR strategies to support students in organizing and preparing for rigorous academic schoolwork as well as strengthen Tier 1 instruction. All students will be provided a CTMS planner as part of the AVID Site Team plan.

Strategy's Expected Result/Impact: Stronger Tier I instruction, reduced need for Tier II and III interventions.	Formative
Staff Responsible for Monitoring: AVID site coordinator, Administration, LL	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 2: All CTMS staff will work effectively with ELL students to ensure equitable opportunity and seek training and support where needed. ELL training opportunities at every professional development day.

Strategy's Expected Result/Impact: Increased understanding of ELL best practices and targeted ELL strategies intentionally utilized in lesson designs.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Learning Liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: ELL Support 461 - Campus Activity Fund \$700	

Strategy 3: Liaison and World Languages coaches will conduct a campus walk through 2x per year to collect data on evidence of effective ELL strategies then share the results with campus as feedback.

Strategy's Expected Result/Impact: Feedback on the implementation of ELL strategies; collaboration with ELL instructional coach; refined instructional practices	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Admin, LL, World Languages coaches	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: 100% of CTMS instructional staff will engage in Professional Learning Communities to align and review instructional practices as well as engage in professional learning with CTMS's learning liaison and district instructional coaches.

Strategy's Expected Result/Impact: High quality Tier I instruction	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Learning Liaison, Department Learning Leaders, CTMS Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Professional Learning Teams (PLTs), core content teachers of like-grade level and content will have the opportunity to meet daily, expected to meet a minimum of one time per week, during their common planning time for the purpose of strategic planning and aligning Canvas lessons to increase student achievement.


<p>Strategy's Expected Result/Impact: Implementation of high quality instructional strategies and lessons as evidenced in lesson plans and data analysis.</p> <hr/> <p>Staff Responsible for Monitoring: Administration, Department Learning Leaders, Teachers, Liaison</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>		Formative
		Nov
		Jan
		Mar
		Summative
		June

Problem Statements: None

Funding Sources:
None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2: Increase reading skills, abilities, and confidences for CTMS students.

HB3 Goal

Evaluation Data Sources: aimswebPlus data, STAAR data

Strategy 1: 100% of teachers at CTMS will complete Dyslexia Flex training in order to understand screening and assessment procedures.	
Strategy's Expected Result/Impact: Staff will gain or maintain an awareness and understanding of the Dyslexic screening and assessment process.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, & 504 Coordinators	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Continue to strengthen Dyslexia programming in GCISD and CTMS to ensure appropriate and consistent levels of service for students across the district and campus. [Superintendent Objective 5].	
Strategy's Expected Result/Impact: Students will receive dyslexia services as needed	Formative
Staff Responsible for Monitoring: Admin team, LIT, ELA teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Add a 6th and 7th grade reading teacher to provide smaller class sizes for Tier I reading instruction.

Strategy's Expected Result/Impact: Increase in reading scores on district and state assessments		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Admin team, LL, ELA team		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, RDA

Strategy 1: Use Wolf Time as a target time to meet Tier II needs of CTMS students in math and reading by collaborating with the campus RtI committee, district RtI support, as well as instructional staff to identify students in need of targeted Tier II as well as utilize researched based interventions to meet the targeted needs of identified students. All staff members will have an active role in Wolf Time.							
Strategy's Expected Result/Impact: Wolf Time will be based around the students with RTI needs; growth in progress monitoring scores, growth in MOY and EOY AIMSWEB.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Nov</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Nov	Jan	Mar	Summative	June
Formative							
Nov							
Jan							
Mar							
Summative							
June							
Staff Responsible for Monitoring: Teachers, Learning Liaison, Administration							
Title I Schoolwide Elements: None	Problem Statements: None						
TEA Priorities: None	Funding Sources:						
ESF Levers: None	None						
Comprehensive Support Strategy							
Strategy 2: Students who meet the criteria for needing Tier III interventions in reading will be systematically placed into READ 180 or System 44, depending on the most appropriate level to meet their specific reading needs.							
Strategy's Expected Result/Impact: Growth in targeted students' reading skills as evidenced in READ 180 progress or System 44 progress, Aimsweb progress, and STAAR scores 2021.	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Nov</td></tr> <tr><td>Jan</td></tr> <tr><td>Mar</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Nov	Jan	Mar	Summative	June
Formative							
Nov							
Jan							
Mar							
Summative							
June							
Staff Responsible for Monitoring: ELA Teachers, Administration, Learning Liaison							
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None						
TEA Priorities: None	Funding Sources:						
ESF Levers: None	READ 180 & System 44 211 - ESEA Title I, Part A \$3,000						
Comprehensive Support Strategy							

Strategy 3: 8th grade students who meet the criteria for needing Tier III interventions in math will be systematically placed into Math Plus math intervention class.

<p>Strategy's Expected Result/Impact: Growth in targeted students' math skills as evidenced in Math Plus assessments, Aimsweb results, and STAAR 2021 results.</p> <p>Staff Responsible for Monitoring: Math Teachers, Administration, Counselors, Learning Liaison, Math DLL</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	Summative
	June	

Strategy 4: SCIENCE TEACHERS:
 Identify their students who are economically disadvantaged and actively monitor their progress through conversations and parental involvement. Ensure 80% ELL students pass STAAR. All students will have access to Explore Learning Gizmo via teacher lesson design. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Science classes.

<p>Strategy's Expected Result/Impact: Records of conversations and parental contact reflected in Eduphoria. STAAR success. TEKS check 6th & 7th 8th STAAR. Walk through data. lesson plans showing small group work and differentiation strategies.</p> <p>Staff Responsible for Monitoring: Science teachers, Counselors, Administration, Learning Liaison Science DLL</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	Summative
	June	

Strategy 5: Students who are identified as at beginning English language users according to Woodcock Munoz will be placed in an English Language Acquisition class.

<p>Strategy's Expected Result/Impact: Students increase levels of proficiency in English as measures by Woodcock Munoz. LPAC improvement from year to year.</p> <p>Staff Responsible for Monitoring: GCISD LAC, Counselors, Language Acquisition teacher, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: READ 180 and System 44 teachers will meet with ELA core teachers a minimum of 2x per 9 weeks to discuss student growth, targeted interventions, progress and gaps.

<p>Strategy's Expected Result/Impact: By closely monitoring our students who are not performing on level, the expected outcome is a reduction in achievement gaps among students in READ 180 and System 44.</p> <p>Staff Responsible for Monitoring: Read 180 & System 44 teachers, ELA teacher, Learning Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 7: Read 180 & System 44 teachers communicate with parents about student progress on a 9 weeks basis.

<p>Strategy's Expected Result/Impact: Progress report to parents of Read 180 & System 44 students after input and collaboration with ELA core teachers and LL.</p> <p>Staff Responsible for Monitoring: Read 180 & System 44 teachers, admin, learning liaison, ELA teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 8: Identified students will receive personalized learning and additional time on task to support mastering grade level content in state assessed subjects. Teachers will be provided strategies to enhance Tier One Instruction, as well as, personalize learning experiences.

Strategy's Expected Result/Impact: Tutorials, Increased performance on report cards, STAAR results	Formative
Staff Responsible for Monitoring: Administration, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Problem Statements: None	
Funding Sources: 211 - ESEA Title I, Part A	

Strategy 9: ALL students will be assessed for Tier I, II, and Tier III placement and monitoring. 20% of Students who indicate need from multiple data points (STAAR, Aimsweb BOY, MOY, EOY and district assessments) will be placed in READ 180, System 44, or ELLA elective classes.

Strategy's Expected Result/Impact: READ 180 or System 44 progress, walkthrough data, STAAR results at the end of the year, progress monitoring via eStar	Formative
Staff Responsible for Monitoring: READ 180, System 44, ELLA teachers, Counselors, Learning Liaison, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Problem Statements: None	
Funding Sources: Student Achievement 211 - ESEA Title I, Part A \$72,500	

Strategy 10: CTMS teachers will narrow the achievement gap that exists among student groups: and all student groups, including student groups of African-American, Hispanics, Economically Disadvantaged, LEP, and Special Education students, will increase their scores on all STAAR test.

Strategy's Expected Result/Impact: STAAR results	Formative
Staff Responsible for Monitoring: Teachers, Administration, Counselors, Learning Liaison	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Problem Statements: None	
Funding Sources: 211 - ESEA Title I, Part A \$3,000	

Strategy 11: All CTMS staff will receive ELPS training to better design lessons and scaffolding to improve ELL student achievement in problem solving and vocabulary usage in all content areas classes.

Strategy's Expected Result/Impact: Intentional ELL strategies identified in lesson plans and implemented daily in lessons; increased understanding by staff on how to reach academic needs of our ELL students.	Formative
Staff Responsible for Monitoring: Learning liaison, Director of World Languages, DLLs, ESL teacher, all instructional staff, administration	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Problem Statements: None	
Funding Sources: None	

Strategy 12: SOCIAL STUDIES TEACHERS: Identify students who are economically disadvantaged and will actively monitor their progress through conversations and parental involvement, particularly in Social Studies classes. 80% of Eco Dis and ELL students will meet approaching level on STAAR social studies. All S.S. teachers will design and implement engaging and differentiated lessons based on CBA data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings. Teachers will use small group interventions and strategies to provide effective intervention for ELL students in Social Studies classes.

Strategy's Expected Result/Impact: Lesson plans, walkthrough, grade level intervention meetings, success on Social Studies STAAR	Formative
Staff Responsible for Monitoring: Social Studies Teachers, Counselors, Administrators, Learning Liaison, Instructional Coaches	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 13: All teachers will design and implement engaging and differentiated lessons based on common formative and summative data to engage all students, particularly at-risk students, in meaningful work based on enduring understandings.

Strategy's Expected Result/Impact: PLC minutes, CBAs, lesson plans, walk through results	Formative
Staff Responsible for Monitoring: All core teachers, Learning liaison, Instructional coaches, Administration	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2]

Evaluation Data Sources: Achieve 90% participation for overall student body in at least one PAP/ Accelerated course.

Strategy 1: Administration, Teachers, and Counselors will continue to endorse and promote PAP and accelerated courses to both existing and prospective students.	
Strategy's Expected Result/Impact: 90% of students will participate in PreAP and accelerated courses.	Formative
Staff Responsible for Monitoring: Administration, Teachers, and Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Campus administration will collaborate with the director of Advanced Academics to maximize offerings, shore up curriculum, and create professional development opportunities for all teachers of GT learners.	
Strategy's Expected Result/Impact: Evidence of district-wide trainings offered, agendas of ASPIRE PLCs, meetings with director of Advanced Academics	Formative
Staff Responsible for Monitoring: Admin, Learning Liaison, Department Learning Leaders, Director of Advanced Academics	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Pre-AP and Accelerated classes will be designed to increase rigor of work through use of College Readiness strategies such as WICOR to prepare students for college readiness and their assessments.

Strategy's Expected Result/Impact: Lesson plans incorporating WICOR strategies	Formative
Staff Responsible for Monitoring: Teachers, learning liaison, curriculum supervisors, AVID site team, administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: All teachers of Pre-AP and Accelerated classes will have 30 hours of G/T training with an annual six hour update.

Strategy's Expected Result/Impact: Records of required training, teacher transcripts	Formative
Staff Responsible for Monitoring: Director of Advanced Academics, admin, learning liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: As students register for advanced classes, schedules will be intentionally built clustering G/T students to provide support for GT students in classes.

Strategy's Expected Result/Impact: 100% of students will be placed in intentional clusters in Accelerated Math and Science classes in grades 6-8. Class rosters showing clustering of G/T students.	Formative
Staff Responsible for Monitoring: Admin, counselors	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: ASPIRE teachers will survey students throughout the year to determine student interest, perspective, and level of engagement with curriculum design.

Strategy's Expected Result/Impact: Survey topics and results indicate appropriate curriculum	Formative
Staff Responsible for Monitoring: ASPIRE teachers, admin, Director of Advanced Academics	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 7: All teachers of ASPIRE will have Gifted and Talented Certification or be in pursuit of such and will fit the criteria outlined in the district standards for ASPIRE teachers.

Strategy's Expected Result/Impact: Highly qualified ASPIRE teachers, evidence of pursuit of certification or record of certifications and qualifications	Formative
Staff Responsible for Monitoring: Director of Advanced Academics, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 8: ASPIRE teachers and Curriculum and Instruction department will develop a beginning-of-the year and end-of-year parent and student survey to collect data which is considered when making possible changes to the program.

Strategy's Expected Result/Impact: Parent survey results	Formative
Staff Responsible for Monitoring: ASPIRE teachers, District Curriculum & Instruction members, Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: ASPIRE teachers will receive at least 40 hours of professional development in collaboration with GCISD Advanced Academics coaches

Strategy's Expected Result/Impact: Documentation of professional development, notes of meetings/ trainings	Formative
Staff Responsible for Monitoring: ASPIRE teachers, Director of Advanced Academics, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 10: ASPIRE teachers will collaborate via PLC once a week and coordinate a combined PLC a minimum of 1x per 9 weeks (4x per year) with the other core subject PLCs at CTMS.

Strategy's Expected Result/Impact: Minutes from ASPIRE PLCs, PLC member feedback and voice for PLC effectiveness	Formative
Staff Responsible for Monitoring: ASPIRE teachers, Learning Liaison, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 11: ASPIRE teachers will use scantron performance series to drive personal learning, measure growth, serve as a universal screener, and identify placement among the national norm.

Strategy's Expected Result/Impact: Parents receive a clear picture of student performance in relation to national norms.	Formative
Staff Responsible for Monitoring: ASPIRE DLL, ASPIRE teachers, Administration, Director of Advanced Academics	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 12: ASPIRE teachers will administer the PSAT 8/9 to all 7th and 8th grade ASPIRE students to identify national norm placement as well as to inform both students and parents of their strengths, weaknesses, and college preparedness.

Strategy's Expected Result/Impact: Parents and students receive PSAT results and understand implications of that data piece.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: ASPIRE teachers, Learning Liaison, Administration, Director of Advanced Academics.		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Students who experience difficulty attaining access to fine arts, athletics, and other extracurricular opportunities will receive thoughtful exposure, support, and assistance to be able to participate and engage in the middle school experience.

Evaluation Data Sources: Rosters of students in fine arts, athletics, and other extracurricular opportunities at CTMS

Strategy 1: CTMS fine arts, athletics, and other extracurricular opportunities will align with our high school feeder school to allow for smoother transitions.	
Strategy's Expected Result/Impact: Alignment and opportunity to progress and build necessary skills that will transfer from CTMS to GCISD high schools.	Formative
Staff Responsible for Monitoring: Athletic Coordinators, PE teachers, Fine Art Teachers/ Directors, GCISD Athletic Directors & Fine Arts Director	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Underrepresented populations will be identified in 6th grade and encouraged to participate in extracurricular activities. Sponsors will seek and encourage underrepresented populations and arrange financial assistance if necessary.	
Strategy's Expected Result/Impact: Increased number of students in all extracurricular activities, fine arts, athletics, etc. Scholarshipping of those in dire need.	Formative
Staff Responsible for Monitoring: Student Advocate, Athletic Coordinators, Fine Art Teachers/ Directors, Administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: When CTMS students are unable to participate in extracurricular, fine arts, or athletics due to obstacles, all efforts will be made to remove them and grant access for participation.

<p>Strategy's Expected Result/Impact: We will continue to develop an inclusive culture, where we work actively to help students stay in programs rather than have them removed due to financial and/or access obstacles.</p> <p>Staff Responsible for Monitoring: Athletic Coordinator, Fine Arts Teachers/ Directors, Student Advocate, Administration</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional well-being.


Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].


Strategy 1: Cross Timbers' school design will be outfitted to enhance the safety and security of our students and staff.		
Strategy's Expected Result/Impact: A secure vestibule with improved technology to aid in identifying all that attempt to gain access to the inside of our building. Improved lighting around the building. Replaced existing video cameras with improved cameras. Added classroom door locking capabilities from the inside to aid in swift lockdowns.		Formative
Staff Responsible for Monitoring: District Administration, Director of Safety & Security, Administration, SRO		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Maintain a comprehensive plan to address security needs at CTMS.		
Strategy's Expected Result/Impact: Safe and secure campus		Formative
Staff Responsible for Monitoring: Campus Emergency Management Administrator, Emergency Management Team, Administration, District Safety and Security Director		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Equip the campus with signage on the floors and walls outlining practices to keep remind staff, students, and visitors of COVID safety guidelines, as well as physical barriers in the cafeteria for safe eating and in the hallways to direct foot traffic.

Strategy's Expected Result/Impact: Adhere to COVID guidelines; safety of stakeholders	Formative
Staff Responsible for Monitoring: Administration; nurse	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Strategy 1: Counselors will facilitate the presentation of the Signs of Suicide program to all 6th, 7th, and 8th grade students at CTMS.

Strategy's Expected Result/Impact: Students will learn to recognize and report suicidal ideation and behaviors in themselves and others to know when to seek help from an adult.

Staff Responsible for Monitoring: Counselors, Administration, GCISD Counseling Department

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: CTMS will adopt programs to ensure freedom from Bullying, utilize Friends for Life, www.469tips.com- a system that allows students opportunities to report bullying anonymously (24 hours a day).

Strategy's Expected Result/Impact: Reduced incidents of bullying and a student, staff, and parent-reported CTMS a safe place.

Staff Responsible for Monitoring: Counselors, Student Advocate, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 3: CTMS will implement Character Strong to support our current restorative practices and the social-emotional wellness of our students.

Strategy's Expected Result/Impact: Increase student support, reduced incidences of bullying and disruptive behavior at CTMS.	Formative
Staff Responsible for Monitoring: Counselors, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Campus personnel will be trained and use the district bullying reporting process.

Strategy's Expected Result/Impact: Student bullying reports and resolutions recorded in the system	Formative
Staff Responsible for Monitoring: Administration, Counselors, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Implement Character Strong Program with monthly themes and lessons during Wolf Time.

Strategy's Expected Result/Impact: Students will improve their self awareness, social awareness, relationship skills, and responsible decision making. U	Formative
Staff Responsible for Monitoring: Counselors, CTMS staff	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Strategy 1: CTMS will provide appropriate services to all students attending CTMS under McKinney-Vento and that are classified as homeless.

Strategy's Expected Result/Impact: Identified students will receive the services and supports needed.

Staff Responsible for Monitoring: Student Advocate, Counselors, Teachers, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished







Continue/Modify



Discontinue

Performance Objective 4: Staff social and emotional needs will identified and poured into throughout the year.

Evaluation Data Sources: Gallup survey

Strategy 1: Staff will engage in a campus-wide books study on The Five Languages of Appreciation in the Workplace to identify how they like to be recognized. Once identified, their top language(s) will be posted outside their classroom/workspace.	
Strategy's Expected Result/Impact: Recognize staff in individual and meaningful ways.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, DLL	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Staff recognition notes will be written each Thursday during alpha team meetings to honor the individuals contributions to CTMS.	
Strategy's Expected Result/Impact: Staff members will receive praise and recognition.	Formative
Staff Responsible for Monitoring: Administrative team.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Encourage "student voice" as a mechanism for instructional/ learning feedback as well as overall experiences at CTMS.

Evaluation Data Sources: 100% participation in including student voice in the classroom.

Strategy 1: Teachers will incorporate in their lesson designs, opportunities to for students to provide input in the way they demonstrate their learning and methods of instructions.	
Strategy's Expected Result/Impact: Lesson plans, lesson activities, student engagement, projects/ products	Formative
Staff Responsible for Monitoring: Teachers, Administration, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teachers will gather student voice a and feedback via surveys and anecdotal of learned and/or previous lessons.	
Strategy's Expected Result/Impact: Higher student engagement as a result of student buy in.	Formative
Staff Responsible for Monitoring: Teachers, Administration, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Student voice encouraged in discussion at principal's panel, STUCO, feedback from grade levels and students in clubs and activities.

Strategy's Expected Result/Impact: Agenda and minutes from principal's panel, STUCO, and grade level opportunities to share voice.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Counselors, Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 2: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: Metrics for extracurricular benchmarking as found in the GCISD Quality Cup

97% participation in high quality extra-curricular activities in grades 7-12 (excluding iUniversity Prep, Collegiate Academy and Bridges)

Strategy 1: Continue to promote participation and development in activities that are promoted under the developed district quality cup.	
Strategy's Expected Result/Impact: 100% of student participation in high quality extracurricular activities in grades 7 and 8.	Formative
Staff Responsible for Monitoring: Athletic Coordinators, Band Directors, Choir Director, Theatre Director, Administration, Counselors, UIL related staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Sixth grade PE teachers will actively recruit underrepresented students during Pre-Athletics PE class, followed up with parent contact.	
Strategy's Expected Result/Impact: Record of parent contacts, anecdotal information from PE teachers, increase in participation in 7th grade Athletics	Formative
Staff Responsible for Monitoring: 6th grade Pre-Athletics PE teachers, Bilingual Parent Liaison, Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Increase the recruitment of Fine Arts and extra curricular programs at the elementary schools.

Strategy's Expected Result/Impact: Dates of recruitment events and activities	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Fine Arts & extracurricular Teachers/ Directors, Counselors	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement].

Evaluation Data Sources: Evaluation and data sources for requirements will be reviewed via meeting calendars, meeting and counselor agendas.

Strategy 1: Counselors will meet with every 8th grade student individually to complete high school 4-year plans.	
Strategy's Expected Result/Impact: All 8th grade students will create individual 4 year plans aligned with their college and career goals.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Counselors will meet with all 7th grade special education students individually to create 6-year plans.	
Strategy's Expected Result/Impact: All 7th grade Special Education students create individual 6-year plans aligned with their college and career goals	Formative
Staff Responsible for Monitoring: Counselors, Special Services	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Align CTMS CTE courses and curriculum with the high school's courses and offerings as well increase enrollment in these course.





Strategy's Expected Result/Impact: Provide students the opportunity to experience CTE and earn high school credits		Formative
Staff Responsible for Monitoring: CTE staff, Admin.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Effectively communicate with targeted audiences.





Performance Objective 1: 100% of CTMS professional staff members will adopt Canvas as their learning management system.

Evaluation Data Sources: Canvas data

Strategy 1: 100% of CTMS instructional staff will post weekly assignments and class information for students and parents to access on Canvas.	
Strategy's Expected Result/Impact: Increase student understanding of class expectations.	Formative
Staff Responsible for Monitoring: All instructional staff, Admin. team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: 100% of CTMS staff will engage in Canvas training as part of FLEX and before school expectations.	
Strategy's Expected Result/Impact: Staff understanding of the new LMS.	Formative
Staff Responsible for Monitoring: LL, DLLs, Administrative team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Evaluation Data Sources: Evidence of 2nd language translation opportunities

Strategy 1: Communication will be in both Spanish and English whenever possible		
Strategy's Expected Result/Impact: Messages sent in two languages; two languages in meetings; agendas that indicate the use of Spanish		Formative
Staff Responsible for Monitoring: Administration, Counselor		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: CTMS will create a Remind group for students to receive important campus information and campus announcements.		
The Remind messages will be sent in English and Spanish.		
Strategy's Expected Result/Impact: Successful communication in both languages		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Strategy 1: CTMS will include a School Compact that is developed in conjunction with teachers, parents, and administrators in an effort to comply with Title I expectations and to better serve our campus community. The School Compact will be posted on the CTMS website along with the Parent-Family Engagement plan and information about Title I.

<p>Strategy's Expected Result/Impact: Parents and community members will have a clear understanding of the goals and expectations for the CTMS campus to help drive goals forward.</p> <hr/> <p>Staff Responsible for Monitoring: Campus Principal Parent Liaison</p> <hr/> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college high school or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Strategy 1: Counselors will continue to work to inform both students and parents of future college and career opportunities.	
Strategy's Expected Result/Impact: Parents are well informed of college readiness and career opportunities	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: CTMS administration will increase parental satisfaction with CTMS campus communication by effectively communicating with parents on LEAD 2021, LEAD 2.0, CTMS mission, CTMS CIP, and other campus goals and expectations.

Evaluation Data Sources: Parent satisfaction as indicated on CTMS parent survey

Strategy 1: Principal and assistant principals will utilize weekly e-blasts, Facebook, and Twitter to communicate with the community.	
Strategy's Expected Result/Impact: Parent satisfaction, parent survey, anecdotal	Formative
Staff Responsible for Monitoring: Administrators, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: CTMS will provide simultaneous translation for Spanish speakers at parent meetings as well as during weekly newsletter.	
Strategy's Expected Result/Impact: Increased awareness of campus happenings	Formative
Staff Responsible for Monitoring: Bilingual parent liaison, administrators, bilingual counselor, bilingual registrar	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: CTMS will provide FAQ resources for parents that have common questions/ concerns, as well as onboarding information for parents that are new to CTMS.


Strategy's Expected Result/Impact: FAQs, Parent Concern Directory, ASPIRE FAQ, Welcome to CTMS Smore (onboarding)	Formative
Staff Responsible for Monitoring: Administration, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Communication will be in a variety of venues -weekly Smore newsletter, Remind 101, website, Twitter, Facebook, and other media

Strategy's Expected Result/Impact: Increased awareness of campus events and happenings	Formative
Staff Responsible for Monitoring: Admin, Counselor, Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Grapevine-Colleyville ISD

Dove Elementary

Goals/Performance Objectives/Strategies

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Mission Statement

Dove Elementary Mission Statement

In a partnership with parents, students, teachers, and community, Dove Elementary provides a safe and supportive environment in which students develop an understanding and respect for self and others. We cultivate learning through encouragement of inquiry and empower students to make a difference in our ever-changing world.

Vision

Dove Elementary will inspire a safe, supportive, and rigorous learning environment in order to increase student growth and success to positively impact the community.

Core Beliefs

Building positive relationships leads to supportive learning environments.

Students are active participants in their learning.

Engaging students through work that is meaningful to them will encourage inquiry.

Students are effective communicators and take action within their school, community, and the world.

Table of Contents

Goals	5
Goal 1 : Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.	5
Goal 2 : Actively identify and remove barriers that limit access to and opportunity for learning.	19
Goal 3 : Design learning environments that support social and emotional well-being.	26
Goal 4 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	32
Goal 5 : Effectively communicate with targeted audiences.	37

Goals

Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 1: Based on specific measurable content area goals identified in the Targeted Improvement Plan, Dove Elementary will move from the 4th quartile to the 3rd quartile in student achievement (Domain 1) according to our TEA comparability group.

Evaluation Data Sources: TEA Student Achievement Comparability Report

Strategy 1: An instructional specials rotation will be incorporated into the schedule in order to provide enrichment around science concepts and vocabulary in grade K-5.		
Strategy's Expected Result/Impact: Increased science performance on district (TEKS Checks) and state assessments K-5; increase in science vocabulary knowledge K-5.		Formative
Staff Responsible for Monitoring: campus principal; science specials teacher		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	Instructional Specials Teacher (Sherry Burkett) 211 - ESEA Title I, Part A	Summative
Comprehensive Support Strategy		June

Strategy 2: Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.

<p>Strategy's Expected Result/Impact: Increased student achievement in reading and math in grades 3-5. Improvement in district and state assessment scores.</p> <p>Staff Responsible for Monitoring: Learning Liaison; campus principal, instructional staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	<p>Problem Statements: None</p>	Formative
	<p>Funding Sources:</p> <p>Measuring Up Tutoring Materials 211 - School Improvement Grant (SIG)</p>	Nov
		Jan
		Mar
		Summative
	June	

Strategy 3: Response to Intervention meetings will focus on the effectiveness of interventions and monitor the progress of struggling learners

<p>Strategy's Expected Result/Impact: Increased % of students in Tier 1; increase of Tier movement from 3 to 2 to 1.</p> <p>Staff Responsible for Monitoring: Campus principal and assistant principal; learning liaison; K-5 teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	<p>Problem Statements: None</p>	Formative
	<p>Funding Sources:</p> <p>None</p>	Nov
		Jan
		Mar
		Summative
	June	

Strategy 4: Grades 3-5 teachers will focus planning and teaching in departmentalized content areas (i.e. math/science and humanities).

Strategy's Expected Result/Impact: Increased depth to departmentalized lesson plans and instruction.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: campus principal, assistant principal, and learning liaison; district instructional coaches	
Title I Schoolwide Elements: None	
TEA Priorities: Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Countdown to math STAAR plus Gauntlet homework materials 211 - School Improvement Grant (SIG)	
Comprehensive Support Strategy	


Strategy 5: Teacher performance data will be reviewed and used to identify areas of strength when making teacher assignments and placing students.


Strategy's Expected Result/Impact: Increased teacher efficacy and student achievement	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: campus principal; assistant principal; learning liaison	
Title I Schoolwide Elements: None	
TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Comprehensive Support Strategy	

Strategy 6: An instructional para will support student growth and achievement by working with the learning liaisons and classroom teachers to analyze data, create groups, and work with students.

Strategy's Expected Result/Impact: Growth in student performance levels on STAAR.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: learning liaisons	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Full Time Instructional Para 211 - School Improvement Grant (SIG)	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Early Childhood Reading Board Goal [TEA Requirement]: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% to 66% by June 2024.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR Reading
 Pre-K CIRCLE PM Reading Syllabication
 Kinder AimsWebPlus Letter Word Sound Fluency (LWSF)
 1st - 3rd Grade AimsWebPlus Oral Reading Fluency (ORF)
 Kinder - 2nd Grade Tejas Lee/Tango Band

Strategy 1: Teachers will use a guided reading model to support literacy instruction and skill development at each student's individual reading level.		
Strategy's Expected Result/Impact: Students' increased reading level and accelerated reading growth, per district BOY, MOY, and EOY criteria. 90% of students in grades K-2 are on grade level based on district EOY criteria for reading.		Formative
Staff Responsible for Monitoring: classroom teachers; learning liaison		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Foundations will be used in grades K-2 in order to develop a solid foundation of early literacy in students.		
Strategy's Expected Result/Impact: Students meet progress monitoring checkpoints throughout the year based on district BOY, MOY, and EOY criteria.		Formative
Staff Responsible for Monitoring: classroom teachers; learning liaison		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Students in grades 3, 4, 5 that are below grade level in reading will receive foundational reading support through use of Levelled Literacy Intervention and Close Reading strategies.

Strategy's Expected Result/Impact: Increased number of students reading on grade level; accelerated growth from students not reading on grade level.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: learning liaison; campus instructional paraprofessional	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Strategy's Expected Result/Impact: Improved student performance in reading	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Literacy Interventionists	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Preschool students will be assisted to ensure successful transition from early childhood programs to local elementary schoolwide programs [Title I Requirement].

Strategy's Expected Result/Impact: Impact on kindergarten readiness and preparedness for school	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: PreK teacher; campus liaison; Director of Early Childhood; campus principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 6: Kindergarten and 1st grade teachers will use the Heggerty resource and lessons to provide additional phonemic awareness support to students.





Strategy's Expected Result/Impact: Increased phonemic awareness; increased number of students reading		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Kinder and 1st grade teachers; learning liaison		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Early Childhood Math Board Goal [TEA Requirement] The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by June 2024.

HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR Mathematics
 Pre-K CIRCLE PM Math Counting Sets
 Kinder - 1st AimsWebPlus Early Numeracy (ENB)
 2nd - 3rd Grade AimsWebPlus Mathematics (MATHB)

Strategy 1: Math instructional blocks will utilize TEKSas Target Boards to spiral math concepts daily.	
Strategy's Expected Result/Impact: Increased math achievement; students show proficiency growth on math standards	Formative
Staff Responsible for Monitoring: classroom teachers; learning liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Increase math instructional block on master schedule to allow for increased instructional time in math in grades K-5	
Strategy's Expected Result/Impact: Improved student achievement and growth in math. 90% of students in grades K-2 are on grade level in math, based on district EOY criteria.	Formative
Staff Responsible for Monitoring: Instructional staff; learning liaison; campus principal.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Job-embedded professional learning for PreK-5 staff will include learning needed to increase percent of students at a 70% mastery of grade level standards.

Evaluation Data Sources: Training agendas; PLC agendas; EOY student data

Strategy 1: Professional learning around TEKS and process standards will be provided for all instructional staff.	
Strategy's Expected Result/Impact: Teacher clarity around TEKS and increase in effective instruction.	Formative
Staff Responsible for Monitoring: learning liaison; campus principal and assistant principal; instructional staff members	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Weekly professional learning around written lesson plans will prepare teachers for deep levels of instruction.	
Strategy's Expected Result/Impact: Depth of lesson planning will translate into rigorous instruction and increased student achievement.	Formative
Staff Responsible for Monitoring: learning liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Vertical teams will meet four times during the year to deepen understanding around data trends as related to their content area.

Strategy's Expected Result/Impact: Increased understanding of TEKS; vertical conversations around content; improved instruction; increased student achievement	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Vertical Team leaders; learning liaison; campus principal; assistant principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	


Strategy 4: Instructional staff will receive training and support for a Blended Learning model to enrich the learning experience for all students, whether learning remotely or in person.


Strategy's Expected Result/Impact: Increased student performance for all students.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Instructional staff; learning liaison; district coaches; campus principal and assistant principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Instructional staff will continue to receive training in and deepen their understanding of using Seesaw as the Learning Management System.

Strategy's Expected Result/Impact: Activities are designed in Seesaw for remote and in person learners.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Instructional staff; learning liaison; district coaches	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Strategy 1: An Instructional Playbook, consisting of Think-Pair-Share, will be utilized by all teachers in order to provide structure and accountability for student collaboration.	
Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: principal; assistant principal; classroom teachers; learning liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: An Instructional Playbook, consisting of K-W-L will be utilized by all teachers in order to determine prior knowledge and set a purpose for learning.	
Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: principal; assistant principal; classroom teachers; learning liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: An Instructional Playbook, consisting of Circle Map will be utilized by all teachers in order to define and provide enriched discussions around Tier 2 and Tier 3 vocabulary words.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: principal; assistant principal; classroom teachers; learning liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Teachers will use a guided reading model to support literacy instruction and skill development at each student's individual reading level.

Strategy's Expected Result/Impact: Students' increased reading level and accelerated reading growth, per district BOY, MOY, and EOY criteria. 90% of students in grades K-2 are on grade level based on district EOY criteria for reading.	Formative
Staff Responsible for Monitoring: classroom teachers; learning liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Foundations will be used in grades K-2 in order to develop a solid foundation of early literacy in students.

Strategy's Expected Result/Impact: Students meet progress monitoring checkpoints throughout the year based on district BOY, MOY, and EOY criteria.	Formative
Staff Responsible for Monitoring: classroom teachers; learning liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Math instructional blocks will utilize TEKSas Target Boards to spiral math concepts daily.

Strategy's Expected Result/Impact: Increased math achievement; students show proficiency growth on math standards	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: classroom teachers; learning liaison	
Title I Schoolwide Elements: 2.4	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: Student Achievement 1	
Funding Sources: TEKSas Target Board- Online Edition 211 - ESEA Title I, Part A \$569.94	
Comprehensive Support Strategy	

Strategy 7: Students in grades 3, 4, 5 that are below grade level in reading will receive foundational reading support.

Strategy's Expected Result/Impact: Increased reading level; students reading on grade level	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: learning liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: School wide behavioral expectations and clear structures for learning will show an increase in learning time for all students.

Evaluation Data Sources: Discipline Reports; Master Schedule

Strategy 1: School wide expectations for behavior (for both in person and remote learners) will be taught and displayed for student learners to see.	
Strategy's Expected Result/Impact: Clear vision and common language around behavioral expectations.	Formative
Staff Responsible for Monitoring: campus principal and assistant principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: A discipline flow-chart will be created and utilized by campus staff to create consistency and clarity around behaviors and discipline.	
Strategy's Expected Result/Impact: Teachers have clarity around how to manage behaviors in their class; decreased time in office for small behaviors.	Formative
Staff Responsible for Monitoring: assistant principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: During data days scheduled for 3x during the year, teachers will disaggregate local and state assessment data in order to refine instructional focus.	
Strategy's Expected Result/Impact: Increased teacher knowledge around student data; design instruction to target areas identified in data; improved student achievement	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaisons, Classroom Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: None	June
ESF Levers: None	
Comprehensive Support Strategy	
Strategy 2: Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.	
Strategy's Expected Result/Impact: Improved achievement on STAAR	Formative
Staff Responsible for Monitoring: Learning Liaisons; classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: Improve low-performing schools	Summative
Funding Sources: After school tutoring pay for teachers 211 - School Improvement Grant (SIG)	June
ESF Levers: None	
Comprehensive Support Strategy	
	After school tutoring resources 211 - School Improvement Grant (SIG)
	Snacks for students attending after school tutorials 211 - School Improvement Grant (SIG)

Strategy 3: Campus-based professional learning will focus on identified target areas based on disaggregated local and state assessment data trends.

Strategy's Expected Result/Impact: Improved student achievement	Formative
Staff Responsible for Monitoring: Learning Liaisons; campus principal; learning leaders	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: An instructional para will work with identified "at risk" students 3 days a week.

Strategy's Expected Result/Impact: Decreased opportunity and achievement gaps in "at risk" students;	Formative
Staff Responsible for Monitoring: Learning Liaisons	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 60% Instructional Paraprofessional (Disadvantaged Funds) 199 - General Fund	





Strategy 5: Instructional staff will receive training and support for a Blended Learning model to enrich the learning experience for all students, whether learning remotely or in person.

Strategy's Expected Result/Impact: Increased student performance for all students.	Formative
Staff Responsible for Monitoring: Instructional staff; learning liaison; campus principal and assistant principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Families will know how to access information about their student's progress at school.

Evaluation Data Sources: Meeting agendas

Strategy 1: Because of Dove's mobility rate, new family induction sessions will be offered as needed and will be required of new families enrolling at Dove.	
Strategy's Expected Result/Impact: New families are informed of school policies and procedures when they enroll.	Formative
Staff Responsible for Monitoring: campus principal; data secretary	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Teacher-parent conferences will be held within the first nine weeks of school	
Strategy's Expected Result/Impact: Contact and conversation between teachers and parents will lead to a partnership and will increase student success.	Formative
Staff Responsible for Monitoring: campus principal; classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Evaluation of campus-level GT LEAD data

Strategy 1: Utilize student data to create enrichment groups at each grade level that GT Lead Specialist will work with 1x/week	
Strategy's Expected Result/Impact: Increased student level of performance	Formative
Staff Responsible for Monitoring: GT Lead Specialist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GT Lead teacher supports classroom teachers in designing engaging learning opportunities for gifted learners.	
Strategy's Expected Result/Impact: Students are engaged in their learning; increased capacity in general education teachers to design rigorous learning experiences for all learners	Formative
Staff Responsible for Monitoring: Campus GT Lead Specialist	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Classroom Teachers K-5 will complete the annual update for GT training.

Strategy's Expected Result/Impact: Teachers develop strategies and skills around GT Lead training topics; increased teacher capacity for teaching gifted learners.

Staff Responsible for Monitoring: Campus GT Lead Specialist; campus principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Instructional technology will be used by campus staff to provide students access to learning.

Evaluation Data Sources: Use of instructional technology and technology tools to provide learning opportunities for students.

Strategy 1: Webcams will be installed in select grade level and Specials classrooms to connect remote learners to the in person classroom of learners and teacher.	
Strategy's Expected Result/Impact: Remote learners will have access to learning. Improved classroom community and connection between remote learners and in person learners.	Formative
Staff Responsible for Monitoring: Campus principal; classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Campus Instructional staff will use Seesaw as the Learning Management system to ensure students are able to connect to their learning each day.	
Strategy's Expected Result/Impact: Students know how to log in and access their learning activities each day.	Formative
Staff Responsible for Monitoring: Classroom teachers; Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Campus instructional staff will use Webex to connect remotely with their students and provide access to instruction.

Strategy's Expected Result/Impact: Students have access to instruction.

Staff Responsible for Monitoring: Classroom teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].


Evaluation Data Sources: Student and staff survey data


Strategy 1: PurposeFULL People information and suggestions for implementation with students will be shared by the counselor via the staff newsletter to provide intentional character building opportunities for students and classes.	
Strategy's Expected Result/Impact: Increased strategies and usage of restorative circles	Formative
Staff Responsible for Monitoring: counselor; campus assistant principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Utilize CHAMPS campus wide in order to create common expectations for behavior across all settings.	
Strategy's Expected Result/Impact: Decrease in discipline referrals	Formative
Staff Responsible for Monitoring: assistant principal; classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Emotional well-being and guidance lessons provided each month by the counselor through the PurposeFULL People curriculum focus on the ten character traits of empathy, kindness, respect, gratitude, honesty, perseverance, courage, responsibility, cooperation, and creativity.

Strategy's Expected Result/Impact: Increased student well being.	Formative
Staff Responsible for Monitoring: counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Strategy 1: Staff will participate in trauma-informed education training.		
Strategy's Expected Result/Impact: Increased awareness of the impact of trauma on learning; strategies to support learning for all students		Formative
Staff Responsible for Monitoring: counselor		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Teachers and staff will participate in trainings required through House Bill 18; (CPS; bullying; mental health; suicide; human trafficking; and trauma-informed practices).		
Strategy's Expected Result/Impact: Teachers and staff deepen their understanding of these topics that could have a negative impact on student social-emotional health; and increase strategies to support students.		Formative
Staff Responsible for Monitoring: counselor; instructional staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: Opportunities will be provided for select students to interact with PALs mentors from the high school and middle school and peer-to-peer mentors during a Lunch Bunch at Dove.

Strategy's Expected Result/Impact: Student mentors have a positive impact on the lives of their mentees.	Formative
Staff Responsible for Monitoring: counselor; PALs coordinators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 4: Counselor will form small groups based on an identified similar need between select students and provide mini lessons and activities to address that common need.


Strategy's Expected Result/Impact: Diminished frequency in the identified negative behavior and increased frequency in the identified positive behavior from the small group participation.	Formative
Staff Responsible for Monitoring: counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Panorama will be used to assess student emotional well-being.

Strategy's Expected Result/Impact: Survey data will inform counselor groups and campus needs.	Formative
Staff Responsible for Monitoring: Campus counselor; campus principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Address the social-emotional needs of the staff.

Evaluation Data Sources: Staff Engagement Survey; Staff Retention; Panorama Survey data




Strategy 1: Provide a wellness choice board that promotes self care and offers suggestions to staff of activities they can perform during breaks; or during/after school times to maintain a high level of emotional well being.	
Strategy's Expected Result/Impact: Staff's emotional well being improves.	Formative
Staff Responsible for Monitoring: campus principal; campus assistant principal; counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Panorama will be used to assess staff emotional well-being.	
Strategy's Expected Result/Impact: Survey data will inform counselor groups and campus needs.	Formative
Staff Responsible for Monitoring: Campus counselor; campus principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Staff Engagement Survey results will be analyzed and used to inform decisions and ideas.

Strategy's Expected Result/Impact: Staff Engagement Survey reflects a positive increase in staff well being.	Formative
Staff Responsible for Monitoring: campus principal; campus assistant principal; counselor; learning liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: PurposeFULL People information and staff dares will be shared by the counselor via the staff newsletter to provide intentional character building opportunities amongst staff.

Strategy's Expected Result/Impact: Increased strategies and usage of restorative circles	Formative
Staff Responsible for Monitoring: counselor; campus assistant principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Increase after school extracurricular activities to include opportunities for student leadership. [Superintendent Objective 3].

Evaluation Data Sources: List of after school clubs offered for students

Strategy 1: The Dove Yearbook will be created in collaboration with students in the yearbook club.		
Strategy's Expected Result/Impact: Increased student involvement in leadership activities		Formative
Staff Responsible for Monitoring: staff yearbook sponsor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Student Ambassadors serve as student-advisors on campus committees, partner with new students to welcome them to the school, and participate in leadership opportunities.		
Strategy's Expected Result/Impact: Increased student involvement in leadership activities; student voice reflected in the campus.		Formative
Staff Responsible for Monitoring: counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Explore ways to offer after school club opportunities for remote and in person learners, per health and safety guidelines.

Strategy's Expected Result/Impact: Student's increase in engagement and connection to school		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: club sponsors		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		


Performance Objective 2: 100% of teachers at Dove Elementary will create a rigorous and engaging Tier 1 learning environment for students that is aligned to student expectations and includes student voice.


Evaluation Data Sources: EOY data collection; teacher created weekly lesson plans; written IB units

Strategy 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].	
Strategy's Expected Result/Impact: Improved student achievement	Formative
Staff Responsible for Monitoring: Campus principal and assistant principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Dove Elementary will implement a reading/writing workshop model in grades K-5 with fidelity in order to increase student's literacy achievement.	
Strategy's Expected Result/Impact: Increased literacy achievement	Formative
Staff Responsible for Monitoring: campus principal; assistant principal; learning liaisons; classroom humanities teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.		
Strategy's Expected Result/Impact: Improved instruction		Formative
Staff Responsible for Monitoring: learning liaisons; campus principal; district level instructional coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Instructional staff will continue to receive training in and deepen their understanding of using Seesaw as the Learning Management System to effectively meet the needs of remote and in person learners.		
Strategy's Expected Result/Impact: Activities are designed in Seesaw for remote and in person learners.		Formative
Staff Responsible for Monitoring: Instructional staff; learning liaison; district coaches		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].		
Strategy's Expected Result/Impact: Teachers make data-informed decisions and adjustments in Tier 1 instruction.		Formative
Staff Responsible for Monitoring: campus principal; learning liaison; instructional staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Evaluation Data Sources: Translated communications


Strategy 1: Translators are used as needed to support communicating with families.		
Strategy's Expected Result/Impact: Families understand the message being shared.		Formative
Staff Responsible for Monitoring: campus principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: A weekly newsletter will be shared with families and staff from the campus principal.		
Strategy's Expected Result/Impact: Increased awareness and parent participation		Formative
Staff Responsible for Monitoring: campus principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: The GCISD COVID Fall Guide and the Dove Return to In Person plan will communicate health and safety protocols and new campus procedures to families.

<p>Strategy's Expected Result/Impact: Families are informed of protocols and practices. Students and families know and understand how to follow the new protocols and procedures.</p> <p>Staff Responsible for Monitoring: Campus principal; campus nurse; classroom teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Evaluation Data Sources: Parent Participation on committees

Strategy 1: Parent information sessions will be offered based on feedback from last year.	
Strategy's Expected Result/Impact: Increased parent participation.	Formative
Staff Responsible for Monitoring: campus principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Feedback from parents and families will be used to revise campus plans and initiatives.	
Strategy's Expected Result/Impact: Increased parent participation	Formative
Staff Responsible for Monitoring: campus principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Dolphin Deep Dives will be held throughout the year with a focused topic based on parent generated suggestions.

Strategy's Expected Result/Impact: Increased parent knowledge about the campus.	Formative
Staff Responsible for Monitoring: campus principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Parents are invited to volunteer on various campus committees, such as the Campus Excellence Committee, the Campus Improvement Leadership Team, and the School Counseling Advisory Council

Strategy's Expected Result/Impact: Barriers to parent participation will be identified and reduced	Formative
Staff Responsible for Monitoring: campus principal; campus counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Grapevine-Colleyville ISD

Glenhope Elementary

Goals/Performance Objectives/Strategies

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"Growing kids to their highest potential."

Glenhope

Elementary School

6600 Glenhope Drive
Colleyville, TX 76034
817-251-5720
fax 817-329-5618



Mission Statement



Glenhope Elementary Mission Statement: *Glenhope's mission is to challenge students to be global citizens who are innovative life-long learners, critical thinkers, effective collaborators and communicators.*

Vision

"Everyone gets what they need!"

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	6
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	10
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	12

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Develop plans to maximize learning for each student in any learning environment (in person or remote) and at any proficiency level.

Evaluation Data Sources: STAAR math and reading results; Interim assessment results, AIMS web MOY and EOY results; DRA text level results in K-2, Scantron in ASPIRE.

Strategy 1: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

<p>Strategy's Expected Result/Impact: 85% of "all students" will meet grade level expectations on STAAR reading and math tests. "All students" is the aggregate of students taking the test.</p>	Formative
<p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain, Jayne Williky, Jennifer Bisballe, Meagan Neptune, Johna Mannen, Jennifer Towery, Christina Hayes (campus learning leaders)</p>	Nov
<p>Title I Schoolwide Elements: None</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p>	June
<p>Funding Sources: None</p>	

Strategy 2: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2

<p>Strategy's Expected Result/Impact: 70% of ASPIRE students in grades 3-5 will show gains in the above or far above category at the end of the school year on Scantron Performance Assessment (math).</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Cheryl Taliaferro, Tiffani Griffard, Colleen Patton, Lynette Hollinger, Leigh Ballard, Jennifer Spence, Kay Walder, Anjie Gilby.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 3: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5

<p>Strategy's Expected Result/Impact: Teachers in grades K, 1, and 2 will utilize Foundations to strengthen student knowledge of decoding strategies. Students who are not successful will be referred for dyslexia screening/testing.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain, Jayne Williky, Becca Adams, Jennifer Bisballe, Leah Robertson, Karly Burley</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 80% (current level) to 82% by June 2021. The percent of K and 1st grade students that score at or above the 26th percentile on the AimsWebPlus early numeracy (ENB) spring assessment will increase from 94% to 95% by June 2021.

<p>Strategy's Expected Result/Impact: Increased achievement in early numeracy will improve achievement on STAAR results in grade 3 in the future. Increased improvement at Grade 3 will improvement achievement on STAAR in grades 4/5 in the future.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain, Kim Graham</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 5: The percent of 3rd grade students that score "meets grade level" or above on STAAR Reading will increase from 75% to 77% by June 2021. The percent of K students that score at or above the 26th percentile on AIMS Letter Word Sound Fluency (LWSF) will increase from 90% to 92% by June 2021.

<p>Strategy's Expected Result/Impact: The increase in LWSF in Kinder will improve achievement on STAAR results in grade 3 in the future. Improved results on grade 3 STAAR will improve achievement on grades 4/5 STAAR in the future.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain, Johna Mannen, Audrey Prather, Jennifer McNamara</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Continue to improve the frequency and quality of differentiated instruction.





<p>Strategy's Expected Result/Impact: Instruction better targeted to student needs will result in increased achievement.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Continue training for staff on factors that affect student learning such as trauma, mental health, poverty, and abuse.

Strategy 1: Principal and 2nd grade teacher will obtain Professional certification in Trauma and Resilience: Level One through Florida State University.	
<p>Strategy's Expected Result/Impact: Ability to provide cutting edge research information and resources to teachers to help mitigate the impact of trauma, poverty, mental health and abuse.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Brittany Cohen.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Provide a variety of supports for teachers to offset the high-stress environment of multiple instructional platforms, student health and emotional needs and pandemic issues.

Performance Objective 3: Refine processes that address student social, emotional and mental health needs.

Evaluation Data Sources: Panorama screening, Teacher observations, Parent reports, discipline reports

Strategy 1: Utilize Panorama screening for all students in grades K-5. Provide training and opportunities for teachers to review data and make recommendations for interventions as appropriate.	
Strategy's Expected Result/Impact: Improved student satisfaction; panorama scores will show improvement from beginning to end of year especially on those goals that are closely aligned to Portrait of a Graduate.	Formative
Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Emily Young.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Implement new GCISD counseling curriculum.	
Strategy's Expected Result/Impact: More focused interventions for student mental health issues. Decreased discipline referrals.	Formative
Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Emily Young.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: In response to COVID restrictions, revise the format of extracurricular activities whenever possible in order to continue student connection with the school community. If/when COVID restrictions are lifted, provide support for extracurricular activities to resume in person.

Strategy's Expected Result/Impact: All eligible students will participate in one virtual extracurricular activity during the year.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Michael Maupin, Julia May, Virginia McCauley		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: Build staff capacity for blended learning through professional development and opportunities for shared practice.

Strategy 1: Provide opportunities (Emails, notes, blended learning board) for staff to share effective practices for blended learning.		
Strategy's Expected Result/Impact: Through shared experiences and learning, staff will increase the capacity of each other by providing "just in time" staff development.		Formative
Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise and Beth Fountain.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Provide learning opportunities for staff to learn and practice new technology to use with blended learning.		
Strategy's Expected Result/Impact: Providing time for staff to practice and then embed in lesson design will accelerate the use of technology and the opportunities for student use.		Formative
Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Analyze the components of distance learning that can continue to be utilized in a "post COVID" environment.

<p>Strategy's Expected Result/Impact: Analyzing differences in practices that were necessitated by COVID (such as remote learning) could increase opportunities for students to learn in ways that were not previously possible. These opportunities could result in increased enrollment in GCISD schools.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain, Glenhope learning leaders.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	Summative
	June	

Strategy 4: Teacher's will actively seek student input and feedback on assignments, lessons, and classroom issues.

<p>Strategy's Expected Result/Impact: Student surveys will show that students believe their input is considered by teachers in designing instruction and learning environments.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Emily Young.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	Summative
	June	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: At least weekly, but more frequently when possible and/or needed, communicate with families and staff about the status of our COVID preparations, return to school events, new requirements due to COVID.

Evaluation Data Sources: Weekly newsletter and emails sent; emails received from parents about effective communication.

Strategy 1: Communicate GCISD and school COVID related updates to parents and staff through video, email, newsletter and other methods.		
Strategy's Expected Result/Impact: Increased parent satisfaction with school efforts resulting in sustained or increased enrollment.		Formative
Staff Responsible for Monitoring: Wynette Griffin and Glenhope teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Implement appropriate protocols for social distancing, monitoring, and tracking possible COVID cases and communicate those protocols effectively to teachers, students and staff.		
Strategy's Expected Result/Impact: Minimal disruption due to illness.		Formative
Staff Responsible for Monitoring: Wynette Griffin, Liz Giblin, Lauren Vise.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Grapevine Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

At Grapevine Elementary, we shoot for the STARS. We define that as:

S - setting goals

T - taking risks

A - accepting differences

R - regulating our learning

S - supporting all learners

Vision

At Grapevine Elementary, we put kids first!

Core Beliefs

At Grapevine Elementary: We believe setting goals empowers learners. We believe risk-taking leads to innovation. We believe diversity strengthens our learning community. We believe positive relationships promote learning. We believe all stakeholders have a responsibility to support learners.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	8
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	14
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	25

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: 100% of GES teachers will provide supports to all learners by improving interventions and scaffolding instruction to ensure all student groups meet or exceed growth targets.

Evaluation Data Sources: RtI Documentation, STAAR scores, District writing assessment scores, AimsWeb Plus Universal Screener data, List of students receiving Dyslexia services

Strategy 1: 100% of GES classroom teachers will participate in grade level RtI meetings a minimum of five times throughout the school year.

Strategy's Expected Result/Impact: Campus leadership and teachers will evaluate student data, review interventions, tier students, monitor progress and create flexible groups for personalized learning time/Shine Time. This responsive instruction will decrease the number of students identified as Tier 2 or Tier 3.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Counselor, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: 100% of GES instructional staff will participate in PLCs that will incorporate results from a variety of local, state and national assessments to differentiate instruction and ensure all students meet or exceed at least one year's academic growth.

Evaluation Data Sources: SLO data, flexible grouping for Shine time, grade level data spreadsheets

Strategy 1: Data Day PLCs will be held at a minimum of twice this year to review student progress based on various sources of data.	
Strategy's Expected Result/Impact: Data analysis process will be completed to identify bright spots and hot spots in Tier 1 Instruction. Adjustments will be made to flexible groupings as needed.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: 100% of GES teachers will write a Student Learning Objective and track student progress throughout the year to ensure a full year's growth for each student.	
Strategy's Expected Result/Impact: SLO charts should reflect individualized students progress toward specific learning goals developed by the teacher.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Grapevine Elementary will implement the district's comprehensive and strategic plan to significantly increase the quality of the advanced academics program. [Superintendent Objective 2]

Evaluation Data Sources: GT teacher weekly schedule;

Strategy 1: Gifted specialist will model and provide E2 (Enrichment & Extension) support to assist teachers in facilitating rigorous, differentiated instruction for all students in need of additional challenge.	
<p>Strategy's Expected Result/Impact: GT Lead schedule should reflect time for GT Lead teacher to collaborate with grade level teachers on a regular basis. The percentage of students earning advanced in STAAR reading and math in grades 3-5 will increase by at least 5% from the 18-19 school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, GT LEAD teacher & classroom teachers.</p>	Formative
	<p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June
Strategy 2: 100% of GES classroom teachers will complete 30 hours of GT training by the end of their first semester of teaching and then maintain a 6 hr. update each year following to remain current on GT instructional practices.	
<p>Strategy's Expected Result/Impact: Classroom assessment data, universal screener data, and STAAR data should show an increase in students performing above grade level.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, GT Lead teacher, classroom teachers</p>	Formative
	<p>Nov</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 3: GT Lead Teacher and Librarian will offer Jr. Great Books advanced level reading groups for select students in grades 2-5 reading above grade level.

<p>Strategy's Expected Result/Impact: The percentage of students achieving advanced on STAAR reading in grades 3-5 should increase from 18-19 to 20-21.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, GT Lead teacher, Librarian</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Strategy 1: GES staff will implement the GCISD comprehensive Dyslexia education plan in regards to processes for identification of students, offering effective research based programs, and offering professional development opportunities for staff.

Strategy's Expected Result/Impact: Students exhibiting a difficulty with reading will be tested and placed, based on assessment results, in dyslexia intervention.

Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Intervention Teacher(s), Classroom teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].


Strategy 1: All GES students will have the opportunity to participate in programs promoting their physical safety.		
Strategy's Expected Result/Impact: 100% of GES students will have access to the Women's Center of Tarrant County Play it Safe Program, Crime Stoppers Friends for Life reporting system, and Red Ribbon Week Campaign.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, & GES teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: GES will create and implement a specific Emergency Management Plan including regular drills and a standard response protocol from the I Love You Guys Foundation.		
Strategy's Expected Result/Impact: 100% of GES students and staff will know how to respond in the event of an emergency situation such as lockout, lockdown, fire, evacuation, shelter and clear the classroom.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Specific GES staff members will be trained in CPR and First Aid, 2 staff member will receive UDCA training, 100% of staff will be trained to administer epinephrine. Principal designees will be trained to provide medication and care in the even that the nurse is not on campus.

Strategy's Expected Result/Impact: In the event of a medical emergency on campus, trained personnel would respond following standard procedures.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Assistant Principal, nurse	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None None	

Strategy 4: All GES students and staff will be trained in the 3 Ws, washing hands, wearing a mask, and watching their distance, for ensuring a safe and healthy school environment during the COVID pandemic.

Strategy's Expected Result/Impact: 100% of GES students and staff will follow COVID procedures and pandemic response protocols as outlined in our GES Return to In Person and GCISD COVID Fall Guide 2020.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Assistant Principal, Nurse, teachers	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Students qualifying under the McKinney-Vento Act will receive services to support their enrollment, attendance, and success.

Strategy 1: GES office staff supports families with enrollment processes by ensuring family access to registration information and adhering to all federal guidelines.	
Strategy's Expected Result/Impact: Students properly identified in Skyward and placed in homeroom class upon arrival. A copy of the student residency questionnaire is housed in the student's cumulative file.	Formative
Staff Responsible for Monitoring: Principal, Counselor, Student data secretary, District McKinney-Vento liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: GES office staff ensures access to inter/intra transportation for students qualifying under the McKinney-Vento Act.	
Strategy's Expected Result/Impact: Families have access to the district transportation request form and request forms are submitted to the district transportation department. Students have transportation provided to and from school daily.	Formative
Staff Responsible for Monitoring: Principal & Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 3: GES faculty and staff will ensure the physiological needs of students are met on a daily basis at school including access to free breakfast, lunch, and snack.


<p>Strategy's Expected Result/Impact: Students have access to nutrition services on campus. Teachers ensure that students have daily snack provided in the classroom. Families are offered weekend supplemental food.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, & GES teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: GES will be a trauma-sensitive school community where teachers are provided on-going professional learning experiences to support the needs of all students.

<p>Strategy's Expected Result/Impact: GES teachers will continue to utilize learning from Fostering Resilient Learners, Conscious Discipline, and CHAMPS while incorporating new learning from various book study groups. (Relationships, Responsibility, and Regulation; Kids Deserve It; Creating Magic; Wild Card; Hacking School Discipline)</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Learning Liaison, & GES teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Grapevine Elementary School will provide an emotionally safe learning environment for students and staff.

Strategy 1: GES faculty and students will participate in various bullying prevention and awareness trainings and activities throughout the school year to reduce bullying and violence among students and improve overall climate within the learning environment.		
Strategy's Expected Result/Impact: 100% of GES teachers will be trained in GCISD bullying procedures and reporting process. 100% of students will be offered bullying instruction via October guidance lessons.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, & GES teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: GES staff will continue Restorative Practices to improve student/staff relationships and improve the overall campus culture.		
Strategy's Expected Result/Impact: 100% of GES teachers will participate in the updated GCISD Restorative Circles professional learning. Daily Circle Up will provide time for classes to build a culture of acceptance. Staff & students will participate in Red Circles as needed.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor & GES teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: GES staff will continue to incorporate Conscious Discipline brain-based strategies, Safe and Civil Schools' CHAMPS behavior management program, and cooperative learning structures that foster positive social and emotional well-being.

<p>Strategy's Expected Result/Impact: We will see visual representation of the CHAMPS management system and Conscious Discipline strategies posted in classrooms and throughout the building.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal & Counselor</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: GES faculty and staff will participate in required state trainings to broaden their mental health awareness.

<p>Strategy's Expected Result/Impact: 100% of GES staff will participate yearly in trainings specific to mental health, trafficking, trauma, suicide prevention, etc.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Faculty and staff</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: GES students and staff will have on-going opportunities to support their social-emotional wellbeing.

<p>Strategy's Expected Result/Impact: Students and staff will utilize daily PurposeFULL People circle-up activities. Students will participate in monthly guidance lessons using PurposeFULL People curriculum. Staff will have the opportunity to participate in a monthly PurposeFULL People challenge to promote social-emotional wellness. K-5 students will participate in a beginning, middle, and end of year district needs survey through Panorama to identify targeted areas for social-emotional support.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.


Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?


Performance Objective 1: 100% of GES teachers will participate in continuous, job-embedded professional learning opportunities aligned with the goals outlined in the Campus Improvement Plan.

Evaluation Data Sources: PLC schedule; campus based professional learning day agendas, T-Tess evaluation trends

Strategy 1: GES teachers will participate in professional development regarding virtual teaching practices including blended learning and flipped classroom models.		
Strategy's Expected Result/Impact: 100% of GES teachers will reflect on their practices, observe other teachers, and collaborate on instructional strategies with their colleagues to improve student performance.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: 100% of GES teachers will set professional goals and monitor their progress through the evaluation system to improve their instruction.		
Strategy's Expected Result/Impact: Teachers will attend professional learning opportunities, read professional books, participate in PLCs, and utilize district instructional coaches to meet their professional goals.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Classroom teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Grapevine Elementary students will engage in age appropriate and need-based activities or programs that foster student engagement.

Evaluation Data Sources: Master Calendar

Strategy 1: 100% of Grapevine Elementary students will be provided the opportunity to participate in age appropriate and interest driven extracurricular activities to promote awareness and encourage middle school participation. [Superintendent Objective 3]	
Strategy's Expected Result/Impact: GES K-5 students will have an opportunity to participate in a wide variety of extra-curricular activities/clubs for both in person and remote learners as feasible during and after the COVID pandemic. Staff Responsible for Monitoring: Principal, Assistant Principal, Club Sponsors, PTA Executive Board Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Students in need of additional support based on absenteeism, low-achievement, behavior obstacles, etc. will be eligible for additional programs and activities.	
Strategy's Expected Result/Impact: Students considered at-risk are identified in Skyward and eligible for mentor programs such as PALS and tutoring supports as needed. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative
	Nov
	Jan
	Mar
	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Grapevine Elementary will increase the percent of students who meet grade level standard or score advanced on grade level standard on STAAR Reading and Math in grades 3-5 by 5% from 18-19 results.

Evaluation Data Sources: TEA STAAR reports

Strategy 1: GES teachers in grades K-5 will flexibly group Tier 2 and 3 students for Shine Time to provide targeted interventions.	
Strategy's Expected Result/Impact: Teachers will provide instruction at students' targeted skill levels which will result in closing instructional gaps. Tier 2 and 3 students will show a year's growth from BOY to EOY on AimsWeb assessment.	Formative
Staff Responsible for Monitoring: Principal, Learning Liaison & classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GES students who are reading at advanced text levels in grades 2-5 will participate in small groups utilizing Junior Great Books.	
Strategy's Expected Result/Impact: Students will receive instruction at their targeted skill level which will result in a year's growth from Beginning of the Year to End of Year AimsWebs reading data.	Formative
Staff Responsible for Monitoring: Principal, Librarian, GT LEAD teacher & classroom teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 3: GES students who are above grade in mathematics in grades 2-5 will have the opportunity to participate in the Math Superstars enrichment program.

<p>Strategy's Expected Result/Impact: Students will receive instruction at their targeted math skill level which will result in a year's growth from Beginning of the Year to End of Year AimsWeb math data.</p> <p>Staff Responsible for Monitoring: Principal, GT LEAD teacher & classroom teachers.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: 100% of Grapevine Elementary teachers will implement a plan to systematically utilize student voice as a mechanism for feedback from GES students.

Evaluation Data Sources: Student surveys, evidence in lesson plans or communication of student voice

Strategy 1: GES teachers will engage in professional learning throughout the year focused on Student Voice and how to utilize the feedback to improve the learning environment.	
Strategy's Expected Result/Impact: 100% of GES instructional staff will utilize student voice as a mechanism for feedback to improve the learning environment. Teachers will communicate effectively when student voice is being utilized to drive decisions or planning. Staff Responsible for Monitoring: Principal, Learning Liaison Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative Nov Jan Mar
	Summative June
Strategy 2: Campus leadership will model student voice by providing at least 3 opportunities for the GES faculty and staff to provide "teacher voice" throughout the year to improve campus culture.	
Strategy's Expected Result/Impact: A positive campus culture where staff are happy and want to take their experiences back to the classroom to share with their students. Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Counselor Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Problem Statements: None Funding Sources: None
	Formative Nov Jan Mar
	Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Through the use of workshop model, Grapevine Elementary students' will show growth in reading, writing and math as measured by STAAR.

Evaluation Data Sources: BOY and EOY writing scores, STAAR scores

Strategy 1: Teachers will utilize Lucy Calkins' Units of Study to guide writer's workshop.	
Strategy's Expected Result/Impact: Students will show growth in their writing stages as evidenced by the beginning of year and end of year GCISD writing assessments.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will utilize the GCISD Humanities Curriculum and Lucy Calkins' Units of Study to guide reader's workshop.	
Strategy's Expected Result/Impact: Students will show growth in their reading text levels as evidenced by beginning and end of year reading assessments. (Including AimsWeb, DRA2 and Raz Kids)	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Teachers will implement a math workshop model in an effort to differentiate GCISD math curriculum for all students.

Strategy's Expected Result/Impact: Students will show growth in their math skills as evidenced by district & campus assessments. (Including AimsWeb, CBAs, IXL, and unit assessments.)

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 6: GES will meet the requirements to remain a Common Sense Media Certified School.





Strategy 1: GES Librarian will teach monthly Common Sense Media lessons to all kindergarten through fifth grade classes.	
Strategy's Expected Result/Impact: Appropriate use of digital devices by students.	Formative
Staff Responsible for Monitoring: Principal. Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: The GES website, Monday Message, and social media will contain Digital Citizenship and Common Sense Media information as needed. The links, tips, and resources will support campus initiatives, classroom expectations and school-home connections.	
Strategy's Expected Result/Impact: GES families will utilize Common Sense Media as a resource for a variety of digital citizenship and parenting topics.	Formative
Staff Responsible for Monitoring: Principal. Librarian	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: KGES (morning show) announcements will feature Common Sense Education tips as responsive to the needs of students and staff.

<p>Strategy's Expected Result/Impact: Appropriate use of digital devices by students (physical use & digital citizenship components) both at school and at home.</p>	Formative
<p>Staff Responsible for Monitoring: Principal. Librarian</p>	Nov
<p>Title I Schoolwide Elements: None</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p>	June
<p>Funding Sources: None</p>	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7: Grapevine Elementary will continue to establish and develop a digital learning environment.

Strategy 1: 100% of GES instructional staff will participate in InTECH PLCs to design learning experiences which seamlessly integrate technology into the curriculum.	
<p>Strategy's Expected Result/Impact: Lessons in all curricular areas will integrate technology as applicable to provide opportunities for students that they wouldn't otherwise have access to (i.e. raising the level on the SAMR model). Student understanding of how technology is used as a learning tool.</p> <p>Staff Responsible for Monitoring: Principal. Learning Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	Summative
	June
Strategy 2: 100% of GES instructional staff will participate in professional development that focuses on utilizing instructional technology for student communication and instructional delivery.	
<p>Strategy's Expected Result/Impact: Teachers technology proficiency will improve with the use of district approved software in their instructional practices, such as Webex, Webcams, Interactive Displays, Seesaw, Flipgrid, etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, liaison, librarian</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
	Summative
	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: 100% of Grapevine Elementary School staff will design and update personal websites with general school and individual information meeting the designated requirements provided by the district.

Strategy 1: The campus website liaison will participate in trainings during the school year and share information with staff on district and campus expectations.

Strategy's Expected Result/Impact: Up-to-date website; Stakeholders will have access to information on GES happenings, schedules, staff members, and contact information.

Staff Responsible for Monitoring: Principal, GES librarian

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: The GES campus website will be updated on an ongoing basis to provide accurate and timely information to parents and the community.

Strategy's Expected Result/Impact: Up-to-date website; Stakeholders will have access to information on GES happenings, schedules, staff members, and contact information.

Staff Responsible for Monitoring: Principal, GES librarian, GES instructional staff

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: 100% of GES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.

Evaluation Data Sources: Remind 101 accounts, Google site newsletter, GES Facebook page, GES Twitter

Strategy 1: Staff members will receive training on the acceptable use of social media.		
Strategy's Expected Result/Impact: Social media will be used appropriately to effectively communicate with targeted audiences.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, GES professional staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: GES campus leadership will use the GES Facebook page, Twitter accounts, email, Monday Message campus newsletter, and Remind 101 to communicate effectively with families throughout the year.		
Strategy's Expected Result/Impact: Parents will be aware of campus and district activities/events, procedures, and announcements as well as student life at GES.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Liaison, Librarian, Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: GES staff members will utilize Twitter accounts, email, grade level newsletters, and Remind 101 to communicate effectively with families throughout the year.

<p>Strategy's Expected Result/Impact: Parents will be aware of weekly activities and what their children are learning and doing each week in class through a variety of different media sources.</p> <p>Staff Responsible for Monitoring: Principal, Liaison, GES staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Grapevine-Colleyville ISD

Grapevine High

Goals/Performance Objectives/Strategies

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"A Century of Tradition"

Grapevine

High School

3223 Mustang Drive
Grapevine, TX 76051
817-251-5210
fax 817-481-5957



Mission Statement

The strategic mission of the high schools of GCISD is to cultivate critically thinking graduates with the resourcefulness to thrive, lead, and serve in an ever-changing society by collaborating with our communities, providing a safe, flexible, and innovative learning environment, and maximizing the unique potential of all students.

The mission of Grapevine High School, an icon of rich tradition and innovative educational practices, is to intentionally develop knowledgeable, creative, ethical, and civic-minded leaders through high standards and personalized, relevant, and engaging learning experiences in concert with the community.

Vision

All students will succeed in post-graduation endeavors.

All students will engage daily in meaningful learning

All students will navigate all transitions successfully

All students will demonstrate service to others, responsibility, and integrity. All students will participate in valuable co/extra-curricular activities.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	12
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	23
Goal 4 : Effectively communicate with targeted audiences.	33
Goal 5 : Continuously develop, monitor, evaluate, and improve upon our personalized and advanced programs offered at Grapevine High School.	39

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Grapevine High School will intentionally focus on our students who experience difficulty attaining proficiency to ensure that they receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training), to accelerate learning, and to enable all student groups to achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Grapevine High School will utilize English and Math RTI courses to support students with proficiency gaps.	
Strategy's Expected Result/Impact: 90% of RTI students in this will show measured growth on their End of Course exams. 75% of RTI students will score in the Approaches on their End of Course exams.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, RTI teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: RTI Students will use multiple modalities of learning including but not limited to small group instruction each week.	
Strategy's Expected Result/Impact: 90% of RTI students in this will show measured growth on their End of Course exams. 75% of RTI students will score in the Approaches on their End of Course exams.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, RTI teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: RTI teachers will meet every 6 weeks with their students general education teacher to discuss progress.	
Strategy's Expected Result/Impact: 90% of RTI students in this will show measured growth on their End of Course exams. 75% of RTI students will score in the Approaches on their End of Course exams.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, RTI teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 4: Grapevine High School will provide intentional support to our Freshman4Core PLTs.	
Strategy's Expected Result/Impact: GHS students in all demographics will show academic growth and our EOC measures will show students at the following levels: 90% Approaches, 60% Meets, and 30% Masters	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, District Instructional Coaches, Freshman4Core teachers.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 5: The Freshman4Core PLTs will utilize data on common formative assessments, previous EOC reports, and classroom performance to increase growth measures in their students with a focus on sub-populations.	
Strategy's Expected Result/Impact: GHS Students in all demographics will show academic growth and our EOC measures will show students at the following levels: 90% Approaches, 60% Meets, and 30% Masters	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, District Instructional Coaches, Freshman4Core teachers.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 9: Special Education Teachers will collaborate with our Freshman4Core teachers once a week assisting to design differentiated lessons.

Strategy's Expected Result/Impact: 75% of SPED students will show measured growth on their End of Course exams.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: SPED Team, SPED DLL, Administration, PLT leaders		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Grapevine High School Instructional Staff will be engaged participants in Professional Learning Communities and use best practices and strategies to increase student achievement and engagement.

Evaluation Data Sources: Agendas, Presentations from Meetings, Survey Feedback, Teacher Observation Records, Sign-In Sheets





Strategy 1: Teachers will participate in PLC/PLT activities for at least 90 minutes each week to align instructional practices, procedures, methods, and assessments.		
Strategy's Expected Result/Impact: PLC Agenda/Minutes, Calendar information, Teacher folders with Unit Design.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Department PLCs: Teachers engage in professional learning experiences specific to their content areas. Departments collaborate within and without to design the learning experiences for their PLCs bringing in students, colleagues, administrators, as well as instructional coaches as facilitators.		
Strategy's Expected Result/Impact: PLC Agendas and Presentations reflect the specific professional learning needs of teachers within each department resulting in increased student engagement and achievement.		Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Department Learning Leaders		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: PLTs & PLCs will work together utilizing Marazano's 3 Cs - Clarifying learning targets, Creating common formative and summative assessments, and having Conversations around student learning.

<p>Strategy's Expected Result/Impact: PLC Agendas and Presentations reflect the specific professional learning needs of teachers within each department resulting in increased student engagement and achievement. Deeper understanding on PLC/PLT engagement and student achievement.</p> <hr/> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Department Learning Leaders</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Grapevine High School will continue to implement the AVID culture school-wide.

Strategy 1: GHS will continue to support teacher's professional growth in the area of best practices appropriate to ensure students, at a minimum, meet learning targets.	
Strategy's Expected Result/Impact: 75% of all teachers are WICOR aware (6 hours) and 50% of all teachers will be fully AVID trained (12 hours)	Formative
Staff Responsible for Monitoring: Learning Liaison, Administrative Team, AVID Site Coordinator, AVID Site team	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will continue to incorporate writing to learn strategies in their lesson plans to increase rigor, promote student reflection, and/or differentiate instruction.	
Strategy's Expected Result/Impact: Increased use of writing to learn in the classroom, discussions within PLC/PLT in terms of writing strategies.	Formative
Staff Responsible for Monitoring: Administration Team, DLL, AVID Site Team.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Grapevine High School will continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: Training agendas, PLC minutes and agendas, presentation documents, teacher and student survey data

Strategy 1: GHS will continually assess campus needs for professional development and learning in regards to characteristics of Dyslexia interventions and accommodations, and execute a plan to meet these needs.	
Strategy's Expected Result/Impact: Ensuring Dyslexia assessment and identification process are understood to ensure all students needs are met and are receiving needed accommodations	Formative
Staff Responsible for Monitoring: Administration Team, 504 AP; Diagnosticians; District Special Services Team	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	
ESF Levers: None	Funding Sources: None
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: GHS will continue to offer the 504 Accommodations Lab to support individual testing accommodations.	
Strategy's Expected Result/Impact: Increased academic achievement, supplementary support to teachers, 504 accommodation efficacy data and tracking of accommodation use, teacher and lab logs	Formative
Staff Responsible for Monitoring: Administration Team, 504 AP; Diagnosticians; District Special Services Team	
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	
ESF Levers: None	Funding Sources: None
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: All GHS teachers will complete mandatory Dyslexia training before the start of school each school year.

<p>Strategy's Expected Result/Impact: Increased and clear understanding of what dyslexia is, responsive instructional strategies, intervention and accommodations, differentiated instruction</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
		June

Strategy 4: Diagnosticians and Campus 504 Coordinator will work to ensure proper accommodations are being implemented and proper accommodations are in student's IEP/504 plan.

<p>Strategy's Expected Result/Impact: Students monitored and accommodations are updated, 504 plans and IEPs</p> <p>Staff Responsible for Monitoring: Administration Team, 504 AP; Diagnosticians; District Special Services Team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Grapevine High School will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Strategy 1: Teachers and the Administrative team will select and spotlight highly effective teaching practices.		
Strategy's Expected Result/Impact: Videos and information in regards to teaching practices. We will increase recognition and praise on the Gallup survey to 4.0 satisfaction.		Formative
Staff Responsible for Monitoring: Administrative team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: We will spotlight a variety of teachers at public events including athletic events, community showcases, and website.		
Strategy's Expected Result/Impact: Showcase a variety of teachers to through multiple platforms. We will increase recognition and praise on the Gallup survey to 4.0 satisfaction.		Formative
Staff Responsible for Monitoring: Administrative team, coaches, sponsors.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Teachers will present a variety of learning strategies to our staff during professional development, PLCs, PLTs, and Faculty Meetings.

<p>Strategy's Expected Result/Impact: Peer learning and collaborative growth. We will increase recognition and praise on the Gallup survey to 4.0 satisfaction.</p> <p>Staff Responsible for Monitoring: Administrative team, DLL</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Our administrative team will be intentional in meeting with teachers and engaging in positive relationship building.

<p>Strategy's Expected Result/Impact: Increase Teacher engagement. We will increase recognition and praise on the Gallup survey to 4.0 satisfaction.</p> <p>Staff Responsible for Monitoring: Administrative team</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 5: GHS will develop 2 "C" Days that focus on a variety of topics to meet the student's needs.

<p>Strategy's Expected Result/Impact: Decrease interruptions to classroom instruction. We will integrate life skill development into our C days.</p> <p>Staff Responsible for Monitoring: Administrative team, C Day Team, Student and teacher voice</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Grapevine High School will host a FISH camp (Virtual welcome to the Herd) including Student Council Mentors for all incoming ninth-graders prior to the start of school.

<p>Strategy's Expected Result/Impact: Communications with middle schools, Presentation Materials, increased engagement with our 9th grade students.</p> <p>Staff Responsible for Monitoring: Student Council Sponsor, Student Council, 9th grade Mentors</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		


Strategy 7: We will work with our Director of Counseling to look for educational programs to address vaping by our students.


<p>Strategy's Expected Result/Impact: Lower discipline referrals for vaping.</p> <p>Staff Responsible for Monitoring: Administrative Team, Counseling Team, Director of Counseling.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 8: Grapevine High School will recognize our students' high academic achievements and awards and we will create methods for students to celebrate their college acceptances throughout the school year.

<p>Strategy's Expected Result/Impact: Pep Rally Agendas, Wall of Fame Portraits, Football Game Scripts, Board Meeting Appearances, Mustang Minutes, Senior Awards night, NHS Induction, National Merit Semifinalist/Finalist/Commended</p> <p>Staff Responsible for Monitoring: Administration, Counseling Team, Club/Organization sponsors.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Grapevine High School will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Strategy 1: The program "Signs of Suicide" will be shown to students during "C" Day and counselors will lead a lesson.		
Strategy's Expected Result/Impact: Calendar information		Formative
Staff Responsible for Monitoring: Student Advocate; Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Students will be educated on the ACT process (acknowledge, care, tell).		
Strategy's Expected Result/Impact: Counselor class visit records, student reports of concerns		Formative
Staff Responsible for Monitoring: Student Advocate; Counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Our Student Advocate, Signs Of Suicide (SOS) team and counselors will continue to monitor students for emotional support issues and concerns.


Strategy's Expected Result/Impact: Student reports and office logs: Reporting information	Formative
Staff Responsible for Monitoring: Student Advocate; Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: GHS will continue to grow and develop our Hope Squad.

Strategy's Expected Result/Impact: Student reports and office logs: Reporting information	Formative
Staff Responsible for Monitoring: Student Advocate; Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Grapevine High School will intentionally focus on meeting the social/emotional needs of EVERY Mustang.
(Guiding Coalition Goal 2)

Strategy 1: GHS will develop common language when discussing social/emotional needs for EVERY Mustang.		
Strategy's Expected Result/Impact: Faculty meetings will include social/emotional learning each month.		Formative
Staff Responsible for Monitoring: Administrative team, Counselors.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: GHS will value the social/emotional needs of EVERY Mustang.		
Strategy's Expected Result/Impact: Lesson plans will intentionally foster relationship building.		Formative
Staff Responsible for Monitoring: Administrative team, GHS staff.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: GHS will create the opportunity for social-emotional development and growth for EVERY Mustang.		
Strategy's Expected Result/Impact: Collect teacher voice to determine positive reinforcements for campus.		Formative
Model team building/social activity in PLT and develop for unit design in PLC.		Nov
Staff Responsible for Monitoring: Administrative team, Learning Liaison, Counselors.		Jan
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: The Grapevine High School Counseling Department will increase processes and procedures to align with a high-quality national counseling model.

Evaluation Data Sources: Parental and Student feedback

Strategy 1: The GHS Counseling Department will continue working towards applying for RAMP in fall 2020.		
Strategy's Expected Result/Impact: RAMP application submitted by 2020. Increased data of moving towards this goal.		Formative
Staff Responsible for Monitoring: Counseling Department		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Counselors will provide resources to students and parents regarding core courses, core recommendation process GHS course videos, and course Selection Guide.		
Strategy's Expected Result/Impact: Classroom visits, Google Hangouts, newsletters. Decreased level downs and schedule changes.		Formative
Staff Responsible for Monitoring: Counseling Department		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: GHS Counselors will continue to strengthen the implementation of the use of an electronic Personalized Learning Plan (PLP) for all GHS students.

Strategy's Expected Result/Impact: Add in Canvas to all students.	Formative
Staff Responsible for Monitoring: Counseling Department	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: GHS Counselors will provide curriculum and information for student engagement in the school community of GHS, to include:

- A freshman core curriculum emphasizing importance of involvement and steps to get involved.
- A Mustang Activities Wall w/QR codes to connect students with involvement opportunities.
- Communication to parents outlining ways to get involved

Strategy's Expected Result/Impact: Quality cup increase	Formative
Staff Responsible for Monitoring: Counseling Department, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: GHS Counselors will provide social-emotional learning for students and staff. Counselors will partner with teachers to implement Character Strong curriculum.

<p>Strategy's Expected Result/Impact: Increased use of strategies in classrooms. Qualitative data in terms of grades, discipline and attendance.</p> <p>Staff Responsible for Monitoring: Counseling Department, DLL, Administration</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: GHS Counseling Department will create and share grade-level curriculum utilizing Character Strong components that have social/emotional focus.

<p>Strategy's Expected Result/Impact: Increased use of strategies in classrooms. Qualitative data in terms of grades, discipline and attendance.</p> <p>Staff Responsible for Monitoring: Counseling Team</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 7: The GHS Counseling Department will develop and train staff on the implementation of Character Strong curriculum.

<p>Strategy's Expected Result/Impact: Presentation for secondary staff members. Increased use of strategies in classrooms. Qualitative data in terms of grades, discipline and attendance.</p> <p>Staff Responsible for Monitoring: Counseling Team</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 8: The GHS Counseling Department will train staff on Mental Health First Aid training and trauma-informed education.

Strategy's Expected Result/Impact: Increased use of strategies in classrooms. Qualitative data in terms of grades, discipline and attendance.

Staff Responsible for Monitoring: Counseling Department

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Grapevine High School will continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: Metrics for extracurricular benchmarking as found in the GCISD Quality Cup

97% participation in high quality extra-curricular activities in grades 7-12 (excluding iUniversity Prep, Collegiate Academy and Bridges)

Strategy 1: School-sponsored organizations will be listed and continually updated on the GHS website with a brief description and sponsor contact information as well as encouraged to utilize social media. These organizations will also be represented during Mustang Nation Night, Fish Camp, and Mustang Round Up.	
Strategy's Expected Result/Impact: Team Rosters, Club Lists, Quality Cup	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: School counselors will encourage participation in school organizations in their discussions with students about their personalized learning plans through grade level chats and classroom curriculum.	
Strategy's Expected Result/Impact: Personalized Learning Plans, Choice Sheets, Class Rosters	Formative
Staff Responsible for Monitoring: Counseling Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: We will use student voice to identify and evaluate our underrepresented students in extracurricular activities to determine how to increase enrollment.


Strategy's Expected Result/Impact: Increased enrollment by underrepresented students.	Formative
Staff Responsible for Monitoring: Administration and Counseling Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Extracurricular programs will include student voice by developing regular reflection opportunities and end-of-season surveys to obtain feedback regarding the programs.

Strategy's Expected Result/Impact: Appraisers will review surveys with program sponsors/coaches	Formative
Staff Responsible for Monitoring: Extracurricular activity sponsors/coaches; Assistant Principals; Athletic Directors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers will receive additional training and on-going mentoring to ensure student success in the Blended Learning model.

Evaluation Data Sources: Blended Learning Specialists (Ashley Harden & Jack Leonard), Learning Liaison, Admin





Strategy 1: We will provide opportunities for faculty to collaborate during PLT, PLC, and Faculty Meetings to share best practices and new strategies that focus on integrating technology in the classroom.	
Strategy's Expected Result/Impact: Incorporation of new technology practices in their classroom to enhance instruction.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, DLL, Librarian, Instructional Coaches.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Grapevine High School will use Common Sense lessons to develop Digital Citizenship Lessons during C Day.	
Strategy's Expected Result/Impact: Students will receive Digital Citizenship lessons each year on C Days.	Formative
Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Grapevine High School will work with teachers to determine technology professional learning opportunities during (but not limited to) staff development days, Professional Learning Communities, Professional Learning Teams, as well as one-on-one instructional coaching with a member of the GCISD Curriculum and Instruction team.

Strategy's Expected Result/Impact: Survey information, attendance, agendas, and presentations	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administrative team, Department Learning Leaders, GCISD Curriculum and Instruction team	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Strategy 1: Grapevine High School will continue to allow student-led Career/Informational Fair during one of our designated times throughout the year.		
Strategy's Expected Result/Impact: Students will develop understandings of career opportunities and life skills.		Formative
Staff Responsible for Monitoring: Administration, student-led.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: The Grapevine High School Counseling Department will continue to implement a GHS PLP that will be pushed out through the Counseling Canvas courses.		
Strategy's Expected Result/Impact: Students will explore and monitor their progress individually on their PLP.		Formative
Staff Responsible for Monitoring: Counseling Team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.

Strategy 1: Campus leadership will partner with GCISD's Curriculum and Instruction Team to welcome instructional coaches to GHS to lead job-embedded professional learning in a variety of formats including one-on-one coaching and PLT and PLC support.	
<p>Strategy's Expected Result/Impact: Teacher capacity increases as evidenced by GHS Unit Design documents as well as increased student engagement and academic achievement.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison; Department Learning Leaders; Professional Learning Team Leaders</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Freshman4Core teachers will meet regularly with instructional coaches to design lessons using our best practices that focus on student outcomes.	
<p>Strategy's Expected Result/Impact: Teacher capacity increases as evidenced by increased student engagement and academic achievement.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison; Department Learning Leaders; Professional Learning Team Leaders</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: ASPIRE Teachers will work closely with Instructional Coaches focusing on Unit Designs and data to meet the needs of our students.

Strategy's Expected Result/Impact: Highly engaged students and positive feedback on surveys to students and parents.		Formative
Staff Responsible for Monitoring: Administration, ASPIRE teachers		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: Grapevine High School will have engaging instructional and high relational expectations for EVERY Mustang. (Guiding Coalition Goal 3)

Strategy 1: All staff members will have access to digital and physical resources that apply to their subject matter and know where to find them.	
Strategy's Expected Result/Impact: Develop a staff website	Formative
Staff Responsible for Monitoring: Administration, DLL Team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Grapevine High School will offer personalized professional learning opportunities, including video banks including the various stages of engaging lessons that exemplify effective use of technology, strategies in action, and/or the station rotation model.	
Strategy's Expected Result/Impact: Bank of Instructional strategies will be created. Walk Through data will increase.	Formative
Staff Responsible for Monitoring: Administration, DLL Team, Instructional Coaches	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: PLTs will develop pre, post, and formative assessments to monitor and drive student learning.


Strategy's Expected Result/Impact: Data discussions in PLT, Agendas, increased information to drive instruction.	Formative
Staff Responsible for Monitoring: Administrative Team, DLL, PLT leaders	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None None	
	Summative
	June


Strategy 4: Grapevine High School administration will develop and communicate a list of non-negotiables for instruction that are an expectation for every classroom.


Strategy's Expected Result/Impact: Walkthrough data, TTESS data	Formative
Staff Responsible for Monitoring: Administrative Team, DLL Team	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None None	
	Summative
	June

Strategy 5: Grapevine High School will create opportunities for learning through multiple pathways through the use of Student and Teacher Voice.

Strategy's Expected Result/Impact: Differentiate learning for our teachers and students.	Formative
Staff Responsible for Monitoring: Administrative Team, DLL, Instructional Coaches	
Title I Schoolwide Elements: None Problem Statements: None	
TEA Priorities: None Funding Sources:	
ESF Levers: None None	
	Summative
	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 6: Grapevine High School will continue to create and implement a plan to systematically pilot "student voice" as a mechanism for feedback over the next three years and to include in our hiring process.

Evaluation Data Sources: Broaden Year Three Implementation with a goal of 100% by 2021-22

Strategy 1: Each PLT will develop and use student voice surveys at the end of each unit to strengthen instructional practices and better meet the needs of their students.	
Strategy's Expected Result/Impact: Surveys developed and results from the surveys.	Formative
Staff Responsible for Monitoring: Department Learning Leaders and PLT Leaders	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: PLTs will analyze student voice data during PLT meetings.	
Strategy's Expected Result/Impact: Agendas from PLT meetings	Formative
Staff Responsible for Monitoring: Department Learning Leaders and PLT Leaders	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Strategy 1: Grapevine High School will communicate the progress of CIP during CEC and Faculty meetings.		
Strategy's Expected Result/Impact: Awareness will be increased through the use of the CEC committee and Faculty meetings.		Formative
Staff Responsible for Monitoring: Administrative Team, CEC Committee		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: We will consistently communicate the strategic plan with staff (Lead 2021 and Lead 2.0).		
Strategy's Expected Result/Impact: Teachers will be updated on new strategic plan during professional learning days.		Formative
Staff Responsible for Monitoring: Administrative Team.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		


Performance Objective 2: Grapevine High School will develop and implement a plan to significantly improve the content of district and campus websites and communication through websites and email.

Evaluation Data Sources: Parental feedback, Website checklist

Strategy 1: Grapevine High School will develop a system of checks to ensure updated information is on our website.	
Strategy's Expected Result/Impact: Checklist for updated website.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Website Liaison, Department Learning Leaders	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Grapevine High School will explore the possibility of developing a video announcement system.	
Strategy's Expected Result/Impact: To develop a video announcement for the school year.	Formative
Staff Responsible for Monitoring: Administrative Team, CTE Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 3: Grapevine High School will explore different opportunities in communication to ensure we are meeting the needs of our community.

Strategy's Expected Result/Impact: Increase communication and community involvement.		Formative
Staff Responsible for Monitoring: Administrative Team, Communication team.		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3: Grapevine High School will continue to be involved in the VAST program.

Evaluation Data Sources: School sign-up.

Strategy 1: GHS will continue our work with the VAST program to coordinate an Open House experience (virtually) for students and parents at GHS.		
Strategy's Expected Result/Impact: Increased participation of our VAST parents and students. Increase number of parents who attend.		Formative
Staff Responsible for Monitoring: Administration, VAST team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: GHS will continue to work with our clubs, extracurricular groups and athletic teams to develop a plan to divide up the VAST volunteering opportunities.		
Strategy's Expected Result/Impact: Develop relationships with our VAST community. Increase student participation.		Formative
Staff Responsible for Monitoring: Administration, VAST team		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 4: Grapevine High School will use a variety of communication tools to adequately inform parents, students, teachers, and community of important information. This will include newsletters, websites and social media.

Evaluation Data Sources: Community Feedback

Strategy 1: Principal Coffees will be held every other month to provide parents with a forum to ask questions and learn about school events and activities.	
Strategy's Expected Result/Impact: Dates on Website, Newsletter information, PTSA communication	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: A VLOG (Mustang Meet-Up) will be developed to showcase our teaching staff to our learning community.	
Strategy's Expected Result/Impact: Videos will be posted on social media platforms and in our Mustang Minute.	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: 100% of Grapevine High School instructional staff will utilize Canvas as their Learning Management System.

Evaluation Data Sources: Canvas data

Strategy 1: 100% of Grapevine High School instructional staff will post weekly assignments in Canvas.		
Strategy's Expected Result/Impact: Students will have a consistent system to gain access to learning, regardless of their learning modality. Parents will have access to the parent feature in Canvas.		Formative
Staff Responsible for Monitoring: Teachers, Learning Liaison, Admin		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: 100% of Grapevine High School teachers will complete Canvas training as part of their FLEX professional development.		
Strategy's Expected Result/Impact: Staff will understand how to utilize the District's chosen LMS.		Formative
Staff Responsible for Monitoring: Teachers, Admin, Learning Liaison		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 5: Continuously develop, monitor, evaluate, and improve upon our personalized and advanced programs offered at Grapevine High School.

Performance Objective 1: Grapevine High School will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2021

Achieve 95% college enrollment, military service or certifications (career readiness)

Increase student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1: All AP teachers will complete data dives using independent reports.		
Strategy's Expected Result/Impact: We will increase students that score a 3,4, or 5 on the AP test from 63% to 68%.		Formative
Staff Responsible for Monitoring: Administrative Team, AP Teachers.		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Teachers will intentionally build in social-emotional check ins with their students each week.		
Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.		Formative
Staff Responsible for Monitoring: Teachers, AP teachers, and Dual credit teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: 50% of our AP teachers who have taught 3 years will become a grader as their next level of professional development.	
<p>Strategy's Expected Result/Impact: 50% of our AP teachers who have taught 3 years will become a grader. Increased AP scores campus-wide.</p> <p>Staff Responsible for Monitoring: Administrative Team, AP Teachers.</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 4: 100% of students will use AP resources on College Board.	
<p>Strategy's Expected Result/Impact: We will increase students that score a 3,4, or 5 on the AP test from 63% to 68%.</p> <p>97% of students enrolled in AP course will take the AP exam.</p> <p>Staff Responsible for Monitoring: Administrative Team, AP Teachers.</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 5: 100% of teachers will use AP resources on College Board.	
<p>Strategy's Expected Result/Impact: We will increase students who score a 3, 4, or 5 on the AP test from 63% to 68%.</p> <p>Staff Responsible for Monitoring: Administrative Team, AP Teachers.</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 6: Grapevine High School will analyze course grades to seek correlation with AP scores.		
Strategy's Expected Result/Impact: Course grades will correlate with AP performance.		Formative
Staff Responsible for Monitoring: Administrative Team, AP Teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 7: Grapevine High School will develop an AP mentor teaching program to support new AP teachers.		
Strategy's Expected Result/Impact: Survey results at the end of the year will show teacher confidence in their AP subject.		Formative
Staff Responsible for Monitoring: Administrative Team, AP Teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 8: AP teachers will collaborate 3 times a year over AP skills, data, and strategies.		
Strategy's Expected Result/Impact: We will increase students who score a 3, 4, or 5 on the AP test from 63% to 68%.		Formative
97% of students enrolled in AP course will take the AP exam.		Nov
Staff Responsible for Monitoring: Administrative Team, AP Teachers.		Jan
Title I Schoolwide Elements: None	Problem Statements: None	Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

Strategy 9: Grapevine High School will continue to work to increase enrollment in the Dual Credit program and look for other Dual enrollment opportunities.

Strategy's Expected Result/Impact: Increased opportunities, Dual credit enrollment and achievement data	Formative
Staff Responsible for Monitoring: Admin, Counseling Team, CTE Director, (Dual Instructors are not employees of GCISD)	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: ASPIRE: Grapevine High School will design, develop, assess, and monitor an appropriately rigorous curriculum for the ASPIRE Academy.

Evaluation Data Sources: Survey results and other data points collected from ASPIRE: Campus administration, District personnel, teachers, students, and parents. Students making significant growth from one year to the next.

Strategy 1: ASPIRE students will develop a portfolio using a personalized College and Career preparedness plan. (ASPIRE PLP)		
Strategy's Expected Result/Impact: ASPIRE Students will develop and maintain a PLP to plan academics and next steps.		Formative
Staff Responsible for Monitoring: ASPIRE Teachers, Administration, Counseling Team.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: We will facilitate increased relationships with our parent organization.		
Strategy's Expected Result/Impact: Increased partnership and involvement with SAGE.		Formative
Staff Responsible for Monitoring: ASPIRE Teachers, Administration, SAGE		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: The Showcase (Make it Memorable) project will be adjusted based on student feedback.		
Strategy's Expected Result/Impact: Increased participation and excitement around Make it Memorable. Personalize the learning.		Formative
Staff Responsible for Monitoring: ASPIRE Teachers, Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: ASPIRE teachers will meet weekly in PLTs to continue offering opportunities for creativity, choice, and cross-curricular opportunities within the curriculum.		
Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent".		Formative
Staff Responsible for Monitoring: ASPIRE Teachers, Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 5: Each 11th grade ASPIRE student will work with a mentor in their field of interest.		
Strategy's Expected Result/Impact: Develop a mentor program for our ASPIRE students to increase awareness in their interest.		Formative
Staff Responsible for Monitoring: ASPIRE Teachers, Administration, SAGE		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: We will provide community service or cultural experience for students once a year for all ASPIRE students.	
Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent". Increase involvement in community experiences.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: ASPIRE Teachers, Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 7: Students will be surveyed to determine where adjustments can be made in the curriculum at least once a nine-week grading period.	
Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: ASPIRE Teachers, Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 8: ASPIRE teachers and the Curriculum & Instruction Department will develop and send out beginning-of- year and end-of- year surveys to parents to determine the strengths of the ASPIRE program and ways to continually improve.	
Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: ASPIRE Teachers, Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 9: Design Days for curriculum writing and cross-curricular connections will be provided every nine-week grading period.

Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics, Lesson Designs will be created to meet the differing needs of our students.

Staff Responsible for Monitoring: ASPIRE Teachers, Administration, Advanced Academic coaches.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 10: Grapevine High School ASPIRE will design a PSAT Team course for 9th, 10th, and 11th-grade students who need a differentiated experience.

Strategy's Expected Result/Impact: New course will be designed to differentiate from the current PSAT practice. These courses will be woven into their English courses throughout their high school experience.

Staff Responsible for Monitoring: ASPIRE Teachers, Administration, Advanced Academic coaches.

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 11: All ASPIRE teachers will have Gfted and Talented certification or be in pursuit of such and will fit the criteria outlined in the district standards for ASPIRE teachers.

Strategy's Expected Result/Impact: Highly qualified ASPIRE teachers, evidence of the pursuit of certification, or record of certifications and qualifications.

Staff Responsible for Monitoring: Director of Advanced Academics, Administration

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June


Strategy 12: PSAT data will be used to inform instruction and will be implemented into the curriculum prior to students taking the PSAT in October.


<p>Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.</p> <p>Staff Responsible for Monitoring: ASPIRE Teachers, Administration</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 13: ASPIRE: Grapevine High School will design, develop, assess and monitor a rigorous curriculum for the ASPIRE Academy.

<p>Strategy's Expected Result/Impact: GHS will have a viable working and rigorous curriculum for ASPIRE where 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.</p> <p>Staff Responsible for Monitoring: ASPIRE teachers, Advanced Academics, Admin</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: AVID: Grapevine High School will support AVID site team goals that impact students within the AVID program, as well as all students through AVID schoolwide strategies.

Evaluation Data Sources: Walkthrough data, weekly lesson planning, Word for the Herd features, career readiness rating

Strategy 1: Weekly AVID communication of WICOR strategies and Writing-Focused spotlights in campus newsletter- Word for the Herd.	
Strategy's Expected Result/Impact: Teachers are exposed weekly to WICOR strategies to help them in the classroom.	Formative
Staff Responsible for Monitoring: AVID site coordinator, Admin	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GHS will continue to support teacher's professional growth in the area of best practices appropriate to ensure students, at a minimum, meet learning targets.	
Strategy's Expected Result/Impact: 75% of all teachers are WICOR aware (6 hours) and 50% of all teachers will be fully AVID trained (12 hours)	Formative
Staff Responsible for Monitoring: Learning Liaison, Administrative Team, AVID Site Coordinator, AVID Site team	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will continue to incorporate writing to learn strategies in their lesson plans to increase rigor, promote student reflection, and/or differentiate instruction.

<p>Strategy's Expected Result/Impact: Increased use of writing to learn in the classroom, discussions within PLC/PLT in terms of writing strategies.</p> <p>Staff Responsible for Monitoring: Administration Team, DLL, AVID Site Team.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	


Strategy 4: Students will learn transferable WICOR skills. Each PLC will choose and teach a specific WICOR strategy in which students can use in other academic classes and in their future career/college aspirations.


<p>Strategy's Expected Result/Impact: Departments will develop or continue to use previous WICOR strategies.</p> <p>Staff Responsible for Monitoring: Learning Liaison, Administrative Team, AVID Site Coordinator, AVID Site team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	

Strategy 5: Recruitment process to identify students who would benefit from AVID.

<p>Strategy's Expected Result/Impact: Departments will develop or continue to use previous WICOR strategies.</p> <p>Staff Responsible for Monitoring: Learning Liaison, Administrative Team, AVID Site Coordinator, AVID Site team</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
June	

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Newcomer Academy: Grapevine High School will open its Newcomer Academy this year, with the goal of providing a safe and welcoming language learning environment for high school students who've been in the country for less than three years.

Evaluation Data Sources: Interim and 9-week student data, World Languages program evaluations, teacher, student, and parent feedback (anecdotal and surveys).

Strategy 1: Students in the Newcomer Academy will benefit from specialized scheduling and sheltered instruction with simultaneous academic and English language learning.	
Strategy's Expected Result/Impact: Newcomer students feel safe, and grasp the English language at an accelerated rate, while learning respective contents simultaneously.	Formative
Staff Responsible for Monitoring: Newcomer Academy teacher, World Languages staff, GHS administration	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: In the inaugural year, Newcomer Academy students will take their four core classes in a sheltered setting.	
Strategy's Expected Result/Impact: Newcomers will access grade-level curriculum in a sheltered manner to promote accelerated learning at a pace that is appropriate for their grasp of the language.	Formative
Staff Responsible for Monitoring: Newcomer Academy teachers, Admin, World Languages personnel	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: STEM: Grapevine High School will continuously develop, monitor, evaluate, and improve its STEM program to provide the best educational experiences for its STEM students.

Evaluation Data Sources: Surveys, program evaluation results, courses offered

Strategy 1: GHS STEM teachers will have a common planning period in which they will implement a 90-minute PLT weekly. This includes time with STEM Liaison and campus Learning Liaison.	
Strategy's Expected Result/Impact: Meeting agendas and notes. Plan for the current school year.	Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, Curriculum and Instruction Team.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GHS STEM Teachers will participate in STEM Lesson Designs. The District C&I department and the campus will split the cost for substitutes to aid in this process.	
Strategy's Expected Result/Impact: Meeting agendas, notes, lesson plans.	Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, Curriculum and Instruction Team.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: GHS STEM teachers will host STEM Showcase nights. GHS STEM students will showcase artifacts and products from their learning to authentic audiences consistently throughout the year.

Strategy's Expected Result/Impact: Showcase agenda and completion	Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, STEM Teachers.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





Strategy 4: GHS Teachers, campus Administrators, District Administrators will conduct two learning walks, once in the fall and one in Spring, to observe and monitor STEM instructional practices.

Strategy's Expected Result/Impact: Learning Walk Data	Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, STEM Teachers.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: STEM teachers will survey students every four to five weeks (minimum) to determine student interest and engagement with curriculum design.

Strategy's Expected Result/Impact: 90% of students will rate the program as "good" or "excellent". Adjustments will be made with survey data.	Formative
Staff Responsible for Monitoring: STEM Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: Once a semester, we will send a survey to parents to determine strengths of the program and ways to continually improve.	
Strategy's Expected Result/Impact: 90% of parents will rate the program as "good" or "excellent".	Formative
Staff Responsible for Monitoring: STEM Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 7: STEM Ambassadors will create a VLOG focused on STEM education.	
Strategy's Expected Result/Impact: Increased awareness and growth in our STEM Academy.	Formative
Staff Responsible for Monitoring: STEM Ambassadors and STEM Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 8: STEM teachers and ambassadors will visit feeder middle schools to introduce the STEM Academy and develop a rubric for target audience.	
Strategy's Expected Result/Impact: Increased awareness and growth in our STEM Academy.	Formative
Staff Responsible for Monitoring: STEM Ambassadors and STEM Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 9: STEM will develop a vertical alignment that will focus on the skills needed to be successful during their four years.		
Strategy's Expected Result/Impact: Vertical Alignment documents and skills will be created. Students will persist in the program.		Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, STEM Teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 10: The 9th grade STEM team will work closely to vertically align with CHHS.		
Strategy's Expected Result/Impact: Both programs will be horizontally aligned. Meeting agendas and notes.		Formative
Staff Responsible for Monitoring: Administrative Team, STEM Liaison, STEM Teachers (both campuses).		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 11: GHS will develop an interest inventory for students that focuses on career opportunities and STEM related fields. This can include field trips, guest speakers, or mentors.		
Strategy's Expected Result/Impact: Interest inventory and industry connections will be made. Mentor program.		Formative
Staff Responsible for Monitoring: STEM Ambassadors and STEM Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Grapevine Middle

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

The mission of Grapevine Middle School is to embrace the transition students experience academically, emotionally, and socially and provide a safe launching pad that intentionally encourages personalized opportunities allowing students to express their unique identities in a positive and safe environment.

Vision

Grapevine Middle School is committed to setting high standards of engaged, collaborative, learning and celebrating the individual achievements of each child. High levels of performance are expected for all students using a viable and appropriate curriculum.

Core Beliefs

As a staff we are committed to ensure all students will be self-regulated learners, collaborative workers, global citizens, skilled problem solvers, and effective communicators who are prepared to successfully compete in college and/or career readiness. Our leadership is based on service to students, staff, and families. We remain relentless in doing whatever it takes to ensure student well-being and success. Working as a team allows us to accomplish great things.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	11
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	17
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	21

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: GMS will continue to provide reading and math intervention to help move students to grade-level performance.

Evaluation Data Sources: Testing, classroom performance, interim benchmarks

Strategy 1: GMS will continue to identify and support students with dyslexia by training teachers on strategies in the fall.		
Strategy's Expected Result/Impact: Teachers will be able to incorporate strategies that support our students with dyslexia.		Formative
Staff Responsible for Monitoring: Campus Administrators, Literacy Interventionists, Learning Liaison		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 2: GMS will offer reading and math intervention to all students that are performing below grade level. This will include but is not limited to current interventions such as Math 180, Read 180, and System 44.

Strategy's Expected Result/Impact: Student academic performance increases in both math and reading.		Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, liaison		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Funding Sources: None	Jan
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Mar
Additional Targeted Support Strategy		Summative
		June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2: GMS will develop a fiscally-responsible yearly budget that focuses on supporting student academic achievement and extracurricular activities that reflects the school's emphasis on results, inclusion, and excellence

Evaluation Data Sources: School data, surveys, STAAR results.

Strategy 1: The GMS budget will reflect the majority of expenditures revolving around teacher learning (PD), student achievement (academic resources), and the continued development of positive campus culture.	
<p>Strategy's Expected Result/Impact: The GMS budget will be utilized to implement change in instructional practice and student achievement. Tier 1 instruction will continue to improve, personalized learning opportunities will be available, and campus culture will continue to remain positive.</p> <p>Staff Responsible for Monitoring: Campus Administration, Teachers, Counselors, Learning Liaison, Paras</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
Strategy 2: GMS will hire an EL teacher to provide intentional and laser-focused support for EL students, as this student population performs lower than any other population on STAAR tests and overall academic performance.	
<p>Strategy's Expected Result/Impact: With additional support, EL students will be develop skills and strategies to perform better in classes and on state tests.</p> <p>Staff Responsible for Monitoring: Campus Administrators, EL teacher, AVID Coordinator, Learning Liaison, Counselors</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Additional Targeted Support Strategy</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p> <p>Funding Sources: None</p>
Summative	
June	

Strategy 3: GMS will implement AVID Excel to provide a pathway for EL students to receive personalized support, strengthen reading comprehension and strategies, and a direct entrance into the AVID program when they've met AVID Excel goals.

<p>Strategy's Expected Result/Impact: EL student performance in classes and STAAR testing will show improvement. Students will be more engaged in their learning as they develop reading comprehension through targeted instructional strategies.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Liaison, Counselors, EL teacher, and AVID coordinator</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Additional Targeted Support Strategy</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: GMS will purchase resources for behavioral intervention that include, but is not limited to, instructional resources, hallway signs, teacher/para training, etc.

<p>Strategy's Expected Result/Impact: The resources will be utilized to promote our school wide Pony Way so disruptive classroom behavior will decrease and campus culture can remain positive.</p> <p>Staff Responsible for Monitoring: Campus administrators, Learning Liaison, Teachers, Counselors</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: GMS instructional strategies and initiatives will be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: School data, STAAR results, program evaluations

Strategy 1: GMS will provide a writing lab for students that need intentional writing support. The writing lab will be run by a teacher and will be open during a class period within the school day and certain days after school during the week.		
Strategy's Expected Result/Impact: Access to this writing lab should help support students' development of writing strategies and improve 7th grade writing scores, as well as overall writing.		Formative
Staff Responsible for Monitoring: Campus Administration, ELA Department Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: None	None	Summative
Additional Targeted Support Strategy		June
Strategy 2: GMS will implement structured Blended Learning models in all classrooms. In addition, students will have opportunities for flexible learning to extend learning opportunities outside of their classroom-based on their individual needs.		
Strategy's Expected Result/Impact: Students will receive personalized, targeted learning that will help them improve achievement at their own pace.		Formative
Staff Responsible for Monitoring: Campus Administration, Math and ELA Teachers, Blended Learning Coaches, Executive Director of Virtual Learning		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	None	Summative
Additional Targeted Support Strategy		June

Strategy 3: GMS will develop a bridge class for the 21-22 school year for incoming 6th-grade students that have mastered their 5th-grade math test so they may be placed in accelerated math class and science classes, in order to access high school level classes in 8th grade or transition into the STEM program their 7th-grade year.


<p>Strategy's Expected Result/Impact: GMS would identify students with talents in mathematics that will put them on track to take Algebra I and Biology by their 8th grade year.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Learning Liaison, Math and Science Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: GMS will continue to utilize math and reading intervention programs that help support personalized learning needs.

<p>Strategy's Expected Result/Impact: Students will show 10% growth in Math and Reading performance.</p> <p>Staff Responsible for Monitoring: Math and Reading Teachers, Principal, Learning Liaison, Assistant Principals</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 Student Learning 1, 2</p> <p>Funding Sources: Math 180 211 - ESEA Title I, Part A</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics





Problem Statement 1: In 2019, less than 12% of GMS 7th grade students received "Meets or Higher" on the Math STAAR test. **Root Cause:** Math curriculum is not addressing readiness standards. Intervention teachers needed access to a viable and researched-based math intervention system.

Student Learning

Problem Statement 1: In 2019, less than 12% of GMS 7th grade students received "Meets or Higher" on the Math STAAR test. **Root Cause:** Math curriculum is not addressing readiness standards. Intervention teachers needed access to a viable and researched-based math intervention system.

Problem Statement 2: GMS performs lower than all district middle school campuses in Math and Reading testing scores. **Root Cause:** There is a need for researched based resources, training on the use of these resources for the teachers, and targeted RTI support for students not meeting grade level standards.

Performance Objective 4: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development, and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of the field, or inexperienced teachers [Equity Plan Requirement].

Strategy 1: All teachers will be trained in AVID WICOR strategies to increase student engagement and to implement the tenets of WICOR to strengthen Tier 1 instruction.		
Strategy's Expected Result/Impact: Tier 1 instruction will get better and teachers will recognize students that may need additional support.		Formative
Staff Responsible for Monitoring: Campus principal, assistant principal, teachers, liaison, coaches		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
Strategy 2: Teachers will be trained on AVID schoolwide practices such as focused note-taking, the use of planners, binder checks, and WICOR strategies to support students in organizing and preparing for rigorous academic schoolwork.		
Strategy's Expected Result/Impact: Students will develop strategies that can allow them to develop the ability to be successful in coursework that prepares them for college.		Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, liaisons, and AVID site team		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: GMS will develop a program that can allow for students to jump into the STEM program between after 6th grade by creating a bridge class that could serve as preparation.





Evaluation Data Sources: Student surveys, demographic data, grade, student schedules

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: English Language Learners will make yearly or more progress as measured by TELPAS and participate to a greater extent in advanced academics, STEM, and school activities.

Evaluation Data Sources: TELPAS, STAAR, AimsWeb, Quality Cup Metrics

Strategy 1: Identified students will participate in an AVID system that specifically focuses on our English Learners to help accelerate academic language acquisition by targeting critical reading skills as well as academic vocabulary development. Students will also participate in scholar groups with college tutors twice a week, similar to tutorials that take place in the AVID elective.	
Strategy's Expected Result/Impact: Increased English Language Learner participation and performance in advanced academics, STEM, and school activities.	Formative
Staff Responsible for Monitoring: Laura Koehler, Principal	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Mar
ESF Levers: Lever 4: High-Quality Curriculum	Summative
Problem Statements: Student Learning 3	June
Funding Sources: 276 - Instructional Continuity Grant	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Learning	
Problem Statement 3: Students identified as English Language Learners are not performing as well on local, state, and national assessments as our All Student Group nor are they participating at a comparable rate in advanced academics. Root Cause: Need to improve intentional lesson design around the TEKS and include high quality Tier One interventions, Need to improve explicit vocabulary instruction and provide structured opportunities for students to read in English, Need to increase parent engagement	

Performance Objective 2: GMS will address the needs of students by having multi-tiered systems of support that include math and reading intervention, social-emotional wellness, and behavior and discipline management.


Evaluation Data Sources: Counseling program implementation, bell schedules, attendance reports, disciplinary reports, classroom observations, reading and math assessments.


Strategy 1: GMS will develop an MTSS team that will meet monthly to review data, recommend support for students, and work with teachers to develop processes to ensure the campus is moving forward in meeting intervention goals.	
Strategy's Expected Result/Impact: Student attendance will increase, discipline will decrease, and students will increase performance on math and reading scores.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, assistant principal, liaison, counselors, and paras designated to the team.	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	
Additional Targeted Support Strategy	
Strategy 2: GMS will use Panorama to identify students that need intervention academically and behaviorally so that we can streamline our current practice of PBIS, CHAMPS, and Capturing Kids Heart and examine effectiveness.	
Strategy's Expected Result/Impact: The GMS MTSS team will be able to identify students quicker and provide students with appropriate intervention measures so that students can move towards tier 1 support	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus principal, assistant principals. liaison, coaches, teachers, and counselors.	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: GMS will implement Character Strong to support our current restorative practices and the social-emotional wellness of our students.

Strategy's Expected Result/Impact: Students will feel more supported and be given personal strategies to help them succeed.		Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, counselors, liaison, teachers.		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Additional GMS teachers and administrators will be trained at the Ron Clark Academy, in which our House System is modeled after to ensure that there is a clear understanding of how a House System structure can support students' social-emotional wellness.


Evaluation Data Sources: Teacher and student surveys, observations of the implementation of strategies from training.


Strategy 1: 5 teachers will be trained by April 2021 through the Ron Clark Academy because this training supports the tenets of the House System model and the GMS House System.		
Strategy's Expected Result/Impact: The culture of the campus has been greatly affected by the House System and students continue to receive social-emotional wellness support through the House System.		Formative
Staff Responsible for Monitoring: GMS staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: The GMS SRO will work with the campus counselors and administration to incorporate programs that support students' social-emotional wellness.

Strategy 1: The GMS SRO will join the Hope Squad to help facilitate conversations around suicide prevention.		
Strategy's Expected Result/Impact: Students will see the SRO as a source of support and may reach out to him as yet another adult that could help them in the time of need.		Formative
Staff Responsible for Monitoring: Campus principal, student advocate counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: The GMS SRO will develop a mentor group with targeted students and meet with them every other month.		
Strategy's Expected Result/Impact: Students will see the SRO as an extension of the staff rather than a separate individual that oversees the campus.		Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, liaison, counselors		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: The SRO will be included in our CEC meetings to have a voice in developing safety protocols and supporting students' social-emotional well-being.		
Strategy's Expected Result/Impact: The SRO can offer suggestions on budgeting and safety protocols that we may not have considered.		Formative
Staff Responsible for Monitoring: Campus principal, CEC Committee		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?





Performance Objective 1: GMS will continue to implement a comprehensive development plan to significantly increase student participation in campus clubs and organizations.

Evaluation Data Sources: Quality cup, student data, student surveys

Strategy 1: GMS will add a Girls that Code club to encourage more female involvement in coding classes or to allow them to develop an interest in a career path.		
Strategy's Expected Result/Impact: Female students will enjoy the Girls that Code club and will want to take CTE coding classes and my develop an interest in a STEM pathway.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: None		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

Evaluation Data Sources: Prior to entering high school, 100% of students will have a comprehensive plan for high school classes (with Endorsement) leading them to post-secondary goals.

Strategy 1: GMS will increase attendance in CTE classes by 5%.		
Strategy's Expected Result/Impact: Student involvement could lead to an interest in coding and engineering courses offered through CTE.		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: The 6th grade dual-language Spanish II class will be formatted to serve as a foundational class to establish best practices for students to become bilingual readers, writers, and speakers as they move towards taking the AP exam in 8th grade.		
Strategy's Expected Result/Impact: Students will find more success in Spanish III and IV and will not be hesitant to speak Spanish and enter the advanced classes prepared to do well academically.		Formative
Staff Responsible for Monitoring: None		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Blended Learning will offer students at GMS the opportunity to personalize their learning in a way that allows their instructional needs to be met through flexible scheduling, flex coursework, and enrichment or supplementary coursework.

Evaluation Data Sources: Class schedules, student surveys, student goals, student learning objectives, and classroom performance.

Strategy 1: GMS teachers will collaborate with their departments to develop Blended Learning Campus Goals that align with the Pillars of Blended Learning by October 15th to maximize the potential of what we do with Blended Learning and personalized instruction.	
Strategy's Expected Result/Impact: Teachers will have a better understanding of how to support students through the personalization of Blended Learning.	Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, blended learning specialists, and Executive Director of Virtual Learning.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: GMS will work to offer personalized learning opportunities for students using the tenets of Blended Learning. Teachers will continue to be trained to develop individualized pathways for instructional success.	
Strategy's Expected Result/Impact: Students' individual learning needs will be met and they will be able to self-pace so they can make progress at a rate that is appropriate for them so they may receive enrichment or scaffolded support.	Formative
Staff Responsible for Monitoring: Campus principal, assistant principals, blended learning specialists, and Executive Director of Virtual Learning.	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: GMS will examine ways we can utilize spaces to offer flexible seating for learning opportunities for our Blended Learning campus.

<p>Strategy's Expected Result/Impact: Flex spaces can minimize distractions and can support minimizing student contact with COVID recommendations.</p> <p>Staff Responsible for Monitoring: Campus principal, assistant principals, Executive Director of Virtual Learning.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?





Performance Objective 1: Offer weekly comprehensive communication in writing, through video, and virtually so that parents may have an opportunity to engage in a platform that suits their family.

Evaluation Data Sources: Attendance through WebEx, Smore Newsletter, school website, and email

Strategy 1: Major shifts that are required due to the response to COVID will be communicated multiple times via WebEx so that parents may have access to the principal in real-time.	
Strategy's Expected Result/Impact: Parents will have a clearer understanding of what is happening on campus and will be able to ask questions while also providing input.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: The Parent Liaison will be utilized to increase parent and family engagement in new ways in response to COVID limitations and will have access to resources that include but are not limited to digital platforms, training, and committees.	
Strategy's Expected Result/Impact: Parent engagement will increase and student achievement will increase.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus principal, assistant principals, and parent liaison.	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: GMS website will reflect the mission, vision, and beliefs of the campus by being updated every two weeks to ensure families can utilize the website and its functions as an extension of how we communicate.

Evaluation Data Sources: Parent surveys, engagement feedback, analytics, parent liaison

Strategy 1: Campus administrators and staff will teach 100% of our student body the new mission, vision, and belief statements and the reason they were developed.		
Strategy's Expected Result/Impact: Students will have a better comprehension of the direction of the campus and will be able to connect campus policies to campus initiatives.	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus principal, assistant principal, teachers.		
Title I Schoolwide Elements: None		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Heritage Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Heritage Elementary School's mission is to focus on the unique characteristics of each student to create self-directed learners who are empowered to collaborate in a risk-free environment through purposeful learning to achieve improved performance in all student groups.

Vision

In partnership with the community, Heritage Elementary School will promote a climate of academic excellence while developing the social and emotional potential of every child.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	16
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	20
Goal 4 : Effectively communicate with targeted audiences.	25

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to strengthen the Dyslexia programming at HES to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: Dyslexia schedule of services, parent, teacher, student feedback

Strategy 1: The Literacy Intervention Teacher's schedule will be designed in such a way that all identified students receive the services they need.	
Strategy's Expected Result/Impact: Master Schedule Professional Learning Communities	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Literacy Intervention Teacher Teachers	Nov
	Jan
	Mar
	Summative
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: Build a foundation of reading and math	Funding Sources:
ESF Levers: None	None
	June

Strategy 2: The Literacy Intervention teacher will participate in comprehensive professional learning that takes place both centrally and campus based activities.

Strategy's Expected Result/Impact: Sign In from professional developments Staff Transcripts	Formative
	Nov
Staff Responsible for Monitoring: Principal Assistant Principal Literacy Intervention Teacher	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: Build a foundation of reading and math	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 3: The Literacy Intervention teacher will communicate with parents about student progress on a nine week basis.

Strategy's Expected Result/Impact: Report Cards Parent and Staff Feedback	Formative
	Nov
Staff Responsible for Monitoring: Principal Assistant Principal Literacy Intervention Teacher	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: Build a foundation of reading and math	June
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: The Literacy Intervention Teacher will support the transition of students from dyslexia intervention and regular classroom instruction.

Strategy's Expected Result/Impact: Parent, student and staff feedback		Formative
Staff Responsible for Monitoring: Principal Assistant Principal Literacy Intervention Teacher Classroom Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	


Strategy 5: The RTI committee will consider dyslexia characteristics and make referrals for screening and assessments.


Strategy's Expected Result/Impact: RTI Committee meeting minutes		Formative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Literacy Intervention Teachers		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math	Funding Sources:	June
ESF Levers: None	None	

Strategy 6: The campus 504 coordinator will work with the GCISD dyslexia assessment coordinator to ensure proper timelines and procedures are followed.

Strategy's Expected Result/Impact: RTI committee meeting minutes		Formative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Literacy Intervention Teacher		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS





Strategy 1: Heritage elementary staff will collect universal screening data using aimsweb and other assessments so RTI committees can review students, collaborate on additional strategies, monitor students with skill deficits and provide enrichment to those who are above grade level.

<p>Strategy's Expected Result/Impact: Assessment Data PLC Agendas RTI Agendas and minutes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Learning Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p>		Formative	
			Nov
			Jan
			Mar
		Summative	
		June	
<p>Problem Statements: None</p> <p>Funding Sources: None</p>			

Strategy 2: Teachers will provide high quality small group instruction and progress monitoring for all Tier 2 and Tier 3 students identified through RTI.

<p>Strategy's Expected Result/Impact: Students will receive instruction based on their needs.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Learning Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>		Formative	
			Nov
			Jan
			Mar
		Summative	
		June	
<p>Problem Statements: None</p> <p>Funding Sources: None</p>			

Strategy 3: All K-5 teachers will attend RTI meetings at the end of each nine weeks or as needed by teacher.

Strategy's Expected Result/Impact: Students will receive support based on their individual needs.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Assistant Principal Learning Liaison		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Summative
ESF Levers: None		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: 100% of Heritage Elementary School instructional staff will be engaged participants in Professional Learning Communities and other professional development based on student needs to increase student achievement.

Evaluation Data Sources: State assessments
 District assessments
 Universal screeners

Strategy 1: Each PLC will utilize the four critical questions: 1. What is is we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn? 4. How will we respond when students already know it?	
Strategy's Expected Result/Impact: PLC agendas Teacher Lesson plans	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Through the use of writer's workshop all Heritage students will participate in writing activities to increase the level of achievement and engagement.	
Strategy's Expected Result/Impact: 4th grade writing will increase mastery from 83% to 90%.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	





Strategy 3: All 3rd-5th grade humanities teachers will participate in a workshop lab day (Lucy Calkins) focusing on reading or writers workshop.

Strategy's Expected Result/Impact: Student reading and writing STAAR scores will increase. Teachers will have an increased knowledge of writing/reading workshop.		Formative Nov Jan Mar
Staff Responsible for Monitoring: Principal Assistant Principal Learning Liasion		
Title I Schoolwide Elements: None	Problem Statements: None	Summative June
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 4: 90% of HES students in all populations in grades k-5 will demonstrate a years growth in reading as measured by Aimsweb.

Evaluation Data Sources: Aimsweb reports

Strategy 1: Teachers in k-2 will implement with fidelity Foundations, an explicit phonics instructional program.	
Strategy's Expected Result/Impact: Students progress in reading, spelling and writing.	Formative
Staff Responsible for Monitoring: Principal Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: All Kinder - 5th grade humanities teachers will participate in a workshop lab day based on Lucy Calkins strategies, facilitated by the Learning Liaison .	
Strategy's Expected Result/Impact: Increased aimswebb and STAAR reading scores. Teachers will have an increased knowledge in specific areas of reading workshop.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the campus advanced academics program. [Superintendent Objective 2]

Evaluation Data Sources: Number of students referred to GT

Strategy 1: The gifted specialist will provide job embedded professional learning through PLC's and E2: enrichment and extension support to assist teachers in designing and facilitating rigours and differentiated instruction for all students.	
Strategy's Expected Result/Impact: Student engagement All students will receive extension opportunities. Staff Responsible for Monitoring: Principal Assistant Principal Gifted Specialist Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative Nov Jan Mar
	Problem Statements: None
	Funding Sources: None
	Summative June
Strategy 2: The gifted specialist will meet weekly with small groups of students who did not qualify for the program in order to provide them with extension opportunities.	
Strategy's Expected Result/Impact: Increase in the number of students identified as GT. Staff Responsible for Monitoring: Principal Gifted Specialist Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None	Formative Nov Jan Mar
	Problem Statements: None
	Funding Sources: None
	Summative June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: HES will continue to develop plans to ensure high quality learning for every students in any learning environment (remote or in person).

Strategy 1: HES will provide additional professional learning opportunities for teachers and staff on how to differentiate instruction (blended) to meet the needs of each student.

Strategy's Expected Result/Impact: Students who are choosing to learn remotely will continue to grow in all areas. Teachers will have the tools to be able to pivot when necessary to provide a vairyety of instruction types.

Staff Responsible for Monitoring: Principal
Assistant Principal
Learning Liaison

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7: The percent of 3rd grade students at Heritage Elementary that score meets grade level or above on STAAR Math will increase from 78%-80% by June 2021 with the goal being 78% to 88% by June 2024.

Evaluation Data Sources: Aimswebb
STAAR

Strategy 1: 100% of math teachers will monitor BOY, MOY, and EOY progress and adjust instruction to ensure student growth in the area of math.

Strategy's Expected Result/Impact: STAAR Math scores will increase.

Staff Responsible for Monitoring: Principal

Assistant Principal

Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 8: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% to 88% by June 2024.

Evaluation Data Sources: Aimswebb
STAAR

Strategy 1: 100% of reading teachers will monitor BOY, MOY, and EOY progress and adjust instruction to ensure student growth in the area of reading.

Strategy's Expected Result/Impact: STAAR Reading scores will increase		Formative
Staff Responsible for Monitoring: Principal Assistant Principal Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Heritage Elementary will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Strategy 1: Heritage Elementary will provide a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated	
Strategy's Expected Result/Impact: The number of bully reports will decrease by 50%.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: 100% of HES staff members will be trained and will participate in emergency procedures and drills as required by the district.	
Strategy's Expected Result/Impact: Staff and students will be aware of the procedures if ever an emergency situation.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Emergency Management team	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


Strategy 3: One teacher on each grade level must be CPR/first aid trained.


Strategy's Expected Result/Impact: The HES staff will be prepared in an emergency situation.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Panorama will be given two times a year to help create a support plan for teachers and counselors to use to help the emotional development of students.

Strategy's Expected Result/Impact: Students will have strategies to regulate their emotional well being.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Heritage Elementary will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Strategy 1: The students at Heritage will learn about a different character trait each month through Purposeful People Character Education Curriculum.	
Strategy's Expected Result/Impact: Students will learn more about character traits and how they can help	Formative
Staff Responsible for Monitoring: Principal Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: All staff will implement Restorative Practices to reduce misbehavior, bullying and violence among students.	
Strategy's Expected Result/Impact: Students will learn conflict resolution as well as build relationships amongst their classmates.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal Counselor	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: All HES staff will be trained in recognizing signs of suicide.


Strategy's Expected Result/Impact: Teachers and staff received training from the school counselor during our welcome back week in August.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: The counselor will provide all students with monthly guidance lessons as well as provide small group opportunities for students who might need extra support or guidance.

Strategy's Expected Result/Impact: The counselor will provide the staff with a monthly calendar.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Technology will be integrated into instructional and administrative programs [TEA Requirement].

Strategy 1: Teachers will participate in technology professional development during Professional Learning Communities two times a year (fall and spring) led by a district technology coach.	
Strategy's Expected Result/Impact: Agendas Teacher Lesson Plans	Formative
Staff Responsible for Monitoring: Principal Learning Liaison Amy Leitner	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative
	June
Strategy 2: Pre K - 4th grade teachers will have the opportunity to attend professional development on SeeSaw.	
Strategy's Expected Result/Impact: Feedback from students and parents	Formative
Staff Responsible for Monitoring: Principal Learning Liaison	Nov
	Jan
	Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
	Summative
	June

Strategy 3: HES will implement a schoolwide digital citizenship program utilizing Common Sense Media and will begin to complete the process to earn recognition as a Common Sense Media School.

Strategy's Expected Result/Impact: Common Sense Media School recognition.		Formative
Staff Responsible for Monitoring: Principal Learning Liaison Librarian		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: All k-5 students will write personalized learning goals.

Evaluation Data Sources: Students will work toward their goals throughout the year and show growth by June.





Strategy 1: All k-5 students will write personalized learning goals and work to meet these goals during their Personalized Learning Time (Eagle Time).	
Strategy's Expected Result/Impact: Students progress and growth.	Formative
Staff Responsible for Monitoring: Principal Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: All k-5 students will create e portfolios for data collection and assistance with the goal setting process.	
Strategy's Expected Result/Impact: Students will have an ongoing measurement of their growth.	Formative
Staff Responsible for Monitoring: Principal Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Students will participate in student led conferences during Open House.

Strategy's Expected Result/Impact: Students will have the opportunity to share their goals and progress with their parents.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Teachers		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities (Superintendent Objective 3) by improving extracurricular activity opportunities at HES to support middle school participation.

Evaluation Data Sources: Student and Staff Surveys

Strategy 1: On hold until able to move forward due to Covid 19. Students in grades K-5 will participate in enrichment clusters.	
Strategy's Expected Result/Impact: Increased student engagement and opportunity for students to participate in new activities.	Formative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: On hold until able to move forward due to Covid 19. HES staff members will explore ways to include students in extracurricular activities such as: Running Club, Garden Club, Drama, Choir, Kindness Club, 5th Grade Ambassadors, and Safety Patrol.	
Strategy's Expected Result/Impact: Increased student engagement and participation	Formative
Staff Responsible for Monitoring: Principal Assistant Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Strategy 1: All Heritage Elementary staff members will have knowledge of the Lead 2021 goals.		
Strategy's Expected Result/Impact: Teachers will be able to continue to communicate with parents and community regarding the district goals.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: The HES Campus Excellence Committee will focus on on the LEAD 2.0 goals when meeting.		
Strategy's Expected Result/Impact: Community stakeholders will continue to have a voice when implementing new ideas/practices on the HES campus.		Formative
Staff Responsible for Monitoring: Principal CEC		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: 100% of parents representing all student populations will have access to timely and accurate information regarding Heritage Elementary School..

Evaluation Data Sources: Parent Feedback

Strategy 1: All teachers in grades k-5 will develop an email group to send communication to parents and guardians during the year.	
Strategy's Expected Result/Impact: Increased awareness from parents of classroom events	Formative
Staff Responsible for Monitoring: Principal Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: The outside building marquee will display campus events for parents as well as the community to view on a weekly basis.	
Strategy's Expected Result/Impact: Increased participation at schoolwide events such as Family Nights, PTA meetings etc	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: The campus website liaison will design, update and train staff on the HES website.

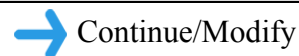
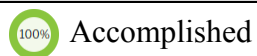
Strategy's Expected Result/Impact: Campus website information will be updated and accurate.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal Website Liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Communicate frequently with parents regarding the in person plan for all HES students as noted in the back to school fall guide.

Strategy's Expected Result/Impact: Parents will have to up to date and accurate information in a timely manner.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 5: 100% of HES instructional staff will utilize Seesaw as a learning management system as well as a means of communication with students and families to ensure equitable access.

Strategy's Expected Result/Impact: Parents will be able to monitor their students learning in a timely manner. Communication will be consistent across the grade levels.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	



Grapevine-Colleyville ISD

Heritage Middle

Goals/Performance Objectives/Strategies

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"Starting tomorrow today."

Heritage

Middle School

5300 Heritage Avenue
Colleyville, TX 76034
817-305-4790
fax 817-267-9929



Mission Statement

Heritage Middle School will empower all students to develop the knowledge and skills to be college and career ready in a global society.

Vision

Our school community will inspire a passion and sense of value for lifelong learning.

Core Beliefs

Provide a safe and secure environment

Maintain high expectations for all learners

Build and maintain positive relationships

Celebrate diversity

Communicate and collaborate effectively





Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	13
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	20
Goal 4 : Effectively communicate with targeted audiences.	24

Goals





Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Strategy 1: The school budget will be analyzed on a monthly basis to ensure proper allocation of funds.	
Strategy's Expected Result/Impact: Monthly meetings to review the budget will ensure that the district resources are being allocated efficiently and in alignment with campus and district goals.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Administrative Assistant	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Achieve 90% participation in at least one PreAP/Accelerated Credit course.

Strategy 1: Administration, Counselors, and Teachers will actively highlight and promote PreAp and Accelerated courses to all current and prospective students.	
Strategy's Expected Result/Impact: 90% of HMS students will participate in PreAp or Accelerated courses.	Formative
Staff Responsible for Monitoring: Administration, Counselors, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Implement a Student Success Plan system to ensure we are giving students every opportunity to be successful in advanced coursework.	
Strategy's Expected Result/Impact: More intentionality and student-specific discussions surrounding student placement resulting in higher retention of students in advanced coursework.	Formative
Staff Responsible for Monitoring: Administration, Teachers, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Evaluation Data Sources: Reading Specialists and attendance records.


Strategy 1: All teachers will complete Dyslexia Flex training in order to understand the impact of dyslexia on student learning.	
Strategy's Expected Result/Impact: Staff will gain awareness and understanding of dyslexia and how it affects our students.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Time will be provided during a designated class period to allow for Literacy Intervention with Reading Specialist.	
Strategy's Expected Result/Impact: Attendance records will show students that have received services. Additionally, Reading Specialist's records will show student progress.	Formative
Staff Responsible for Monitoring: Reading Specialist, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: We will continue to provide professional learning for staff with regard to strategies for providing appropriate accommodations for students with 504 plans.

Strategy's Expected Result/Impact: Staff equipped with strategies for meeting 504 accommodations.	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: PLC Agendas. TalentEd Data, TTESS observations and walkthroughs, webex reports, and Canvas reports

Strategy 1: All staff will engage in Professional Learning Communities to strengthen the instructional program of HMS.		
Strategy's Expected Result/Impact: High functioning PLCs focused on student learning and growth, as noted by PLC agendas and evidence from campus walkthrough data.		Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: All staff will engage in professional learning throughout the year in alignment with the TTESS rubric and their selected goals for TTESS evaluation.		
Strategy's Expected Result/Impact: Increased teacher effectiveness and capacity to positively impact student academic growth.		Formative
Staff Responsible for Monitoring: Learning Liaison, Administration, Campus Staff		Nov
Title I Schoolwide Elements: None		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

Strategy 3: All teachers will be trained in canvas, blended learning (face to face/remote), and the use of webex to meet the instructional needs of all learners during COVID-19.

<p>Strategy's Expected Result/Impact: Increased teacher effectiveness and capacity to teach face to face and remote learners. Increase student engagement.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Campus Teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Instructional rounds and focus visits will take place throughout the year to help build instructional capacity.

<p>Strategy's Expected Result/Impact: Improved instructional practices leading to student growth.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: None None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Utilize systematic processes to evaluate and track student data. Students in need of intervention will receive services through Focus Time (Advisory) or Tier 3 classes.	
Strategy's Expected Result/Impact: Utilize the RtI process through evaluation, data collection, and intervention strategies to close student achievement gaps and secure academic growth.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, RTI Committee, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will receive training on analyzing data from the universal screening tools.	
Strategy's Expected Result/Impact: Students will be placed in appropriate tiered intervention groups based on data.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, RTI Committee, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Teachers will receive training on the use of resources to use with students. (System 44, READ 180, IXL, etc.)

Strategy's Expected Result/Impact: Teachers utilize resources for expected student growth. Students will grow academically.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: Teachers will implement AVID strategies through daily instructional strategies.

Strategy's Expected Result/Impact: By using AVID strategies, student engagement and student performance will increase.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers, AVID Site Coordinator	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6: Heritage Middle School will continue to build and utilize AVID school-wide to promote a culture of college and career readiness.

Evaluation Data Sources: At least 60% of staff will be trained in AVID strategies by the end of 2020-2021. Planners are provided for all students.

Strategy 1: All staff will promote the use of AVID binders or e-binders to help students with organization.		
Strategy's Expected Result/Impact: All students will adopt habits that promote organization. Teachers will have regular binder checks.		Formative
Staff Responsible for Monitoring: AVID Site Coordinator, Learning Liaison, Administration, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers will post WICOR posters in and around classrooms and utilize WICOR strategies when designing lessons and when delivering instruction.		
Strategy's Expected Result/Impact: Focused lesson design utilizing WICOR to improve student outcomes.		Formative
Staff Responsible for Monitoring: Learning Liaison, AVID Site Coordinator, Administration, and Teachers.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: AVID Site Team will meet regularly to share ideas and plan upcoming events.


Strategy's Expected Result/Impact: Structured systems and processes to build AVID capacity schoolwide.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: AVID Site Team/Coordinator, Administration, Learning Liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: AVID will help build and support student leadership at HMS.

Strategy's Expected Result/Impact: Empower and build student leadership capacity to impact HMS community.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: AVID Site Coordinator, Administration, AVID Teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Signs of Suicide Curriculum, David's Law anti-bullying curriculum, Restorative Practices, Hope Squad, Why Try, Play It Safe, Monthly Sixth Grade Guidance with Student Advocate/SRO

Strategy 1: All students will be taught suicide prevention strategies using the Signs of Suicide curriculum.	
Strategy's Expected Result/Impact: Students will learn to recognize and report suicidal ideation and behaviors in themselves and others to know when to seek help from an adult.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Anti-Bullying campaign will be promoted through guidance lessons and signage throughout the building.	
Strategy's Expected Result/Impact: Reduced incidents of bullying and a student, staff, and parent-reported safe place to be.	Formative
Staff Responsible for Monitoring: Administration, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Staff and students will be encouraged to use Restorative Practices to build and maintain positive relationships.	
Strategy's Expected Result/Impact: Students will develop better relationships with teachers and peers which will positively impact the classroom environment, the number of behavioral referrals, and students' attendance.	Formative
Staff Responsible for Monitoring: Counselors, Learning Liaison, Administration, Teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 4: All students will be educated on David's Law and taught anti-bullying curriculum (including the differences in bullying & conflict).	
Strategy's Expected Result/Impact: Students will understand the possible consequences of bullying and the difference between bullying and conflict	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 5: All students and staff will be trained on how to utilize Friends For Life (Anonymous reporting tip line)	
Strategy's Expected Result/Impact: Students will have an anonymous tool to proactively report any kind of concerns (bullying, self harm/suicidal ideation, criminal behavior, etc.)	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 6: Increased presence of staff members in the hallways, SAC, front of school, and various common spaces throughout HMS.

<p>Strategy's Expected Result/Impact: Having a visible presence on campus will help reduce problem behaviors, increase attendance, and show students that we, as a staff, care deeply about them.</p> <p>Staff Responsible for Monitoring: HMS Staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June





Strategy 7: Implement Character Strong Program with monthly themes and daily/weekly challenges.

<p>Strategy's Expected Result/Impact: Students will improve their self awareness, social awareness, relationship skills, and responsible decision making. Improves school culture.</p> <p>Staff Responsible for Monitoring: Counselors, Staff</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those students living in or attending facilities for neglected or delinquent children [Title I Requirement].

Evaluation Data Sources: McKinney Vento, Back to School Fair

Strategy 1: Families of students identified as homeless will be contacted and advised of district and community resources available to them.	
Strategy's Expected Result/Impact: Students and families will receive the services that they need.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Students who present greater social/emotional needs will be identified and provided the opportunity to participate in a small group that strengthens social/emotional skills.

Strategy 1: Counselors will identify students who could benefit from a small group by soliciting teacher referrals and our own observations. Teen Life small group curriculum will be utilized.

Strategy's Expected Result/Impact: Improved social/emotional skills, students spend more time in the classroom, improved academics

Staff Responsible for Monitoring: Counselors, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Teachers social/emotional needs will be identified and met through intentional practices throughout the year.

Evaluation Data Sources: Survey feedback

Strategy 1: Staff Thank You notes will be written regularly during leadership meetings to highlight their contributions to HMS (Gallup: Recognition or praise for doing good work).	
Strategy's Expected Result/Impact: Staff members will receive timely affirmations for the work they are doing.	Formative
Staff Responsible for Monitoring: Administration, Counselors, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Ongoing feedback will be collected from staff to guide campus functions (Gallup Survey - At work, my opinions seem to count). Additionally, HMS Learning Leaders will help problem-solve and create action plans for improvement in various areas and/or reopening of HMS for in person learning.	
Strategy's Expected Result/Impact: Staff that is engaged and feels valued, which will lead to staff ownership.	Formative
Staff Responsible for Monitoring: Administration, Learning Leaders, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Administration Team will plan times throughout the year to deliver snacks and drinks to teachers to help with overall work satisfaction and well-being. (Gallup: Recognition or praise for doing good work).

Strategy's Expected Result/Impact: Staff that feels appreciated for their work.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Teacher of the Month highlights to recognize and celebrate teachers, which is voted on by students.

Strategy's Expected Result/Impact: Create an environment that celebrates others.	Formative
Staff Responsible for Monitoring: Teachers, Administration, Counselors	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: Team Building activities in all Learning Leader, Leadership Team, and Faculty meetings.

Strategy's Expected Result/Impact: Build relational capacity with and amongst staff members, modeling how we would want classroom teachers to build community in their classrooms.	Formative
Staff Responsible for Monitoring: Administration, Teachers, Counselors.	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: Metrics for extracurricular benchmarking as found in the GCISD Quality Cup





97% participation in high quality extra-curricular activities. (This may be paused until ability to be in person post COVID-19)

Strategy 1: Promote participation in activities afforded to students at HMS.		
Strategy's Expected Result/Impact: 97% of all students participate in extracurricular programs in grades 7-8. (This may be paused until ability to be in person post COVID-19)		Formative
Staff Responsible for Monitoring: Administration, Counselors, UIL Staff		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.





Evaluation Data Sources: Duke Tip 8th grade four-year planning, college and career readiness guidance, six-year planning with Special Education students, and Bobby Bragan Scholarship

Strategy 1: Counselors will meet with all 8th grade students to formulate a 4 year plan for high school.	
Strategy's Expected Result/Impact: All 8th grade students will create individual 4 year plans aligned with their college and career goals	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Counselors will teach guidance lessons to prepare students for future endeavors.	
Strategy's Expected Result/Impact: Students will learn about the college application process, education requirements for various careers, and scholarships.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: Counselors will meet with all 7th grade special education students individually to create 6-year plans.		
Strategy's Expected Result/Impact: All 7th grade Special Education students create individual 6-year plans aligned with their college and career goals	Problem Statements: None	Formative
Staff Responsible for Monitoring: Counselors, Special Education teachers, Diagnostician	Funding Sources: None	Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
		June
Strategy 4: Counselors will promote and encourage students to apply for the Bobby Bragan Scholarship.		
Strategy's Expected Result/Impact: Students will have the opportunity to apply for the Bobby Bragan scholarship and earn money toward their college education.	Problem Statements: None	Formative
Staff Responsible for Monitoring: Counselors	Funding Sources: None	Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
		June
Strategy 5: Counselors will promote and encourage students to apply for 7th Grade Duke Talent Search.		
Strategy's Expected Result/Impact: Students will have the opportunity to apply for the 7th Grade Duke Tip scholarship and the info from taking the SAT or ACT can be used to build an appropriate educational plan.	Problem Statements: None	Formative
Staff Responsible for Monitoring: Counselors	Funding Sources: None	Nov
Title I Schoolwide Elements: None		Jan
TEA Priorities: None		Mar
ESF Levers: None		Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.





Evaluation Data Sources: Learning walks, focus visits, Instructional Rounds.

Strategy 1: Instructional rounds and focus visits will take place throughout the year to help build instructional capacity.		
Strategy's Expected Result/Impact: Improved instructional practices leading to student growth.		Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Evaluation Data Sources: Campus website will be updated regularly to reflect current events. Bronco Bits Newsletter will be sent out weekly with pertinent campus information.

Strategy 1: Heritage Middle School will update campus and teacher websites and maintain their canvas course homepages for more effective communication. Additionally, social media avenues will be utilized.	
Strategy's Expected Result/Impact: Relay timely and accurate information to HMS stakeholders.	Formative
Staff Responsible for Monitoring: Administration, Campus Website Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: The HMS Bronco Bits will be sent out weekly to provide timely, relevant information for the community.	
Strategy's Expected Result/Impact: Parents and the community will have timely, relevant information provided on a weekly basis.	Formative
Staff Responsible for Monitoring: Principal, Campus Website Coordinator, PTSA Communications Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	


Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid.

Strategy 1: Students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college high school or dual enrollment opportunities and career counseling to identify student interests and skills.

Strategy's Expected Result/Impact: 4 year plans and high school transitions.	Formative
Staff Responsible for Monitoring: Counselors, Parents, Students, Teachers, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Grapevine-Colleyville ISD

iUniversity Prep

Goals/Performance Objectives/Strategies

2020-2021



Table of Contents

Goals	3
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	3
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	5
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Evaluation Data Sources: Increase student enrollment and success in AP and Dual enrollment courses. Achieve 100% college enrollment, military service, career certification. Increase student recognition in the National Merit Semifinalist Recognition Programs.


Strategy 1: Increase participation in PSAT preparation outside of school, class participation and alignment in ELA and Math courses.		
Strategy's Expected Result/Impact: Continue to increase student recognition in National Merit Program		Formative
Staff Responsible for Monitoring: Dean of Instruction, Dean of Students		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 2: iUniversity Prep will increase education and communication with all secondary students and their parents about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well the need for students to make informed curriculum choices in their personalized learning plan.

Strategy's Expected Result/Impact: Increase awareness for parents and students about college admissions.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor, Coordinator of Academics, Dean of Instruction.		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Grapevine-Colleyville ISD

O.C. Taylor Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Our mission at O.C. Taylor is to create lifelong learners and develop servant leaders through authentic, real-world experiences.

Vision

Our vision is to empower our children today to create a better tomorrow.

Beliefs

O.C. Taylor...

Going beyond traditional practices
to inspire today's students and empower tomorrow's leaders.

We believe...

...children come first.

...parents, community, and staff work together for the good of the child.

...effective teaching addresses the needs of the whole child.

...teacher development is an ongoing, life-long process that is focused on helping students meet their full potential.

...we provide the foundation for students to be successful in life.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	10
Goal 3 : LEAD 2. 0: Create a culture that fosters learning environments that reflect student voice and promote student engagement. LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.	12
Goal 4 : LEAD 2. 0 : Effectively communicate with targeted audiences. AND LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.	19

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to strengthen Dyslexia programming to ensure appropriate and consistent levels of service for students across the campus [Superintendent Goal 5].

Evaluation Data Sources: List of students being served

Strategy 1: 100% of classroom teachers will identify and recommend students with phonological needs to the district Dyslexia program through the RtI process.

<p>Strategy's Expected Result/Impact: Students will not fall further behind and will receive the necessary interventions to help them read.</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Administration, Learning Liaison, LITs</p>	<p>Nov Jan Mar</p>
<p>Title I Schoolwide Elements: None</p>	<p>Problem Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p> <p>Summative June</p>

Strategy 2: Three times a year staff will analyze student data to identify possible students to refer for a dyslexia evaluation.

Strategy's Expected Result/Impact: 100% of students identified on the DRA2 word analysis screener will go through the dyslexia process.

Staff Responsible for Monitoring: Liaison, administration, classroom teachers, literacy intervention specialists

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

ESF Levers: None

Formative

Nov

Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Ensure instructional strategies and initiatives are research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

Evaluation Data Sources: Master schedule, Co-teach Surveys

Strategy 1: 100% of classroom teachers will meet twice a year in extended PLCs to analyze current data and develop common assessments based upon campus goals and grade-level SLO goals.	
Strategy's Expected Result/Impact: 100% of students will show growth on the grade-level designated SLO rubric.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Create, implement, and reevaluate the new master schedule designed to increase inclusion and continuous improvement.	
Strategy's Expected Result/Impact: 80% of special education students will be in co-teach classroom.	Formative
Staff Responsible for Monitoring: Administration, Classroom teachers, Special education Co-teachers, Parents	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Teachers will design and execute purposeful, differentiated lessons each week to support the learning needs of gifted and high-ability students.

Strategy's Expected Result/Impact: All students will achieve adequate yearly progress.		Formative
Staff Responsible for Monitoring: Administration, Campus GT Specialist, Learning Liaison		Nov
		Jan
		Mar
Title I Schoolwide Elements: None	Problem Statements: None	Summative
TEA Priorities: None	Funding Sources:	June
ESF Levers: None	None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential.

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: 100% of classroom teachers will meet monthly to analyze data and monitor the progress of students identified through the Multi-Tiered Support System.	
<p>Strategy's Expected Result/Impact: 100% of student receiving Tier 2 and Tier 3 instruction will show growth on bi-weekly or weekly on progress monitoring in Frontline's eStar.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Learning Liaison, LITs</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: 100% of teachers supporting Tier 2 and Tier 3 identified students will design specific intervention plans using district-provided resources and programs.	
<p>Strategy's Expected Result/Impact: Students will show calculated growth in the laser focus area of target.</p> <p>Staff Responsible for Monitoring: Administration, Classroom Teachers, Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 3: 100% of teachers will engage in continuous improvement processes to address "Domain 3: Closing Performance Gaps" indicators: analyze STAAR data, determine root cause, identify strategies, and implement a plan.


Strategy's Expected Result/Impact: Students will show academic growth.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Classroom Teachers, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: 100% of math teachers will design a Student Learning Objective and will monitor BOY, MOY, and EOY and adjust instruction to ensure student growth in the area of mathematics.

Strategy's Expected Result/Impact: All demographic groups, particularly the Asian and special education demographic groups, will meet the target in mathematics	Formative
Staff Responsible for Monitoring: All teachers and professional staff, Learning Liaison, Administration	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

 No Progress

 Accomplished


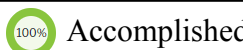
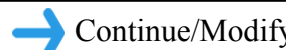

 Continue/Modify

 Discontinue

Performance Objective 4: The percent of OCT 3rd-grade students that score meets grade level or above on STAAR Math will increase from 60% to 80%.





HB3 Goal

Evaluation Data Sources: 3rd Grade STAAR Reading
 Pre-K CIRCLE PM Reading Syllabication
 Kinder AimsWebPlus Letter Word Sound Fluency (LWSF)
 1st - 3rd Grade AimsWebPlus Oral Reading Fluency (ORF)
 Kinder - 2nd Grade Tejas Lee/Tango Band





Strategy 1: 100% of math teachers will design a Student Learning Objective and will monitor BOY, MOY, and EOY and adjust instruction to ensure student growth in the area of mathematics.	
<p>Strategy's Expected Result/Impact: All demographic groups, particularly the Asian and special education demographic groups, will meet the target in mathematics</p> <hr/> <p>Staff Responsible for Monitoring: All teachers and professional staff, Learning Liaison, Administration</p> <hr/> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <hr/> <p>TEA Priorities: None Funding Sources: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
   	

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and employee is safe & secure and environmentally responsible. [Superintendent Goal 6].

Strategy 1: Revise and implement a campus-wide behavior management plan.	
<p>Strategy's Expected Result/Impact: Systematic and systemic plan for positive behavior, consequences, and rewards. Students feel safe and supported.</p> <p>Staff Responsible for Monitoring: Principal, AP, counselor, Campus Care Committee</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
Strategy 2: Design implementation plan for the use of Purposefull People component of Character Strong.	
<p>Strategy's Expected Result/Impact: The campus will have a common language and utilize consistent strategies . Students will feel more connected with each other and the OCT staff and community.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators, Teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	Summative
	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate.





Strategy 1: Implement a Conflict-Resolution program for students.		
Strategy's Expected Result/Impact: Tools and strategies for students to resolve conflict with peers respectfully and collaboratively.		Formative
Staff Responsible for Monitoring: Administration, Counselor		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: LEAD 2. 0: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.





Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Evaluation Data Sources: 25% participation in extra-curricular activities

Strategy 1: 100% of OCT professional staff will offer an extracurricular activity/club.		
Strategy's Expected Result/Impact: Students will be more involved and feel a connection to the school.		Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Department Learning Leaders		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to O.C. Taylor.

Evaluation Data Sources: Certifications and HQ employee status

Strategy 1: Provide summary of Six Types of Teachers to all professional staff the first week in February in preparation for the upcoming hiring season.	
<p>Strategy's Expected Result/Impact: Staff will be better prepared to select the teachers who will fulfill the GCISD and OCT expectations/mission/vision/strategic objectives.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Formative</p> <p>Nov</p> <p>Jan</p> <p>Mar</p>
	<p>Problem Statements: None</p>
	<p>Funding Sources: None</p>
	<p>Summative</p> <p>June</p>
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice.

Strategy 1: 100% of staff members will support and incorporate student voice surveys in their classrooms.	
Strategy's Expected Result/Impact: Students will be more involved and feel empowered upon seeing how their opinions and ideas have an impact on instruction.	Formative
Staff Responsible for Monitoring: Administration, all teachers	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction.	
Strategy's Expected Result/Impact: Artifacts of observation notes, performance assessments, informal assessments, and tests will reflect improved academic achievement.	Formative
Staff Responsible for Monitoring: Administration, Teachers, Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 3: 100% of teachers will participate in a Professional Learning Community (PLC) that meets weekly to plan for student engagement/ differentiation.


<p>Strategy's Expected Result/Impact: Teacher lesson plans will reflect student engagement and differentiation.</p> <p>Staff Responsible for Monitoring: Liaison, Department Learning Leaders, Administration</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: 100% of classroom teachers will participate in an extended PLC (1/2 day) three times a year: MOY and EOY.

<p>Strategy's Expected Result/Impact: Teachers will design more engaging and meaningful learning experiences that include strategies for blended learning.</p> <p>Staff Responsible for Monitoring: Administration, Learning Liaison, Department Learning Leaders</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	





 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Through our embedded Future Explorations, career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities ..

Strategy 1: 100% of students in K-5 will experience multiple career pathways embedded into the curriculum.	
Strategy's Expected Result/Impact: Students will have an increased awareness of careers and see the value of schooling.	Formative
Staff Responsible for Monitoring: Administration, Taylor Tiger News Staff, Librarian, Monthly Career Pathway Focuses	Nov
	Jan
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 5: Technology will be integrated into instructional and administrative programs [TEA Requirement]. OCT will focus on STEM/STEAM during a Future Exploration focus month.

Evaluation Data Sources: BrightBytes Survey
Faculty and Staff Voice

Performance Objective 6: 100% of professional staff will set a blended learning goal, monitor progress, and collect evidence/artifacts to support the results.





Evaluation Data Sources: T-TESS Goal-Setting
Summative Evidence/Artifacts Sheets

Goal 4: LEAD 2.0 : Effectively communicate with targeted audiences. AND





LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 1: Parents will be involved in planning, implementing, and evaluating our schoolwide program.

Evaluation Data Sources: PTA Membership Roster, Attendance at OCT Events

Strategy 1: We will create regular feedback opportunities for parents to voice their opinions and ideas: surveys, parent coffees, designated specific committees (i.e. CEC, Extracurricular, and Pick Up/Drop Off)	
Strategy's Expected Result/Impact: Parents will feel more connected and involved in their school.	Formative
Staff Responsible for Monitoring: Administration, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Barriers to parent participation will be identified and reduced thus increasing parent participation and involvement.

Strategy 1: We will produce and publish weekly, streamlined parents' newsletters with pertinent school information	
Strategy's Expected Result/Impact: Parents will stay involved in their child's education	Formative
Staff Responsible for Monitoring: Administration, Librarian/Media Specialist, Learning Liaison	Nov
	Jan
Title I Schoolwide Elements: None	Mar
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: We will communicate with our OCT community.

Evaluation Data Sources: Weekly principal newsletters, weekly grade-level newsletters, Twitter, Facebook

Strategy 1: Hold weekly office meetings to discuss the calendar of events and to assure digital sign, social media posts and website is up-to-date.	
Strategy's Expected Result/Impact: Campus website, social media, and digital sign will be up-to date and accurate daily.	Formative
Staff Responsible for Monitoring: Administration, Campus Website Coordinator, Office Staff	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	
Strategy 2: 100% of O.C. Taylor Elementary School professional staff will design and update personal websites with general school and individual information.	
Strategy's Expected Result/Impact: Staff website and pages will have a consistent format and offer ease of use.	Formative
Staff Responsible for Monitoring: All staff	Nov Jan Mar
Title I Schoolwide Elements: None	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Summative	
June	

Strategy 3: 100% of professional staff will share class and campus happenings on social media.

Strategy's Expected Result/Impact: Parents will see social media posts from 100% of professional staff.

Staff Responsible for Monitoring: Administration,
Logistics Leaders, Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov


Jan


Mar

Summative

June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Grapevine-Colleyville ISD

Silver Lake Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Silver Lake aims to be “THE place to be” for reinventing education. We do this by fostering a/an:
Learner-centered platform where students receive personalized instruction based on their needs

Appreciation for diversity where all students, parents and staff are treated with respect

Knowledgeable staff that is constantly developing their skills to meet the needs of students

Environment that is safe, fun, and nurturing

Vision

Silver Lake aims to be **"THE PLACE TO BE"** for redefining education.

Value Statement

At Silver Lake we value and believe that it is our role as a community to bring learning to life for our students by creating experiences that allow students to take ownership of their learning. These shared classroom experiences are the foundation for making connections to previous learning and paving the way so that new learning is sparked.

Table of Contents

Goals	4
Goal 1 : LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.	4
Goal 2 : Actively identify and remove barriers that limit access to and opportunity for learning.	6
Goal 3 : Design learning environments that support social and emotional well-being.	16
Goal 4 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	24
Goal 5 : Effectively communicate with targeted audiences.	27

Goals

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: All Silver Lake instructional staff will participate in professional learning opportunities aligned with district and campus initiatives that include guided reading, blended learning models (remote and in person learning), and continued training on digital resources.

Evaluation Data Sources: Appropriate agendas and sign-in sheets from professional development.

Strategy 1: 4) All teachers will be trained on Guided Reading structures in blended learning models for Humanities.		
Strategy's Expected Result/Impact: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 80% by June 2024.		Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers will receive on the job, real time training, on district resources and expectations in Humanities.		
Strategy's Expected Result/Impact: 3rd grade STAAR Reading scores will increase by 31% by the year 2024.		Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison, Curriculum and Instruction team		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

<p>Strategy's Expected Result/Impact: Students that are considered within subpopulations will score 31% higher in STAAR Reading by the year 2024.</p> <p>Staff Responsible for Monitoring: Principal, AP, Learning Liaison</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 4: Teachers will be trained on blended learning models to support remote and in person learners throughout the school year.

<p>Strategy's Expected Result/Impact: Students grow in all academic areas, regardless of learning location.</p> <p>Staff Responsible for Monitoring: Principal, Learning Liaison, Librarian</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 5: Teachers will be trained on various strategies to collect quality responses and formative assessments from students.

<p>Strategy's Expected Result/Impact: Increase in student engagement and understanding.</p> <p>Staff Responsible for Monitoring: Learning Liaison, Principal, Librarian</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.


Performance Objective 1: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].


Strategy 1: Identify students who are in need of intervention through the use of multiple data points and respond with differentiated instruction.	
Strategy's Expected Result/Impact: AIMSweb plus results will increase by 12% in math, and 13% in reading for Kindergarten and 1st grade students.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Administrators, Learning Liaison, Teachers	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Teachers will intentionally integrate explicit vocabulary instruction in all content to support the needs of English language learners and economically disadvantaged students (through the use of fiction and non-fiction text).	
Strategy's Expected Result/Impact: This strategy is expected to support language acquisition and will be measured by comparing TELPAS scores of students from last year to the current year.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Classroom teachers, Administration	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Non-fiction guided reading 211 - ESEA Title I, Part A \$6,128	

Strategy 3: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.		
Strategy's Expected Result/Impact: An increase in student achievement as measured with district universal screeners.		Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison		Nov
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 4: Bilingual Parent Liaison will hold parent information meetings about math acceleration opportunities.		
Damaris Fernandez, Bilingual Parent Liaison		
Strategy's Expected Result/Impact: Increased participation in the math telescoping program.		Formative
Staff Responsible for Monitoring: Nicole Whiteside, Principal, GT Lead		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: None	211 - ESEA Title I, Part A \$29,500	Summative
		June
Strategy 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].		
Strategy's Expected Result/Impact: Students have access to quality advanced academic programs.		Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 6: All K-5 teachers and students will receive access to Fast ForWord, a resource to support language development.		
Strategy's Expected Result/Impact: Fast ForWord uses quick-fire language, cognitive and reading exercises to target root causes. It builds language processing, working memory and inattentiveness, the delayed skills that cause most reading and learning difficulties.		Formative
Staff Responsible for Monitoring: Principal, Learning Liaison		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: None	211 - ESEA Title I, Part A	Summative
		June
Strategy 7: SLE will employ a Bilingual literacy intervention teacher to provide targeted literacy intervention and dyslexia services in Spanish and English.		
Served by Aleida Valle-Salinas		
Strategy's Expected Result/Impact: The expected result is an increase in students literacy skills and a decrease in dyslexia referrals.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	BLIT 211 - ESEA Title I, Part A 211 E 11 6119 00 110 0 24 915 999 \$69,000	Summative
		June
Strategy 8: Campus instructional staff will collaborate to identify the academic needs of students and provide targeted instruction through Dyslexia, RTI, or 504 services.		
Strategy's Expected Result/Impact: Student needs are addressed through targeted supports and programs.		Formative
Staff Responsible for Monitoring: Literacy Interventionists, Assistant Principal, Principal, Learning Liaison		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Identify students who are in need of intervention through the use of multiple data points and respond with differentiated instruction.	
Strategy's Expected Result/Impact: List of students needing interventions, Classroom observations	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Dedicated RtI resources, tutoring support, and training will be provided to teachers to help support the needs of all learners during PLT time in reading and math provided by full time instructional paraprofessional.	
Strategy's Expected Result/Impact: Classroom observation, Assessment Data, RtI minutes will be evidence of implementation. It is expected that the campus will achieve at least 85% approaching standard on STAAR reading and math in the current year.	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Tutor, Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Targeted instruction provided by certified teachers (tutor) 211 - ESEA Title I, Part A \$21,200	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Silver Lake will support efforts to identify and serve gifted students and ensure that teachers are prepared to meet their individual needs.

Evaluation Data Sources: Eduphoria transcripts, T-TESS documentation, Campus/District Compliance Report

Strategy 1: Teachers who provide instruction and services that are a part of the program for gifted students will be afforded multiple opportunities throughout the year for a minimum of six hours annually of professional learning in gifted education.	
Strategy's Expected Result/Impact: Eduphoria Staff Report of Professional Development Levels earned.	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Teacher Leaders	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GT specialists will be involved in the student assignment of classes to ensure compliance to 19 TAC 89.2 gifted education professional learning requirements and alignment to the schoolwide cluster grouping model.	
Strategy's Expected Result/Impact: Students who are clustered with peers who have the same academic advancement are more successful.	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Teachers, Gifted Specialist	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Promote gifted and talented identification opportunities via campus digital and written communication in a language the family understands.

Strategy's Expected Result/Impact: The communication is expected to increase parent awareness of GT services.		Formative
Staff Responsible for Monitoring: Principal and Gifted Specialist		Nov
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: 100% of SLE students in grades PreK-5 will participate in Silver Lake Experiences, and offer extra curricular activities, to gain background knowledge for learning and information recall.

Evaluation Data Sources: Student voice surveys will be provided to all students.

Strategy 1: Promote participation in campus Experience Design weeks and through campus communications and social media with students and parents.	
Strategy's Expected Result/Impact: Parent participation and community collaboration.	Formative
Staff Responsible for Monitoring: Administrators, Counselor, Librarian	Nov
Title I Schoolwide Elements: 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: All students will participate in lessons that have been crafted to enable them to connect instructional content with experiences that they have participated in during the instructional day.	
Strategy's Expected Result/Impact: Academic growth measured by multiple data points.	Formative
Staff Responsible for Monitoring: All classroom teachers	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Experience Design themes will be based upon teacher voice and upcoming curriculum.

Strategy's Expected Result/Impact: Recalling of the learning shared during experience weeks is remembered and recalled by students after the experience weeks are over.

Staff Responsible for Monitoring: Sponsoring Teachers, teacher aides, parents and campus leadership

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 4: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Strategy's Expected Result/Impact: Increase in involvement in after school activities, and opportunities for all to explore new skills.

Staff Responsible for Monitoring: Principal, Learning Liaison, Assistant Principal

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 5: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Strategy's Expected Result/Impact: Students have access to and opportunities to learn new skills and career opportunities.

Staff Responsible for Monitoring: Principal, AP, Learning Liaison

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 6: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Strategy's Expected Result/Impact: School achievement and services are provided by a well rounded and responsible budget.	Formative
Staff Responsible for Monitoring: Principal, AP	
Title I Schoolwide Elements: 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June


Strategy 7: Teachers and staff will develop "Experience" weeks each nine weeks to establish a school wide theme and schema for learning new and review material.


Strategy's Expected Result/Impact: An increase in TELPAS, STAAR, Universal Screener data.	Formative
Staff Responsible for Monitoring: Principal, Experience Design Team, Learning Liaison	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 8: An Experience Design Team will continue to research and develop experiences provided to students campus wide.

Strategy's Expected Result/Impact: Growth in performance of teachers and students respectively, within TTESS and STAAR data.	Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 1: All teachers will participate in professional development experiences to develop empathy about students with learning differences and gain skills in providing targeted reading intervention.

Evaluation Data Sources: Documentation of participation

Strategy 1: Teachers will participate in Shelton School Level 1 dyslexia simulations.		
Strategy's Expected Result/Impact: Attestation of participation		Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Literacy Specialists		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].		
Strategy's Expected Result/Impact: Teachers use assessment tools to measure student success, and measure progress.		Formative
Staff Responsible for Monitoring: Principal, AP, Learning Liaison		Nov
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Silver Lake will create a CARE Team that will focus on the social emotional wellness of staff, students, and our community.

Strategy 1: CARE Team will monitor and intentionally provide culture and climate surveys for staff to establish and meet needs.	
Strategy's Expected Result/Impact: High retainment and engagement of Silver Lake employees.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Care Team Members	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: CARE Team will coordinate necessary social emotional trainings (Trauma Informed Instruction, Wellness and Self Care) based on teacher and student surveys.	
Strategy's Expected Result/Impact: Increase in student engagement.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Amy Hisel (Teacher)	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 3: CARE Team coordinates and provides opportunities for staff unity and encouragement.	
Strategy's Expected Result/Impact: Staff feel connected and appreciated by one another and the campus as a whole.	Formative
Staff Responsible for Monitoring: Amy Hisel (Teacher), Assistant Principal, Principal, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3: Silver Lake will create a SHINE Team that designs and develops learning environments that support efficient, safe, and clear expectations throughout the building for students and stakeholders.

Strategy 1: The CHAMPS system will be developed and integrated into classroom routines and expectations.		
Strategy's Expected Result/Impact: Clear and consistent behavioral expectations for all classrooms.		Formative
Staff Responsible for Monitoring: Principal, AP, Shine Team Members		Nov
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: PBIS "SHINE" will be monitored and assessed to promote and reinforce campus safety routines and expectations in common areas.		
Strategy's Expected Result/Impact: A decrease in number of discipline referrals.		Formative
Staff Responsible for Monitoring: Principal, AP, Shine Team Members		Nov
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 3: Continued training for all teachers on restorative chats.		
Strategy's Expected Result/Impact: Social emotional wellness and well being of students.		Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Shine Team Members		Nov
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 4: SHINE team will work to assess, adjust, and reevaluate procedures to ensure that staff and students are able to adhere to in person learning safety protocols and the Fall 2020 Guidelines.

Strategy's Expected Result/Impact: Limited spread of illnesses.		Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Assistant Principal, Principal, SHINE Team Members.		
Title I Schoolwide Elements: None	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4: The Silver Lake will implement programs and systems that will support the social emotional well being of students and staff.

Evaluation Data Sources: Reduction in bullying investigations, threat assessments, and feedback from students.

Strategy 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].	
Strategy's Expected Result/Impact: An increase in student, staff, and parent engagement.	Formative
Staff Responsible for Monitoring: Principal, AP, Counselor	Nov
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].	
Strategy's Expected Result/Impact: Reduced number of outcry investigations completed at Silver Lake. Increased student engagement.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Strategy's Expected Result/Impact: Students are provided support for their overall well being.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Care Team, Counselor	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 4: Staff will utilize Gaggle to help identify students that may be struggling with safe practices on district technology.

Strategy's Expected Result/Impact: Identifying unsafe usage, and those that may need campus support.	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 5: K-5 students and teachers will be involved in Circle-Up discussions using PurposeFULL People curriculum.

Strategy's Expected Result/Impact: Students and teachers will have increased empathy, social-emotional awareness, and a positive classroom community.	Formative
Staff Responsible for Monitoring: Counselor, Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 6: K-5 students will participate in monthly guidance lessons from PurposeFULL People curriculum.




Strategy's Expected Result/Impact: Students will have an increased awareness of their social-emotional wellbeing.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Counselor, Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 7: Silver Lake will use a badging system to recognize the efforts of staff in areas of instruction, safety, social emotional wellness, and implementation of Experience Design.

Strategy's Expected Result/Impact: The staff will feel appreciated and recognized for their efforts. Staff will also become more invested in the initiatives of our campus.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, Learning Liaison, Assistant Principal, Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 8: Silver Lake will implement the use of Panorama to identify social emotional needs of students, and provide appropriate supports.





Strategy's Expected Result/Impact: An understanding of the needs of our students.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, AP, Counselor	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: 100% of SLE teachers and staff will solicit student voice regarding their perceptions about campus learning experiences, classroom operations and/or goals.

Evaluation Data Sources: Survey

Strategy 1: All teaching staff will solicit student voice and demonstrate their response to the feedback so that students are aware of the impact.	
Strategy's Expected Result/Impact: Feedback from staff survey and student survey	Formative
Staff Responsible for Monitoring: Administrators, Learning Liaison, Teachers	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: The campus principal will meet with a diverse group of students to collect student perceptions of the campus and use this committee to guide decision making alongside the Campus Excellence Committee.	
Strategy's Expected Result/Impact: Students will have the opportunity to share their perceptions and campus leadership will have specific feedback for decision making.	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Silver Lake teachers will design learning experiences that seamlessly integrate technology into the curriculum in all four domains of SAMR (substitution, augmentation, modification, and redefinition) based on the needs of students.

Evaluation Data Sources: Student work products, Classroom observations, teacher lesson plans

Strategy 1: All students will develop work products using their device as a tool to extend and enrich their learning.	
Strategy's Expected Result/Impact: Lesson Plans, Student work products, Observations	Formative
Staff Responsible for Monitoring: Teachers, Administrators	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: SLE instructional leadership will work in concert with the district technology coaches to integrate the use of technology that enhances the learning experience for students.	
Strategy's Expected Result/Impact: Increased student engagement and achievement. Evidence of technology integration will be measured from campus walkthroughs and observations.	Formative
Staff Responsible for Monitoring: Campus instructional leadership team, district technology coaches	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: Technology will be integrated into instructional and administrative programs [TEA Requirement].


Strategy's Expected Result/Impact: Students are able to use technology as a tool for creation and innovation.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Principal, AP, Learning Liaison	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 4: All teachers will be trained on the use of our digital learning platforms and digital classroom tools.

Strategy's Expected Result/Impact: All learners receive high quality instruction, regardless of instructional model. (In person or remote learning)	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Learning Liaison, Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress





 Accomplished

 Continue/Modify





 Discontinue

Goal 5: Effectively communicate with targeted audiences.





Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Strategy 1: Continued discussion and support at faculty meetings regarding Lead 2.0 and the Lead 2021 Strategic Plan.		
Strategy's Expected Result/Impact: Development of a common understanding of the district's vision and goals.		Formative
Staff Responsible for Monitoring: Principal, AP		Nov
Title I Schoolwide Elements: 2.6, 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Promote and discuss Lead 2.0 with stakeholders through a variety of venues and meetings with parents and the community.		
Strategy's Expected Result/Impact: The community has a joint vision of how Lead 2.0 goals are envisioned and implemented on campus.		Formative
Staff Responsible for Monitoring: Principal, AP		Nov
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Strategy 1: The weekly parent newsletter will be translated into Spanish.		
Strategy's Expected Result/Impact: Increased and effective communication with all of our families.		Formative
Staff Responsible for Monitoring: Principal, Administrative Assistant, Bilingual Parent Liaison		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Translations will be available at all school wide events.		
Strategy's Expected Result/Impact: Clear and effective communication to all stakeholders.		Formative
Staff Responsible for Monitoring: Principal, AP, Counselor, Bilingual Parent Liaison		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Strategy 1: Parent feedback will collected through surveys to understand and plan for parent information sessions and campus activities.		
Strategy's Expected Result/Impact: Parent involvement and partnership opportunities will increase.		Formative
Staff Responsible for Monitoring: Principal, AP		Nov
Title I Schoolwide Elements: 3.1, 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: The Silver Lake Bilingual Parent Liaison will provide communication and training to parent stakeholders, as well as, remove barriers to their participation in activities to the greatest extent possible. (Ex. child care, provide snacks, translations.)		
Strategy's Expected Result/Impact: Increased parent engagement.		Formative
Staff Responsible for Monitoring: Principal, Bilingual Parent Liaison		Nov
Title I Schoolwide Elements: 3.2	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	211 - ESEA Title I, Part A	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Silver Lake students will be provided specific support during transitions to and from campus. (PK-K and 5-6)





Evaluation Data Sources: Parent/ Student Survey

Strategy 1: Coordinate a teacher/parent meeting to complete information sheet for outgoing 5th graders. (At-Risk, GT, LEP, ESL, Eco. Dis. Sp. Ed.)	
Strategy's Expected Result/Impact: This meeting ensures that students have choice as they make the transition to middle school.	Formative
Staff Responsible for Monitoring: 5th Grade Teachers, Counselor	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Fifth grade teachers will meet with Middle School AVID Coordinator in Spring 2021 to begin familiarizing students with the AVID process.	
Strategy's Expected Result/Impact: This meeting ensures that students are aware of the benefits of AVID and their opportunity to participate at middle school.	Formative
Staff Responsible for Monitoring: 5th grade teachers, Counselor	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Coordinate campus visit from the GMS principal to meet all 5th graders.		
Strategy's Expected Result/Impact: This strategy will increase students motivation to attend GMS events and to be more involved. It will also make students more comfortable as they make the transition to 6th grade.		Formative
Staff Responsible for Monitoring: Principal(s)		Nov
Title I Schoolwide Elements: 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 4: Preschool students will be assisted to ensure successful transition from early childhood programs to local elementary schoolwide programs [Title I Requirement].		
Strategy's Expected Result/Impact: Successful transitions to assigned campuses.		Formative
Staff Responsible for Monitoring: Principal, AP, Directory of Early Childhood		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 5: Families will be provided information and communication regarding transition from PreK to Kinder.		
Strategy's Expected Result/Impact: Comfortability in transition from one grade level, or campus, to another.		Formative
Staff Responsible for Monitoring: Principal, AP, Director of Early Childhood		Nov
Title I Schoolwide Elements: 3.1		Jan
Problem Statements: None		Mar
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: Silver Lake will continue to build awareness of the great experiences and work of our campus within our community.

Evaluation Data Sources: Number of social media posts and responses.

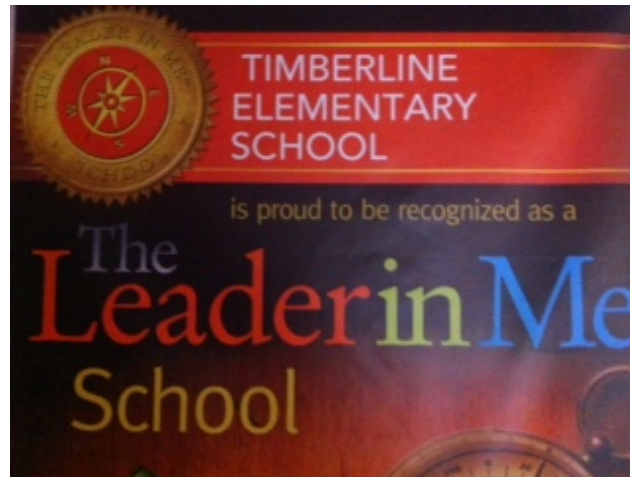
Strategy 1: Build a social media team to ensure that quality content is posted and communicated.		
Strategy's Expected Result/Impact: Larger number of responses on social media.		Formative
Staff Responsible for Monitoring: Social Media team, Principal, Librarian		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Silver Lake will work closely with the communications department to provide quality communication and content about our school with the public.		
Strategy's Expected Result/Impact: We will gain awareness about our programs and experiences within our community.		Formative
Staff Responsible for Monitoring: Principal, Communications Department		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Grapevine-Colleyville ISD

Timberline Elementary

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

Timberline's Mission Statement

Together, we are leaders at Timberline.
By practicing the seven habits, we lead,
Love learning, embrace diversity, achieve goals, and do our best.

Value Statement

We believe holding each other accountable to live and teach the 7 Habits as a Leader in Me school impacts student success.

We believe the teacher and the students knowing what is being learned and exactly how it will be evaluated impacts student success.

We believe confirming our practices as a team through research, data, feedback, classroom visits, and student work impacts student success.

We believe that, seeing the work at Timberline with all our amazing students, staff, parents, and community as a privilege impacts student success.

We believe establishing meaningful relationships with our students, families, community members and among ourselves will lead to success and happiness for everyone.

Timberline's Campus Initiatives:

Literacy Instruction

Tiered Interventions

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	16
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	21
Goal 4 : Effectively communicate with targeted audiences.	23

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Strategy 1: Timberline teachers will receive on-going professional learning on our learning management system SeeSaw and strategies for effective blended instruction.	
Strategy's Expected Result/Impact: Teachers will seamlessly provide instruction to remote and face-to-face learners using SeeSaw.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Timberline instructional staff will receive on-going professional learning on use of webcams and other technology hardware to assist with WebEx and See Saw during blended instruction.	
Strategy's Expected Result/Impact: Teachers and instructional paras will seamlessly provide instruction and intervention support to remote and face-to-face learners.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: Timberline teachers will participate in a focused professional learning cycle to support their job embedded learning on effective literacy instruction and interventions.

*NOTE: We will explore how to continue this work while maintaining proper social distancing due to COVID-19.

<p>Strategy's Expected Result/Impact: Teachers will be well qualified to support the ELAR TEKS in their classrooms resulting in increased numbers of students who meet expectations at the end of year on multiple assessments.</p> <hr/> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 4: Timberline teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. [Title I Requirement].

<p>Strategy's Expected Result/Impact: Data driven instructional design; Flexible grouping for PLT. An increased numbers of students who meet expectations at the end of year on multiple assessments.</p> <hr/> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Learning Liaison & Student Support Specialist</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		Mar
		Summative
June		

Strategy 5: Timberline Associate Principal will facilitate alignment of instruction and assessment to TEKS, and support teachers in data analysis and instructional design.

<p>Strategy's Expected Result/Impact: 65% of K-2 students will meet or exceed district expectations on multiple math and reading assessment measures.</p> <p>The number of 3rd-5th grade students who earn meets or higher on STAAR Reading will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal</p>	Formative
	Nov
	Jan
<p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A</p>
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: 100% of Timberline teachers will design instruction based on state standards, identified learning targets and student data.

Evaluation Data Sources: Lesson plans will be responsive to students' needs & will address targeted skills and include success criteria, interventions, extensions and assessments.

Strategy 1: Timberline teachers will intentionally design instruction with Learning Liaison and instructional coaches to create engaging and differentiated Humanities & math lessons.

Strategy's Expected Result/Impact: 65% of K-2 students will meet or exceed district expectations on multiple reading and math assessment measures.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June

Strategy 2: Timberline science teachers will design instruction with a science instructional coach four times a year.

Strategy's Expected Result/Impact: The number of 5th grade students who earn meets or higher on STAAR Science will increase by 10%.

Staff Responsible for Monitoring: Principal, Learning Liaison

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June


Strategy 3: Timberline teachers will create a grade level goal using beginning of year data to determine anticipated growth for reading and math.


<p>Strategy's Expected Result/Impact: An increased number of Timberline students will exceed a year's growth and end the year on grade level in math and reading.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: Lever 5: Effective Instruction None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: Timberline teachers will create and monitor class specific goals using beginning of year data to determine anticipated growth for reading and math.

<p>Strategy's Expected Result/Impact: An increased number of Timberline students will exceed a year's growth and end the year on grade level in reading and in math.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: None Funding Sources:</p> <p>ESF Levers: Lever 5: Effective Instruction None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3: Instructional strategies and initiatives strengthen the core academic program, increase the quality of learning time, and address the learning needs of all students at Timberline Elementary. [Title I Requirement].

Evaluation Data Sources: district assessments, STAAR data

Strategy 1: 100% of Timberline Humanities teachers will engage in the implementation of the Units of Study, including virtual lesson resources, for reading and writing workshop.	
Strategy's Expected Result/Impact: 65% of K-2 students will meet or exceed district expectations on multiple reading and writing assessment measures.	Formative
The number of 3-5 students who earn meets or higher on STAAR Reading will increase by 10%.	Nov
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison	Jan
Title I Schoolwide Elements: 2.4	Mar
Problem Statements: None	Summative
TEA Priorities: Build a foundation of reading and math	June
ESF Levers: None	
Funding Sources: None	
Strategy 2: 100% of K-2 teachers will implement Foundations, or Fonetica, a systematic program in critical foundational skills, emphasizing phonemic awareness, phonics, fluency & comprehension strategies in English or in Spanish.	
Strategy's Expected Result/Impact: 65% of K-2 students will meet or exceed district expectations on multiple literacy assessment measures.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: Build a foundation of reading and math	Summative
ESF Levers: None	June
Funding Sources: None	


Strategy 3: Timberline Pre-Kindergarten students will be assisted to ensure a successful transition from early childhood programs to elementary programs [Title I Requirement].


<p>Strategy's Expected Result/Impact: End of year Pre-K assessments and beginning of year Kinder assessments will reflect growth made and skills maintained.</p> <p>Staff Responsible for Monitoring: Principal; Pre-K teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
June		

Strategy 4: Timberline 3rd-5th grade teachers will attend the 2021 lead4ward Rockin' Review conference which focuses on instructional strategies targeted to support highly tested STAAR concepts.

<p>Strategy's Expected Result/Impact: The number of 3rd-5th grade students who earn meets or higher on STAAR Reading and STAAR Math will increase by 10%.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Liaison</p> <p>Title I Schoolwide Elements: 2.4</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <p>Funding Sources: 211 - ESEA Title I, Part A \$2,000</p>	Formative
		Nov
		Jan
	Mar	
	Summative	
June		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: Timberline students who experience difficulty attaining proficiency receive effective and timely interventions to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Timberline instructional staff will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all students and groups meet academic growth targets.	
Strategy's Expected Result/Impact: Student growth from BOY universal screeners as evidenced on MOY and EOY screeners in reading and math.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Associate Principal, Learning Liaison, Student Support Specialist & RtI tutors	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Formative Nov Jan Mar Summative June
Funding Sources: Interventionists/tutors 211 - ESEA Title I, Part A \$14,000	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Strategy 2: Continue to strengthen Dyslexia identification and programming at Timberline to ensure appropriate and consistent levels of service for students.	
Strategy's Expected Result/Impact: Increased student growth in the area of reading for all students identified as having characteristics of Dyslexia.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Literacy Intervention Teacher, Bilingual Literacy Intervention Teacher	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Formative Nov Jan Mar Summative June
Funding Sources: Interventionist 211 - ESEA Title I, Part A	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: None	

Strategy 3: Teachers new to the district and those that have not been trained in the past two years will attend a dyslexia simulation.	
Strategy's Expected Result/Impact: Increased student growth in the area of reading for all students identified as having characteristics of Dyslexia.	Formative
Staff Responsible for Monitoring: Literacy Intervention Teacher, Bilingual Literacy Intervention Teacher	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 4: Approximately 60 Timberline students will be identified in grades 3-5 for target numeracy intervention during Saturday acceleration opportunities in the spring semester. (snacks provided)	
Strategy's Expected Result/Impact: Increased student growth in the area of math and reading for all students identified as having targeted supports in grades 3-5.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal, Learning Liaison, Student Support Specialist & teachers	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Targeted support in the area of math 211 - ESEA Title I, Part A \$5,000	
Strategy 5: The Timberline Student Support Specialist will work directly with students to provide Tier I, II and Tier III interventions.	
Strategy's Expected Result/Impact: At the end of the year. Timberline K-5 students will show targeted growth on GCISD universal screeners: TPRI/Tejas Lee and AIMSWeb.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, Student Support Specialist	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 - ESEA Title I, Part A	

Strategy 6: All K-5 teachers and students will receive access to Fast ForWord, a resource to support language development.

Strategy's Expected Result/Impact: Fast ForWord uses quick-fire language, cognitive and reading exercises to target root causes. It builds language processing, working memory and inattentiveness, the delayed skills that cause most reading and learning and learning difficulties.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Learning Liaison & Student Support Specialist

Title I Schoolwide Elements: 2.6

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

211 - ESEA Title I, Part A

ESF Levers: None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5: By the end of the year, the achievement gap between Timberline student performance in Reading and Math and the district average performance in Reading and Math will decrease by one third for the All Student and Economically Disadvantaged Categories.

HB3 Goal

Evaluation Data Sources: local benchmarks, STAAR performance

Strategy 1: Early Childhood Reading Board Goal [TEA Requirement]: The percent of Timberline 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 40% to 72% by June 2024.	
<p>Strategy's Expected Result/Impact: Timberline grade level teachers will use guided reading practices to support their young readers ability to read on grade level material. An increased number of students will meet on grade level or above on STAAR reading at the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Learning Liaison & Student Support Specialist</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June
Strategy 2: Early Childhood Math Board Goal [TEA Requirement] The percent of Timberline 3rd-grade students that score meets grade level or above on STAAR Math will increase from 46% to 76% by June 2024.	
<p>Strategy's Expected Result/Impact: An increased number of students will meet on grade level or above on STAAR math at the end of the year. Timberline teachers will continue to use Click on Math TEKS as a resource to support math achievement.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Learning Liaison & Student Support Specialist</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June


Strategy 3: The percent of Timberline Pre-K students that score "on track" on the CIRCLE PM math counting sets will increase from 76% to 99% by June 2024.


<p>Strategy's Expected Result/Impact: An increased number of students will meet standard at the end of year CIRCLE PM math counting sets assessment.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant principal, Pre-K teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

Strategy 4: The percent of Timberline Pre-K students that score "on track" in CIRCLE PM Syllabication will increase from 56% to 88% by June 2024.

<p>Strategy's Expected Result/Impact: An increased number of students will meet standard at the end of year CIRCLE PM Syllabication assessment.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant principal, Pre-K teachers</p> <p>Title I Schoolwide Elements: None Problem Statements: None</p> <p>TEA Priorities: Build a foundation of reading and math Funding Sources: None</p> <p>ESF Levers: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 6: We will significantly increase the number of Timberline students identified for the advanced academics program. (Superintendent goal 2)

Evaluation Data Sources: E2 lists, GT case study data, list of students tested, list of students who qualify for GT and/or telescoping.

Strategy 1: The GT LEAD teacher will push in to provided E2 support for students in grades K-5.	
Strategy's Expected Result/Impact: Increased number of students exceeding expectations on district end of year assessments in reading and math.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, GT LEAD teacher	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: GT LEAD teacher will provide job embedded professional learning on differentiation of TEKS to extend and enrich learning experiences in 1-5 classrooms.	
Strategy's Expected Result/Impact: Lesson plans will include extension activities that are at an increased level of depth and complexity.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, GT LEAD teacher & Learning Liaison	Nov
Title I Schoolwide Elements: 2.4	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every Timberline student and staff member is safe and secure, drug-free, and environmentally responsible. (Superintendent goal 6)

Evaluation Data Sources: Student and staff surveys

Strategy 1: During COVID-19, explore ways to support the social-emotional well-being of the Timberline staff as they support students.		
Strategy's Expected Result/Impact: Teachers who are more able to handle the stresses that a worldwide pandemic poses while they are providing meaningful instruction to students.		Formative
Staff Responsible for Monitoring: Principal, Social Emotional Teacher, Counselors, Student Advocate		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Explore ways to secure resources for students and their families throughout the community. (Wi-Fi hotspots, food, rent assistance, etc...)		
Strategy's Expected Result/Impact: An increased number of Timberline families will have their basic needs met through the support of campus, district and community resources.		Formative
Staff Responsible for Monitoring: Principal, Counselors and Student Advocate		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Monthly guidance lessons will focus on strategies such as conflict resolution, self-regulation, and dealing with stress.

Strategy's Expected Result/Impact: Increased student self awareness and self regulation.	Formative
Staff Responsible for Monitoring: Counselors, Student Advocate & Social Emotional Learning teacher	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 4: Timberline students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I requirement]

Strategy's Expected Result/Impact: Students will show academic growth while enrolled at Timberline.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors & Student Advocate	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 5: Timberline students will each receive a positive phone call home within the first two weeks of school and a minimum of once a nine weeks for the remainder of the year.

Strategy's Expected Result/Impact: Improved positive relationships between students and staff as evidenced by student surveys.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal. teachers	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Jan
	Mar
	Summative
	June

Strategy 6: Timberline administrators will make "Tiger Pride" positive phone calls home for students whose teachers have recognized their efforts, success and perseverance.

Strategy's Expected Result/Impact: Increased positive relationships & campus culture resulting in a decrease in discipline referrals.		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal and classroom teachers		
Title I Schoolwide Elements: None	Problem Statements: None	Nov
TEA Priorities: None	Funding Sources:	Jan
ESF Levers: None	None	Mar
		Summative
		June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: Timberline Elementary will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: Disciplinary data; Habit Heroes recognized


Strategy 1: School-wide pep rallies will celebrate Habit Heroes, and highlight campus achievements.	
Strategy's Expected Result/Impact: Positive school culture & Tiger Pride	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Timberline staff will participate in Safe & Civil Schools' CHAMPS training to foster a school wide behavior management system and implement CHAMPS strategies daily.	
Strategy's Expected Result/Impact: A decreased number of discipline referrals and VISTA placements in the spring semester as compared to 18-19 data.	Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Associate Principal	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

Strategy 3: The specific needs of Timberline Pre-K -5 students will be assessed, identified and addressed using resources such as Panorama and Character Strong/Purposeful People.

<p>Strategy's Expected Result/Impact: A decrease in the number of students who receive a high risk rating on our Risk Assessment protocols and/or those who are found to participate in bullying after a bullying investigation.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselors and Student Advocate.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.





Performance Objective 1: 100% of Timberline Elementary students will participate in extra-curricular activities during the 20-21 school year. (Superintendent goal 3)

*NOTE: We will continue to work on this Performance Objective when we are past COVID-19.

Evaluation Data Sources: club attendance logs





Strategy 1: Club days will be offered throughout the year for students to participate in extra-curricular (Sharpen the Saw) activities during the school day.

*NOTE: We will continue to work on this strategy when we are past COVID-19.

Strategy's Expected Result/Impact: Student, staff and parent surveys	Formative
Staff Responsible for Monitoring: club coordinator, Principal, Lighthouse Team co-coordinators	Nov
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: Timberline Elementary students and staff will practice Stephen Covey's 7 Habits to promote interpersonal growth.





Evaluation Data Sources: Wildly Important Goals tracking

Strategy 1: 100% of Timberline students will maintain a Leadership notebook to monitor goals, lead measures and goal attainment.	
Strategy's Expected Result/Impact: Goal attainment as evidenced in leadership notebooks.	Formative
Staff Responsible for Monitoring: Lighthouse team, classroom teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 - ESEA Title I, Part A \$7,500	
Strategy 2: Staff members new to Timberline during the 20-21 school year will attend 7 Habits training.	
Strategy's Expected Result/Impact: Timberline staff will be able to speak to the 7 Habits and practice them in their daily lives as well as support their application in the classroom setting.	Formative
Staff Responsible for Monitoring: Principal; Associate Principal, Assistant Principal & Lighthouse co-coordinators	Nov
Title I Schoolwide Elements: None	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 - ESEA Title I, Part A \$1,000	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Effectively communicate with targeted audiences.





Performance Objective 1: Timberline Elementary will ensure communication is provided in English and Spanish to parents to the extent possible [Title I Requirement].

Evaluation Data Sources: newsletter readership statistics

Strategy 1: Timberline parent newsletters will be published in English and in Spanish.		
Strategy's Expected Result/Impact: Increased parent participation based on readership and event sign in sheets.		Formative
Staff Responsible for Monitoring: Principal, Associate Principal and campus translator.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	translations 211 - ESEA Title I, Part A \$1,000	Summative
		June
Strategy 2: COVID-19 related information such as the GCISD Return to School guide and the campus specific in-person guide will be shared with Timberline families in both English and in Spanish.		
Strategy's Expected Result/Impact: Increased awareness of health & safety protocols and procedures.		Formative
Staff Responsible for Monitoring: Principal, Associate Principal and campus translator.		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 2: Timberline Elementary parents will be involved in planning, implementing, and evaluating schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Evaluation Data Sources: Attendance at school events; sign in sheets

Strategy 1: Timberline Principal will hold Project Bridge Parent meetings throughout the school year to provide information and offer question/answer sessions .	
Strategy's Expected Result/Impact: Increased parent involvement and attendance at school events.	Formative
Staff Responsible for Monitoring: Principal; Parent Liaison	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 - ESEA Title I, Part A \$700	
Strategy 2: Family Tiger Pride Night will offer information sessions in English/Spanish on Stephen Covey's 7 Habits, Literacy support at home, Attendance Information and other pertinent topics. Snacks and water will be provided to encourage increased attendance at an evening event.	
Strategy's Expected Result/Impact: Increased parent engagement with their students' goal setting, homework and progress in school.	Formative
Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselors, Student Advocate & Lighthouse team	Nov
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: 211 - ESEA Title I, Part A \$500	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Grapevine-Colleyville ISD

Vista Alternative

Goals/Performance Objectives/Strategies

2020-2021



Mission Statement

At Vista we are **Guiding our future to success**

We do this by creating an environment where we

Nurture, striving to unlock everyone's potential;

Empower, allowing everyone to lead from where they are;

Serve, ensuring that everyone has the tools necessary to thrive;

Work, putting forth the effort to ensure success.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	7
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	10
Goal 4 : Effectively communicate with targeted audiences.	14

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Design engaging, differentiated work for students by communicating with the home campus teacher to develop lessons that will meet the needs of Vista students.


Evaluation Data Sources: Communication documentation

Strategy 1: Vista teachers will identify learning needs of students and communicate with the home campus teachers to develop lessons that will meet their learning needs.

<p>Strategy's Expected Result/Impact: Vista students will be able to easily reintegrate into the curriculum of the home campus upon return.</p>	Formative
<p>Staff Responsible for Monitoring: Campus Teachers</p>	Nov
<p>Title I Schoolwide Elements: 2.4</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue





Performance Objective 2: Vista AEP will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve to their full potential.

Evaluation Data Sources: Student progress monitoring sheets

Strategy 1: All teachers will participate in quarterly campus professional development in order to learn intervention methods to meet the needs of struggling learners.		
Strategy's Expected Result/Impact: All teachers will understand the needs of struggling learners and design effective personalized instruction to meet the needs of students	Formative Nov Jan Mar Summative June	
Staff Responsible for Monitoring: Campus Teachers, Campus Administration, Instructional Coaches LPAC Team Leader		
Title I Schoolwide Elements: 2.6		Problem Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		





Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Evaluation Data Sources: PLC Minutes, Observation of Instructional strategies in classrooms by administration

Strategy 1: Vista teachers will work collaboratively during PLC time to share instructional strategies.		
Strategy's Expected Result/Impact: Increased teacher capacity, increased students' academic growth.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Evaluation Data Sources: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Strategy 1: Teachers will profile students' academic growth while at Vista. Information will be shared with the home campus to assist in the students' transition back to their home campus.	
Strategy's Expected Result/Impact: Home campus teachers will be better able to reintegrate students into their classrooms.	Formative
Staff Responsible for Monitoring: Campus Teachers, campus Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
Strategy 2: Utilize Canvas, e-mail, Remind, parent communication to ensure that remote learners receive the same type of supports as in-person learners	
Strategy's Expected Result/Impact: Ensure that remote learners are receiving the same supports as in-person learners.	Formative
Staff Responsible for Monitoring: Teachers, Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Sources: GCISD Flex Training, Restorative Practices documents such as treatment agreements & restorative chat documents.

Strategy 1: Implement Restorative Practices through the use of Restorative Practices tools by incorporating Character Strong curriculum.		
Strategy's Expected Result/Impact: Decrease the instructional time lost to discipline.		Formative
Staff Responsible for Monitoring: Campus Administrators		Nov
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Utilize the Professional Learning Communities (PLC) process to develop teacher capacity in the area of Social Emotional Learning (SEL).		
Strategy's Expected Result/Impact: Increased teacher capacity.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: Train Vista teachers on effective strategies to deal with students with behavior disorders.

Strategy's Expected Result/Impact: Teachers will be able to maintain a safe campus environment and create a positive learning culture.

Staff Responsible for Monitoring: Campus Administration

Title I Schoolwide Elements: 2.4, 2.6

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Nov

Jan

Mar

Summative

June



No Progress



Accomplished







Continue/Modify



Discontinue

Performance Objective 2: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as those student living in or attending facilities for neglected or delinquent children [Title I Requirement].





Evaluation Data Sources: McKinney-Vento documentation

Strategy 1: Communicate with district liaison to effectively work with students identified as Mckinney-Vento.		
Strategy's Expected Result/Impact: All students will receive the services needed to succeed.		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.





Performance Objective 1: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Evaluation Data Sources: Equity Plan Data

Strategy 1: All teachers will participate in quarterly campus professional development, including the GCISD Learning Institute to learn intervention methods to meet the needs of struggling learners.	
Strategy's Expected Result/Impact: All teachers will understand the needs of struggling learners and design effective personalized instruction to meet the needs of the student.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus Administration, Curriculum & Instructional Coaches,	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
Strategy 2: Utilize the Professional Learning Communities (PLC) time to stay abreast of effective strategies in dealing with struggling learners.	
Strategy's Expected Result/Impact: Teachers will be better able to determine learning needs of students and select appropriate interventions.	Formative Nov Jan Mar Summative June
Staff Responsible for Monitoring: Campus Administration	
Title I Schoolwide Elements: 2.4, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Evaluation Data Sources: Participation in trainings provided by GCISD, Use of instructional technology in classrooms

Strategy 1: Vista staff will attend regular trainings with the instructional coaching staff to learn best practices for implementing technology into their classrooms.	
Strategy's Expected Result/Impact: Teachers will integrate technology such as Google Classroom and Edgenuity into their classroom instruction.	Formative
Staff Responsible for Monitoring: Campus Administration and Coaching Staff	Nov
Title I Schoolwide Elements: None	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
Strategy 2: Teachers will utilize online platforms such as Canvas, google docs, and edgenuity to assist students in completing home campus assignments.	
Strategy's Expected Result/Impact: Teachers will be better able to assist students in completing work assignments	Formative
Staff Responsible for Monitoring: Campus Administration, Campus Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	





Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Evaluation Data Sources: VISTA Social Skills lesson plans

Strategy 1: Vista teachers will coordinate with home campus teachers to determine needs of students taking CTE classes.	
Strategy's Expected Result/Impact: Students taking CTE courses will be better able to complete assignments while at Vista	Formative
Staff Responsible for Monitoring: Campus Teachers, Campus Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 4: Conduct annual assessment of instructional and student support programs at Vista to better meet the needs of students. Assessment will include input from teachers, administrators and students.

Evaluation Data Sources: Survey results, CIP performance objectives and strategies

Strategy 1: Conduct exit survey of students to determine better ways to meet student needs.	
Strategy's Expected Result/Impact: Enhance the instructional and social emotional programs at Vista	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	June
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].


Evaluation Data Sources: Communication documents in multiple languages


Strategy 1: Ensure that communication sent home is provided in English & Spanish		
Strategy's Expected Result/Impact: Parents will be well informed on matters dealing with their child and their school		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June
Strategy 2: Intake orientations will be held in the parent's native language (English or Spanish)		
Strategy's Expected Result/Impact: Parents will be better informed about the policies & practices at Vista		Formative
Staff Responsible for Monitoring: Campus Administration		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

Strategy 3: 100% of Vista faculty will be able to demonstrate maintenance of weekly communication to parents and home campus teachers

Strategy's Expected Result/Impact: Increase in effective communication between Vista and parents and home campus.		Formative
Staff Responsible for Monitoring: Campus Administration, Campus Teachers		Nov
Title I Schoolwide Elements: 2.4, 2.5, 3.1	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: None	None	Summative
		June

 No Progress





 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing Early College High School or Dual Enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Evaluation Data Sources: FAFSA Application completion, GCISD College and Career night

Strategy 1: Vista students will participate in college campus discussions with their home campus counselor and by the Bridges/Vista counselor as needed.	
Strategy's Expected Result/Impact: Students will gain an awareness of post secondary career options and develop a post secondary plan based on the results.	Formative
Staff Responsible for Monitoring: Counselors- Home Campus, Vista	Nov
Title I Schoolwide Elements: 2.4, 2.5	Jan
Problem Statements: None	Mar
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

09/28/2020

Subject: LEAD 2.0 Highlight: Instructional Technology

Contact Person: Dwight Goodwin, Executive Director of Technology
Janie Stach, Coordinator of Instructional Technology

Policy/Code:

Board Goal: LEAD 2.0, Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning.

Summary: During this month’s LEAD 2.0 Highlight, the Instructional Technology leaders in GCISD will share an update with trustees about the preparation of technology and instructional technology as well as professional learning for staff for the 2020-21 school year.

Attachments:

Recommendation: Action is not required. This item is for informational purposes only.

Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject:

Health Update for the 2020-2021 School Year

Contact Person:

Dr. Robin Ryan, Superintendent
Amy Taldo, Director of Health Services

Policy/Code:

Board Goal:

Summary:

Staff will provide updated health information on COVID-19.

Attachments:

Recommendation:

Action is not required. This item is for informational purposes only.

Board Information Item

Information Packet

Board Agenda Information

Board Agenda Action

Board Agenda Consent

09/28/2020

Subject: Consider and Act On Adoption of an Order Authorizing Defeasance and Redemption of a Portion of Grapevine-Colleyville Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2011

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code:

Board Goal: LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 1 – Evaluate and approve a yearly budget that targets academic and student activities that reflect the school district and community’s focus on results, excellence, and strong fiscal responsibility.

Summary: The District has the option to redeem a portion of the Series 2011 outstanding bonds that become callable on August 15, 2021. Based on the estimated 2020 tax collections with the adopted I&S tax rate of \$0.3367, the District may redeem \$8,775,000 of outstanding principal.

With the adoption of the order, the District is authorized to deposit \$8,994,375 on or before February 15, 2021, into escrow for the principal amount plus interest due on August 15, 2021. This transaction will save future interest costs in the amount of \$5,542,000 while generating additional bond capacity for the future and a decrease in the Debt Service tax rate for 2020.

Attachments: Order Authorizing Defeasance and Redemption of a Portion of Grapevine-Colleyville Independent School District Unlimited Tax

School Building and Refunding Bonds, Series 2011

Recommendation: The recommendation is for the Board of Trustees to approve the order as presented.

ORDER AUTHORIZING DEFEASANCE AND REDEMPTION OF A PORTION OF GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT UNLIMITED TAX SCHOOL BUILDING AND REFUNDING BONDS, SERIES 2011

WHEREAS, Grapevine-Colleyville Independent School District (the "District") has issued and has outstanding:

Grapevine-Colleyville Independent School District Unlimited Tax School Building and Refunding Bonds, Series 2011, dated August 1, 2011, currently outstanding in the aggregate principal amount of \$69,210,000 (the "Outstanding Bonds");

WHEREAS, the Outstanding Bonds may be redeemed prior their stated maturities at the option of the District at a redemption price equal to the principal to be redeemed plus accrued interest to the date of redemption;

WHEREAS, Section 45.001 of the Texas Education Code authorizes the District to levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the Outstanding Bonds before the principal and interest become due;

WHEREAS, this Board of Trustees of the District finds and determines that it is necessary and in the best interests of the District to redeem and discharge a portion of the Outstanding Bonds; and

WHEREAS, it is hereby officially found and determined that the meeting at which this Order was passed was open to the public, and public notice of the time, place, and purpose of said meeting was given, all as required by Chapter 551, Texas Government Code.

THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT:

Section 1. The District hereby exercises its option to redeem a portion of the Outstanding Bonds on August 15, 2021 (the "Redemption Date"), in the aggregate principal amount of \$8,775,000, to be applied to the following:

Original Maturity Date*	Principal Amount Outstanding*	Principal Amount Being Redeemed
August 15, 2033	\$5,785,000	\$3,235,000
August 15, 2034	\$5,540,000	\$5,540,000
	<u>\$11,325,000</u>	<u>\$8,775,000</u>

* Mandatory sinking fund redemption amounts.

Section 2. (a) The District hereby directs that the Outstanding Bonds be called for redemption in the amount, on the date and as set forth in Section 1. Each of such Outstanding Bonds shall be redeemed at the redemption price of par plus accrued interest.

(b) In addition, the appropriate notices of redemption and defeasance for the Outstanding Bonds are hereby directed to be given as specified by the order authorizing the issuance of the Outstanding Bonds and appropriate arrangements shall be made as specified by the order authorizing the issuance of the Outstanding Bonds and in accordance with State law so that the Outstanding Bonds may be redeemed

on their redemption date. The Outstanding Bonds shall be presented for redemption at the paying agent/registrars therefore, and shall not bear interest after the date fixed for redemption.

Section 3. On or before February 15, 2021, the District shall deposit with or make available to The Bank of New York Mellon Trust Company, N.A., as Escrow Agent, funds in an amount sufficient to pay the redemption price on the Redemption Date of the Outstanding Bonds called for redemption. A rate and amount of ad valorem tax that will be sufficient to raise and produce the money required to make the aforementioned deposit on or before the Redemption Date is hereby levied, and is hereby ordered to be levied, against all taxable property in the District; and said tax shall be based on the latest approved tax rolls of the District, with full allowance being made for tax delinquencies and the cost of tax collection.

Section 4. The President of the Board or Superintendent of the District is hereby authorized and directed to execute and deliver an Escrow Agreement with the Escrow Agent, in substantially the form presented at this meeting, and to authorize and execute such contributions and investments as may be necessary for the Escrow Fund. Legally available funds of the District are hereby authorized and appropriated in the amounts necessary for such purpose.

Section 5. The officers and employees of the District are hereby authorized and directed to take such actions and to execute and deliver such documents, certificates and receipts, including without limitation notices of redemption with respect to the Outstanding Bonds to be redeemed, as necessary or appropriate to consummate the transactions authorized by this Order and to redeem said Outstanding Bonds in accordance with the provisions and requirements of said Outstanding Bonds.

(execution page follows)

PASSED AND APPROVED this September 28, 2020.

President, Board of Trustees
Grapevine-Colleyville Independent School District

Secretary, Board of Trustees
Grapevine-Colleyville Independent School District

[SEAL]

Board Information Item

Information Packet

Board Agenda Information

Board Agenda Action

Board Agenda Consent

09/28/2020

Subject:

Act on Maximum Class Size Exception

Contact Person:

Gema Padgett, Executive Director of Human Resources

Policy/Code:

EBB(LLEGAL)

Board Goal:

LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning.

Summary:

At the beginning of each school year, all districts in Texas are required to review class size enrollment to determine whether class sizes for grades kindergarten through grade 4 meet the requirements of Texas Education Code (TEC) §25.112. If the review indicates that any class for grades kindergarten through grade 4 exceeds the allowable class size limit of 22 students per class (22:1), the district must submit a request for exception under TEC §25.112(d). An exception request must be approved by the school district's board of trustees. The request for class size exceptions must be submitted to the State Waiver Unit at the Texas Education Agency (TEA).

Each week, the Human Resources Department conducts a review of class sizes at the elementary level. Currently, class size numbers constitute three different models at the elementary level: all students in person in the classroom, all students in a remote setting and a combination of in-person or remote learners in one classroom. Classes will fluctuate as we move through the year with COVID-19, and each time an elementary class size goes beyond the 22:1 class size limit, the Administration will bring that information to the Board of Trustees for consideration of a class size waiver. The current elementary classes that have class sizes larger than 22:1:

- Bransford Elementary: One first grade classroom with remote learners, one second grade classroom with remote learners, one third grade classroom with remote learners
- Cannon Elementary: One fourth grade classroom with in-person and remote learners
- Colleyville Elementary: One second grade classroom with remote learners
- Heritage Elementary: One third grade classroom with remote learners
- Silver Lake Elementary: One fourth grade classroom with in-person and remote learners.
- Timberline Elementary: One kindergarten classroom with in-person and remote learners, one second grade classroom with remote learners.

We are submitting a Request for Maximum Class Size Exception in accordance with state law. If approved, the campus will provide the required written notice of the state-granted exception to the parents no later than 31 days from the approval date.

Attachments:

Recommendation: The recommendation is for the Board of Trustees to approve the Request for Maximum Class Size Exception for a first, second and third grade classroom at Bransford Elementary School, a fourth grade classroom at Cannon Elementary School, a second grade classroom at Colleyville Elementary School, a third grade classroom at Heritage Elementary School, a fourth grade classroom at Silver Lake Elementary School and a kindergarten and second grade classroom at Timberline Elementary School.

Board Information Item

	Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	09/28/2020			
Subject:	Appropriate Undesignated 2011 Bond Funds to Widen Existing Flume, Add Curb Inlets, New Storm Water System and Spillway at Cross Timbers Middle School to Reduce the Risk of Storm Water Entering the Gymnasium on the North			
Contact Person:	Paula Barbaroux, Chief Operations Officer			
Policy/Code:	CV(LEGAL), CV(LOCAL and CVD(LEGAL)			
Board Goal:	LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access and opportunity for learning. LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.			
Summary:	<u>Background</u> In June 2019, an intense flash flood storm, that occurred at a time when the grounds were heavily saturated, flooded the Cross Timbers Middle School (CTMS) gymnasium. The campus has an adjacent creek northeast of the school and storm water flows from fields to the north that have a higher elevation compared to the CTMS parking lot and finished floor level of the gymnasium. As a result, the wooden gymnasium floor was damaged by the water and had to be replaced. Insurance proceeds replaced the gymnasium floor and the carrier recommended the District take corrective action to prevent future damage and the potential denial of a claim. In an effort to reduce the risk of water getting into the school’s gymnasium again, in November 2019, the Board approved a Phase 1 analysis of documented historical information related to the creek. In April 2020, the Board approved Phase 2, which provided for an investigative study performed by Huckabee and			

its civil engineer, to review and analyze the current drainage patterns of the area surrounding the north gymnasium at CTMS. This included a site survey.

The civil engineer has completed the investigative study and has provided the District with findings and recommendations. A summary of key findings is outlined below. The contributing drainage area that appears to be the most problematic is on the north side of the school. Generally, this area sends storm water east to Tributary BB-5. All areas were analyzed for the 100-year storm event. The engineer also studied the elevations of the Tributary BB-5 in order to determine the elevations of the creek during storm events at the points of discharge of the existing storm drains on site.

Findings

The existing storm drain system in the private drive has the capacity to convey the 100-year storm but its proximity to the tributary causes the system to flood in a 100-year event. A second existing storm drain system has the capacity to convey a 5-year storm event. Storms higher than the 5-year event exceed the storm drain system capacity and result in storm water runoff ponding around the gymnasium. The 0.39-acre area north of the gymnasium drains toward the building resulting in a water depth of approximately two inches. The westernmost gym door is approximately 4" above the gutter line. Additionally, the inlets at the northern parking lot have no positive overflow path to the tributary before reaching the building's finished floor elevation. The flume opening at the parking lot, draining north of the existing open-back inlet, convey only the equivalent of a two-year storm event.

Recommendations

Recommendations include:

- widening an existing flume,
- adding two five-foot curb inlets along the existing south curb line, and
- installing a new storm water system that would discharge to Tributary BB-5.
- One additional recommendation is to add an emergency spillway and a flume from the curb line of the fire lane to Tributary BB-5. The spillway would remove and replace pavement in the parking lot and eastern drive/fire lane to provide positive drainage from the main parking lot if the storm drain system is clogged or otherwise fails. In other words, the spillway provides redundancy.

Opinion of Probable Cost & Timeline

Huckabee and Pacheco Koch worked together to provide the District with an Opinion of Probable Cost (OPC) for construction and they have also estimated the project duration. The OPC is \$211,589.

From the receipt of a notice to proceed from the District, the preparation of drawings and the city review process are estimated to take three months. The estimated time for Lee Lewis' bidding process, presentation of a GMP to the District and construction is approximately five months depending on whether the contractor must keep the access to the south open to traffic during construction. This estimate of time is also based on normal rainfall conditions and no interruptions from the coronavirus during the construction period.

Attachments:

Opinion of Probable Cost

Recommendation:

The recommendation is for the Board of Trustees to appropriate undesignated 2011 Bond funds, in the amount of \$211,589 to widen an existing flume, add curb inlets, new storm water system and spillway at Cross Timbers Middle School to reduce the risk of water entering the gymnasium on the north and declare the Construction Manager At-Risk construction delivery method the best value for this project.

Grapevine-Colleyville I.S.D. - Proposed Opinion Of Probable Cost

Cross Timbers MS Drainage Improvements			09.23.2020
Construction	Unit Cost	Units	Cost
Stage One Renovations (see attached budget sheet from LLCI)			\$71,442
Stage Two Renovations (see attached budget sheet from LLCI)			\$58,206
Sitework & Landscaping			\$15,961
CM General Conditions			\$22,873
Sub-Total			\$168,482
Construction Manager Direct Costs and Fee's			
Direct Costs			
<i>Builder's Risk Insurance (1 month)</i>			\$25
<i>General Liability Insurance</i>			\$1,348
<i>Umbrella Liability Insurance</i>			\$337
<i>Owner's Protective Insurance</i>			\$84
Owner Contingency (4%)			\$6,739
CM Contingency (2%)			\$3,370
Subtotal			\$180,385
CM Fee	1.95%		\$3,518
Sub-Total			\$183,903
Performance & Payment Bond			\$3,651
Preliminary Construction Cost			\$187,554
Associated Soft Cost			
Permits and Fees			\$5,000
ADA/TDLR Review and Inspections			\$3,500
A/E Fees (\$14,535 based on construction cost with \$4,000 already allocated)			\$10,535
Civil Fees (already allocated through CA fee)			\$0
Surveying Fees (construction survey in construction cost)			\$0
Geotech Materials Testing			\$3,500
Project Printing for Specifications and Blueprints			\$1,500
Sub-Total			\$24,035
Opinion of Probable Cost			\$211,589

Grapevine-Colleyville Independent School District

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

09/28/2020

Subject: Act on Approval of House Bill 3 Board Plans and Goals for Student Outcomes in Early Childhood Literacy/Math and College Career Military Readiness

Contact Person: Dr. Brad Schnautz, Deputy Superintendent
Jennifer Hylemon, Director of Mathematics
Shannon Tovar, Director of Continuous Improvement and Accountability
Jacqui Van Horn, Director of Humanities

Policy/Code: House Bill 3 (HB 3)

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access and opportunity for learning.

Summary: In keeping with the state’s 60X30TX goal, HB3 requires school boards to adopt plans developed by their management teams that achieve goals in Early Childhood Literacy and Math (EC-LM), as well as, College, Career, and Military Readiness (CCMR). The adopted plans must include specific, quantifiable, annual goals for five years at each campus across the state accountability demographic groups and reviewed annually by the board at a public meeting.

Through the collaboration of campus and central staff and stakeholders, the Board Plans and Goals for EC-LM and CCMR were developed and included in the District and Campus Improvement Plans for 2020-2021. Site-based teams will support quarterly and annual progress monitoring of the goals.

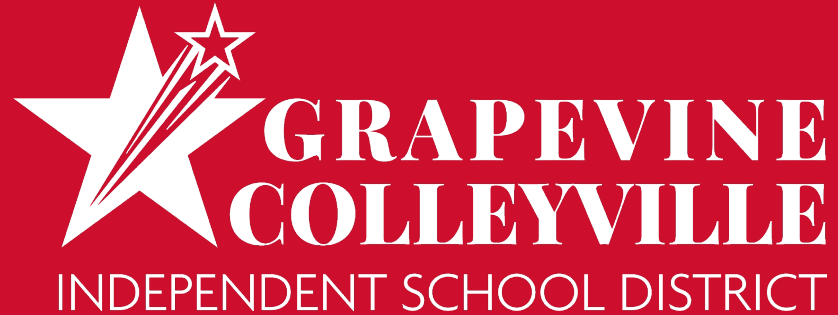
Attachments: District and Campus HB3 Board Goals for EC-LM and CCMR

Recommendation: The recommendation is for the Board of Trustees to approve the HB3 Board Plans and Goals for student outcomes in Early Childhood Literacy, Early Childhood Math, and College Career Military Readiness as included in the GCISD District and Campus Improvement Plans.

House Bill 3 Board Plans and Goals Early Childhood and College Career Military Readiness

September 2020

596



HB3 Requirements

How many student outcome goals must be adopted by the board?

At least three: one in early childhood literacy tied to Grade 3 STAAR, one in early childhood math tied to Grade 3 STAAR, and one in CCMR aligned to graduates meeting readiness requirements.

What is the time frame for the student outcome goals?

These five-year district goals need to contain yearly targets and targets for each student group identified under the closing the gaps domain with 25 or more students.

Does this apply at the district or campus level?

Districts with multiple elementary and/or high school campuses will use the district goals and progress measures to set appropriate goals and targets on each campus.

Can the HB3 Plans be added to campus and district improvement plans?

Yes, TEA has shared conditions that our district will be able to meet. In Plan4learning, we have the ability to note progress of strategies and note the evidence shared with the Board and site based decision making committees. The plans must also ⁵⁹⁷be posted on the district or campus website.



Connection to LEAD 2.0 and Community Based Accountability Systems (CBAS)

LEAD 2.0 and CBAS

Goal 1

Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions

- (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students?
- (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

House Bill 3 Board Goals

Strategies & Action Steps

Translating vision to action: Aligned professional learning, Student interventions, Increased opportunities

Progress Monitoring

Using quantifiable evidence to report progress towards the performance goals and objectives

Required Annual and Quarterly reporting answers the Key Questions and signals areas for improvement, maintenance, and celebrations



Jacqueline Van Horn

Director of Humanities



Early Childhood Reading

GCISD will actively identify and remove barriers that limit access to and opportunity for learning so that the percent of 3rd-grade students that score “meets grade level or above” on STAAR Reading will increase from 61% to 79% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
61%	64%	69%	74%	79%



- All K through 3rd grade teachers and administrators will complete the **Reading Academy** in the 2021 -2022 or 2022 -2023 school year
- District **job embedded professional learning cycle** provided by instructional coaching teams for teachers at campuses the Board determines are not meeting EC reading goals
- **Focused campus support** will be provided by the Humanities instructional coaching team for teachers at campuses the Board determines are not meeting EC reading goals
- **Strategic onboarding and hiring practices** to ensure highly qualified K-2 teachers with sound reading/writing pedagogy are placed in appropriate grade/program assignments
- Continued implementation of **Foundations Explicit Phonics Program K2**
- **Progress monitoring** in Pre-K through 3rd grade literacy skills
- Scheduled District and campus **data analysis** to monitor growth towards goals



Jennifer Hylemon

Director of Mathematics



Early Childhood Math

GCISD will actively identify and remove barriers that limit access to and opportunity for learning so that the percent of 3rd-grade students that score “meets grade level or above” on STAAR Math will increase from 64% to 80% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
64%	68%	72%	76%	80%



- **Progress monitoring** in Pre-K through 3rd grade mathematics
- **Instructional coaching support** tied to progress monitoring outcomes
- Establishing and maintaining **instructional practices** based on progress monitoring outcomes
- **Professional learning** to support instructional practices
- Scheduled District and campus **data analysis** to monitor growth towards goals
- **Focused campus support** will be provided by the math instructional coaching team for teachers at campuses the Board determines are not meeting EC math goals
- In school years during which teachers are not involved in Reading Academy, **Mathematics Achievement Academy** training will be provided for teachers at campuses the Board determines are not meeting EC math goals



Shannon Tovar

Director of Accountability &
Continuous Improvement



College Career Military Readiness

GCISD will actively identify and remove barriers that limit access to and opportunity for learning so that the percentage of graduates that meet the criteria for CCMR (Accountability) will increase from 81.6% to 95% by August 2024 for all demographic groups while also meeting annual targets for each demographic group.

Yearly Target Goals				
2020	2021	2022	2023	2024
82%	85%	89%	92%	95%



In collaboration with Counseling, CTE, the Go Centers, Military Recruiters, and Campus Leaders, use the CCMR Tracker provided by the Texas Education Agency (TEA) to benchmark each graduating class, monitor the progress of each class by demographic group, seek out the interests of the students, and intervene based on those findings *so that students will have timely information that will assist them in goal setting and planning, as well as have their voices reflected in District strategies and programs.*

Annually administer an exam from the SAT Suite of Assessments to all Juniors, Sophomores, Freshmen, 8th graders, and ASPIRE 7th graders, as well as, participate in the HB 3 funded SAT School Day *so that students and families will be able to track college readiness benchmarks over time that are vertically aligned and have free access to the personalized practice materials on Khan Academy.*

Leverage the work of AVID Campus Site Teams and the AVID elective to both monitor and prepare students for the college entrance and readiness exams *so that AVID student participation and performance on the PSAT, SAT, and AP exams will reflect their graduating class as a whole.*

Offer, support, and communicate a robust program of studies that includes Dual Enrollment and Advanced Placement, as well as, Career and Technology strands such as Communications, Law and Public Service, Information Technology, or Manufacturing *so that all graduates have meaningful CCMR experiences.*



Progress Monitoring Calendar Formative and Summative Evidence Types

Timeline	August - October	November - February	March - May	Summative June - July
Early Childhood Reading	Aims Web BOY	Aims Web MOY	Aims Web EOY	STAAR Grade 3
Early Childhood Math	Aims Web BOY	Aims Web MOY	Aims Web EOY	STAAR Grade 3
CCMR	SAT & ACT Cohorts AP Exams AP & Dual Courses	ASVAB Participation PSAT Results AP Exam Registration 608	GCISD Graduate Find Senior Exit Surveys Student Scheduling	CCMR Accountability Associate's Degrees Industry Certifications



Performance Objective 7

GCISD will actively identify and remove barriers that limit access to and opportunity for learning so that the percentage of graduates that meet the criteria for CCMR (Accountability) will increase from 81.6% to 95% by August 2024 for all demographic groups while also meeting annual targets for each demographic group [TEA HB 3/CCMR Requirement].

Evaluation Data Sources

Domain III Closing the Gaps, CCMR Bonus Outcomes Funding, Students identified as CCMR for State Accountability

Summative Evaluation

Significant progress made toward meeting Performance Objective >

Next Year's Recommendation

Continue with College Board AP teacher training, Focus on Student Engagement for Tracker Identified Groups, Maintain Assessment Practices

Strategy 1

In collaboration with Counseling, CTE, the Go Centers, Military Recruiters, and Campus Leaders, use the CCMR Tracker provided by the Texas Education Agency (TEA) to benchmark each graduating class, monitor the progress of each class by demographic group, seek out the interests of the students, and intervene based on those findings.

Strategy's Expected Result/Impact

Students will have timely information that will assist them in goal setting and planning, as well as, have their voices reflected in district strategies and programs. The percentage of students identified as CCMR Accountability will increase across all demographic groups. Students will have access to certification exams necessary for careers.

Staff Responsible for Monitoring

Emberly Hill, Director of Counseling
Rick Bracy, Director of Career and Technology
Candace McGowan, Coordinator of Career and Technology
High School Campus Principals

Formative Reviews



November Evidence of Progress

SAT Suite of Assessments Participation, ASVAB Participation, Graduating Class CCMR tracker data analyzed in PLCs, Certification Exam Registration Posted, AP Exam Registration & student access College Board Online Resources complete



January Evidence of Progress

Students have PSAT recommendations for AP courses & access to Kahn Academy



March Evidence of Progress

AP & Dual Course requests for next school year matched against CCMR tracker



Thank You



Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject: Update: 2016 Bond Program

Contact Person: Paula Barbaroux, Chief Operations Officer
Patty Iuen, Senior Construction Program Manager

Policy/Code:

Board Goal: LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.

Summary: Gary Rademacher from Huckabee will provide a construction progress update.

Attachments:

Recommendation: Action is not required. This item is for informational purposes only.

Board Information Item

	Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	09/28/2020			
Subject:	Review Owner Contingency Expenditures			
Contact Person:	Paula Barbaroux, Chief Operations Officer Patty Iuen, Senior Construction Program Manager			
Policy/Code:				
Board Goal:	LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.			
Summary:	The Board of Trustees has previously granted authority to certain District personnel to expend owner’s contingency funds that have been included in construction contracts. The attached report shows the expenditures that have been authorized since the last report. Expenditures highlighted in gray were previously reported to the Board. Expenditures authorized since the last report are not highlighted in gray.			
Attachments:	Report of Expenditures from Owner’s Contingency Funds for Bid Package: CHHS; Bid Package: BCES, BES, CES & HES; and Bid Package: Administration Water Infiltration Remediation Project.			
Recommendation:	Action is not required. This item is for informational purposes only.			



2020 Elementary Schools - Bear Creek ES | Bransford ES | Colleyville ES | Heritage ES

Description	Cost Applied to Contingency	Owner's Contingency Balance	Approval	Date
		\$ 269,782.00		
RFP #2 - BCES - Repair an existing water leak in the boys' restroom wall adjacent to the learning commons. This RFP also includes repairing the rusted studs and replacing the drywall.	(\$2,935.00)	\$ 266,847.00	PB	7/17/2020
RFP #1 - BCES - A significant leak was discovered behind a water closet in the plumbing chase and a problem with the existing sanitary sewer line not having proper fall causing sewage to backup to the cleanout and floor drain. This is at the connection point for the new restrooms and has to be corrected to prevent future leaks and backup. RFP includes replace gateway valves to the fixtures to prevent leaks, saw cutting the concrete, repairing the plumbing leaks, pouring new concrete and replacing tile in the restroom.	(\$5,164.00)	\$ 261,683.00	PB	7/20/2020
RFP #4 - BCES - Continue the wall tile in the corridor to cover the full wall to have a more cohesive/finished look.	(\$969.00)	\$ 260,714.00	PB	8/19/2020
RFP #1 - CES - Add new manual roller shades to lower windows in the learning commons in lieu of miniblinds and to match the new roller shades at the upper level.	(\$2,595.00)	\$ 258,119.00	PB	9/21/2020
RFP #6 - BCES - Add 20 amp circuit for walk-in freezer. This is a discovered condition. The dishwasher and walk-in freezer were wired to the same circuit.	(\$511.00)	\$ 257,608.00	PB	9/21/2020
Total	\$ (9,068.00)	\$ 260,714.00		

2020 - Colleyville Heritage HS

Description	Cost Applied to Contingency	Owner's Contingency Balance	Approval	Date
		\$ 209,390.00		
RFP #7 - Replace termite damaged area in the floor of Gym 3 (137 sf). Consist of tearing out, installing new, applying seal and finish along with repainting court lines.	\$ (12,196)	\$ 197,194.00	PB	7/2/2020
RFP #1 - Add new ceiling grid and ceilings tiles in the technology IDF room. Scope included demolition but not replacement.	\$ (1,370)	\$ 195,824.00	PB	7/17/2020
RFP #3 - Floor drain in a room in the learning commons was to be capped but has an active condensate line that needs to be re-routed into the nearby janitorial closet. It was in a wall behind the sink and casework and this is now gone. The scope adds coper piping, insulation, hangars/supports, fittings, etc.	\$ (5,228)	\$ 190,596.00	PB	7/17/2020
RFP #4 - The plans call to install a new plaster ceiling in the vestibule area to accommodate new HVAC supply for this area but did not include removal of the existing plaster ceiling.	\$ (3,461)	\$ 187,135.00	PB	7/20/2020
RFP #9 - Upon demolition, discovered need to change the ceiling layout over tech hub in learning commons to accommodate existing HVAC equipment. Also added furdowns.	\$ (4,581)	\$ 182,554.00	PB	7/23/2020
RFP #6 - Existing duct is smaller than new. Resized existing duct to match the new.	\$ (1,532)	\$ 181,022.00	PB	7/28/2020
RFP #11 - Specified projector for the learning commons has been discontinued by the manufacturer. A new model to match the specifications is additional cost.	\$ (1,383)	\$ 179,639.00	PB	7/28/2020
RFP #10 - Remove and replace existing wall tile at the corridor to the learning commons to provide transition.	\$ (889)	\$ 178,750.00	PB	7/28/2020
RFP #8 - Room B117 had an existing wall that interfered with having the proper ADA clearance. It had to be moved to achieve the required clearance.	\$ (1,692)	\$ 177,058.00	PB	8/3/2020
RFP #12 - Existing rooftop units (qty. 3) did not have breaker and wire size needed for the new AAON units. A new 40 amp breaker and wiring was installed.	\$ (4,799)	\$ 172,258.72	PB	8/19/2020
Total	\$ (37,131.28)	\$ 172,258.72		

Administration Building

Description	Cost Applied to Contingency	Owner's Contingency Balance	Approval	Date
		\$ 75,000.00		
RFP #1 - CREDIT for waterproofing the interior curtain wall system because it is in very good condition. Contractor will waterproof the exterior curtain wall system.	\$13,950.00	\$ 88,950.00	PB	5/14/2020
RFP #2 - Create positive water flow away from the building and tie two roof drains unloading in the area into existing storm water areas inlets . Remove concrete and repave to create the positive flow at the bottom of the hill behind the west side of the building.	(\$7,160.00)	\$ 81,790.00	PB	5/14/2020
RFP #3 - This is an unforeseen condition. As the grade beams were exposed the condition requires a slurry mix to make them smooth to properly receive the waterproofing.	(\$3,360.00)	\$ 78,430.00	PB	5/14/2020
RFP #4 - Add weep holes where they are missing to alleviate moisture from behind the block within the wall cavity.	(\$1,408.00)	\$ 77,022.00	PB	6/24/2020
RFP #5 - Add additional linear feet to the width of the flume to allow for more water volume at the turn during a heavy rain.	(\$510.00)	\$ 76,512.00	PB	6/16/2020
RFP #6 - Reroute downspout next to mechanical room and connect it into the subsurface drain which goes straight to the storm drain. This helps remove water collecting from the downspout at the bottom of the hill next to the building.	(\$1,600.00)	\$ 74,912.00	PB	6/16/2020
RFP #7 - Flush out concrete stoop outside of mechanical room with the finish floor slab. 5x5 area. This removes a trip hazard and brings the stoop up to code.	(\$475.00)	\$ 74,437.00	PB	7/13/2020
RFP #8 - Add corner post to glass door assembly to eliminate a gap between the door and the wall on the hinge side. The shift of 3" was needed for the hardware to have ample room from the wall when it is open to 90 degrees.	(\$800.00)	\$ 73,637.00	PB	8/5/2020
RFP #9 - Replace an existing deteriorating main double check valve that supplies the courtyard.	(\$4,236.00)	\$ 69,401.00	PB	8/5/2020
RFP #12 - Add lockset hardware to new door.	(\$80.00)	\$ 69,321.00	PB	8/19/2020
RFP #14 - Relaminate dais panels to cover cuts made at electrical and technology boxes and make it match.	(\$3,532.80)	\$ 65,868.20	PB	8/26/2020
RFP #15 - Replace and repair the irrigation to the zone for the flag pole area.	(\$650.00)	\$ 68,671.00	PB	8/18/2020
Total	615 (\$9,861.80)	\$ 65,868.20		

Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject:	Review 2020-2021 Board Planning Calendar
Contact Person:	Dr. Robin Ryan, Superintendent
Policy/Code:	
Board Goal:	
Summary:	
Attachments:	Board of Trustees Planning Calendar, May 2020 to May 2021
Recommendation:	Action is not required. This item is for informational purposes only.

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

May 2020	
Action Items	<ul style="list-style-type: none"> • Canvassing of Election Results (if needed) (Postponed-COVID) • Administration of Oath of Office (if needed) (Postponed-COVID) • Reorganization of the Board (Election of Officers) (Postponed-COVID) • Quarterly Investment Report • Memorandum of Understanding with Juvenile Justice AEP (Delayed due to COVID/Move to June) • Schedule public meeting to discuss Proposed Budget & Proposed Tax Rate • TASB Delegate Assembly Resolution (due in June)
Report Only	<ul style="list-style-type: none"> • Board Planning Calendar for Upcoming School Year • Bond Program Update • Preliminary Budget
Special Events	<ul style="list-style-type: none"> • Board Election (Postponed-COVID) • New Board Member Mandatory Training (if needed) (Postponed-COVID) • Board Liaison Assignments (Postponed-COVID) • Board Member Photographs (if needed) (Postponed-COVID) • Board Member Contact Cards/Business Cards (if needed) (Postponed-COVID) • Retiree Dinner • Academic Recognition Banquet • Graduation (Bridges, Collegiate Academy, GHS, CHHS) (Move to June) • Regional Spring TASB Workshops
June 2020	
Hearing	<ul style="list-style-type: none"> • Discuss Budget and Tax Rate
Action Items	<ul style="list-style-type: none"> • Adoption of Budget • Teacher Appraisal Calendar for Upcoming School Year (Move to July) • Optional Flexible School Day Program Agreement (From July) • Nomination of Candidate for TASB Board of Directors (if needed) • Endorsement of Candidate for TASB Director, Region XI (3 year terms) • Memorandum of Understanding with Juvenile Justice AEP (From May) • Proposed Compensation Plan for Upcoming School Year, Teacher Hiring Pay Table, Substitute Teacher Pay Table, Non-Teaching Employees and Substitutes Pay Tables, and Stipends Schedule • Election of TASB Delegates and Alternate (From July)

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

Report Only	<ul style="list-style-type: none"> • Bond Program Update • STAAR and EOC Results (Spring Testing) • Campus Performance Objectives Update (in Board Update)
Special Events	<ul style="list-style-type: none"> • Graduation (Bridges, Collegiate Academy, GHS, CHHS) (From May) • Graduation - iUniversity Prep, Summer School Graduation • TASB Summer Leadership Institute • Annual SHAC Report (in Board Update)
July 2020	
Hearing	<ul style="list-style-type: none"> • OFSDP Performance Report (Not required)
Actions Items	<ul style="list-style-type: none"> • Optional Flexible School Day Program Agreement (Moved to June) • Teacher Appraisal Calendar for Upcoming School Year (From June) • Election of TASB Delegates and Alternate (Moved to June) • Agreement for Purchase of Attendance Credits (From August) • Scheduling of Meeting to Adopt Tax Rate (From August)
Report Only	<ul style="list-style-type: none"> • Bond Program Update • Random Drug Testing Annual Summary Report
Special Events	<ul style="list-style-type: none"> • Complete BOT Background Check • Board and Superintendent Annual Team Building Session (Moved to November)
August 2020	
Action Items	<ul style="list-style-type: none"> • T-TESS Certified Appraisers • Certified Appraisal Roll/Certification of Collection Rate • Scheduling of Meeting to Adopt Tax Rate (Moved to July) • Agreement for Purchase of Attendance Credits (Moved to July) • Quarterly/Annual Investment Report • Adoption of Tax Rate (From September)
Report Only	<ul style="list-style-type: none"> • Student-Parent Handbook • Student Code of Conduct (From September) • Bond Program Update • State Accountability Report (N/A due to COVID) • Quality Cup Update (N/A due to COVID) • Corporate Sponsors Annual Report (Moved to September) • Board Operating Procedures for Upcoming School Year
Special Events	<ul style="list-style-type: none"> • New Educators' Luncheon (Cancelled) • Convocation (Virtual) • Honor Code Documents
September 2020	
Action Items	<ul style="list-style-type: none"> • Class Size Exception (if needed) • Nomination of Candidates - TAD Board of Directors (every two years - 2021) • Nomination of Candidates - DCAD Board of Directors (every two years - 2021)

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

	<ul style="list-style-type: none"> • Adoption of Tax Rate (Moved to August) • Annual Renewal of Special Education Retainer Agreement • Campus Performance Objectives • 4-H Resolution • Student Code of Conduct (Moved to August) • School Health Advisory Council Membership Approval
Report Only	<ul style="list-style-type: none"> • Campus Improvement Plans Workshop • AP Exam Results (Moved to October) • Bond Program Update • Corporate Sponsors Annual Report (From August)
Special Events	<ul style="list-style-type: none"> • Interim Evaluation of Superintendent – Executive Session • NTAASB Meeting (9/16) • TASA/TASB Virtual Convention (9/30-10/2) • Homecoming – CHHS & GHS (Moved to November)
October 2020	
Hearing	<ul style="list-style-type: none"> • Financial Integrity Rating System of Texas (FIRST) Hearing
Action Items	<ul style="list-style-type: none"> •
Report Only	<ul style="list-style-type: none"> • Summer School Programs • Bond Program Update • Emergency Operations Plan Update (Audit every three years - Fall 2020, Executive Session required only for changes in procedures) • Student-Teacher Calendar for 2021-2022 school year (Move to December) • SAT and ACT Results (Board Update) • AP Exam Results (From September)
Special Events	
November 2020	
Action Items	<ul style="list-style-type: none"> • Budget Planning Calendar • District Financial Audit • Textbook Committee • Middle and High School Course Selection Guide • Student Welfare: Child Abuse and Neglect Policies • Quarterly Investment Report and Confirmation of Investment Officers • Endorsement of Candidate for DCAD Board of Directors (every two years - 2021) • Endorsement of Candidate for TAD Board of Directors (every two years - 2021) • Appoint Colleyville TIF Director (2-year term) (expires 12/2020)
Report Only	<ul style="list-style-type: none"> • Bond Program Update • Student-Teacher Calendar for 2021-2022 school year (From October)

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

Special Events	<ul style="list-style-type: none"> • Board and Superintendent Annual Team Building Session (From July) • Holiday Festivities • NTAASB Meeting (11/18) • Homecoming – CHHS & GHS (From September)
December 2020	
Hearing	<ul style="list-style-type: none"> • Annual Performance Report (TAPR)
Action Items	<ul style="list-style-type: none"> • Textbook Committee (if needed)
Report Only	<ul style="list-style-type: none"> • Bond Program Update
Special Events	<ul style="list-style-type: none"> • Holiday Festivities/Grapevine Parade
January 2021	
Workshop	<ul style="list-style-type: none"> • Budget Planning
Action Items	<ul style="list-style-type: none"> • Superintendent’s Contract • Ordering of Trustee Election • Investment Policy • Budget Parameters for Upcoming School Year
Report Only	<ul style="list-style-type: none"> • Texas School Survey of Drug and Alcohol Use Results (odd years) • Bond Program Update • Board Meeting Calendar Dates 2021-2022
Special Events	<ul style="list-style-type: none"> • Evaluation of Superintendent • Board Self-Evaluation • Celebration of School Board Recognition Month
February 2021	
Workshop	<ul style="list-style-type: none"> • Board Goals • Budget Planning
Action Items	<ul style="list-style-type: none"> • Board Goals • Superintendent’s Performance Goals • Quarterly Investment Report • State Waiver Application
Report Only	<ul style="list-style-type: none"> • Bond Program Update • Addendum to Course Selection Guide (if needed)
Special Events	<ul style="list-style-type: none"> • TASB Winter Governance Seminar • NTAASB Meeting (2/17)
March 2021	
Workshop	
Action Items	<ul style="list-style-type: none"> • TEA Waivers (as required) • Cancellation of Trustee Election (if needed) • Certification of Unopposed Candidates (if applicable) • Purchasing Management Fee Report • Textbook Committee Recommendations • Bank Depository (Multiple-Year Contract Option) • Intra-district Transfers • Instructional Materials Allotment and TEKS Certification

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

Report Only	<ul style="list-style-type: none"> • ESC Region XI Board of Director Elections (if needed) • Bond Program Update
Special Events	<ul style="list-style-type: none"> • Public Schools Week
April 2021	
Workshop	<ul style="list-style-type: none"> • Budget Planning
Action Items	<ul style="list-style-type: none"> • Joint Election Agreement (if needed) • Education Foundation Advertising License Agreement (if amended) • Proposed Employee Contract Renewals • Recommended Termination of Probationary Contracts (if needed) • Proposed Non-Renewal of Term Contracts (if needed) • Celebrate Freedom Week • Proposed Compensation Plan for Upcoming School Year, Teacher Hiring Pay Table, Substitute Teacher Pay Table, Non-Teaching Employees and Substitutes Pay Tables, and Stipends Schedule • Foreign Exchange Waiver
Report Only	<ul style="list-style-type: none"> • Bond Program Update • Review of Trustees' Continuing Education Credit Hours
Special Events	<ul style="list-style-type: none"> • Early Voting for Board Elections • NTAASB Meeting (4/21)
May 2021	
Action Items	<ul style="list-style-type: none"> • Canvassing Election Results • Administration of Oath of Office • Reorganization of the Board (Election of Officers) • Quarterly Investment Report • Memorandum of Understanding with Juvenile Justice AEP • Schedule public meeting to discuss Proposed Budget & Proposed Tax Rate • Staff Development Waiver • Dual Credit Waiver • Modified Testing Days Waiver • iUniversity Prep Electronic Courses Waiver • Teacher Data Portal Waiver • Low Attendance Day Waiver (as needed) • TASB Delegate Assembly Resolution
Report Only	<ul style="list-style-type: none"> • Board Planning Calendar for Upcoming School Year • Bond Program Update • Preliminary Budget • Post-Secondary Enrollment and Persistence Report
Special Events	<ul style="list-style-type: none"> • Board Election • New Board Member Mandatory Training (if needed) • Board Liaison Assignments • Board Member Photographs

GRAPEVINE-COLLEYVILLE ISD
BOARD OF TRUSTEES PLANNING CALENDAR
MAY 2020 TO MAY 2021

	<ul style="list-style-type: none">• Retiree Dinner• Graduation – Bridges• Graduation – GHS & CHHS• Graduation – Collegiate Academy• Graduation – Summer School• GCEF Academic Recognition Banquet• Graduation – iUniversity Prep• Regional Spring TASB Meeting
--	---

Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject: Approve Previous Board Minutes: Regular Meeting, August 24, 2020

Contact Person: Kim Hutto, Superintendent Executive Assistant

Policy/Code:

Board Goal:

Summary:

Attachments: Board Minutes – Regular Meeting, August 24, 2020

Recommendation: The recommendation is for the Board of Trustees to approve meeting minutes from the Regular Meeting, August 24, 2020.

Minutes of Regular Meeting, August 24, 2020

The Board of Trustees Grapevine-Colleyville ISD

A Regular Meeting of the Board of Trustees of Grapevine-Colleyville ISD was held Monday, August 24, 2020, beginning at 6:00 p.m. Board and Administration in the Administration Building - Board Room and audience via Video Conference.

I. OPEN SESSION - CALL TO ORDER

President Lisa Pardo called the regular Board meeting to order at 6:18 p.m.

GCISD Board Members Present: Lisa Pardo, Mindy McClure, Becky St. John, Jesse Rodríguez, Jorge Rodríguez, Louie Sullins and Doug Noell

GCISD Board Members Absent: None

School Officials Present: Superintendent Dr. Robin Ryan, Deputy Superintendent Dr. Brad Schnautz, Chief Financial Officer DaiAnn Mooney and Chief Operations Officer Paula Barbaroux

II. OPEN FORUM

No one requested to speak during the workshop open forum.

III. WORKSHOP SESSION

Board Operating Procedures: The Board of Trustees reviewed the Board Operating Procedures for 2020-2021. No changes were requested.

IV. EXECUTIVE SESSION

The Board adjourned to closed or executive session pursuant to Texas Government Code Section 551.074 from 6:20-7:11pm.

551.074: Deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, or to hear a complaint or charge against a public officer or employee

- Personnel

V. OPEN SESSION

The Board reconvened in open session at 7:21 p.m.

VI. REGULAR SESSION

President Pardo began the regular session.

VII. MOMENT OF SILENCE & PLEDGES OF ALLEGIANCE

The Administration and Board paused for a moment of silence. GES students Landry and London Groppe led the pledges to the U.S. and Texas flags.

VIII. MONTHLY LEAD 2.0 HIGHLIGHT

Social & Emotional Well-Being Supports in GCISD: The GCISD counseling team detailed the support initiatives around the social and emotional well-being of our students and staff throughout the COVID-19 experience. In addition, the team highlighted what is to come for the 2020-2021 school year.

IX. RECOGNITIONS

Board Honor Code: The Board of Trustees signed the 2020-2021 Honor Code.

X. OPEN FORUM

The following addressed the Board regarding the opening of the 2020-2021 school year:

Adam Owens	308 Quail Crest Drive, Colleyville
Jennifer Simpler	6205 Westcoat Drive, Colleyville
Amanda Kelsoe	2700 Old English Court, Euless
Jodi Millsap	906 Hardage Lane, Colleyville
Abby Davis	101 Mill Valley Drive W., Colleyville
Stephanie Thompson	4353 Crestwood Court, Grapevine
Julie Robertson	3301 Bowden Hill Lane N., Colleyville
Wendy Park	5109 Apple Valley Drive, Colleyville
Vanessa Steinkamp	1313 Ashford Court, Colleyville
Russell Roberts	2914 Scarborough Lane West, Colleyville
Jacque Oley	3303 St. Albans Circle, Colleyville
Dr. Sarah Hill	1000 Woodvale Court, Grapevine
Shannon Salinsky	2904 Creekview Circle, Grapevine
Kamala Perez	4316 Pembroke Pkwy N., Colleyville
Cacy Tischer	6813 Pleasant Run Road, Colleyville
Samantha Zelling	3309 Burninglog Drive, Grapevine
Sarah Kozloski	5409 Coventry Court, Colleyville
Angela Meierhofer	6001 Quality Hill Road, Colleyville
Cassandra Fogle	5812 Quails Path, Colleyville
James Richey	6713 Sapphire Circle N., Colleyville
Andrea Chavez	308 W Mill Valley Drive, Colleyville
Kathleen Thompson	3317 Burning Log Drive, Grapevine
Randa Foster	100 Sycamore Court, Grapevine

XI. PUBLIC HEARING

Chief Financial Officer DaiAnn Mooney discussed the adoption of the 2020 Tax Rate.

No one requested to speak during the public hearing.

XII. REPORTS OF THE SUPERINTENDENT

A. Information on the 2020-2021 School Year Opening

Senior staff provided information on the 2020-2021 school year opening.

Action was not required. This item was for informational purposes only.

B. Act on Approval of Submission of Asynchronous Instruction Attendance Funding Plan and Final Attestation by Superintendent

Doug Noell moved for the Board of Trustees to approve the submission of the Asynchronous Attendance Funding Plan and Final Attestation once finalized by the Superintendent. Louie Sullins seconded.

Motion passed 7-0.

C. Act on Texas Teacher Evaluation and Support System (T-TESS) Certified Appraisers and Second Appraisers

Jesse Rodríguez moved for the Board of Trustees to approve the list of T-TESS certified appraisers and second appraisers for the 2020-2021 school year. Mindy McClure seconded.

Motion passed 7-0.

D. Act on 2020 Certified Appraisal Roll, Certification of 2020 Collection Rate

Becky St. John moved for the Board of Trustees to declare the certified appraisal rolls provided by the Tarrant Appraisal District and Dallas County Appraisal District as GCISD's official 2020 Appraisal Roll. Doug Noell seconded.

Motion passed 7-0.

E. Act on Adoption of 2020 Tax Rate

Louie Sullins moved for the Board of Trustees to approve the resolution adopting the 2020 tax rate of \$0.9664 Maintenance and Operations, which includes the \$0.05/\$100 authorized in Tax Code 26.08(n-1), and \$0.3367 Debt Service for a total tax rate of \$1.3031, which is 2.36 cents less than the total 2019 tax rate. Jesse Rodríguez seconded.

Motion passed 7-0.

F. Act on 2020-2021 Student Code of Conduct

Jesse Rodríguez moved for the Board of Trustees to adopt the GCISD 2020-2021 Student Code of Conduct. Mindy McClure seconded.

Motion passed 7-0.

G. Review 2020-2021 Student-Parent Handbook

Dr. Lance Groppe, Executive Director of Instructional Leadership, presented the updates and revisions to the 2020-2021 Student-Parent Handbook.

No action was required. This item was for informational purposes only.

H. Update: 2016 Bond Program

Gary Rademacher provided an update on construction and renovation projects.

No action was required. This item was for informational purposes only.

I. Review Owner Contingency Expenditures

Dr. Ryan presented the owner contingency expenditures report.

No action was required. This item was for informational purposes only.

J. Review 2020-2021 Board Planning Calendar

Dr. Ryan presented the 2020-2021 Board Planning Calendar.

No action was required. This item was for informational purposes only.

K. Request for Reports to the Board

No reports were requested.

XIII. CONSENT AGENDA FOR APPROVAL

Jesse Rodríguez moved for the Board of Trustees to approve the Consent Agenda as presented. Mindy McClure seconded.

Motion passed 7-0.

- A. Approved Previous Board Minutes: Regular Meeting, July 27, 2020; Special Meeting, July 31, 2020, Special Meeting, August 11, 2020
See Attachment A.
- B. Approved Personnel Report: August 2020
- C. Approved Budget Amendments: August 2020
- D. Approved Tax Collection Report: July 2020
- E. Approved Construction Report: July 2020
- F. Approved Financial Statements: July 2020
- G. Approved Annual Investment Report
- H. Approved Waiver of Teacher Data Portal of the Texas Assessment Management System
- I. Approved Waiver for Modified Schedule on State Assessment Testing Days
- J. Approved Resolution to Join and Participate in the Southwest Texas Cooperative Purchasing Organization Administered by Region 5 Education Service Center (ESC)
- K. Approved Appropriation of 2005 Undesignated Bond Surplus to Replace Boys' and Girls' Physical Education Lockers and in the Girls' Athletic Locker Room at Colleyville Middle School and Lockers in the Boys' Wrestling Locker Room at Grapevine High School
- L. Awarded Bid for Health & Safety Supplies & Equipment to Concote Corporation, The Trade Group, Adventures in Learning, Vira Insight LLC and Citadel PPE LLC.
- M. Awarded Bid for Property & Casualty Insurance to TASB Risk Management Fund, with increased automobile liability limits.
- N. Awarded Bid for Technology Services, Equipment and Software Supplemental to Videotex Systems, Inc., ACP Direct (Affordable Computer Products), Nutri-Link Technologies, Inc., Brightwheel (DSSV, Inc.), and Educational Service Solutions.

XIV. EXECUTIVE SESSION

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the Board will conduct a closed meeting in accordance

with the Texas Open Meetings Act, Texas Government Code, Chapter 551, Subchapters D and E.

No executive session was held.

XV. **ANNOUNCEMENTS**

Becky St. John thanked the administration and staff for all the hard work since Spring Break as well as meeting the current challenges.

Jorge Rodríguez mentioned all the positive feedback from parents regarding the fall semester.

Lisa Pardo thanked the Leadership Team for their work.

XVI. **ADJOURNMENT**

Jesse Rodríguez made a motion to adjourn. Louie Sullins seconded.

Motion passed 7-0.

President Lisa Pardo adjourned the meeting at 11:12 p.m.

The term Approval in the wording of any Agenda item contained herein serves as notice that the Board may, in its discretion, dispose of any items by any action in the following non-exclusive list: amendment, approval, disapproval, deferral, table, take no action, or receive and file.

Individuals with disabilities are entitled to have access to and participate in public meetings. An individual requiring an accommodation for access to the meeting must notify the Grapevine-Colleyville Independent School District by informing the Director of Facility Services, in writing 24 hours prior to the scheduled meeting, of the necessity of an accommodation. Upon receipt of this request, the District will furnish appropriate auxiliary aids and services when necessary to afford an individual with a disability an equal opportunity to participate in and enjoy the benefits of the Board meeting as non-disabled individuals enjoy.

Respectfully Submitted,

Approved,

Kim Hutto, Clerk of the Board

Lisa Pardo, Board President

Doug Noell, Secretary

*Attachment A***PERSONNEL REPORT**

August 24, 2020

One Year Contract of Employment: Educator Probationary

Allen, Jessica <i>(Replacement for Elizabeth Campbell for the 2020-2021 school year.)</i>	Special Education Teacher	OCT
Bauer, Nicole <i>(Replacement for Lauren Vise who moved to Assistant Principal for the 2020-2021 school year.)</i>	Gifted & Talented Specialist	BES
Carlin, Christina <i>(Replacement for Aaron Massey for the 2020-2021 school year.)</i>	Special Education Teacher	CHHS
Engelhardt, Katherine <i>(Replacement for Kelli Mann for the 2020-2021 school year.)</i>	English Teacher	CHHS
Hancock, Erica <i>(Replacement for Richard Hopkins for the 2020-2021 school year.)</i>	Fourth Grade Teacher	BCES
Kaku, Lira <i>(Replacement for Rebecca Estes for the 2020-2021 school year.)</i>	Special Education Teacher	BES
Moon, Tiphani <i>(Replacement for Paula Krause for the 2020-2021 school year.)</i>	Special Education Teacher	CHHS
Newton, Tonya <i>(Replacement for Jennifer McNamara for the 2020-2021 school year.)</i>	Special Education Teacher	BES
Priesand, SanJuana <i>(Replacement for DeAnn Seifried for the 2020-2021 school year.)</i>	Third Grade Teacher	CES
Rezk, Mariam <i>(Replacement for Diane Geider for the 2020-2021 school year.)</i>	Special Education Teacher	GES
Rounsaville, Baylee <i>(Replacement for Laura Francis for the 2020-2021 school year.)</i>	Special Education Teacher	HMS
Rudd, Rachel <i>(Replacement for David Wilson for the 2020-2021 school year.)</i>	Theater Teacher	GMS
Steele, Candace <i>(Replacement for Ashley Allen for the 2020-2021 school year.)</i>	Kindergarten Teacher	BCES
Walker, Chloe <i>(Replacement for Lauri Thompson for the 2020-2021 school year.)</i>	Math Teacher	CMS
Wood, Miriam <i>(New Federal position for the 2020-2021 school year.)</i>	English/Language Arts Teacher	CTMS

Resignations/Retirements

Alexander, Tara <i>(Resignation effective September 4, 2020.)</i>	Fourth Grade Teacher	GES
--	----------------------	-----

DeJean, Chelsea <i>(Resignation effective May 29, 2020.)</i>	Math Teacher	CTMS
Ghaffarian, Tony <i>(Resignation effective August 21, 2020.)</i>	Special Education Teacher	GHS
Matthews-Hall, Keanan <i>(Resignation effective May 29, 2020.)</i>	Technology Education	GMS
Morris, Jessica <i>(Resignation effective May 29, 2020.)</i>	Pre-K Teacher	BCES
Seifried, DeAnn <i>(Resignation effective May 29, 2020.)</i>	Third Grade Teacher	CES
Speer, Pauline <i>(Resignation effective May 29, 2020.)</i>	Bilingual Literacy Intervention Teacher	CAN

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			09/28/2020

Subject: Personnel Report: September 28, 2020

Contact Person: Gema Padgett, Executive Director of Human Resources

Policy/Code: DCB(LEGAL)

Board Goal: LEAD 2.0 Goal 1 - Actively identify and remove barriers that limit access to and opportunity for learning.

Summary: The September 28, 2020 Personnel Report includes recommendations for employment as well as announcements of resignations or retirements.

Attachments: Pending September 28, 2020, Personnel Report

Recommendation: The recommendation is for the Board of Trustees to approve the September 28, 2020, Personnel Report.

Attachment A

September 28, 2020 PERSONNEL REPORT

This page intentionally left blank

Board Information Item

	Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
				09/28/2020
Subject:	Tax Collection Report: August 2020			
Contact Person:	DaiAnn Mooney, Chief Financial Officer			
Policy/Code:	Texas Property Tax Code, Section 31.10(a)			
Board Goal:	LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning. Board Goal 1 – Evaluate and approve a yearly budget that targets academic and student activities that reflect the school district community’s focus on results, excellence and strong fiscal responsibility.			
Summary:	Section 31.10(a) of the Texas Property Tax Code states, "The collector of taxes for a taxing unit shall prepare and submit to the governing body of the unit a monthly written report made under oath accounting for all taxes collected for the unit during the preceding month." The total tax collection rate for August 2019 was 99.38% and 99.01% for August 2020.			
Attachments:	Tax Collection Reports for August 2020 include: <ul style="list-style-type: none">• Tax Collection Report• Tax Roll Report• Tax Litigation Report			
Recommendation:	The recommendation is for the Board of Trustees to approve the Tax Collection Report for the month ended August 31, 2020.			

Grapevine-Colleyville Independent School District
Tax Collection Report for Month Ended August 31, 2020

Tax Roll Levy/Property Taxes Receivable:							
Col A	Col B	Col C	Col D	Col E	Col F	Col G	Col H
Tax Year	Balance 01-Aug-20	Collections This Month	Supplemental This Month +	Subtractions This Month (-)	Refunds This Month (+)	Balance 31-Aug-20	Penalties Interest Collected
2019 GCISD	\$2,404,450.69	\$289,883.79	\$9,513.23	\$208,786.53	\$191,218.62	\$2,106,512.22	
2018	\$791,311.22	35,061.46	3,336.71	8,401.68	10,381.91	761,566.70	
2017	252,433.74	4,264.06	0.00	1,764.16	3,859.28	250,264.80	
2016	163,080.19	3,962.07	0.00	928.84	2,191.71	160,380.99	
2015	119,861.64	434.29	0.00	522.76	522.76	119,427.35	
2014	134,118.74	386.50	0.00	0.00	0.00	133,732.24	
2013	77,726.08	393.92	0.00	0.00	0.00	77,332.16	
2012	86,254.61	111.63	0.00	0.00	0.00	86,142.98	
2011	95,827.96	0.01	0.00	0.00	0.00	95,827.95	
2010	112,182.78	0.00	0.00	0.00	0.00	112,182.78	
2009	179,527.28	0.00	0.00	0.00	0.00	179,527.28	
2008	241,341.43	0.00	0.00	0.00	0.00	241,341.43	
2007	148,842.29	0.00	0.00	0.00	0.00	148,842.29	
2006	170,700.32	0.00	0.00	0.00	0.00	170,700.32	
2005	158,889.38	0.00	0.00	0.00	0.00	158,889.38	
2004	174,572.47	0.00	0.00	0.00	0.00	174,572.47	
2003 & Prior	1,724,458.78	0.00	0.00	0.00	0.00	1,724,458.78	
Grand Total	7,035,579.60	\$334,497.73	\$12,849.94	\$220,403.97	\$208,174.28	\$ 6,701,702.12	\$56,930.79

Tax Office Cash Reconciliation Schedule	
Cash In Tax Office as of:	01-Aug-20
Cash on Hand - Tax Receipts not yet deposited	\$0.00
Imprest Petty Cash - Tax Ofc	200.00

Property Tax Receipts this Month:	
Collections (Col C) - Refunds (Col F)	\$126,323.45
Penalties & Interest (Col H)	56,930.79
Ag Rollback	0.00
Ag Rollback P & I	0.00
CED	0.00
Other Receipts: Court Costs	0.00
Attorneys Fees	61,894.54
Misc Rev -Tax Searches & Fees	220.00
Total Property Tax Receipts, This Month	\$245,368.78

Property Tax Disbursements this Month:	
Deposit split to Local Maint. Fund	\$134,617.83
Deposit split to Debt Service Fund	48,636.41
Other Disbursements: Court Costs	0.00
Attorneys Fees	61,894.54
Misc Rev -Tax Searches & Fees	220.00
Total Property Tax Disbursements, This Month	\$245,368.78

Cash In Tax Office as of:	31-Aug-20
Cash on Hand - Tax Receipts not yet deposited	\$0.00
Imprest Petty Cash - Tax Ofc	200.00

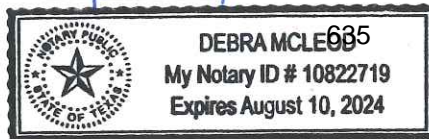
2185 Overpayments: \$1,496.65

Approved by Colette Ballinger, Tax Assessor/Collector

Approved by Dai Ann Mooney, Chief Financial Officer

SUBSCRIBED AND SWORN TO BEFORE ME, THIS 15th DAY OF September, 2020

Debra McLeod
NOTARY PUBLIC IN AND FOR THE STATE OF TEXAS



**Grapevine Colleyville ISD
Tax Roll Report
August 31, 2020**

Tax Collections			
July 1, 2019 - August 31, 2020			
	Total	M&O	I&S
Current	\$0.00	\$0.00	\$0.00
Delinquent	\$195,143.41	\$143,339.72	\$51,803.69
Penalty & Interest	\$98,245.23	\$72,143.05	\$26,102.18
Ag Rollback	\$0.00	\$0.00	\$0.00
Ag Rollback P&I	\$0.00	\$0.00	\$0.00
CED Collections	\$0.00	\$0.00	\$0.00
Total Collections	\$293,388.64	\$215,482.77	\$77,905.87

2020 Values	
July 25, 2020 Certified Taxable Value	\$ 16,352,496,531
Additions	0
Subtractions	0
Taxable Value as of 8/31/2020	\$ 16,352,496,531

**Grapevine-Colleyville ISD
Litigation Report
August, 2020**

PIN	Tax Year	Owner	Protest Reason	Case Status	Last Update	Conclusion	Initial Value	Final Value	Settled Difference
06430449	2020	PROGRESS RESIDENTIAL BORROWER 12	ValueOverMkt, ValueUnEqual	Active Litigation	3/4/2020		\$ 362,000	\$ 0	
07304277	2020	HILL KELLEY B	ValueOverMkt, ValueUnEqual	Active Litigation	9/23/2019		\$ 666,798	\$ 0	
41307127	2020	LOWEN 1920 LP	ValueOverMkt, ValueUnEqual	Active Litigation	9/9/2019		\$ 850,000	\$ 0	
04537866	2019	RIDGECREST GRAPEVINE LLC	ValueOverMkt, ValueUnEqual	Active Litigation	9/4/2019		\$ 3,900,000	\$ 0	
04971124	2019	TEXAS MSI LTD	ValueOverMkt, ValueUnEqual	Active Litigation	9/27/2019		\$ 14,300,000	\$ 0	
04971132	2019	METRO JOINT VENTURE	ValueOverMkt, ValueUnEqual	Active Litigation	9/19/2019		\$ 25,700,000	\$ 0	
06824943	2019	ROYAL ST MORITZ LTD ETAL	ValueOverMkt, ValueUnEqual	Active Litigation	9/4/2019		\$ 47,800,000	\$ 0	
07064551	2019	ROBERT & NATHALIE CORRY F R TR	ValueOverMkt, ValueUnEqual	Active Litigation	8/22/2019		\$ 3,111,966	\$ 0	
07064578	2019	JAHCO VINEYARD LLC	ValueOverMkt, ValueUnEqual	Active Litigation	9/24/2019		\$ 1,246,235	\$ 0	
07064586	2019	JAHCO VINEYARD LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/2/2019		\$ 5,637,231	\$ 0	
07064594	2019	JAHCO VINEYARD LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/2/2019		\$ 858,576	\$ 0	
07217455	2019	FOX FRED REALTY LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/2/2019		\$ 7,441,348	\$ 0	
07227132	2019	SUPREME BRIGHT GRAPEVINE V LLC	ValueOverMkt, ValueUnEqual	Active Litigation	8/19/2019		\$ 17,072,600	\$ 0	
07229836	2019	SUPREME BRIGHT LLC	ValueOverMkt	Active Litigation	10/11/2019		\$ 10,991,339	\$ 0	
07304277	2019	HILL KELLEY B	ValueOverMkt, ValueUnEqual	Active Litigation	10/24/2019		\$ 669,005	\$ 0	
07345755	2019	ATLANTIC GRAPEVINE INN LLC	ValueOverMkt, ValueUnEqual	Active Litigation	8/15/2019		\$ 12,168,522	\$ 0	
07345771	2019	ATLANTIC GRAPEVINE SUITES LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/9/2019		\$ 9,326,287	\$ 0	
07390653	2019	MOODY NATIONAL 2020-GRAPEVINE	ValueOverMkt, ValueUnEqual	Active Litigation	10/9/2019		\$ 19,631,295	\$ 0	
07692412	2019	HERITAGE CROSSING DALLAS TX LLC	ValueOverMkt, ValueUnEqual	Active Litigation	8/16/2019		\$ 4,666,486	\$ 0	
07708807	2019	CHAPWEST LLC	ValueOverMkt, ValueUnEqual	Active Litigation	9/23/2019		\$ 3,390,000	\$ 0	
09258426	2019	TACO BUENO RESTAURANTS LP	ValueOverMkt	Active Litigation	8/20/2019		\$ 76,694	\$ 0	
10161201	2019	CHICK-FIL-A INC	ValueOverMkt, ValueUnEqual	Active Litigation	1/21/2020		\$ 229,094	\$ 0	
10884998	2019	CHICK-FIL-A INC	ValueOverMkt, ValueUnEqual	Active Litigation	11/4/2019		\$ 284,252	\$ 0	
10999140	2019	TACO BUENO RESTAURANTS LP	ValueOverMkt	Active Litigation	12/10/2019		\$ 74,452	\$ 0	
11104015	2019	CHICK-FIL-A INC	ValueOverMkt, ValueUnEqual	Active Litigation	12/10/2019		\$ 418,806	\$ 0	
11296690	2019	CHICK-FIL-A INC	ValueOverMkt, ValueUnEqual	Active Litigation	11/4/2019		\$ 411,184	\$ 0	
11296747	2019	BEST BUY STORES LP	ValueOverMkt	Active Litigation	12/10/2019		\$ 2,982,384	\$ 0	
11501464	2019	SLEEP EXPERTS PARTNERS LP	ValueOverMkt	Active Litigation	12/10/2019		\$ 52,935	\$ 0	
11505125	2019	MATTRESS FIRM INC	ValueOverMkt	Active Litigation	9/12/2019		\$ 97,534	\$ 0	
11671440	2019	BLAZIN WINGS INC	ValueOverMkt, ValueUnEqual	Active Litigation	12/10/2019		\$ 272,031	\$ 0	
11751517	2019	MATTRESS FIRM INC	ValueOverMkt	Active Litigation	12/10/2019		\$ 52,060	\$ 0	
11753927	2019	MATTRESS FIRM INC	ValueOverMkt	Active Litigation	12/17/2019		\$ 163,725	\$ 0	
13817582	2019	MATTRESS FIRM INC	ValueOverMkt	Active Litigation	12/10/2019		\$ 64,570	\$ 0	
13894404	2019	POP FOUR LEAF VENTURES LLC	ValueOverMkt	Active Litigation	12/10/2019		\$ 141,510	\$ 0	
14263021	2019	SLEEP EXPERTS PARTNERS L P	ValueOverMkt	Active Litigation	12/10/2019		\$ 47,829	\$ 0	
14291211	2019	KEYSIGHT TECHNOLOGIES INC	ValueOverMkt	Active Litigation	11/4/2019		\$ 10,449,341	\$ 0	
14341242	2019	POP RESTAURANTS LLC	ValueOverMkt	Active Litigation	12/10/2019		\$ 144,367	\$ 0	
14357033	2019	MERCHANTS AUTOMOTIVE GROUP INC	ValueOverMkt, ValueUnEqual	Active Litigation	10/29/2019		\$ 2,894,655	\$ 0	
14455191	2019	FRESCO INVESTMENTS LLC	ValueOverMkt	Active Litigation	11/4/2019		\$ 37,922	\$ 0	
14455388	2019	FRESCO INVESTMENTS LLC	ValueOverMkt	Active Litigation	10/21/2019		\$ 69,531	\$ 0	
14543350	2019	MERCHANTS AUTOMOTIVE GROUP INC	ValueOverMkt, ValueUnEqual	Active Litigation	11/4/2019		\$ 44,160	\$ 0	
14544755	2019	MICHAELS STORES INC	ExemptionDenial	Active Litigation	11/4/2019		\$ 14,152,669	\$ 0	
40012050	2019	QT SOUTH LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/21/2019		\$ 2,783,000	\$ 0	
40121232	2019	POOL ROAD GRAPEVINE TX LP	ValueOverMkt, ValueUnEqual	Active Litigation	1/21/2020		\$ 2,385,836	\$ 0	
40446433	2019	STAR MONTICELLO LLC	ValueOverMkt, ValueUnEqual	Active Litigation	12/3/2019		\$ 55,700,000	\$ 0	
41504712	2019	GREAT WOLF LODGE GRAPEVINE LLC	ValueOverMkt, ValueUnEqual	Active Litigation	9/27/2019		\$ 180,311,894	\$ 0	
41504720	2019	GREAT WOLF LODGE GRAPEVINE LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/21/2019		\$ 3,119,850	\$ 0	
41504739	2019	GREAT WOLF LODGE GRAPEVINE LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/21/2019		\$ 549,730	\$ 0	
41504747	2019	GREAT WOLF LODGE GRAPEVINE LLC	ValueOverMkt, ValueUnEqual	Active Litigation	9/23/2019		\$ 549,730	\$ 0	
41598423	2019	114 GV TOWERS LLC	ValueOverMkt, ValueUnEqual	Active Litigation	10/10/2019		\$ 4,792,430	\$ 0	
42078201	2019	TOMORROW HOLDINGS LLC	NoValueNotice	Active Litigation	9/24/2019		\$ 2,856,647	\$ 0	
42312998	2019	BR'S PORK CHOP LTD	ValueOverMkt, ValueUnEqual	Active Litigation	9/27/2019		\$ 5,350,000	\$ 0	
11505125	2018	MATTRESS FIRM INC	ThirdOverApprErr	Active Litigation	9/16/2019		\$ 97,534	\$ 0	

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			09/28/2020

Subject: Financial Statements: August 2020

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code:

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 1 – Evaluate and approve a yearly budget that targets academic and student activities reflective of the community’s focus on results, excellence, and strong fiscal responsibility.

Summary: Each month, the District compiles financial statements from general ledger balances after month-end closing is complete. This month, the District is presenting the financial statements for August 2020. The reports reflect year-to-date totals for revenues and expenditures with a comparison to the previous fiscal year through the same period.

Attachments: Financial Statements as of August 31, 2020 include:

- General Fund Financial Statement
- Child Nutrition Fund Financial Statement
- Special Revenue Funds Financial Statement
- Debt Service Fund Financial Statement
- Capital Projects Fund Financial Statement
- Internal Service Fund Detailed Financial Statement

Recommendation: The recommendation is for the Board of Trustees to approve the financial statements for the month ending August 31, 2020.

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
GENERAL FUND FINANCIAL STATEMENT
As of August 31, 2020

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
REVENUES:								
Local and Intermediate Sources	\$ 171,140,060	\$ 171,144,310	\$ 442,245	0.26%	\$ 165,662,126	\$ 167,476,751	\$ 1,076,139	0.64%
State Program Revenues	17,120,398	17,120,398	1,328,459	7.76%	14,722,699	15,447,902	3,601,684	23.32%
Federal Program Revenues	2,086,000	2,086,000	270	0.01%	2,586,000	2,586,000	934	0.04%
Other Financing Sources	20,000	20,000	-	0.00%	20,000	20,000	14,935	74.68%
Total Revenues	\$ 190,366,458	\$ 190,370,708	\$ 1,770,973	0.93%	\$ 182,990,825	\$ 185,530,653	\$ 4,693,692	2.53%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	\$ 85,601,645	\$ 85,517,632	\$ 3,708,116	4.34%	\$ 82,637,887	\$ 82,136,990	\$ 2,995,567	3.65%
12 - Instructional Resources and Media Services	1,631,822	1,631,822	35,174	2.16%	1,597,010	1,598,056	40,434	2.53%
13 - Curriculum and Instructional Staff Development	543,285	540,285	65,078	12.05%	457,721	589,432	49,277	8.36%
21 - Instructional Leadership	3,681,826	3,681,826	562,321	15.27%	3,309,571	3,528,086	542,231	15.37%
23 - School Leadership	7,780,359	7,780,359	924,991	11.89%	7,798,065	7,786,381	924,035	11.87%
31 - Guidance, Counseling and Evaluation	5,566,722	5,573,972	387,638	6.95%	5,362,637	5,424,901	343,556	6.33%
32 - Social Work Services	424,423	424,423	45,076	10.62%	336,524	346,524	37,890	10.93%
33 - Health Services	1,709,169	1,709,169	50,872	2.98%	1,679,823	1,694,501	36,340	2.14%
34 - Student Transportation	3,501,939	3,501,939	217,864	6.22%	3,251,368	3,440,373	267,025	7.76%
36 - Cocurricular/Extra Curricular Activities	3,961,868	3,961,868	262,466	6.62%	3,882,299	4,028,587	283,761	7.04%
41 - General Administration	4,440,132	4,448,729	735,948	16.54%	4,180,024	4,510,613	669,979	14.85%
51 - Plant Maintenance and Facility Services	13,497,083	13,572,083	1,480,930	10.91%	13,222,599	13,236,284	1,771,856	13.39%
52 - Security and Monitoring Services	725,782	725,782	86,901	11.97%	706,721	772,975	56,965	7.37%
53 - Data Processing Services	1,177,227	1,177,643	437,838	37.18%	1,108,839	1,118,637	352,699	31.53%
61 - Community Services	2,542,703	2,542,703	157,983	6.21%	2,620,793	2,620,793	262,353	10.01%
81 - Facilities and Acquisition & Construction	46,274	46,274	6,362	13.75%	35,315	81,315	6,110	7.51%
91 - Contracted Instructional Services between schools	50,908,671	50,908,671	-	0.00%	49,206,107	49,478,581	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	-	-	-	0.00%	-	-	-	0.00%
97 - Payments to Tax Increment Fund	7,785,545	7,785,545	-	0.00%	7,068,863	7,216,780	-	0.00%
99 - Other intergovernmental Charges	1,120,806	1,120,806	265,338	23.67%	1,152,088	1,152,088	268,417	23.30%
Other Financing Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 196,647,281	\$ 196,651,531	\$ 9,430,894	4.80%	\$ 189,614,254	\$ 190,761,897	\$ 8,908,495	4.67%
EXPENDITURE SUMMARY BY OBJECT CODE:								
61XX - Payroll Costs	\$ 120,882,473	\$ 120,858,805	\$ 6,795,772	5.62%	\$ 116,572,998	\$ 116,502,744	\$ 6,434,384	5.52%
62XX - Professional and Contracted Services	60,884,101	60,931,273	1,558,419	2.56%	59,183,921	59,983,515	1,163,213	1.94%
63XX - Supplies and Materials	4,074,485	4,083,666	856,271	20.97%	3,903,652	3,963,781	338,681	8.54%
64XX - Other Operating Expenses	10,788,006	10,759,571	220,433	2.05%	9,953,483	10,228,189	972,217	9.51%
66XX - Capital Outlay Expenses	18,216	18,216	640	-	200	83,669	-	-
Total Expenditures	\$ 196,647,281	\$ 196,651,531	\$ 9,430,894	4.80%	\$ 189,614,254	\$ 190,761,897	\$ 8,908,495	4.67%
Excess (Deficiency) of Revenues Over Expenditures	\$ (6,280,823)	\$ (6,280,823)	\$ (7,659,921)		\$ (6,623,429)	\$ (5,231,244)	\$ (4,214,803)	

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
CHILD NUTRITION FUND FINANCIAL STATEMENT
Fund 240
As of August 31, 2020

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
REVENUES:								
Local and Intermediate Sources	\$ 4,238,210	\$ 4,238,210	\$ 7,674	0.18%	\$ 3,872,361	\$ 3,353,361	\$ 311,597	9.29%
State Program Revenues	22,500	22,500	-	0.00%	22,500	22,500	-	0.00%
Federal Program Revenues	1,846,609	1,846,609	302,697	16.39%	1,613,584	1,654,473	110,192	6.66%
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ 6,107,319	\$ 6,107,319	\$ 310,371	5.08%	\$ 5,508,445	\$ 5,030,334	\$ 421,789	8.38%
EXPENDITURES:								
35 - Food Services	\$ 6,107,319	\$ 6,107,319	\$ 269,687	4.42%	\$ 5,508,445	\$ 5,506,866	\$ 306,260	5.56%
Other Financing Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 6,107,319	\$ 6,107,319	\$ 269,687	4.42%	\$ 5,508,445	\$ 5,506,866	\$ 306,260	5.56%
EXPENDITURE SUMMARY BY OBJECT CODE:								
61XX - Payroll Costs	\$ 2,728,253	\$ 2,728,253	\$ 160,924	5.90%	\$ 2,515,196	\$ 2,515,696	\$ 149,281	5.93%
62XX - Professional and Contracted Services	123,800	123,800	1,728	1.40%	129,150	119,150	16,425	13.78%
63XX - Supplies and Materials	3,205,466	3,205,466	100,856	3.15%	2,814,299	2,829,088	125,199	4.43%
64XX - Other Operating Expenses	24,800	24,800	479	1.93%	24,800	26,100	1,729	6.63%
66XX - Capital Outlay Expenses	25,000	25,000	5,700	22.80%	25,000	16,832	13,626	80.95%
Total Expenditures	\$ 6,107,319	\$ 6,107,319	\$ 269,687	4.42%	\$ 5,508,445	\$ 5,506,866	\$ 306,260	5.56%
Excess (Deficiency) of Revenues Over Expenditures	\$ -	\$ -	\$ 40,684		\$ -	\$ (476,532)	\$ 115,529	

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
SPECIAL REVENUE FUNDS FINANCIAL STATEMENT
Funds 200 - 499 Excluding Child Nutrition Fund 240
As of August 31, 2020

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
REVENUES:								
Local and Intermediate Sources	\$ 1,591,844	\$ 2,223,497	\$ 880,823	39.61%	\$ 1,761,043	\$ 2,970,804	\$ 80,019	2.69%
State Program Revenues	-	856,930	348,924	40.72%	-	2,183,448	731,124	33.48%
Federal Program Revenues	-	1,941,650	15,797	0.81%	-	7,646,256	21,055	0.28%
Other Revenues	-	-	-	-	-	-	-	-
Total Revenues	\$ 1,591,844	\$ 5,022,077	\$ 1,245,544	24.80%	\$ 1,761,043	\$ 12,800,508	\$ 832,197	6.50%
EXPENDITURES:								
11 - Instructional	\$ 4,271,530	\$ 6,858,412	\$ 516,726	7.53%	\$ 3,358,974	\$ 9,570,460	\$ 479,895	5.01%
12 - Instructional Resources and Media Services	120,536	120,536	60	0.05%	111,165	129,268	236	0.18%
13 - Curriculum and Instructional Staff Development	62,250	362,510	47,308	13.05%	73,100	687,210	21,578	3.14%
21 - Instructional Leadership	134,538	136,717	21,660	15.84%	131,700	145,391	22,208	15.27%
23 - School Leadership	207,201	223,455	21,374	9.57%	195,037	253,539	13,462	5.31%
31 - Guidance, Counseling and Evaluation	593,712	805,778	41,428	5.14%	578,226	838,415	32,802	3.91%
33 - Health Services	-	5,699	-	0.00%	100	4,218	1,388	32.91%
34 - Student Transportation	-	500	-	0.00%	-	40,500	92	0.23%
35 - Food Services	-	5,038	2,080	41.30%	-	7,317	-	0.00%
36 - Cocurricular/Extra Curricular Activities	256,089	286,490	66,964	23.37%	387,712	601,565	5,223	0.87%
41 - General Administration	-	52,065	8	0.02%	-	57,123	4,599	8.05%
51 - Plant Maintenance and Facility Services	11,200	11,401	-	0.00%	3,000	3,673	40	1.10%
52 - Security and Monitoring Services	2,730	232,389	23	0.01%	2,000	231,659	-	0.00%
61 - Community Services	249,955	279,892	15,697	5.61%	238,919	283,559	11,609	4.09%
81 - Facilities and Acquisition & Construction	-	-	-	0.00%	-	-	-	0.00%
91 - Contracted Instructional Services between schools	-	-	-	0.00%	-	-	-	0.00%
93 - Member Districts of Shared Services Arrangements	-	63,091	-	0.00%	-	36,318	-	0.00%
95 - Payments to Juveniel Justice Alternative Program	-	-	-	0.00%	-	-	-	0.00%
97 - Payments to Tax Increment Fund	-	-	-	0.00%	-	-	-	0.00%
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
Total Expenditures	\$ 5,909,741	\$ 9,443,973	\$ 733,330	7.77%	\$ 5,079,933	\$ 12,890,215	\$ 593,134	4.60%
EXPENDITURE SUMMARY BY OBJECT CODE:								
61XX - Payroll Costs	\$ 4,377,357	\$ 4,970,487	\$ 286,199	5.76%	3,358,630	4,412,910	211,924	4.80%
62XX - Professional and Contracted Services	81,020	528,243	83,914	15.89%	105,250	2,207,935	56,238	2.55%
63XX - Supplies and Materials	813,783	2,713,261	347,144	12.79%	868,417	4,848,897	284,346	5.86%
64XX - Other Operating Expenses	637,531	1,006,253	16,073	1.60%	744,986	1,110,152	40,626	3.66%
66XX - Capital Outlay Expenses	50	225,730	-	-	2,650	310,322	-	-
Total Expenditures	\$ 5,909,741	\$ 9,443,973	\$ 733,330	7.77%	\$ 5,079,933	\$ 12,890,215	\$ 593,134	4.60%
642								
Excess (Deficiency) of Revenues Over Expenditures	\$ (4,317,897)	\$ (4,421,896)	\$ 512,214		\$ (3,318,890)	\$ (89,707)	\$ 239,064	

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

DEBT SERVICE FUND FINANCIAL STATEMENT

As of August 31, 2020

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
REVENUES:								
Local and Intermediate Sources	\$ 62,355,263	\$ 62,355,263	\$ 159,496	0.26%	\$ 59,267,241	\$ 59,485,411	\$ 524,441	0.88%
State Revenues	\$ 400,000	\$ 400,000			\$ 400,000	\$ 400,000		
Other Financing Sources	-	-	11,774,712	-	-	-	-	-
Total Revenues	\$ 62,755,263	\$ 62,755,263	\$ 11,934,209	19.02%	\$ 59,667,241	\$ 59,885,411	\$ 524,441	0.88%
EXPENDITURES:								
71 - Debt Services	\$ 56,404,588	\$ 56,404,588	\$ 46,571,206	82.57%	\$ 59,250,489	\$ 59,468,659	\$ 35,932,744	1
Other Financing Uses				-	-	-	-	-
Total Expenditures	\$ 56,404,588	\$ 56,404,588	\$ 46,571,206	-	\$ 59,250,489	\$ 59,468,659	\$ 35,932,744	60.42%
EXPENDITURE SUMMARY BY OBJECT CODE:								
61XX - Payroll Costs	\$ -	\$ -	\$ -	-	\$ -	\$ -	\$ -	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Services	56,404,588	56,404,588	46,571,206	82.57%	59,250,489	59,468,659	35,932,744	60.42%
Other Uses	-	-	-	-	-	-	-	-
Total Expenditures	56,404,588	56,404,588	46,571,206	-	59,250,489	59,468,659	35,932,744	60.42%
Excess (Deficiency) of Revenues Over Expenditures	\$ 6,350,675	\$ 6,350,675	\$ (34,636,997)		\$ 416,752	\$ 416,752	\$ (35,408,303)	

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
CAPITAL PROJECTS FUND FINANCIAL STATEMENT
FUNDS 603, 605, 611, 616 and 681
As of August 31, 2020

	CURRENT YEAR 2020-21				PRIOR YEAR 2019-20			
	Original Budget	Amended Budget	Actual	Actual to Budget	Original Budget	Amended Budget	Actual	Actual to Budget
REVENUES:								
Local and Intermediate Sources	\$ -	\$ 96,742	\$ 110,742	114.47%	\$ -	\$ 191,772	\$ 353,557	184.36%
State Program Revenues	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	-	-	-	-	-	-
Total Revenues	\$ -	\$ 96,742	\$ 110,742	114.47%	\$ -	\$ 191,772	\$ 353,557	184.36%
EXPENDITURES:								
11 - Instructional	\$ -	\$ 20,005,602	\$ 66,816	0.33%	\$ -	\$ 27,606,983	\$ 2,093,156	7.58%
12 - Instructional Resources and Media Services	-	1,638,954	16,845	1.03%	-	2,601,621	-	0.00%
21 - Instructional Leadership	-	3,243	-	0.00%	-	3,243	-	0.00%
23 - School Leadership	-	-	-	0.00%	-	-	-	0.00%
31 - Guidance, Counseling and Evaluation	-	-	-	0.00%	-	33,600	-	0.00%
33 - Health Services	-	33,600	-	0.00%	-	-	-	0.00%
34 - Student Transportation	-	948,376	73,953	7.80%	-	1,654,836	-	0.00%
36 - Cocurricular/Extra Curricular Activities	37,468	2,223,843	8,636	0.39%	36,513	2,518,917	8,707	0.35%
41 - General Administration	-	1,316,224	-	0.00%	-	1,758,588	363	0.02%
51 - Plant Maintenance and Facility Services	-	1,812,346	29,487	1.63%	-	2,328,369	-	0.00%
52 - Security and Monitoring Services	-	3,342,524	-	0.00%	-	3,496,286	4,649	0.13%
53 - Data Processing Services	-	9,142,960	144,817	1.58%	-	12,266,732	14,898	0.12%
71 - Debit Services	-	-	-	0.00%	-	-	-	0.00%
81 - Facilities and Acquisition & Construction	584,996	68,944,078	1,919,701	2.78%	481,957	102,695,227	637,791	0.62%
Other Financing Uses	-	-	-	-	-	-	-	-
Total Expenditures	\$ 622,464	\$ 109,411,749	\$ 2,260,256	2.07%	\$ 518,470	\$ 156,964,402	\$ 2,759,563	1.76%
EXPENDITURE SUMMARY BY OBJECT CODE:								
61XX - Payroll Costs	\$ 622,464	\$ 3,840,249	\$ 83,348	2.17%	\$ 518,470	\$ 5,044,103	\$ 100,992	2.00%
62XX - Professional and Contracted Services	-	2,599,223	153,822	5.92%	-	4,479,482	73	0.00%
63XX - Supplies and Materials	-	34,840,989	118,630	0.34%	-	45,107,904	2,118,473	4.70%
64XX - Other Operating Expenses	-	2,420	102	4.22%	-	3,620	-	0.00%
65XX - Debt Principal	-	-	-	0.00%	-	-	-	0.00%
66XX - Capital Outlay Expenses	-	68,128,868	1,904,354	2.80%	-	102,329,292	540,024	0.53%
Total Expenditures	622,464	109,411,749	2,260,256	2.07%	518,470	156,964,402	2,759,563	1.76%
Excess (Deficiency) of Revenues Over Expenditures	\$ (622,464)	\$ (109,315,007)	\$ (2,149,514)		\$ (518,470)	\$ (156,772,630)	\$ (2,406,006)	

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
INTERNAL SERVICE FUNDS FINANCIAL STATEMENT
As of August 31, 2020

	WORKERS COMPENSATION INSURANCE	ATHLETIC FACILITY RENTALS	TOTAL
REVENUES:			
Insurance Interest Revenues	\$ 36,139	\$ -	\$ 36,139
Insurance Premiums	-	-	-
Athletic Facility Rental Revenues		270	270
Total Revenues	\$ 36,139	\$ 270	\$ 36,409
EXPENDITURES:			
Insurance Claims	\$ 4,204	\$ -	\$ 4,204
Insurance Premiums & Administrative Fees	4,260	-	4,260
Insurance Administrative Expenses		-	-
Athletic Facility Rental Expenses		-	-
Total Expenditures	\$ 8,464	\$ -	\$ 8,464
Excess (Deficiency) of Revenues Over Expenditures	\$ 27,675	\$ 270	\$ 27,945
Beginning Fund Balance	\$ 572,057	\$ 14,337	
Ending Fund Balance	\$ 599,732	\$ 14,606	

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			09/28/2020

Subject: Budget Amendments: September 2020

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code: Texas Education Code, 44.006

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 1 – Evaluate and approve a yearly budget that targets academic and student activities reflective of the community’s focus on results, excellence, and strong fiscal responsibility.

Summary: The Board of Trustees adopted the budget for the 2020-2021 school year on June 15, 2020. Budgets for the General Fund, Child Nutrition Fund and Debt Service Fund were included in the official District budget. Budgets are prepared and approved at fund and function levels to comply with the State’s required level of control.

Budget amendments are necessary throughout the year to realign funds. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes.

Attachments: Budget Amendment Report as of September 17, 2020, for funds approved by the Board:

- General Operating Budget
- Child Nutrition Budget
- Debt Service Budget

Recommendation: The recommendation is for the Board of Trustees to approve the

| budget amendments as presented.

**GRAPEVINE-COLLEYVILLE ISD
GENERAL OPERATING BUDGET
Cross-Function Budget Changes as of September 17, 2020**

	Original Budget	Previously Amended Budget	Amendments 9/17/2020	Proposed Amended Budget
REVENUE				
Tax Revenue	\$ 162,933,810	\$ 162,933,810	\$ -	\$ 162,933,810
Other Local Revenue	8,206,250	8,206,250	10,338	8,216,588
State Revenue	17,120,398	17,120,398	-	17,120,398
Federal Revenue	2,086,000	2,086,000	-	2,086,000
TOTAL REVENUE	\$ 190,346,458	\$ 190,346,458	\$ 10,338	\$ 190,356,796
EXPENDITURES				
11 Instruction	\$ 85,601,645	\$ 85,588,382	\$ (69,860)	\$ 85,518,522
12 Instructional Resources & Media	1,631,822	1,631,822	200	1,632,022
13 Staff Development	543,285	540,285	(7,113)	533,172
21 Instructional Leadership	3,681,826	3,681,826	2,000	3,683,826
23 School Leadership	7,780,359	7,780,359	-	7,780,359
31 Guidance & Counseling	5,566,722	5,573,972	1,000	5,574,972
32 Social Work Services	424,423	424,423	-	424,423
33 Health Services	1,709,169	1,709,169	-	1,709,169
34 Transportation	3,501,939	3,501,939	-	3,501,939
36 Co-curricular/Extra-curricular	3,961,868	3,961,868	4,088	3,965,956
41 General Administration	4,440,132	4,448,729	-	4,448,729
51 Maintenance & Operations	13,497,083	13,497,083	75,000	13,572,083
52 Security	725,782	725,782	-	725,782
53 Data Processing	1,177,227	1,177,643	5,023	1,182,666
61 Community Services	2,542,703	2,542,703	-	2,542,703
81 Facilities Acquisition and Construction	46,274	46,274	-	46,274
95 Payments to JJAEP	-	-	-	-
91 Contr. Instr. Svc. Between Schools	50,908,671	50,908,671	-	50,908,671
97 Tax Increment Fund Payments	7,785,545	7,785,545	-	7,785,545
99 Other Intergovernmental Charge	1,120,806	1,120,806	-	1,120,806
TOTAL EXPENDITURES	\$ 196,647,281	\$ 196,647,281	\$ 10,338	\$ 196,657,619
Other Financing Sources/(Uses)				
Other Resources	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
Total Other Financing Sources/(Uses)	\$ 20,000	\$ 20,000	\$ -	\$ 20,000
Budgeted Revenues over (under) Expenditures	\$ (6,280,823)	\$ (6,280,823)	\$ -	\$ (6,280,823)
Beginning Fund Balance*	\$ 51,888,479	\$ 51,888,479		\$ 51,888,479
Ending Fund Balance	\$ 45,607,656	\$ 45,607,656		\$ 45,607,656

*Beginning balance is unaudited and subject to change

Cross-Function Budget Changes for September 2020, as of September 17, 2020

General Operating Fund

The General Operating Fund increased \$10,338 in revenues & \$10,338 in expenditures; therefore, there is no change to fund balance.

<u>B/C No.</u>	<u>Off-set Function</u>	<u>Owner</u>	<u>Amount</u>	<u>Description</u>
Revenues:				
20-00039	00	915	\$ 4,250	Setup budget for Keller ISD Reimbursement for AVID Canvas writing
20-00017	00	941	6,088	Increase budget for instrument maintenance
Total Revenues			\$ 10,338	

Expenditures:

<u>B/C No.</u>	<u>Off-set Function</u>	<u>Owner</u>	<u>Amount</u>	<u>Description</u>
Function 11-Instruction				
20-00040	51	737	\$ (75,000)	Move for COVID Expenditures
20-00039	00	915	4,250	Setup budget for Keller ISD Reimbursement for AVID Canvas writing
20-00150	11	920	(135)	Move budget for Anaylost from Tech to Finance
20-00169	13	916	500	Move budget for TIA for CHHS students
20-00192	13	916	525	Move budget to cover expenses for iCEV
TOTAL FUNCTION 11			\$ (69,860)	

Function 12-Instructional Resources & Media

20-00230	13	102	\$ 200	Move budget to cover expenses
----------	----	-----	--------	-------------------------------

TOTAL FUNCTION 12			\$ 200	
--------------------------	--	--	---------------	--

Function 13-Curriculum Development & Instructional Staff Development

20-00150	53	920	\$ (2,388)	Move budget for Anaylost from Tech to Finance
20-00150	53	920	(2,500)	Move budget for Anaylost from Tech to Finance
20-00169	11	916	(500)	Move budget for TIA for CHHS students
20-00192	11	916	(525)	Move budget to cover expenses for iCEV
20-00193	31	911	(1,000)	Move budget for extra duty pay for counseling dept
20-00230	12	102	(200)	Move budget to cover expenses

TOTAL FUNCTION 13			(\$7,113)	
--------------------------	--	--	------------------	--

Function 21-Instructional Leadership

20-00126	36	008	\$ 2,000	Move budget to purchase computer hardware
----------	----	-----	----------	---

TOTAL FUNCTION 21			\$ 2,000	
--------------------------	--	--	-----------------	--

Function 31-Guidance & Counseling Services

20-00193	13	911	\$ 1,000	Move budget for extra duty pay for counseling dept
----------	----	-----	----------	--

TOTAL FUNCTION 31			\$ 1,000	
--------------------------	--	--	-----------------	--

Function 36-Co-curricular Activities

20-00126	21	008	\$ (2,000)	Move budget to purchase computer hardware
20-00017	00	941	6,088	Increase budget for instrument maintenance

TOTAL FUNCTION 36			\$ 4,088	
--------------------------	--	--	-----------------	--

Function 51-Plant Maintenance & Operations

20-00040	11	737	\$ 75,000	Move for COVID Expenditures
----------	----	-----	-----------	-----------------------------

TOTAL FUNCTION 51			\$ 75,000	
--------------------------	--	--	------------------	--

Function 53-Data Processing Services

20-00150	13	735	\$ 2,388	Move budget for Anaylost from Tech to Finance
20-00150	13	735	2,500	Move budget for Anaylost from Tech to Finance
20-00150	11	735	135	Move budget for Anaylost from Tech to Finance

TOTAL FUNCTION 53			\$ 5,023	
--------------------------	--	--	-----------------	--

Total Expenditures			\$ 10,338	
---------------------------	--	--	------------------	--

Increase/(Decrease) to Fund Balance			\$ -	
--	--	--	-------------	--

**GRAPEVINE-COLLEYVILLE ISD
CHILD NUTRITION BUDGET
Cross-Function Budget Changes as of September 17, 2020**

	Original Budget	Previously Amended Budget	Amendments 9/17/2020	Proposed Amended Budget
REVENUE				
Local Revenue	\$ 4,238,210	\$ 4,238,210	\$ 1,500	\$ 4,239,710
State Revenue	22,500	22,500	-	22,500
Federal Revenue	<u>1,846,609</u>	<u>1,846,609</u>	<u>-</u>	<u>1,846,609</u>
TOTAL REVENUE	<u>\$ 6,107,319</u>	<u>\$ 6,107,319</u>	<u>\$ 1,500</u>	<u>\$ 6,108,819</u>
EXPENDITURES				
35 Food Services	\$ 6,107,319	\$ 6,107,319	\$ 1,500	\$ 6,108,819
51 Maintenance & Operations	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u>\$ 6,107,319</u>	<u>\$ 6,107,319</u>	<u>\$ 1,500</u>	<u>\$ 6,108,819</u>
Budgeted Revenues over (under) Expenditures	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance*	<u>\$ 857,560</u>	<u>\$ 857,560</u>		<u>\$ 857,560</u>
Ending Fund Balance	<u><u>\$ 857,560</u></u>	<u><u>\$ 857,560</u></u>		<u><u>\$ 857,560</u></u>

**Beginning balance is unaudited and subject to change.*

Cross-Function Budget Changes for September 2020, as of Sept 17, 2020

Child Nutrition Fund

The Child Nutrition Fund increased \$1,500 in revenue and \$1,500 in expenditures; therefore, there is no change to the fund balance.

Revenues/Other Sources:

<u>B/C No.</u>	<u>Off-set Function</u>	<u>Owner</u>	<u>Amount</u>	<u>Description</u>
20-00050	35	963	\$ 1,500	Set up budget for Grant

Total Revenues	1,500
-----------------------	--------------

Function 35-Food Services

20-00050	00	963	\$ 1,500	Set up budget for Grant
----------	----	-----	----------	-------------------------

TOTAL FUNCTION 35	1,500
--------------------------	--------------

Increase / (Decrease) to Fund Balance	\$ 1,500
--	-----------------

**GRAPEVINE-COLLEYVILLE ISD
DEBT SERVICE BUDGET
Cross-Function Budget Changes as of September 17, 2020**

	Original Budget	Previously Amended Budget	Amendments 9/17/2020	Proposed Amended Budget
REVENUE				
Tax Revenue	\$ 60,695,013	\$ 60,695,013	\$ -	\$ 60,695,013
Interest Revenue	150,000	150,000	-	150,000
State Revenue	400,000	400,000	-	400,000
Other Sources	<u>1,510,250</u>	<u>1,510,250</u>	<u>-</u>	<u>1,510,250</u>
TOTAL REVENUE	<u>\$ 62,755,263</u>	<u>\$ 62,755,263</u>	<u>\$ -</u>	<u>\$ 62,755,263</u>
EXPENDITURES				
71 Debt Service-Principal	\$ 34,525,621	\$ 34,525,621	-	\$ 34,525,621
71 Debt Service-Interest & Fees	<u>21,878,967</u>	<u>21,878,967</u>	<u>-</u>	<u>21,878,967</u>
TOTAL EXPENDITURES	<u>\$ 56,404,588</u>	<u>\$ 56,404,588</u>	<u>\$ -</u>	<u>\$ 56,404,588</u>
Other Financing Sources/(Uses)				
Other Resources	\$ -	\$ -	\$ -	\$ -
Other Uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Other Financing Sources/(Uses)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Budgeted Revenues over (under) Expenditures	\$ 6,350,675	\$ 6,350,675	\$ -	\$ 6,350,675
Beginning Fund Balance*	<u>\$ 63,004,128</u>	<u>\$ 63,004,128</u>		<u>\$ 63,004,128</u>
Ending Fund Balance	<u>\$ 69,354,803</u>	<u>\$ 69,354,803</u>		<u>\$ 69,354,803</u>

**Beginning balance is unaudited and subject to change.*

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
			09/28/2020

Subject: Construction Report: August 2020

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code:

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 1 – Evaluate and approve a yearly budget that targets academic and student activities reflective of the community’s focus on results, excellence, and strong fiscal responsibility.

Summary: On September 10, 2005, and May 14, 2011, voters authorized the District to issue bonds in the amounts of \$107.9 million and \$124 million, respectively, for school construction, renovation and equipment purchases.

Most recently, on May 7, 2016, voters authorized the District to issue bonds in the amount of \$248.975 million for school construction, renovation and equipment purchases. In August 2016, the District sold \$188.655 million of the authorized amount. In August 2019, the District sold the remaining amount of \$60.32 million.

Monthly expenditure reports provide information and ensure oversight of the funds.

Attachments: Construction Reports as of August 31, 2020, include:

- Fund 605 – 2005 Bond Fund Report
- Fund 611 – 2011 Bond Fund Report
- Fund 616 – 2016 Bond Fund Report

- Fund 681 – Proceeds of the Sale of Property

Recommendation: The recommendation is for the Board of Trustees to approve the Monthly Construction Report, which includes the 2005 Bond Fund Report, the 2011 Bond Fund Report, the 2016 Bond Fund Report and the report of projects from the proceeds of the Sale of Property as of August 31, 2020.

**Grapevine-Colleyville Independent School District
Fund 605 - 2005 Bond Fund Summary Report
August 31, 2020**

FUNDING RESOURCES

Bond Proceeds	\$	108,042,453
Interest Earned Less Arbitrage		6,944,857
Total Funds Available	\$	<u>114,987,311</u>

FUNDS ALLOCATED

Budget Established from Available Funds		<u>114,825,036</u>
Funds not Budgeted	\$	<u>162,275</u>

FUNDS REMAINING

Total Funds Available		114,987,311
Expenditures through June 30, 2020		113,363,730
2020-2021 Expenditures		2,547
Cash Balance as of August 31, 2020	\$	<u>1,621,033</u>

CASH TO BUDGET RECONCILIATION

Remaining Budget Balance		1,287,657
Funds Rolled from '98 Bond Fund 624		4,385
Bond Proceeds Not Budgeted		132,453
Interest Not Budgeted		29,822
Encumbrances		<u>166,715</u>
Cash Balance as of August 31, 2020	\$	<u>1,621,033</u>

**Grapevine-Colleyville Independent School District
2005 Bond Budget Status Report
August 31, 2020**

2005 Bond Projects by Bid Package	BUDGET	PRIOR YEAR EXPENDITURES Thru June 30, 2020	CURRENT YEAR EXPENDITURES August 31, 2020	ENCUMBRANCES	REMAINING BUDGET BALANCE
BID PACKAGE I					
MULTI-CAMPUS FIELD IMPROVEMENTS	\$ 3,273,302	\$ 3,273,302	\$ -	\$ -	-
BID PACKAGE II					
BEAR CREEK ELEMENTARY SCHOOL	2,464,363	2,464,363	-	-	-
CROSS TIMBERS MIDDLE SCHOOL	5,451,961	5,451,961	-	-	-
TIMBERLINE ELEMENTARY	3,145,055	3,145,055	-	-	-
MUSTANG - PANTHER STADIUM & FIELD HOUSE	1,199,853	1,199,853	-	-	-
COLLEYVILLE HERITAGE HIGH PARKING LOT EXPANSION	558,707	558,707	-	-	-
BID PACKAGE III					
COLLEYVILLE MIDDLE SCHOOL	7,246,350	7,246,350	-	-	-
COLLEYVILLE ELEMENTARY - NEW	12,434,488	12,434,488	-	-	-
BID PACKAGE IV					
HERITAGE MIDDLE SCHOOL	5,375,853	5,375,853	-	-	-
SILVERLAKE ELEMENTARY	2,037,453	2,037,453	-	-	-
BID PACKAGE V					
BRANSFORD ELEMENTARY	1,721,512	1,721,512	-	-	-
PROFESSIONAL DISTRICT EDUCATION CTR. (PDEC)	3,283,142	3,283,142	-	-	-
GLENHOPE ELEMENTARY	1,220,467	1,220,467	-	-	-
OC TAYLOR ELEMENTARY	2,516,747	2,516,747	-	-	-
GRAPEVINE HIGH SCHOOL	10,252,773	10,252,773	-	-	-
COLLEYVILLE HERITAGE HIGH SCHOOL	4,816,464	4,816,464	-	-	-
BID PACKAGE VI					
CANNON ELEMENTARY	1,933,324	1,933,324	-	-	-
DOVE ELEMENTARY SCHOOL	2,354,082	2,354,082	-	-	-
GRAPEVINE ELEMENTARY	2,548,872	2,548,872	-	-	-
GRAPEVINE MIDDLE SCHOOL	1,504,167	1,504,167	-	-	-
HERITAGE ELEMENTARY	2,007,293	2,007,293	-	-	-
INSTRUCTIONAL SUPPORT CENTER	409,233	409,233	-	-	-
SWIM CENTER	794,441	794,441	-	-	-
CTMS HANDICAP LIFT	29,153	29,153	-	-	-
BID PACKAGE VII					
TAX OFFICE & OLD WAREHOUSE	105,971	105,971	-	-	-
CANNON ELEMENTARY NEW ADDITION	1,525,501	1,525,501	-	-	-
CANNON PLAYGROUND	64,499	64,499	-	-	-
FACILITY SERVICES	385,926	385,926	-	-	-
TRANSPORTATION	3,209,369	3,209,369	-	-	-
BID PACKAGE VIII					
PROFESSIONAL DISTRICT EDUCATION CTR. (PDEC) Parking	972,820	972,820	-	-	-
ADMINISTRATION BUILDING/WAREHOUSE	416,334.22	416,335	-	-	-
PROJECT SAVINGS ALLOCATION					
PROJECT SAVINGS ALLOCATED	9,638,647.6	9,409,694	-	110,845	118,108
PROJECT SAVINGS UNALLOCATED	557,578	-	-	-	557,578
DISTRICT-WIDE	2,423,051	1,998,117	-	-	424,934
OWNER & MISC.	-	-	-	-	-
TECHNOLOGY	10,031,248	10,031,248	-	-	-
TOTAL BOND FUNDS	\$ 107,910,000	\$ 106,698,536	\$ -	\$ 110,845	1,100,619
INTEREST EARNINGS ALLOCATED	\$ 6,915,036	\$ 6,669,580	\$ 2,547	\$ 55,870	\$ 187,038
TOTAL BOND FUNDS BUDGETED	\$ 114,825,035	\$ 113,368,116	\$ 2,547	\$ 166,715	\$ 1,287,657
INTEREST NOT BUDGETED	\$ -	-	-	-	-
CLOSE OUT OF 98 BOND FUND 624 BALANCE	-	(4,385)	-	-	-
TOTAL FUNDS	\$ 114,825,035	\$ 113,363,730	\$ 2,547	\$ 166,715	\$ 1,287,657

**Grapevine-Colleyville Independent School District
Fund 611 - 2011 Bond Fund Summary Report
as of August 31, 2020**

FUNDING RESOURCES

Bond Proceeds	\$ 125,538,818
Insurance Proceeds	865,131
Interest Earned to Date	1,464,963
Total Funds Available	\$ 127,868,912

FUNDS ALLOCATED

Budget Established from Available Funds	\$ 125,681,060
Funds not Budgeted	2,187,852

FUNDS REMAINING

Total Funds Available	\$ 127,868,912
Expenditures through June 30, 2020	109,692,404
2020-2021 Expenditures	53,692
Cash Balance as of August 31, 2020	\$ 18,122,816

CASH TO BUDGET RECONCILIATION

Remaining Budget Balance	\$ 15,878,558
Bond Proceeds Not Budgeted	1,038,827
Insurance Proceeds Not Budgeted	747,011
Interest Not Budgeted	402,014
Encumbrances	56,406
Cash Balance as of August 31, 2020	\$ 18,122,816

**Grapevine-Colleyville Independent School District
2011 Bond Budget Status Report
as of August 31, 2020**

2011 Bond Projects by Bid Package	BUDGET	PRIOR YEAR EXPENDITURES through JUNE 30, 2020	CURRENT YEAR EXPENDITURES as of August 31, 2020	ENCUMBRANCES	REMAINING BUDGET BALANCE
COLLEYVILLE HIGH SCHOOL	\$ 6,189,261	\$ 6,106,605	\$ -	\$ -	\$ 82,656
GRAPEVINE HIGH SCHOOL	13,544,174	13,488,586	-	-	55,587
BRIDGES LEARNING CTR	-	-	-	-	-
VISTA	-	-	-	-	-
COLLEYVILLE MIDDLE SCHOOL	3,908,206	3,878,761	-	-	29,445
CROSS TIMBERS MIDDLE SCHOOL	5,153,658	5,060,304	-	-	93,355
GRAPEVINE MIDDLE SCHOOL	2,688,695	2,684,516	-	-	4,179
HERITAGE MIDDLE SCHOOL	4,496,207	4,450,199	-	-	46,008
BEAR CREEK ELEMENTARY	1,831,602	1,831,602	-	-	-
BRANSFORD ELEMENTARY	790,130	779,259	-	-	10,871
CANNON ELEMENTARY	1,472,803	1,472,803	-	-	-
COLLEYVILLE ELEMENTARY	305,439	305,439	-	-	-
DOVE ELEMENTARY	1,867,054	1,859,695	-	-	7,359
GRAPEVINE ELEMENTARY	807,679	803,470	-	-	4,209
GLENHOPE ELEMENTARY	1,836,202	1,821,982	-	-	14,220
HERITAGE ELEMENTARY	572,238	572,238	-	-	0
O C TAYLOR ELEMENTARY	1,390,310	1,367,482	-	-	22,828
SILVERLAKE ELEMENTARY	2,415,884	2,411,168	-	-	4,716
TIMBERLINE ELEMENTARY	2,886,567	2,864,513	-	-	22,054
EARLY CHILDHOOD DEVELOPMENT CTR	315,363	315,363	-	-	-
ADMINISTRATION	104,259	85,486	-	-	18,773
ADMINISTRATION - 1A	57,167	33,655	-	-	23,511
FACILITIES	77,039	77,039	-	-	-
MUSTANG-PANTHER STADIUM	2,179,916	2,179,916	-	-	-
PROFESSIONAL DVLPMT EDUCATION CTR	248,394	248,394	-	-	-
SWIM CENTER	757,427	757,427	-	-	-
TAX OFFICE	142,723	142,723	-	-	-
TRANSPORTATION	1,967,071	1,426,309	44,750	-	496,012
WAREHOUSE	820,072	820,072	-	-	-
DISTRICT WIDE	29,086,840	26,567,959	-	37,963	2,480,918
OTHER	10,992,213	10,923,612	-	-	68,601
BOND CONTROL CONTINGENCY/MANAGEMENT	4,739,548	2,268,050	-	-	2,471,498
UNDESIGNATED-ALLOCATED PROJECTS	16,161,932	11,901,440	8,942	18,443	4,233,107
UNDESIGNATED	4,693,916	-	-	-	4,693,916
TOTAL BOND FUNDS	\$ 124,499,991	\$ 109,506,070	\$ 53,692	\$ 56,406	\$ 14,883,823
INTEREST EARNINGS ALLOCATED	1,062,948	68,214	-	-	994,735
TOTAL BOND FUNDS BUDGETED	\$ 125,562,940	\$ 109,574,284	\$ 53,692	\$ 56,406	\$ 15,878,558
INSURANCE PROCEEDS	118,120	118,120	-	-	-
INTEREST NOT BUDGETED (Less Arbitrage)	255,518	-	-	-	-
TOTAL BUDGET	\$ 125,681,060	\$ 109,692,404	\$ 53,692	\$ 56,406	\$ 15,878,558

**Grapevine-Colleyville Independent School District
2016 Bond Fund Summary Report
as of August 31, 2020**

FUNDING RESOURCES

Bond Proceeds	\$ 248,975,000
Interest Earned to Date	6,839,749
Total Funds Available	\$ 255,814,749

FUNDS ALLOCATED

Budget Established from Available Funds	\$ 253,538,164
---	----------------

FUNDS REMAINING

Total Funds Available	\$ 255,814,749
Expenditures through June 30, 2020	155,796,961
2020-2021 Expenditures	1,938,488
Cash Balance as of August 31, 2020	\$ 98,079,300

CASH TO BUDGET RECONCILIATION

Remaining Budget Balance	\$ 75,018,963
Interest Not Budgeted	2,276,584
Encumbrances	20,783,753
Cash Balance as of August 31, 2020	\$ 98,079,300

**Grapevine-Colleyville Independent School District
2016 Bond Budget Status Report
as of August 31, 2020**

2016 Bond Projects	BUDGET	Expenditures Through June 30, 2020	CURRENT YEAR EXPENDITURES as of August 31, 2020	ENCUMBRANCE	REMAINING BUDGET BALANCE
BEAR CREEK ELEMENTARY	\$ 3,727,605	\$ 489,138	\$ 17,205	\$ 2,108,207	\$ 1,113,054
BRANSFORD ELEMENTARY	2,784,456	426,978	-	1,923,657	433,821
CANNON ELEMENTARY	32,522,455	29,571,442	-	171,584	2,779,429
COLLEYVILLE ELEMENTARY	1,563,356	220,357	-	1,242,572	100,427
DOVE ELEMENTARY	2,059,005	1,601,608	2,113	5,586	449,698
GRAPEVINE ELEMENTARY	5,289,189	4,436,845	61,932	574,129	216,283
GLENHOPE ELEMENTARY	1,857,455	1,387,432	1,058	341,365	127,600
HERITAGE ELEMENTAR	2,293,722	309,192	-	1,875,603	108,928
OC TAYLOR ELEMENTARY	2,805,979	1,934,649	3,712	234,976	632,643
SILVER LAKE ELEMENTARY	2,293,529	1,809,399	-	252,167	231,963
TIMBERLINE ELMENTARY	4,534,646	4,395,498	-	54,624	84,524
COLLEYVILLE MIDDLE	3,185,562	2,627,114	9,439	14,470	534,539
CROSS TIMBERS MIDDLE	2,742,398	2,051,466	-	16,489	674,443
GRAPEVINE MIDDLE	7,088,117	6,242,527	-	54,205	791,385
HERITAGE MIDDLE	4,360,815	3,430,479	65	16,075	914,197
COLLEYVILLE HERITAGE HIGH	26,567,530	17,671,803	1,147,422	4,603,135	3,145,170
GRAPEVINE HIGH	38,546,284	29,016,829	3,065	1,463,937	8,062,453
LIBRARY	210,000	150,000	-	60,000	-
EARLY CHILDHOOD DEVELOPMENT CENTER	574,465	333	-	-	574,132
BRIDGES	70,346	5,707	-	4,482	60,157
VISTA	26,014	53	-	622	25,339
ADMINISTRATION	1,733,210	442,363	-	-	1,290,847
FACILITIES	1,812,011	809,572	26,940	-	975,498
MUSTANG/PANTHERSTADIUM	6,588,842	6,224,032	-	275,714	89,097
PDEC	121,972	363	-	6,776	114,833
SWIM CENTER	2,216,661	1,051,567	400,896	620,946	143,253
TRANSPORTATION	3,092,465	1,741,867	29,203	75,414	1,245,982
WAREHOUSE	489,549	81,098	-	18,058	390,393
DISTRICT WIDE	79,501,111	35,417,041	155,412	4,752,220	39,176,438
CONSTRUCTION MANAGEMENT	6,153,980	1,722,058	80,027	1,450	4,350,446
SECURITY & FURNISHINGS	1,291,435	153,231	-	2,559	1,135,644
DISTRICTWIDE ASBESTOS ABATEMENT	433,281	13,750	-	-	419,531
INTEREST EARNINGS ALLOCATED	4,563,164	-	-	-	4,563,164
UNDESIGNATED FUNDS	437,555	361,170	-	12,733	63,652
TOTAL \$	253,538,164 \$	155,796,961 \$	1,938,488 \$	20,783,753 \$	75,018,963

**Grapevine-Colleyville Independent School District
Fund 681 - Bond Fund Summary Report
August 31, 2020**

FUNDING RESOURCES

Sale of Land	\$ 3,694,402
Funds rolled from fund 680	10,181
Interest Earned to Date	<u>222,299</u>
Total Funds Available	<u>\$ 3,926,882</u>

FUNDS ALLOCATED

Budget Established from Available Funds	<u>\$ 3,886,956</u>
Funds not Budgeted	<u>\$ 39,925</u>

FUNDS REMAINING

Total Funds Available	\$ 3,927,207
Expenditures through June 30, 2020	3,146,234
2020-2021 Expenditures	201,050
Cash Balance as of August 31, 2020	<u>\$ 579,923</u>

CASH TO BUDGET RECONCILIATION

Remaining Budget Balance	\$ 311,733
Interest Not Budgeted	40,251
Encumbrances	227,939
Cash Balance as of August 31, 2020	<u>\$ 579,923</u>

Grapevine-Colleyville Independent School District
Fund 681 Bond Budget Status Report
August 31, 2020

Bond Projects Funded by Proceeds from Sale of Land	BUDGET	PRIOR YEAR EXPENDITURES THROUGH June 30, 2020	CURRENT YEAR EXPENDITURES THROUGH August 31, 2020	ENCUMBRANCES	REMAINING BUDGET BALANCE
CTMS IRRIGATION & WATER LINE	\$ 14,354	\$ 14,354	\$ -	\$ -	-
GHS IRRIGATION & WATER LINE	10,926	10,926	-	-	-
ADMINISTRATION IRRIGATION & WATER LINE	6,985	6,985	-	-	-
MPS PRACTICE FIELDS/IRRIGATION LINE	5,968	5,968	-	-	-
DIGITAL DIRECTORY & SOFTWARE FOR PDEC	3,478	3,478	-	-	-
PROFESSIONAL DEVELOPMENT EDUCATION CENTER (PDEC)	79,978	79,978	-	-	-
NESTING CHAIRS FOR LONE STAR CONFERENCE ROOM*	5,461	5,461	-	-	-
APPRAISAL OF BRIDGES FACILITY (Sale of Property) 202	25,837	25,837	-	-	-
STADIUM/FIELD PARKING/TRANSPORTATION DRIVE DUE TO WIDENING OF HWY 26	553,205	553,205	-	-	-
RUN CONDUIT TO PRESSBOX	10,562	10,562	-	-	-
GHS NETTING FOR BASEBALL @ 26	53,790	53,790	-	-	-
AERIAL FIBER & TERMINAL TO PROVIDE FIOS TO TECH.NOC	3,787	3,787	-	-	-
ADMINISTRATION RENOVATION:					
WATER LINE UPGRADE & RELOCATION REQUIRED BY CITY	29,693	29,693	-	-	-
TEMPORARY PROPERTY FOR ADMIN DUE TO CONSTRUCTION	197,999	197,999	-	-	-
TEMPORARY ELECTRONIC FOR ADMIN DUE TO CONSTRUCTION/RENOVATION	39,727	39,727	-	-	-
ADMINISTRATION RENOVATION	1,588,948	1,588,948	-	-	-
ADMINISTRATION RECONNECT PHONE/FAX	4,857	4,857	-	-	-
DRAINAGE, REPLACE WINDOWS & WALL @ ADMINISTRATION	1,230,807	490,625	201,050	227,939	311,193
DIRECTIONAL SIGNAGE FOR ADMINISTRATION	6,535	6,535	-	-	-
BURGLAR ALARM SYSTEM ADMIN/TECHNOLOGY	2,375	2,375	-	-	-
UPGRADE COMMUNICATION SYSTEM IN ADMIN BLDG	8,949	8,949	-	-	-
CTE FURNITURE	-	-	-	-	-
FURNITURE FOR VIDEO/MULTIMEDIA ROOM	2,196	2,196	-	-	-
Cork Board on wall	540	-	-	-	540
UNDESIGNATED	-	-	-	-	-
TOTAL	\$ 3,886,956	\$ 3,146,234	\$ 201,050	\$ 227,939	\$ 311,733

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Approve Texas Teacher Evaluation and Support System (T-TESS) Certified Appraisers and Second Appraisers

Contact Person: Gema Padgett, Executive Director of Human Resources

Policy/Code: DNA(LOCAL)

Board Goal: LEAD 2.0 Goal 1 - Actively identify and remove barriers that limit access to and opportunity for learning.

Summary: The District shall appraise teachers annually using the T-TESS in accordance with state law and administrative regulations. The Board shall approve a list of certified appraisers who may be asked to provide a second appraisal of a teacher, upon their request.

Attachments: T-TESS Certified Appraisers and Second Appraisers

Recommendation: The recommendation is for the Board of Trustees to approve the revised list of T-TESS certified appraisers and second appraisers for the 2020-2021 school year.

Last Name	First Name	Location:
Bracey	Rick	Admin
Brown	Kristi	Admin
Cox	Jodi	Admin
Cunningham	Tiffany	Admin
Denning	David	Admin
Dill	Amy	Admin
Groppel	Ashley	Admin
Groppel	Lance	Admin
Hill	Emberly	Admin
Hylemon	Jennifer	Admin
McGowan	Candace	Admin
Montemayor	Amy	Admin
Schnautz	Bradley	Admin
Shiver	Shiela	Admin
Stach	Janie	Admin
Starnes	Kevin	Admin
Wiechmann	Joann	Admin
Calvert	Bryan	BCE
Stevens	Kimberly	BCE
Gerdes	Erin	BES
McClure	Angela	BES
Ramos	Jessica	Bridges/Vista
Knutz	Bobbe	CA
White	Matthew	CA
Brown	Lisa	CAN
Garrett	Tina	CAN
Faragher	Julie	CES
La Fara	Tracey	CES
Grandado	Katherine	CHHS
Greene	Colivan	CHHS
Mann	Kelli	CHHS
Nelson	Ross	CHHS
Saettel	Scott	CHHS
Whitfield	James	CHHS
Arenciba	David	CMS
Menard	Marie	CMS
Niemeyer	Travis	CMS
Halliburton	Jamie	CTMS
Magana	Mia	CTMS
Morgan	Nathan "Brad"	CTMS
Kerley	Britney	DES
Landrum	Heather	DES
Hale	Nancy	GES
Murray	Natasha	GES
Griffin	Wynette	GHEs
Vise	Lauren	GHEs
Alexander	Mandy	GHS

Cook	Paul	GHS
Fingers	Alex	GHS
Henry	Catherine	GHS
Johnson	Nakendrick	GHS
Willmann	Ted	GHS
Koehler	Laura	GMS
Medina	Abraham	GMS
Morris	Tamara	GMS
Hemme	Jill	HES
Mishoe	Jeffrey	HMS
Shimmick	Shiela	HMS
Torres	Jamie	HMS
Lee	Jessica	iUP
Rogers	Kaye	iUP
Bailey	Allison	OCT
Pedevilla	Lisa	OCT
Rain	Robert	SLES
Whiteside	Nicole	SLES
Marion	Mary	SPED
Terlow	Tisha	SPED
Thomas	Audrey	SPED
Whitsett	Emily	SPED
Alvarez	Daniela	TES
Hernandez	Melissa	TES
Hilcher	Liz	TES
Gonzalez	Gilbert	VISTA

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Walsh Gallegos Retainer Program

Contact Person: Dr. JoAnn Wiechmann, Executive Director of Special Services

Policy/Code:

Board Goal: LEAD 2.0 Goal 1 - Actively identify and remove barriers that limit access to and opportunity for learning.

Summary: This is the annual retainer program with Walsh Gallegos supporting special education legal matters. The retainer program provides unlimited telephone consultation with Walsh Gallegos attorneys as well as reduced rates for legal work, staff development trainings, free subscriptions to “Time Out” and “This Just In” publications and email updates. The fee for this retainer is \$1,000 per year.

Attachments: Walsh, Gallegos, Trevino, Russo and Kyle, P.C. Special Education Legal Services Retainer Agreement

Recommendation: The recommendation is for the Board of Trustees to approve the Special Education Legal Services Retainer Agreement with Walsh Gallegos.



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

**SPECIAL EDUCATION LEGAL SERVICES AGREEMENT
FOR GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT**

The Grapevine-Colleyville Independent School District (hereinafter "District"), acting by and through the authorized Trustee or Employee whose signature appears below, hereby retains the law firm of Walsh Gallegos Treviño Russo & Kyle P.C. (hereinafter "Law Firm"), to provide the services to the District set forth below.

1. Telephone Consultation: The Law Firm shall provide telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director, or designee pertaining to questions arising out of the general operation of the District. The District shall have access to a statewide toll-free telephone number for calls to the Law Firm.
2. Additional Legal Work: The District shall be entitled to reduced hourly rates for additional legal work over and above general telephone consultation. Examples of such additional legal work are research, opinion letters, and legal advice or representation in adversarial matters. Expenses incurred by the Law Firm in providing such additional legal work shall be charged.
3. Publications: The Law Firm shall provide at no charge the monthly publication This Just In, dealing with special education law issues, and the bi-monthly general school law publication Time Out with Walsh Gallegos, both published by the Law Firm.
4. E-mail Updates: The Law Firm shall send periodic e-mail updates to designated District personnel and trustees relating to developments in school law. The content and publication schedule of such updates shall be determined solely by the Law Firm.
5. Retainer Term and Cost: There shall be a fee of \$1,000.00 for this Retainer Agreement due upon execution and annually thereafter on the anniversary of the execution date below. This Retainer Agreement shall remain in effect until notice of cancellation is received.
6. Compliance with HB 89: The Law Firm does not boycott Israel and will not boycott Israel during the term of this contract.

7. Scope of Attorney-Client Relationship: This Retainer Agreement establishes a limited attorney-client relationship only between the Law Firm and the District. The relationship exists only as to the consultations and additional legal work that are initiated by the District and accepted by the Law Firm pursuant to this Agreement. The Retainer Agreement does not impose any duty upon the Law Firm to provide advice or work to the District regarding legal matters absent a request by the District's Board President, Superintendent, Special Education Director, or designee for such advice or work on a matter. The Law Firm and the District acknowledge and represent that this Agreement does not establish an attorney-client relationship between the Law Firm and any individual Trustees or Employees of the District. If a lawsuit or other adversarial matter is brought against the District and/or any Trustee or Employee of the District, the Law Firm may require the execution of one or more separate Letters of Engagement prior to undertaking an attorney-client relationship in the matter.

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

By: _____

(Signature)

(Print Name)

(Title)

(Date)

WALSH GALLEGOS TREVIÑO RUSSO & KYLE P.C.



By: _____

Joe A. De Los Santos
Managing Shareholder

8/1/2020

(Date)



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

August 11, 2020

Dr. Robin Ryan
Superintendent
Grapevine-Colleyville ISD
3051 Ira E. Woods Avenue
Grapevine, Texas 76051

RE: Renewal of Membership in Walsh Gallegos' Retainer Program

Dear Dr. Ryan:

It is our privilege to serve Grapevine-Colleyville Independent School District through the Walsh Gallegos Retainer Program. The District's membership is up for renewal on September 1, 2020, and so enclosed you will find our Legal Services Retainer Agreement. If the District chooses to continue its membership, please sign and return the agreement. The invoice for the renewal will be sent on or around 9/1/2020 with your regular monthly statement so there is no need to send a check with the signed agreement. This program includes the following valuable benefits for just \$1,000.00 per year:

- No-charge telephone consultation on day-to-day general and special education matters with attorneys in any of our offices,
- Reduced rates for legal work,
- Reduced fees for inservices,
- Reduced rates for practical Walsh Gallegos products such as the web-based Student Code of Conduct, The Legal Guide to DAEP & Expulsion and the Extracurricular Code of Conduct,
- A free subscription to our bi-monthly general education newsletter "*Time Out with Walsh Gallegos,*"

- A free subscription to our monthly special education newsletter "*This Just In,*" and
- Email updates about the latest developments in education law.

More information about these services and other advantages of the retainer program are included in the attached description.

It is an honor to be of service to Grapevine-Colleyville Independent School District. Many districts have adopted the Texas Association of School Boards' policy BDD (local) which requires approval of the agreement by the Board of Trustees; check your policy to see who is authorized to approve and sign the Agreement. Additionally, please note that in accordance with the requirements of HB 1295 we have filed Form 1295 with the Texas Ethics Commission and are enclosing a certification of filing of Form 1295 for your records.

We look forward to receiving your signed contract. In the meantime, please remember that you can call any of our offices and speak with the attorney of your choice to get the guidance you need, when you need it. I am pleased to be your shareholder contact regarding the retainer program. Should you have any questions about the Retainer Agreement or wish to reach me directly, please contact me at (800) 231-4207.

Sincerely,

A handwritten signature in black ink, appearing to read 'Nona C. Matthews', with a stylized flourish at the end.

Nona C. Matthews

NCM/glo
Enclosures

cc: Ms. Lisa Pardo, Board President
Dr. JoAnn Wiechmann, Executive Director of Special Education



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

Program for EFT/ACH Payments

Walsh Gallegos Trevino Russo & Kyle P.C. is working to improve our services to you and assist you in saving time and money. To that end, we now offer our clients the option to pay their invoices electronically by either Electronic Funds Transfer (EFT) or Automated Clearing House (ACH) payment--instead of the traditional paper, check-by-mail method.

An EFT/ACH payment authorizes the client's bank to move funds from its bank account to the bank account of the authorized merchant (Walsh, Gallegos). This movement of funds is done between banks electronically—thus the term Electronic Funds Transfer (EFT) or Automated Clearing House (ACH). This electronic movement of funds between banks is more convenient, efficient, secure, and far less costly than the handling of paper checks.

If your district is interested in participating in our EFT/ACH payment program, please e-mail a request to WA-EFT@wabsa.com or call Lisa González at (800) 252-3405 to receive our bank account information for EFT/ACH payments.

We are excited to be able to extend this opportunity to our clients. Please feel free to contact us if you have any questions.



WALSH GALLEGOS
TREVIÑO RUSSO & KYLE P.C.

FEE SCHEDULE AS OF JULY 16, 2019
LEGAL SERVICES RETAINER AGREEMENT

For Retainer Program Clients

Annual retainer fee is \$1,000 billed each year on the anniversary of the client joining the program.

Telephone consultation with school officials in this program regarding general routine legal matters is free of charge. The firm has toll-free telephone numbers that are made available to these clients.

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$295/hour for associates licensed over two years, or \$315/hour for shareholders is charged for time spent on research, opinion letters, office visits, board meetings, and other work of a general nature.

For matters requiring more in-depth work, such as document review, negotiation of a contract, grievance, nonrenewal, review of constructions documents, litigation, administrative appeals, and the like, all time, including telephone calls, is charged at the current hourly retainer rates shown above, plus expenses. A new file is set up so that the billings show legal fees attributable to that particular matter.

For Non-retainer Program Clients

An hourly rate of \$230/hour for associates licensed less than one year, \$240/hour for associates licensed one to two years, \$315/hour for associates licensed over two years, or \$335/hour for shareholders is charged for time spent on any work, including all telephone calls, office visits, litigation, research, opinion letters, hearings, and the like.

The above rates are subject to change at any time.



BENEFITS OF THE RETAINER PROGRAM

1. **FREE TELEPHONE CONSULTATION:** The law firm provides telephone consultation at no charge to the District's Board President, Superintendent, Special Education Director or any designee pertaining to questions arising out of the general operation of the District. Last year, our member clients received an average of 12 free hours of telephone consultation. That is a \$3,060 value in telephone calls alone!

As a retainer client, the District has exclusive access to the statewide toll-free telephone numbers for calls to the law firm. Before making decisions with legal consequences, use our exclusive toll-free number to reach any Walsh Gallegos attorney:

- Austin (800) 252-3405
- San Antonio (800) 232-9169
- Irving (800) 231-4207
- Houston (888) 565-6864
- Rio Grande Valley (866) 770-6864
- Amarillo (800) 622-6864
- Albuquerque (800) 771-6864

2. **REDUCED RATES FOR ADDITIONAL LEGAL WORK:** The District receives reduced hourly rates for additional works that goes beyond the initial general telephone consultations, such as analyzing documents, writing opinion letters, attending school board meetings, or follow up phone consultations. Though the hourly rates are reduced for retainer clients, any actual expenses (copy costs or mileage, for example) incurred by the law firm in providing such additional work are charged.
3. **FREE SUBSCRIPTIONS TO FIRM PUBLICATIONS:** Membership in the Walsh Gallegos Retainer Program also entitles the District to receive free subscriptions to both of the firm's newsletters:
 - (1) the informative bi-monthly newsletter "*Time Out with Walsh Gallegos*" that provides timely reminders and practical suggestions about general education law issues arising throughout the school year, and
 - (2) the monthly publication "*This Just In*" which addresses legal issues specific to the special needs of students with disabilities
4. **E-MAIL UPDATES:** As another benefit of the Retainer Program, Walsh Gallegos sends periodic e-mail updates to you (and to any other District personnel or trustees you designate) to help

keep the District abreast of the latest developments in school law. These updates, averaging more than one per month, address a broad range of timely topics and are designed to keep you informed and better prepared in your work for the District. Examples of the topics of our updates include:

- New Rules for Public Comment
- New Legislation Regarding PIA Requests and Retention of Information
- Thinking of alternatives to TRS-ActiveCare for your District's employees?
- Planning Ahead for FEMA
- Potential Forms of COVID-19 Related District Funding
- Best Practices on Addressing and Preventing Cyberbullying in a Time of COVID-19 Closures
- Staying Current With FERPA As Virtual Instruction Expands
- Final Title IX Sexual Harassment Regulations Released
- Graduation Ceremonies During the Pandemic
- The Digital Millennium Copyright Act, Copyright Infringement, & Your School District
- Time Flies! Has Your District Completed the Required Cybersecurity Training Yet?

Don't let your District personnel miss our next update!

5. **REDUCED RATES ON ALL WALSH GALLEGOS INSERVICES:** Our Retainer Program members also receive reduced rates on all inservices presented at the District. Our up-to-date training programs are presented by attorneys with firsthand experience and knowledge about the current legal issues confronting Texas school districts. Our retainer clients also receive priority scheduling for inservice training.
6. **REDUCED RATES ON ALL WALSH GALLEGOS PRODUCTS:** To assist clients in their day-to-day operations, we have developed several practical products to save you time and head off potential problems during the school year. These products are easy to navigate, written in plain language, and are full of useful suggestions. As a member of the Retainer Program, clients receive reduced rates on these helpful tools, including:
 - Interactive Student Code of Conduct
 - Discipline Guide for DAEP & Expulsion
 - Administrator's Anti-Bullying Toolkit
 - Sexual Harassment Investigation Guide
 - Operating Guidelines for Cameras in Special Education Settings
7. **ONE FREE ON-DEMAND WEBINAR:** Our retainer clients are also eligible for one free On-Demand webinar of the District's choice, to be selected from our published webinar schedule. Our On-Demand webinars provide excellent training for school administrators without having to leave the district.

CERTIFICATE OF INTERESTED PARTIES

FORM 1295

1 of 1

Complete Nos. 1 - 4 and 6 if there are interested parties.
 Complete Nos. 1, 2, 3, 5, and 6 if there are no interested parties.

OFFICE USE ONLY CERTIFICATION OF FILING

1 Name of business entity filing form, and the city, state and country of the business entity's place of business.
 Walsh Gallegos Trevino Russo & Kyle P.C.
 Austin, TX United States

Certificate Number:
 2020-648774

Date Filed:
 07/24/2020

2 Name of governmental entity or state agency that is a party to the contract for which the form is being filed.
 Grapevine-Colleyville ISD

Date Acknowledged:

3 Provide the identification number used by the governmental entity or state agency to track or identify the contract, and provide a description of the services, goods, or other property to be provided under the contract.
 10425
 Legal Services Retainer Agreement

4	Name of Interested Party	City, State, Country (place of business)	Nature of interest (check applicable)	
			Controlling	Intermediary
	Walsh, Jim	Austin, TX United States	X	
	Gallegos, Elena	Austin, TX United States	X	
	Trevino, Oscar	Austin, TX United States	X	
	Kyle, Paige	Austin, TX United States	X	

5 Check only if there is NO Interested Party.

6 UNSWORN DECLARATION

My name is Diana Stangl, and my date of birth is 9/29/1957.

My address is 2603 Tip Cove, Austin, TX, 78704, USA.
(street) (city) (state) (zip code) (country)

I declare under penalty of perjury that the foregoing is true and correct.

Executed in Travis County, State of Texas, on the 27th day of July, 20 20.
(month) (year)

 , Diana Stangl - Firm Administrator
 Signature of authorized agent of contracting business entity
(Declarant)

Grapevine-Colleyville Independent School District

Board Information Item

	Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
				9/28/2020
Subject:	Walsh Gallegos Retainer Program			
Contact Person:	Dr. JoAnn Wiechmann, Executive Director of Special Services			
Policy/Code:				
Board Goal:				
Summary:	This is the annual retainer program with Walsh Gallegos supporting special education legal matters. The retainer program provides unlimited telephone consultation with Walsh Gallegos attorneys as well as reduced rates for legal work, staff development trainings, free subscriptions to "Time Out" and "This Just In" publications and email updates. The fee for this retainer is \$1,000 per year.			
Attachments:	Walsh, Gallegos, Trevino, Russo and Kyle, P.C. Special Education Legal Services Retainer Agreement			
Recommendation :	The recommendation is for the Board of Trustees to approve the Special Education Legal Services Retainer Agreement with Walsh Gallegos.			

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Approve Texas A&M Agrilife Extension Adjunct Faculty Agreement and Recognition of 4-H Extracurricular Status

Contact Person: Rick Bracy, Director of Career and Technical Education
Tiffany Cunningham, Director of Student Services

Policy/Code:

Board Goal: LEAD 2.0 Goal 1 - Actively identify and remove barriers that limit access to and opportunity for learning.

Summary: Local school boards have the authority to determine which organizations will be granted extracurricular status. 4-H has been a recognized extracurricular activity in GCISD for many years. The District has received a request, to approve the continuation of 4-H as an organization eligible for extracurricular recognition in GCISD. Students who participate in activities under the direction of District staff or a 4-H program adjunct staff member can be counted in attendance when participating in off-campus activities. The Texas Cooperative Extension office provides adjunct staff members, at no cost to the district, to direct a 4-H program for GCISD. With Board approval, the program can be offered to GCISD students with no impact on funding that is based on attendance.

Attachments: Resolution Regarding Extracurricular Status of 4-H Organization Adjunct Faculty Agreement

Recommendation: The recommendation is for the Board of Trustees to approve the Adjunct Faculty Agreement to adopt the Resolution that recognizes 4-H as an extracurricular activity.

EXTRACURRICULAR STATUS REQUEST

RESOLUTION

EXTRACURRICULAR STATUS OF 4-H ORGANIZATION

Be it hereby resolved that upon this date, the duly elected Board of Trustees of the

Grapevine-Colleyville Independent School District

meeting in public with a quorum present and certified,
did adopt this resolution that recognizes the

Tarrant

County Texas 4-H Organization as approved for recognition and eligible
for extracurricular status consideration under 19 Texas Administrative Code,
Chapter 76.1, pertaining to extracurricular activities.

Participation by 4-H members under provisions of this resolution are subject
to all rules and regulations set forth under the 19 Texas Administrative Code
as interpreted by this Board and designated officials of this school district.

Texas A&M AgriLife Extension
will request academic eligibility for competitive and non-competitive
purposes when an absence is required.

Approved this _____ day of _____, 20_____.

Board of Trustee

Superintendent

ADJUNCT FACULTY REQUEST

Adjunct Faculty Agreement

**THE STATE OF TEXAS
COUNTY OF TARRANT**

On this date, at a regularly scheduled and posted meeting, came the Board of Trustees of the Grapevine-Colleyville Independent School District, hereinafter referred to as "District." A quorum having been established, the Board proceeded to consider the appointment of the herein named individuals as an adjunct member of the Grapevine-Colleyville Independent School District.

Upon consideration and vote of _____ in favor, Laura Miller, Steve Chaney, Robin Hall, Jacklyn Jones-Doyle, Alaina Woolsey, Fralonda Aubrey, Jordan Peldyak and Jacqueline Frampton are hereby named as adjunct faculty member(s) of the Grapevine-Colleyville Independent School District subject to the following considerations and provisions of such appointment to with:

1. This appointment shall commence on the 1st day of August,2020 and remain in effect until the 31st day of July,2021.
2. This appointment will include the Texas A&M AgriLife Extension Service employees listed below:

NAME	TITLE	DEGREE	INSTITUTION	DATE
Laura Miller	CEA, Horticulture	Med	Texas A&M University	1987
Steve Chaney	CEA, Horticulture	MS	Oklahoma State University	1996
Robin Hall	EFNET Adult	MS	Texas Woman's University	2013
Jacklyn Jones-Doyle	CEA, Agriculture	MS	Tarleton State University	2010
Alaina Woolsey	CEA, Family & Community Health	BS	Baylor University of Waco	2015
Fralonda Aubrey	CEA, Family & Community Health	MS	Texas Southern University, Houston	2011
Jordan Peldyak	EA-CEP, 4-H	Med	Louisiana State University, Shreveport	2018
Jacqueline Frampton	CEA, 4-H Youth Development	MS	Sam Houston State University	2018

1. Adjunct faculty member(s) will receive no compensation, salary, or remuneration from Grapevine-Colleyville Independent School District.
2. Adjunct faculty member(s) is and shall remain an employee, in good standing, of the Texas A&M AgriLife Extension Service.
3. Adjunct faculty member(s) is and shall remain under the direct supervision of either the District Extension Administrator of District IV or Tarrant County Extension Director.
4. Adjunct faculty member(s) shall receive all group insurance benefits, workman's compensation insurance benefits, unemployment insurance, and any and all other plans for the benefit of Texas A&M AgriLife Extension Service employees. District shall have no responsibility for any of such benefits or plans.

Adjunct faculty member (s) shall direct the activities and participation of students of the school district in sponsored and approved activities as designated from time to time by adjunct faculty members for which notice shall be given to School District administrative personnel. Adjunct faculty members' activities and participation with students of the School District are directed, supervised, and controlled by and through supervisory personnel of Texas A&M AgriLife Extension Service pursuant to the supervisory authority of the District Extension Administrator or County Extension Director. Adjunct faculty member(s) is not the employee of the School District, and School District does not nor shall not supervise, direct or control the activities and/or participation of such Tarrant County Extension Agent(s) who have/has been herein designated as an adjunct faculty member.

This appointment is made by the Independent School District by and through the Board of Trustees of said district for the benefit of allowing voluntary student participation in programs conducted by the Texas A&M AgriLife Extension Service in recognition of the educational benefits arising from such participation and activities and/or directed by the Texas A&M AgriLife Extension Service. This appointment is made in accordance with the provisions of Section 129.21 (j)(1) of the Texas Administrative Code authorizing the school to deem such participating students in attendance for foundation school program purposes.

This appointment of the herein named Tarrant County Extension Agent(s), Laura Miller, Steve Chaney, Robin Hall, Jacklyn Jones-Doyle, Alaina Woolsey, Fralonda Aubrey, Jordan Peldyak and Jacqueline Frampton; are not intended nor shall be construed as a waiver of any claim or defense of sovereign or governmental immunity from liability now possessed by Grapevine-Colleyville Independent School District or any of its employees, agents, officers, and/or board members in the performance of governmental functions.

Signed this _____ day of _____, 2020.

Grapevine-Colleyville Independent School District

By:

Title:

Board Information Item

Information
Packet

Board Agenda
Information

Board Agenda
Action

Board Agenda
Consent

09/28/2020

Subject: Approve Updated School Health Advisory Council (SHAC) Membership 2020-2021

Contact Person: Amy Taldo, Director of Health Services

Policy/Code: Education Code 28.004(a)

Board Goal: LEAD 2.0 Goal 4 – Effectively communicate with targeted audiences.

Summary: The School Health Advisory Council members are recommended for approval in accordance with Board Policies BDF(LEGAL) and EHAA(LEGAL).

Attachments: SHAC Council Membership

Recommendation: The recommendation is for the Board of Trustees to approve the 2020-2021 members of the School Health Advisory Council as presented.

GCISD School Health Advisory Committee

2020-2021

Name	Campus(es)	Parent	GCISD	Community
			Employee	Member
Abrahams, Dida	Colleyville MS	X		
Avakian, JoAnna	Colleyville ES	X		
Blueitt, Amy	OC Taylor and Colleyville MS	X		
Bourgeois, Toni	TCC-Collegiate Academy Nurse		X	
Brookover-Ybarra, Laura	GCISD Dietitian		X	
Burey, Sarah	Student Advocate		X	
Critz, Melissa Lissa	Colleyville MS	X		
Cuascud, Tanginka	Grapevine MS	X		
Cunningham, Tiffany	Director of Student Services		X	
Dagnan, Jennifer	Colleyville ES and Colleyville MS	X		
Davis, Robin	Colleyville Heritage HS - Student Advocate		X	
Ditto, Jennifer	OC Taylor and Cross Timbers MS	X		
Galloway, Kathy	Grapevine MS, Grapevine HS	X		
Ghormley, Tisha	Glenhope ES, Cross Timbers MS, and Grapevine HS	X		
Harper, Rachel	MS - PE Lead		X	
Hill, Emberly	Director of Counseling		X	
Holladay, Megan	Grapevine ES	X		
Houglan, Staci	Colleyville ES	X		
Kunert, Valerie	Grapevine HS	X		
Laumann, Michelle	Colleyville ES Counselor		X	
Lemke, Jennifer	Student Advocate		X	
Matlock, Mindy	Glenhope ES and Grapevine HS	X		
Matthews, Camille	Grapevine MS	X		
Moore, Bridget	Colleyville MS	X		
Newlun, Mary	GHS Student Advocate		X	
Norman, Lani	Executive Director of Curriculum and Instruction		X	
Olowu, Dr. Ozioma	Cannon			
Orler, Allison	Colleyville ES, Cross Timbers MS	X		
Papadakis, Tracie	Colleyville ES	X		
Pettigrew, Lindsey	Colleyville ES and Cross Timbers MS	X		
Poveda, Larisa	Heritage ES Cross Timbers MS and Grapevine HS	X		
Pulley, Stephanie	Cross Timbers MS and Grapevine HS	X		
Robertson, Julie	Heritage ES	X		
Rodriguez, Rebecca	OC Taylor ES	X		
Sanchez, Joe	Timberline ES and Grapevine HS	X		
Sexton, Michael	Bransford ES	X		
Shepherd, Jennifer	Heritage ES and Colleyville MS	X		
Spivey, Christy	Heritage ES	X		
Starnes, Kevin	Director of Athletics		X	
Stehling, Jennifer	Colleyville ES	X		
Swartz, Danna	Cross Timbers MS	X		
Taldo, Amy	Director of Health Services		X	
Thomas, Alex	Heritage ES	X		
Tieken, Nicki	Grapevine MS	X		
Touchstone, Julie	Grapevine HS and Collegiate Academy	X		
Troutman, Joe	Grapevine ES and Heritage MS	X		
Wendler, Allison	OC Taylor ES	X		
Williams, Stephanie	OC Taylor ES and Colleyville MS	X		

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Approve Campus Performance Objectives

Contact Person: Dr. Brad Schnautz, Deputy Superintendent
Dr. Shiela Shiver, Executive Director of Instructional Leadership
Dr. Lance Groppe, Executive Director of Instructional Leadership

Policy/Code: BQB(LOCAL) and Texas Education Code 11.253

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access and opportunity for learning.
LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.
LEAD 2.0 Goal 3 – Create a culture that fosters learning environments that reflect student voice and promotes student engagement.
LEAD 2.0 Goal 4 – Effectively communicate with targeted audiences.

Summary: State and federal statutes require the development of campus improvement plans. Site-based decision-making, which includes the development of performance objectives, has been mandated in all Texas school districts since 1992.

Each campus principal in GCISD organizes and facilitates the operation of a Campus Excellence Committee (CEC). The committee engages in a continuous improvement process to conduct a comprehensive needs assessment (CNA). The campus principal, with input from the CEC, develops performance objectives designed to address areas of needed improvement identified through the CNA process. The performance objectives identify specific areas for improvement with measurable student outcomes. Performance objectives are aligned to the

superintendent goals, district goals and expectations outlined in LEAD 2.0.

Attachments: Campus Performance Objectives

Recommendation: The recommendation is for the Board of Trustees to approve the Campus Performance Objectives as presented.

Grapevine-Colleyville ISD

Bear Creek Elementary

Performance Objectives

2020-2021



Mission Statement

The mission of Bear Creek Elementary is to be an exemplary campus that provides a positive, supportive, nurturing and engaging environment that celebrates our diversity and relationships around our school community.

Vision

Bear Creek Elementary empowers students to succeed in a diverse world by providing a successful, positive and cooperative learning environment.

Value Statement

We believe that the positive relationships with our students, colleagues and parents are the foundation for Bear Creek's success. We believe that our school's unique diversity fosters an environment of mutual respect, responsibility and a passion for learning.

Core Beliefs:

EVERY student will be proficient or advanced in reading, writing, and math.

The academic accomplishment of every student is an obsession.

The school can neutralize many challenges students bring to the classroom.

Student achievement is the number one topic of conversation.

A maverick spirit is leading the way. (Fight against the status quo)

There are NO excuses for poor effort.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	5
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	6
Goal 4 : Effectively communicate with targeted audiences.	7
Goal 5 : LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.	8

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Provide support for remote learners during the 2020-2021 school year.

Performance Objective 2: Bear Creek will provide supports to struggling learners PK-5 by improving interventions, resources, and training to accelerate learning and ensure all student groups demonstrate academic growth.

Summative Evaluation: None

Next Year's Recommendation: Will continue providing support and interventions for struggling learners.

Performance Objective 3: Bear Creek will increase STAAR reading scores with 70% of students at meets standard or beyond in 3rd, 4th, and 5th grade.

Summative Evaluation: None

Next Year's Recommendation: STAAR canceled due to COVID19-goal will move forward

Performance Objective 4: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district

Summative Evaluation: None

Next Year's Recommendation: continue to advocate and improve dyslexia services for our students

Performance Objective 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program

Summative Evaluation: None

Next Year's Recommendation: Continue goal next year to increase the quality of advanced academics

Performance Objective 6: The percent of 2nd and 3rd grade students that score at or above the 26th percentile on the AimsWebPlus MATH spring assessment will increase to 71% by Spring of 2021.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 7: The percent of 1st - 3rd grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase to 67% by spring of 2021.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 8: Instructional technology will be used by campus staff to provide students access to learning.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Bear Creek will provide a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated.

Summative Evaluation: None

Next Year's Recommendation: will continue to work towards providing a safe and bully free school

Performance Objective 2: Bear Creek will implement school wide expectations and strategies to reduce classroom disruptions and maximize instructional time.

Summative Evaluation: None

Next Year's Recommendation: continue with CHAMPs discipline expectations and restorative work

Performance Objective 3: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible.

Summative Evaluation: None

Next Year's Recommendation: continue to cultivate this type of culture

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Increase opportunities for student voice and implement changes based on student feedback.

Summative Evaluation: None

Next Year's Recommendation: continue to increase opportunities for student voice on campus

Performance Objective 2: Increase the quality and quantity of extra-curricular activities at Bear Creek-create virtual clubs for 2020-2021.

Summative Evaluation: None

Next Year's Recommendation: continue to add more extra-curricular

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: BCE staff will use social media to share learning experiences and communicate the campus story. All BCE webpages will demonstrate the designated criteria.

Summative Evaluation: None

Next Year's Recommendation: will continue to share our BCE & GCISD Story Online

Performance Objective 2: Increase opportunities for parent engagement at Bear Creek Elementary

Summative Evaluation: None

Next Year's Recommendation: continue to look for ways to engage parents

Goal 5: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: All staff will attend the No Excuses University annual conference within two years of being hired. Provide opportunities for members of the N.E.U. committee to attend the National Convention every other year in Dallas.

Summative Evaluation: None

Next Year's Recommendation: continue-summer training canceled due to COVID19

Performance Objective 2: Increase staff planning, collaboration, and learning time in order to increase student engagement and student achievement

Summative Evaluation: None

Next Year's Recommendation: continue to improve master schedule to increase instructional time

Grapevine-Colleyville ISD

Bransford Elementary

Performance Objectives

2020-2021



Mission Statement

Bransford Elementary School

Mission Statement

Our mission, like the mission of Grapevine-Colleyville Independent School District, is to be the B.E.S.T,
build an excellent school together.

Vision

Bransford students, staff and parents will work together to provide every learner opportunities to develop skills to become collaborative workers, effective communicators, global citizens, skilled problem solvers, and self-regulated learners through integrating the arts to leverage learning.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. (LEAD 2.0 Goal 1)	4
Goal 2 : Design learning environments that support social and emotional well-being. (LEAD 2.0 Goal 2)	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. (LEAD 2.0 Goal 3)	5
Goal 4 : Effectively communicate with targeted audiences. (LEAD 2.0 Goal 4)	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning. (LEAD 2.0 Goal 1)

Performance Objective 1: Bransford Elementary will integrate the arts into Tier 1 instruction as a means to impact overall academic development by providing opportunities to all learners.

Summative Evaluation: None

Next Year's Recommendation: Continue with this goal

Performance Objective 2: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 3: The percent of 3rd-grade students that score meets grade level or above on STAAR Math will increase from 73% to 85% by June 2024.

Performance Objective 4: The percent of 1st - 3rd-grade students that score at or above the 26th percentile on AIMS Oral Reading Fluency (ORF) spring assessment will increase from 80% to 88% by June 2024.

Goal 2: Design learning environments that support social and emotional well-being. (LEAD 2.0 Goal 2)

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement. (LEAD 2.0 Goal 3)

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3] by improving extracurricular activity opportunities at Bransford to support middle school participation.

Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement].

Performance Objective 3: 100% of Bransford staff members will systematically utilize student voice as a mechanism for feedback.

Goal 4: Effectively communicate with targeted audiences. (LEAD 2.0 Goal 4)

Performance Objective 1: Bransford staff will engage in high quality documentation that tells the narrative of both the process (how) and the product (what) students learn while engaging in the creative process through arts integration.

Performance Objective 2: 100% of Bransford Elementary School Staff will utilize a variety of media sources to communicate campus news, updates, and school events with families.

Performance Objective 3: The Bransford administration will provide clear and concise information with campus staff.

Grapevine-Colleyville ISD

Bridges Alternative

Performance Objectives

2020-2021



Mission Statement

Bridges Accelerated Learning Center believes in the potential within each student to succeed. Our mission is to provide opportunities and support for each student to reach educational, personal and occupational goals.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6
Goal 5 : CCMR Goal	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Performance Objective 2: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 3: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Performance Objective 4: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 5: The Bridges staff will offer blended learning options which will provide differentiated learning opportunities in the form of learning location, school hours and curriculum needs for all students.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as those students living in or attending facilities for neglected or delinquent children [Title I Requirement].

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified disproportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Performance Objective 2: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Performance Objective 3: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Performance Objective 4: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Performance Objective 3: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college, high school, or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Goal 5: CCMR Goal

Performance Objective 1: Bridges students will be provided the opportunity to take the SAT and participate in ASVAB.

Grapevine-Colleyville ISD

Cannon Elementary: A GCISD STEM School

Performance Objectives

2020-2021



CANNON ELEMENTARY

A GCISD STEM SCHOOL

Mission Statement

The mission of Cannon Elementary: A GCISD STEM School is to empower each unique learner, so that they become real world problem solvers, creative innovators, life-long learners, reflective thinkers, and empathetic citizens.

Vision

Through the utilization of science, technology, engineering and mathematics, Cannon Elementary: A GCISD STEM School is instilling the skills of thinking critically, being creative, communicating effectively, and having empathy, in each of our students so that they will become the future problem solvers of the world.

Value Statement

District Core Values: Purpose, Innovation, Community

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	5
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	6
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Cannon will develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Performance Objective 2: Cannon will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 3: Cannon will continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Goal 3].

Performance Objective 4: Cannon will continue to strengthen Dyslexia programming to ensure appropriate and consistent levels of service [Superintendent Objective 5].

Performance Objective 5: Cannon will focus on the Early Childhood Reading Board Goals as adopted by TEA [TEA Requirement]

Performance Objective 6: Cannon will focus on the Early Childhood Math Board Goal as adopted by TEA [TEA Requirement]

Performance Objective 7: Cannon will focus on the CCMR Board Goal as adopted by TEA [TEA Requirement]

Performance Objective 8: Cannon students who experience difficulty attaining proficiency will receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Performance Objective 9: Blended Instructional strategies and initiatives, for Remote and In-Person Learners, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students at Cannon. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 10: Cannon will focus on the Equity Plan as adopted by TEA [TEA Requirement]

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Cannon will promote, monitor, and oversee an educational system where every student and employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Cannon will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Cannon students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those students living in or attending facilities for neglected or delinquent children [Title I Requirement].

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: Cannon will strive to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 2: Instruction, at Cannon, is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, we will provide additional support at Cannon where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Performance Objective 3: Cannon teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction in a Blended learning environment (Remote and In-Person). This data will include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Performance Objective 4: Technology at Cannon will be integrated into instructional and administrative programs [TEA Requirement]. As a specialty STEM school, teachers will receive additional training and on-going mentoring to ensure successful program expansion.

Performance Objective 5: STEM career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: Cannon will monitor and evaluate strategies and best practices for LEAD 2021 to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Cannon will ensure communication is provided in a language accessible to all parents to the extent practicable [Title I Requirement].

Performance Objective 3: Cannon parents will be involved in planning, implementing, and evaluating our schoolwide program, and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Grapevine-Colleyville ISD

Colleyville Elementary

Performance Objectives

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



Colleyville
Elementary School

5911 Pleasant Run Road
Colleyville, TX 76034
817-305-4940
fax 817-498-2062



"Creating excellent students."

Mission Statement

At Colleyville Elementary School we, along with families and community members, are committed to providing a nurturing environment. All children will be challenged and prepared to become skilled problem solvers, effective communicators, collaborators, self-regulated learners and global citizens. Focusing on the whole child, we are also dedicated to fostering confident and compassionate members of society.

Vision

Colleyville Elementary School provides a nurturing and challenging environment that empowers students to discover their authentic selves and become effective and innovative contributors to society.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic, and social?	5
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	6
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: The percentage of students in kindergarten-2nd grade who can read grade-level text on an independent level will increase from 86% to 88% by June 2021 and to 95% by June 2024.

Performance Objective 2: The percent of 3rd-grade students that score meets grade level or above on STAAR Reading will increase from 79% to 81% by June 2021 and to 87% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 3: The percent of 3rd-grade students who score meets grade level or above on STAAR Math will increase from 93% to 94% by June 2021 and to 97% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 4: The percent of 4th-grade students that score meets grade level or above on STAAR writing will increase from 54% to 58% by June 2021 and to 65% by June 2024.

Performance Objective 5: All students will have equitable access to instruction and classroom communities to maximize opportunities in a remote or blended learning environment.

Performance Objective 6: CES teachers will design authentic, learner-driven activities and environments that utilize technology to support the curriculum and recognize and accommodate learner variability.

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic, and social?

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: All CES staff members will actively monitor and implement support strategies for supporting the social and emotional well being of students.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: 100% of CES instructional staff will participate in Professional Learning Communities to plan for differentiation, student achievement and student engagement.

Performance Objective 2: All CES teachers will measure student engagement and understanding and use this data to improve/guide instruction.

Performance Objective 3: 100% of CES students in grades K-5 will write personalized learning goals.

Performance Objective 4: All teachers will implement "student voice" as a mechanism for receiving feedback throughout the year.

Performance Objective 5: All CES students will have opportunities to be involved in extra-curricular activities at the elementary level before and after school, as well as be exposed to different extra-curricular opportunities available through the fine arts and athletics programs at the secondary level to increase participation in middle school. [Superintendent Objective 3].

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: 100% of Colleyville Elementary School Staff will design and update personal websites with general school and individual information meeting the designated requirements provided by the district.

Performance Objective 2: 100% of CES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.

Performance Objective 3: 100% of CES instructional staff will utilize Seesaw as a learning management system as well as a means of communication with students and families to ensure equitable access.

Grapevine-Colleyville ISD

Colleyville Heritage High

Performance Objectives

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

Colleyville Heritage



"A community of excellence."

High School

5401 Heritage Avenue
Colleyville, TX 76034
817-305-4700
fax 817-358-4765



Mission Statement

Colleyville Heritage High School, A Community of Excellence

We Believe in:

Cultivating Relationships with Dignity, Care and Respect.

Highly Effective Instruction.

Honest, Open, and Responsive Communication.

Success for Each Student.

Core Beliefs

PRIDE: **P**ersonally **R**eaching and **I**nspiring **D**iscovery in **E**veryone

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional wellness.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: CHHS will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 2: CHHS will continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Performance Objective 3: CHHS will continue to implement instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 4: CHHS will intentionally focus on our students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Goal 2: Design learning environments that support social and emotional wellness.

Performance Objective 1: CHHS will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Performance Objective 4: CHHS Counseling will continue to develop processes and procedures that align with a high-quality counseling program.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 2: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Performance Objective 4: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Performance Objective 5: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Performance Objective 6: Instructional Coaches will be used as a professional learning tool to bring about improved instruction.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Performance Objective 4: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college high school or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Grapevine-Colleyville ISD

Colleyville Middle

Performance Objectives

2020-2021



Mission Statement

Recognizing that the middle school is a transitional time, we will provide maximum opportunities within a positive, safe environment to promote the academic, emotional, creative, and social development of all students while cultivating confidence for success in future endeavors.

GCISD Middle Schools Mission Statement

The mission of the middle schools in Grapevine-Colleyville ISD, a launching pad that intentionally encourages personalized opportunities that allow developing students to embrace their unique identities with the support of our community, is to promote and guide dynamic collaboration among peers, foster confidence to explore new possibilities, and challenge students to be intrinsically motivated learners.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. CMS will actively identify and remove barriers to support equitable learning opportunities for all students. CMS will actively promote and support equitable student learning opportunities for all students.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. CMS will create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments. CMS employees will be equipped to solicit meaningful student input that increases student engagement in relevant learning experiences.	5
Goal 4 : Effectively communicate with targeted audiences. CMS will effectively communicate with all employees, parents, and students.	6
Goal 5 : Expand the use of Gallup StrengthsFinder at CMS for the purpose of improved student learning, teacher/student relationships, and individualized learning.	7
Goal 6 : Ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.	8

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

CMS will actively identify and remove barriers to support equitable learning opportunities for all students. CMS will actively promote and support equitable student learning opportunities for all students.

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 2: Continue to strengthen Dyslexia programming in GCISD and CMS to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement.

Performance Objective 4: Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by creating a college and career ready environment through added visuals. AVID will support teachers and all students with year three of three implementation of school wide organization through use of planners and binders.

Performance Objective 5: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Maintain a comprehensive plan to address security needs at all district facilities.

Performance Objective 4: Utilizing the campus student data wall to monitor students' wellness and check ins.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

CMS will create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments. CMS employees will be equipped to solicit meaningful student input that increases student engagement in relevant learning experiences.

Performance Objective 1: Continue to implement "student voice" as a mechanism for feedback to improve campus and classroom practices.

Performance Objective 2: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice.

Performance Objective 4: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement].

Goal 4: Effectively communicate with targeted audiences.

CMS will effectively communicate with all employees, parents, and students.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement].

Goal 5: Expand the use of Gallup StrengthsFinder at CMS for the purpose of improved student learning, teacher/student relationships, and individualized learning.

Performance Objective 1: Implement a plan to systematically incorporate Gallup's StrengthsFinder as a mechanism for individualized language that will assist staff to maximize their strengths, increase collaboration and teamwork, and support positive campus culture.

Goal 6: Ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence. [Superintendent Goal 1]

Grapevine-Colleyville ISD

Collegiate Academy

Performance Objectives

2020-2021



Mission Statement

Collegiate Academy's vision is for all scholars to demonstrate college readiness by obtaining a high school diploma and an associate's degree which will prepare them for a commitment to lifelong learning.

Vision

Collegiate Academy believes in Excellence, Equity, and Empowerment for all students, so they will reach their life goals now and in their future.

Core Beliefs

Inspiring our CA community to discover their highest potential.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

HB3 Goal

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to revise and modify

Performance Objective 2: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to improve

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to improve

Performance Objective 4: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to improve

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Summative Evaluation: Met Objective

Next Year's Recommendation: continue to improve

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified disproportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue improvement

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

Performance Objective 3: CA Student, Staff and Faculty voice in culture and governance of Collegiate Academy

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced.

Grapevine-Colleyville ISD

Cross Timbers Middle Performance Objectives

2020-2021



Mission Statement

At Cross Timbers Middle School we are committed to *Building an Excellent Schools Together* through the strength of the PACK:

Promoting high expectations for

ALL wolves through

Commitment to culture, community, and

Kindness

School Motto: Dream it....believe it....achieve it!

Vision

The Cross Timbers learning community fosters the creativity and imagination to dream, the knowledge and character to believe, and the critical-thinking and problem-solving skills to achieve.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Instructional strategies and initiatives will be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 2: Increase reading skills, abilities, and confidences for CTMS students.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 3: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Performance Objective 4: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2]

Performance Objective 5: Students who experience difficulty attaining access to fine arts, athletics, and other extracurricular opportunities will receive thoughtful exposure, support, and assistance to be able to participate and engage in the middle school experience.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Performance Objective 4: Staff social and emotional needs will identified and poured into throughout the year.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Encourage "student voice" as a mechanism for instructional/ learning feedback as well as overall experiences at CTMS.

Performance Objective 2: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement].

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: 100% of CTMS professional staff members will adopt Canvas as their learning management system.

Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Performance Objective 4: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as, the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing early college high school or dual enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Performance Objective 5: CTMS administration will increase parental satisfaction with CTMS campus communication by effectively communicating with parents on LEAD 2021, LEAD 2.0, CTMS mission, CTMS CIP, and other campus goals and expectations.

Grapevine-Colleyville ISD

Dove Elementary

Performance Objectives

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Mission Statement

Dove Elementary Mission Statement

In a partnership with parents, students, teachers, and community, Dove Elementary provides a safe and supportive environment in which students develop an understanding and respect for self and others. We cultivate learning through encouragement of inquiry and empower students to make a difference in our ever-changing world.

Vision

Dove Elementary will inspire a safe, supportive, and rigorous learning environment in order to increase student growth and success to positively impact the community.

Core Beliefs

Building positive relationships leads to supportive learning environments.

Students are active participants in their learning.

Engaging students through work that is meaningful to them will encourage inquiry.

Students are effective communicators and take action within their school, community, and the world.

Table of Contents

Goals	5
Goal 1 : Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.	5
Goal 2 : Actively identify and remove barriers that limit access to and opportunity for learning.	6
Goal 3 : Design learning environments that support social and emotional well-being.	7
Goal 4 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	8
Goal 5 : Effectively communicate with targeted audiences.	9

Goals

Goal 1: Dove Elementary will utilize school improvement efforts to increase teacher effectiveness and student outcomes of learning.

Performance Objective 1: Based on specific measurable content area goals identified in the Targeted Improvement Plan, Dove Elementary will move from the 4th quartile to the 3rd quartile in student achievement (Domain 1) according to our TEA comparability group.

Summative Evaluation: None

Next Year's Recommendation: Continue for next year due to school closure.

Performance Objective 2: Early Childhood Reading Board Goal [TEA Requirement]: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 36% to 66% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 3: Early Childhood Math Board Goal [TEA Requirement] The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 60% by June 2024.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Performance Objective 4: Job-embedded professional learning for PreK-5 staff will include learning needed to increase percent of students at a 70% mastery of grade level standards.

Summative Evaluation: None

Next Year's Recommendation: Continue for next year due to school closure.

Performance Objective 5: Instructional strategies and initiatives, which must be research-based, strengthen the core academic

program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue for next year due to school closure.

Performance Objective 6: School wide behavioral expectations and clear structures for learning will show an increase in learning time for all students.

Summative Evaluation: None

Next Year's Recommendation: Continue for next year due to school closure.

Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Performance Objective 2: Families will know how to access information about their student's progress at school.

Performance Objective 3: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 4: Instructional technology will be used by campus staff to provide students access to learning.

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Address the social-emotional needs of the staff.

Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Increase after school extracurricular activities to include opportunities for student leadership. [Superintendent Objective 3].

Performance Objective 2: 100% of teachers at Dove Elementary will create a rigorous and engaging Tier 1 learning environment for students that is aligned to student expectations and includes student voice.

Goal 5: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Performance Objective 2: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Grapevine-Colleyville ISD

Glenhope Elementary

Performance Objectives

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"Growing kids to their highest potential."

Glenhope

Elementary School

6600 Glenhope Drive
Colleyville, TX 76034
817-251-5720
fax 817-329-5618



Mission Statement



Glenhope Elementary Mission Statement: *Glenhope's mission is to challenge students to be global citizens who are innovative life-long learners, critical thinkers, effective collaborators and communicators.*

Vision

"Everyone gets what they need!"

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	5
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Develop plans to maximize learning for each student in any learning environment (in person or remote) and at any proficiency level.

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Continue training for staff on factors that affect student learning such as trauma, mental health, poverty, and abuse.

Performance Objective 2: Provide a variety of supports for teachers to offset the high-stress environment of multiple instructional platforms, student health and emotional needs and pandemic issues.

Performance Objective 3: Refine processes that address student social, emotional and mental health needs.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: Build staff capacity for blended learning through professional development and opportunities for shared practice.

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: At least weekly, but more frequently when possible and/or needed, communicate with families and staff about the status of our COVID preparations, return to school events, new requirements due to COVID.

Grapevine-Colleyville ISD

Grapevine Elementary

Performance Objectives

2020-2021



Mission Statement

At Grapevine Elementary, we shoot for the STARS. We define that as:

S - setting goals

T - taking risks

A - accepting differences

R - regulating our learning

S - supporting all learners

Vision

At Grapevine Elementary, we put kids first!

Core Beliefs

At Grapevine Elementary: We believe setting goals empowers learners. We believe risk-taking leads to innovation. We believe diversity strengthens our learning community. We believe positive relationships promote learning. We believe all stakeholders have a responsibility to support learners.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	5
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: 100% of GES teachers will provide supports to all learners by improving interventions and scaffolding instruction to ensure all student groups meet or exceed growth targets.

Performance Objective 2: 100% of GES instructional staff will participate in PLCs that will incorporate results from a variety of local, state and national assessments to differentiate instruction and ensure all students meet or exceed at least one year's academic growth.

Performance Objective 3: Grapevine Elementary will implement the district's comprehensive and strategic plan to significantly increase the quality of the advanced academics program. [Superintendent Objective 2]

Performance Objective 4: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Students qualifying under the McKinney-Vento Act will receive services to support their enrollment, attendance, and success.

Performance Objective 3: Grapevine Elementary School will provide an emotionally safe learning environment for students and staff.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: 100% of GES teachers will participate in continuous, job-embedded professional learning opportunities aligned with the goals outlined in the Campus Improvement Plan.

Performance Objective 2: Grapevine Elementary students will engage in age appropriate and need-based activities or programs that foster student engagement.

Performance Objective 3: Grapevine Elementary will increase the percent of students who meet grade level standard or score advanced on grade level standard on STAAR Reading and Math in grades 3-5 by 5% from 18-19 results.

Performance Objective 4: 100% of Grapevine Elementary teachers will implement a plan to systematically utilize student voice as a mechanism for feedback from GES students.

Performance Objective 5: Through the use of workshop model, Grapevine Elementary students' will show growth in reading, writing and math as measured by STAAR.

Performance Objective 6: GES will meet the requirements to remain a Common Sense Media Certified School.

Performance Objective 7: Grapevine Elementary will continue to establish and develop a digital learning environment.

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: 100% of Grapevine Elementary School staff will design and update personal websites with general school and individual information meeting the designated requirements provided by the district.

Performance Objective 2: 100% of GES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.

Grapevine-Colleyville ISD

Grapevine High

Performance Objectives

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"A Century of Tradition"

Grapevine

High School

3223 Mustang Drive
Grapevine, TX 76051
817-251-5210
fax 817-481-5957



Mission Statement

The strategic mission of the high schools of GCISD is to cultivate critically thinking graduates with the resourcefulness to thrive, lead, and serve in an ever-changing society by collaborating with our communities, providing a safe, flexible, and innovative learning environment, and maximizing the unique potential of all students.

The mission of Grapevine High School, an icon of rich tradition and innovative educational practices, is to intentionally develop knowledgeable, creative, ethical, and civic-minded leaders through high standards and personalized, relevant, and engaging learning experiences in concert with the community.

Vision

All students will succeed in post-graduation endeavors.

All students will engage daily in meaningful learning

All students will navigate all transitions successfully

All students will demonstrate service to others, responsibility, and integrity. All students will participate in valuable co/extra-curricular activities.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6
Goal 5 : Continuously develop, monitor, evaluate, and improve upon our personalized and advanced programs offered at Grapevine High School.	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Grapevine High School will intentionally focus on our students who experience difficulty attaining proficiency to ensure that they receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training), to accelerate learning, and to enable all student groups to achieve their full potential [TEA Requirement].

Performance Objective 2: Grapevine High School Instructional Staff will be engaged participants in Professional Learning Communities and use best practices and strategies to increase student achievement and engagement.

Performance Objective 3: Grapevine High School will continue to implement the AVID culture school-wide.

Performance Objective 4: Grapevine High School will continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Grapevine High School will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Performance Objective 2: Grapevine High School will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 3: Grapevine High School will intentionally focus on meeting the social/emotional needs of EVERY Mustang. (Guiding Coalition Goal 2)

Performance Objective 4: The Grapevine High School Counseling Department will increase processes and procedures to align with a high-quality national counseling model.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Grapevine High School will continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers will receive additional training and on-going mentoring to ensure student success in the Blended Learning model.

Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Performance Objective 4: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.

Performance Objective 5: Grapevine High School will have engaging instructional and high relational expectations for EVERY Mustang. (Guiding Coalition Goal 3)

Performance Objective 6: Grapevine High School will continue to create and implement a plan to systematically pilot "student voice" as a mechanism for feedback over the next three years and to include in our hiring process.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Grapevine High School will develop and implement a plan to significantly improve the content of district and campus websites and communication through websites and email.

Performance Objective 3: Grapevine High School will continue to be involved in the VAST program.

Performance Objective 4: Grapevine High School will use a variety of communication tools to adequately inform parents, students, teachers, and community of important information. This will include newsletters, websites and social media.

Performance Objective 5: 100% of Grapevine High School instructional staff will utilize Canvas as their Learning Management System.

Goal 5: Continuously develop, monitor, evaluate, and improve upon our personalized and advanced programs offered at Grapevine High School.

Performance Objective 1: Grapevine High School will continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 2: ASPIRE: Grapevine High School will design, develop, assess, and monitor an appropriately rigorous curriculum for the ASPIRE Academy.

Performance Objective 3: AVID: Grapevine High School will support AVID site team goals that impact students within the AVID program, as well as all students through AVID schoolwide strategies.

Performance Objective 4: Newcomer Academy: Grapevine High School will open its Newcomer Academy this year, with the goal of providing a safe and welcoming language learning environment for high school students who've been in the country for less than three years.

Performance Objective 5: STEM: Grapevine High School will continuously develop, monitor, evaluate, and improve its STEM program to provide the best educational experiences for its STEM students.

Grapevine-Colleyville ISD

Grapevine Middle

Performance Objectives

2020-2021



Mission Statement

The mission of Grapevine Middle School is to embrace the transition students experience academically, emotionally, and socially and provide a safe launching pad that intentionally encourages personalized opportunities allowing students to express their unique identities in a positive and safe environment.

Vision

Grapevine Middle School is committed to setting high standards of engaged, collaborative, learning and celebrating the individual achievements of each child. High levels of performance are expected for all students using a viable and appropriate curriculum.

Core Beliefs

As a staff we are committed to ensure all students will be self-regulated learners, collaborative workers, global citizens, skilled problem solvers, and effective communicators who are prepared to successfully compete in college and/or career readiness. Our leadership is based on service to students, staff, and families. We remain relentless in doing whatever it takes to ensure student well-being and success. Working as a team allows us to accomplish great things.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	4
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	5
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: GMS will continue to provide reading and math intervention to help move students to grade-level performance.

Performance Objective 2: GMS will develop a fiscally-responsible yearly budget that focuses on supporting student academic achievement and extracurricular activities that reflects the school's emphasis on results, inclusion, and excellence

Performance Objective 3: GMS instructional strategies and initiatives will be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 4: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development, and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of the field, or inexperienced teachers [Equity Plan Requirement].

Performance Objective 5: GMS will develop a program that can allow for students to jump into the STEM program between after 6th grade by creating a bridge class that could serve as preparation.

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Performance Objective 1: English Language Learners will make yearly or more progress as measured by TELPAS and participate to a greater extent in advanced academics, STEM, and school activities.

Performance Objective 2: GMS will address the needs of students by having multi-tiered systems of support that include math and reading intervention, social-emotional wellness, and behavior and discipline management.

Performance Objective 3: Additional GMS teachers and administrators will be trained at the Ron Clark Academy, in which our House System is modeled after to ensure that there is a clear understanding of how a House System structure can support students' social-emotional wellness.

Performance Objective 4: The GMS SRO will work with the campus counselors and administration to incorporate programs that support students' social-emotional wellness.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Performance Objective 1: GMS will continue to implement a comprehensive development plan to significantly increase student participation in campus clubs and organizations.

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work-based learning opportunities with industry professionals [Title I Requirement].

Performance Objective 3: Blended Learning will offer students at GMS the opportunity to personalize their learning in a way that allows their instructional needs to be met through flexible scheduling, flex coursework, and enrichment or supplementary coursework.

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Performance Objective 1: Offer weekly comprehensive communication in writing, through video, and virtually so that parents may have an opportunity to engage in a platform that suits their family.

Performance Objective 2: GMS website will reflect the mission, vision, and beliefs of the campus by being updated every two weeks to ensure families can utilize the website and its functions as an extension of how we communicate.

Grapevine-Colleyville ISD

Heritage Elementary

Performance Objectives

2020-2021



Mission Statement

Heritage Elementary School's mission is to focus on the unique characteristics of each student to create self-directed learners who are empowered to collaborate in a risk-free environment through purposeful learning to achieve improved performance in all student groups.

Vision

In partnership with the community, Heritage Elementary School will promote a climate of academic excellence while developing the social and emotional potential of every child.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	5
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	6
Goal 4 : Effectively communicate with targeted audiences.	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to strengthen the Dyslexia programming at HES to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Summative Evaluation: None

Next Year's Recommendation: Continue

Performance Objective 2: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue

Performance Objective 3: 100% of Heritage Elementary School instructional staff will be engaged participants in Professional Learning Communities and other professional development based on student needs to increase student achievement.

Summative Evaluation: None

Next Year's Recommendation: Modify goal

Performance Objective 4: 90% of HES students in all populations in grades k-5 will demonstrate a years growth in reading as measured by Aimsweb.

Summative Evaluation: None

Next Year's Recommendation: Continue

Performance Objective 5: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the campus advanced academics program. [Superintendent Objective 2]

Summative Evaluation: None

Next Year's Recommendation: continue

Performance Objective 6: HES will continue to develop plans to ensure high quality learning for every students in any learning environment (remote or in person).

Performance Objective 7: The percent of 3rd grade students at Heritage Elementary that score meets grade level or above on STAAR Math will increase from 78%-80% by June 2021 with the goal being 78% to 88% by June 2024.

Performance Objective 8: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% to 88% by June 2024.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Heritage Elementary will promote, monitor, and oversee an educational system where every student and district employee is safe and secure, drug-free, and environmentally responsible [Superintendent Objective 6].

Summative Evaluation: None

Next Year's Recommendation: continue

Performance Objective 2: Heritage Elementary will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Technology will be integrated into instructional and administrative programs [TEA Requirement].

Performance Objective 2: All k-5 students will write personalized learning goals.

Performance Objective 3: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities (Superintendent Objective 3) by improving extracurricular activity opportunities at HES to support middle school participation.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: 100% of parents representing all student populations will have access to timely and accurate information regarding Heritage Elementary School..

Grapevine-Colleyville ISD

Heritage Middle

Performance Objectives

2020-2021

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"Starting tomorrow today."

Heritage Middle School

5300 Heritage Avenue
Colleyville, TX 76034
817-305-4790
fax 817-267-9929



Mission Statement

Heritage Middle School will empower all students to develop the knowledge and skills to be college and career ready in a global society.

Vision

Our school community will inspire a passion and sense of value for lifelong learning.

Core Beliefs

Provide a safe and secure environment

Maintain high expectations for all learners

Build and maintain positive relationships

Celebrate diversity

Communicate and collaborate effectively

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence [Superintendent Objective 1].

Performance Objective 2: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Performance Objective 3: Continue to strengthen Dyslexia programming in GCISD to ensure appropriate and consistent levels of service for students across the district [Superintendent Objective 5].

Performance Objective 4: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 5: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Performance Objective 6: Heritage Middle School will continue to build and utilize AVID school-wide to promote a culture of college and career readiness.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 2: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as, those students living in or attending facilities for neglected or delinquent children [Title I Requirement].

Performance Objective 3: Students who present greater social/emotional needs will be identified and provided the opportunity to participate in a small group that strengthens social/emotional skills.

Performance Objective 4: Teachers social/emotional needs will be identified and met through intentional practices throughout the year.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 2: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

Performance Objective 3: Instructional Coaching will be used as a professional learning tool to bring about improved instruction.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid.

Grapevine-Colleyville ISD

iUniversity Prep

Performance Objectives

2020-2021



Table of Contents

Goals	3
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning. Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?	3
Goal 2 : Design learning environments that support social and emotional well-being. Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?	3
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement. Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?	4
Goal 4 : Effectively communicate with targeted audiences. Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?	5

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Key Questions: (1) To what degree does GCISD actively identify and remove barriers to support equitable learning opportunities for all students? (2) To what degree does GCISD actively promote and support equitable student learning opportunities for all students?

Performance Objective 1: Continue to implement and evaluate a comprehensive and strategic plan to significantly increase the quality of the district's advanced academics program [Superintendent Objective 2].

Goal 2: Design learning environments that support social and emotional well-being.

Key Questions: (1) To what degree do parents, teachers, students, and support staff provide learning environments that create positive social and emotional well-being for students and staff? (2) To what degree are school practices designed in ways that encourage the development of the whole child - physical, emotional, academic and social?

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Key Questions: (1) To what degree does GCISD create a culture that utilizes student voice for the purpose of systemic change to further progress toward engaging learning environments? (2) To what degree are GCISD employees equipped to solicit meaningful student input that increases student engagement in relevant learning experiences?

Goal 4: Effectively communicate with targeted audiences.

Key Questions: (1) To what degree does GCISD effectively communicate with all employees? (2) To what degree does GCISD effectively communicate with parents?

Grapevine-Colleyville ISD

O.C. Taylor Elementary

Performance Objectives

2020-2021



Mission Statement

Our mission at O.C. Taylor is to create lifelong learners and develop servant leaders through authentic, real-world experiences.

Vision

Our vision is to empower our children today to create a better tomorrow.

Beliefs

O.C. Taylor...

Going beyond traditional practices
to inspire today's students and empower tomorrow's leaders.

We believe...

...children come first.

...parents, community, and staff work together for the good of the child.

...effective teaching addresses the needs of the whole child.

...teacher development is an ongoing, life-long process that is focused on helping students meet their full potential.

...we provide the foundation for students to be successful in life.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : LEAD 2. 0: Create a culture that fosters learning environments that reflect student voice and promote student engagement. LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.	5
Goal 4 : LEAD 2. 0 : Effectively communicate with targeted audiences. AND LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Continue to strengthen Dyslexia programming to ensure appropriate and consistent levels of service for students across the campus [Superintendent Goal 5].

Performance Objective 2: Ensure instructional strategies and initiatives are research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students.

Performance Objective 3: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential.

Performance Objective 4: The percent of OCT 3rd-grade students that score meets grade level or above on STAAR Math will increase from 60% to 80%.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: None

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every student and employee is safe & secure and environmentally responsible. [Superintendent Goal 6].

Performance Objective 2: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate.

Goal 3: LEAD 2. 0: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 1: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities [Superintendent Objective 3].

Performance Objective 2: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to O.C. Taylor.

Performance Objective 3: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice.

Performance Objective 4: Through our embedded Future Explorations, career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities ..

Performance Objective 5: Technology will be integrated into instructional and administrative programs [TEA Requirement]. OCT will focus on STEM/STEAM during a Future Exploration focus month.

Performance Objective 6: 100% of professional staff will set a blended learning goal, monitor progress, and collect evidence/artifacts to support the results.

Goal 4: LEAD 2. 0 : Effectively communicate with targeted audiences. AND

LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 1: Parents will be involved in planning, implementing, and evaluating our schoolwide program.

Performance Objective 2: Barriers to parent participation will be identified and reduced thus increasing parent participation and involvement.


Performance Objective 3: We will communicate with our OCT community.

Grapevine-Colleyville ISD

Silver Lake Elementary

Performance Objectives

2020-2021



**We matter.
We are all learners.
We are in this together.**

Mission Statement

Silver Lake aims to be “THE place to be” for reinventing education. We do this by fostering a/an:
Learner-centered platform where students receive personalized instruction based on their needs

Appreciation for diversity where all students, parents and staff are treated with respect

Knowledgeable staff that is constantly developing their skills to meet the needs of students

Environment that is safe, fun, and nurturing

Vision

Silver Lake aims to be **"THE PLACE TO BE"** for redefining education.

Value Statement

At Silver Lake we value and believe that it is our role as a community to bring learning to life for our students by creating experiences that allow students to take ownership of their learning. These shared classroom experiences are the foundation for making connections to previous learning and paving the way so that new learning is sparked.

Table of Contents

Goals	4
Goal 1 : LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.	4
Goal 2 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 3 : Design learning environments that support social and emotional well-being.	5
Goal 4 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	6
Goal 5 : Effectively communicate with targeted audiences.	7

Goals

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: All Silver Lake instructional staff will participate in professional learning opportunities aligned with district and campus initiatives that include guided reading, blended learning models (remote and in person learning), and continued training on digital resources.

Goal 2: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Performance Objective 2: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Performance Objective 3: Silver Lake will support efforts to identify and serve gifted students and ensure that teachers are prepared to meet their individual needs.

Performance Objective 4: 100% of SLE students in grades PreK-5 will participate in Silver Lake Experiences, and offer extra curricular activities, to gain background knowledge for learning and information recall.

Summative Evaluation: None

Next Year's Recommendation: Themed weeks will be designed with experience for all students that attend Silver Lake.

Goal 3: Design learning environments that support social and emotional well-being.

Performance Objective 1: All teachers will participate in professional development experiences to develop empathy about students with learning differences and gain skills in providing targeted reading intervention.

Performance Objective 2: Silver Lake will create a CARE Team that will focus on the social emotional wellness of staff, students, and our community.

Performance Objective 3: Silver Lake will create a SHINE Team that designs and develops learning environments that support efficient, safe, and clear expectations throughout the building for students and stakeholders.

Performance Objective 4: The Silver Lake will implement programs and systems that will support the social emotional well being of students and staff.

Goal 4: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: 100% of SLE teachers and staff will solicit student voice regarding their perceptions about campus learning experiences, classroom operations and/or goals.

Performance Objective 2: Silver Lake teachers will design learning experiences that seamlessly integrate technology into the curriculum in all four domains of SAMR (substitution, augmentation, modification, and redefinition) based on the needs of students.

Goal 5: Effectively communicate with targeted audiences.

Performance Objective 1: Continue to monitor and evaluate strategies and best practices for LEAD 2021 and to oversee and develop the phase-in and implementation of LEAD 2.0 [Superintendent Objective 4].

Performance Objective 2: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Performance Objective 3: Parents will be involved in planning, implementing, and evaluating your schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Performance Objective 4: Silver Lake students will be provided specific support during transitions to and from campus. (PK-K and 5-6)

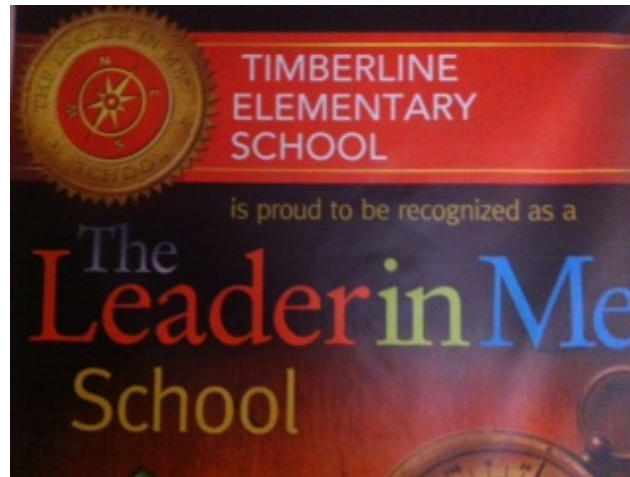
Performance Objective 5: Silver Lake will continue to build awareness of the great experiences and work of our campus within our community.

Grapevine-Colleyville ISD

Timberline Elementary

Performance Objectives

2020-2021



Mission Statement

Timberline's Mission Statement

Together, we are leaders at Timberline.
By practicing the seven habits, we lead,
Love learning, embrace diversity, achieve goals, and do our best.

Value Statement

We believe holding each other accountable to live and teach the 7 Habits as a Leader in Me school impacts student success.

We believe the teacher and the students knowing what is being learned and exactly how it will be evaluated impacts student success.

We believe confirming our practices as a team through research, data, feedback, classroom visits, and student work impacts student success.

We believe that, seeing the work at Timberline with all our amazing students, staff, parents, and community as a privilege impacts student success.

We believe establishing meaningful relationships with our students, families, community members and among ourselves will lead to success and happiness for everyone.

Timberline's Campus Initiatives:

Literacy Instruction

Tiered Interventions

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	5
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	6
Goal 4 : Effectively communicate with targeted audiences.	7

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I Requirement]. To address any identified dis-proportionality, provide provide support at campuses where our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement].

Performance Objective 2: 100% of Timberline teachers will design instruction based on state standards, identified learning targets and student data.

Summative Evaluation: None

Next Year's Recommendation: We will continue to work on analyzing campus and classroom data in math and reading and use it to design instruction that will increase student growth.

Performance Objective 3: Instructional strategies and initiatives strengthen the core academic program, increase the quality of learning time, and address the learning needs of all students at Timberline Elementary. [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: We will continue many of these initiatives in the 20-21 school year.

Performance Objective 4: Timberline students who experience difficulty attaining proficiency receive effective and timely interventions to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue to provide training to staff in the areas of dyslexia support, reading/math intervention and data analysis.

Performance Objective 5: By the end of the year, the achievement gap between Timberline student performance in Reading and Math and the district average performance in Reading and Math will decrease by one third for the All Student and Economically Disadvantaged Categories.

HB3 Goal

Summative Evaluation: None

Next Year's Recommendation: Timberline staff will continue to be trained in effective instructional strategies for math & reading instruction, as well as appropriate intervention strategies to lesson the performance gaps.

Performance Objective 6: We will significantly increase the number of Timberline students identified for the advanced academics program. (Superintendent goal 2)

Summative Evaluation: None

Next Year's Recommendation: This goal will continue with the suggestions below in 20-21.

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Promote, monitor, and oversee an educational system where every Timberline student and staff member is safe and secure, drug-free, and environmentally responsible. (Superintendent goal 6)

Summative Evaluation: None

Next Year's Recommendation: We will continue to provide instruction and support in the area of social emotional well being for all TES staff, students and families.

Performance Objective 2: Timberline Elementary will address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as, programs designed for encouraging attendance, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Summative Evaluation: None

Next Year's Recommendation: We will continue pep rallies and CHAMPS next year.

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: 100% of Timberline Elementary students will participate in extra-curricular activities during the 20-21 school year. (Superintendent goal 3)

*NOTE: We will continue to work on this Performance Objective when we are past COVID-19.

Summative Evaluation: None

Next Year's Recommendation: Continue to offer Sharpen the Saw Club days 4 times in 20-21.

Performance Objective 2: Timberline Elementary students and staff will practice Stephen Covey's 7 Habits to promote interpersonal growth.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Timberline Elementary will ensure communication is provided in English and Spanish to parents to the extent possible [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: We will continue to provide all communication to Timberline families in English/Spanish and seek opportunities to include all parents in campus events.

Performance Objective 2: Timberline Elementary parents will be involved in planning, implementing, and evaluating schoolwide program and strategies to increase parental involvement will be implemented. Barriers to parent participation will be identified and reduced [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: We will continue to seek opportunities to celebrate the uniqueness and the contributions of all Timberline families in 20-21. This will cross over from campus wide events to our PTA.

Grapevine-Colleyville ISD

Vista Alternative

Performance Objectives

2020-2021



Mission Statement

At Vista we are **Guiding our future to success**

We do this by creating an environment where we

Nurture, striving to unlock everyone's potential;

Empower, allowing everyone to lead from where they are;

Serve, ensuring that everyone has the tools necessary to thrive;

Work, putting forth the effort to ensure success.

Table of Contents

Goals	4
Goal 1 : Actively identify and remove barriers that limit access to and opportunity for learning.	4
Goal 2 : Design learning environments that support social and emotional well-being.	4
Goal 3 : Create a culture that fosters learning environments that reflect student voice and promote student engagement.	5
Goal 4 : Effectively communicate with targeted audiences.	6

Goals

Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

Performance Objective 1: Design engaging, differentiated work for students by communicating with the home campus teacher to develop lessons that will meet the needs of Vista students.

Summative Evaluation: None

Next Year's Recommendation: Use Canvas to facilitate communication between home campus teachers and Vista teachers

Performance Objective 2: Vista AEP will provide supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve to their full potential.

Summative Evaluation: None

Next Year's Recommendation: Designate a time in master schedule for work completion

Performance Objective 3: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue the use of sharing instructional strategies during PLC

Performance Objective 4: Students who experience difficulty attaining proficiency receive effective and timely additional assistance (improved identification systems, interventions, resources, and teacher training) to accelerate learning and ensure all student groups achieve their full potential [TEA Requirement].

Summative Evaluation: None

Next Year's Recommendation: Teachers will follow up with students at their home campus once their placement is complete

Goal 2: Design learning environments that support social and emotional well-being.

Performance Objective 1: Address the needs of students for programs such as suicide prevention, violence prevention, and conflict resolution, as well as programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue implementation of RP

Performance Objective 2: Students identified as homeless will receive services to support their enrollment, attendance, and success, as well as those student living in or attending facilities for neglected or delinquent children [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Conduct home visits when a student has missed 5 days of school

Goal 3: Create a culture that fosters learning environments that reflect student voice and promote student engagement.

Performance Objective 1: Teachers will receive professional development that increases their understanding of the appropriate uses of multiple assessment measures and the use of assessment results to improve instruction. This data should include observations, performance assessments, informal assessments, and tests, but can also include student voice [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Professional Development on Blended Learning

Performance Objective 2: Technology will be integrated into instructional and administrative programs [TEA Requirement]. Teachers in STEM specialty schools will receive additional training and on-going mentoring to ensure successful program expansion from elementary through high school.

Summative Evaluation: None

Next Year's Recommendation: Provide Canvas PD as needed

Performance Objective 3: Career education will be provided to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEA Requirement]. Academic and Career Technology content will be coordinated to promote skills attainment important to in-demand occupations and incorporate experiential learning and work based learning opportunities with industry professionals [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue as needed

Performance Objective 4: Conduct annual assessment of instructional and student support programs at Vista to better meet the needs of students. Assessment will include input from teachers, administrators and students.

Goal 4: Effectively communicate with targeted audiences.

Performance Objective 1: Ensure communication is provided in a language accessible to parents to the extent practicable [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Continue Strategy

Performance Objective 2: Secondary school students and their parents, teachers, and counselors will be educated about higher education admissions and financial aid including sources of information, the TEXAS grant program and the Teach for Texas grant program, as well as the need for students to make informed curriculum choices in their personalized learning plan [TEA Requirement]. In order to facilitate effective transitions from middle to high to post-secondary education, students and families will learn about accessing Early College High School or Dual Enrollment opportunities and career counseling to identify student interests and skills [Title I Requirement].

Summative Evaluation: None

Next Year's Recommendation: Add additional counseling support days

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Approve Interlocal Agreement with the Houston Independent School District to Provide Medicaid Billing and Claiming Services for the School Health and Related Services (SHARS) Program

Contact Person: DaiAnn Mooney, Chief Financial Officer
Dr. JoAnn Wiechmann, Executive Director of Special Education

Policy/Code: Texas Government Code Chapter 791
Texas Education Code, Section 44.031

Board Goal: LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 2 – Evaluate and approve a budget that targets academic and student activities reflective of the school district and community’s focus on results, excellence, and strong fiscal responsibility.

Summary: Under Chapter 791 of the Texas Government Code and Section 44.031 of the Texas Education Code, GCISD may enter into an Interlocal Agreement with the Houston Independent School District (HISD) for services. The purpose of the Interlocal Agreement is for the HISD to manage and provide Medicaid Billing and Claims services for GCISD’s School Health Related Services (SHARS) Program. This is the Medicaid reimbursement process.

The District currently uses HISD to manage the Medicaid and SHARS programs. The recommendation is to renew the Interlocal Agreement because they have been able to provide all necessary services and maximize reimbursements.

The term of the Interlocal Agreement shall commence on October 1, 2020, and shall remain in effect until August 31, 2021, and will

automatically renew annually for three consecutive years after completion of the term, unless 60 days advance written notice of termination is given by either party.

Attachments:

Interlocal Agreement, Houston ISD & GCISD for School Health Related Services Program

Recommendation:

The recommendation is for the Board of Trustees to approve the Interlocal Agreement with the Houston Independent School District to provide Medicaid billing and claims processing services for the School Health and Related Services (SHARS) Program.

INTERLOCAL AGREEMENT
HOUSTON INDEPENDENT SCHOOL DISTRICT
AND
GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
SCHOOL HEALTH AND RELATED SERVICES (SHARS) PROGRAM

- I. **GENERAL** An Interlocal Agreement (Agreement) is one of the six procurement methods allowed under Section 44.031, of the Texas Education Code. This Agreement is entered into by and between Houston Independent School District hereafter referred to as "HISD" and GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT hereafter referred to as "GCISD" or "Client District" as the contracting parties, pursuant to Chapter 791, Texas Government Code, as amended. In consideration of the provisions, covenants and mutual responsibilities herein expressed, the parties hereto enter into this Agreement as follows:

Both Parties, in the performance of governmental functions or services shall, respectively, render performance and make payments from current revenues legally available to the Party.

- II. **GOVERNING LAW** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Exclusive venue for all purposes incident to this Agreement shall lie in Harris County, Texas.
- III. **PURPOSE** The purpose of this Agreement is for the HISD to manage and provide Medicaid Billing and Claiming Services for the GCISD's School Health and Related Services (SHARS) Program. These services to be offered by HISD to GCISD, and the duties and responsibilities of GCISD, are described in "**EXHIBIT A: ROLES AND RESPONSIBILITIES**" section of this Agreement. The services of HISD are defined and limited to the claiming for Medicaid reimbursement of the SHARS program activities and associated costs.
- IV. **TERM** This Agreement shall commence on **October 1, 2020** and shall remain in effect until **August 31, 2021** and this Agreement will be automatically renewed annually for three (3) consecutive years after the completion of the above term, except with 60 days advance written notice of termination by either party in accordance with this Agreement.

Either party may terminate this Agreement at any time without cause upon sixty (60) days advanced written notice to the other party. In the event of termination by either party, each party will cooperate with the other party to facilitate the turnover of materials and records as needed to assure continued support or on-going operations. Any rights each party has to receive revenues from Medicaid reimbursements shall survive termination of this Agreement to the extent that such revenues were completely earned for SHARS claims billed and/or for consulting services provided prior to the effective date of the termination of the Agreement.

- V. **DATA AND PROPRIETARY RIGHTS** The Work shall be deemed "Work Made For Hire" as defined by the United States Copyright Law, and HISD retains for itself sole ownership of all proprietary rights in and to all designs, engineering details and other data pertaining to any discoveries, inventions, patent rights, software, improvements and all related materials originated and/or developed by HISD personnel in the course of performing the work and services associated with this Agreement ("Work").

- VI. RECORDS, DOCUMENTS, AND CONFIDENTIALITY** HISD will own all proprietary rights to all SHARS program billing records, documents, and Proprietary or confidential information and/or trade secrets developed, created and/or originated by HISD and GCISD either prior to the commencement or during the continuation of this Agreement. Upon termination according to provisions in the "TERM" section of this Agreement, the GCISD shall make available to the HISD and turn over at HISD's request, all SHARS program billing records, documents, and Proprietary information received from the HISD.

The GCISD acknowledges and agrees not to disclose to any nonparty to this Agreement, other than as required to implement the terms of this Agreement, any SHARS records, documents, proprietary information, reports, operating information, financial data or other business information, relating to the other parties without written permission from an HISD official, except as otherwise provided by the Texas Public Information Act or other applicable law.

- VII. CONFIDENTIAL AND PROPRIETARY INFORMATION** The parties may provide technical information and expertise to each other that is either: **(1)** marked as being confidential or, **(2)** if delivered in oral form, is summarized in writing within 10 working days and identified as being confidential ("Confidential Information"). The receiving party shall for a period of five (5) years from the date of disclosure **(i)** hold the disclosing party's Confidential Information in strict confidence, and **(ii)**, except as previously authorized in writing by the disclosing party, not publish or disclose the disclosing party's Confidential Information to anyone other than the receiving party's employees on a need-to-know basis, and **(iii)** use the disclosing party's Confidential Information solely for performance of this Agreement. The foregoing requirement shall not apply: **(a)** to any portion of a party's publicly known information through no wrongful act or omission on the part of the receiving party; **(b)** to any such information that is already known to the receiving party at the time of the disclosure without similar non-disclosure obligations; **(c)** to any such information that is rightfully received by the receiving party from a third party without similar non-disclosure obligations; **(d)** to any such information that is approved for release by written authorization of the disclosing party; or **(e)** to any such information that is required to be disclosed by order of a court or government body or by applicable law, provided that the party intending to make such required disclosure shall promptly notify the other party of such intended disclosure in order to allow such party to seek a protective order or other remedy.

- VIII. SHARS REVENUE** SHARS revenue shall mean the following; **(1)** the gross Federal Share of the SHARS program's reimbursements before the allocation of gross Federal reimbursements between the State of Texas and the GCISD, and **(2)** cash and any credits received by the State of Texas on the behalf of or for the GCISD'S benefit as a direct result of participating in the SHARS program.

- IX. COMPENSATION FOR SERVICES** HISD shall be compensated by the GCISD in amounts based on the fee schedule listed in "**Exhibit B**" attached hereto and made a part of this Agreement.

HISD shall be entitled to payment for all current and retroactive claims successfully completed and for which reimbursement has been received by the GCISD. HISD shall send GCISD a monthly invoice of fees due to HISD and each invoice will be due and payable to HISD within 30 days.

Claims filed retroactively in accordance with regulatory Medicaid guidelines in the Texas Medicaid Plan will be due and payable based on the current schedule listed in “**Exhibit B**” of this Agreement. The basis for claims filed retroactively is described in “**Exhibit C**” of this Agreement, which is made a part hereof. All invoices shall include appropriate documentation to support the payment. Upon termination of this Agreement, HISD shall be entitled to payment for all claims successfully transmitted to Texas Medicaid and Healthcare Partnership/Medicaid to date of termination, and as payment is received by GCISD.

In the event that any federal and/or state agency shall demand return of any payments for claims previously remitted on behalf of GCISD, including applicable interest, penalties, or charges related to such claims, GCISD shall be responsible for reimbursement of all such amounts.

In the unforeseen event that HISD must incur substantial increases in cost for personnel and/or material to keep in compliance with new Medicaid regulations, the parties to this Agreement mutually agree to negotiate a reasonable increase in fees or costs that would be incurred by the HISD to maintain Medicaid compliance.

- X. EVENTS OF DEFAULT** Upon the occurrence of an Event of Default (as hereafter defined) by either party to this Agreement, the non-defaulting party may terminate this Agreement effective thirty (30) days from the date of written notice to the defaulting party. Each of the following events constitutes an Event of Default:
- A. GCISD fails to make any payments to HISD on or before the due date and fails to cure this delinquency within thirty (30) days of notice of such delinquency from HISD;
 - B. GCISD fails to perform or observe any other duty or obligation to be performed or observed by it under this Agreement, and such failure shall continue for thirty (30) days after written notice thereof from HISD to the GCISD, or
 - C. HISD fails to perform any of its duties hereunder, and such failure shall continue for thirty (30) days after written notice of such failure sent by the GCISD to HISD.
- XI. CONFIDENTIALITY OF STUDENT CLINICAL OR MEDICAL DATA** GCISD shall not, during or subsequent to the term of this Agreement, directly or indirectly disclose confidential information or clinical data of students from GCISD to anyone other than an employee of the GCISD, who requires such information to perform hereunder, or an employee of HISD, except as otherwise may be required by the terms of the Texas Public Information Act, the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), or pursuant to subpoena or court order.

HISD shall not, during or subsequent to the term of this Agreement, directly or indirectly disclose confidential information or clinical data of students from the GCISD to anyone other than an employee or agent of HISD who requires such information to perform hereunder, or as required in order to perform the claims Submission process, except as otherwise may be required by the terms of the Texas Public Information Act, the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), or pursuant to subpoena or court order.

No information shall be deemed confidential unless designated as such in writing by the party asserting such confidential nature, or unless designated as confidential by law under any of the aforementioned statutes or other applicable laws, rules or regulations.

- XII. CUSTOMER SUPPORT** HISD will provide comprehensive client support services including the handling of all incoming customer (client) calls during normal HISD business hours regarding the SHARS program or HISD client services related to SHARS reimbursement.

Upon mutual execution of this Agreement, HISD agrees, within 15 business days, to begin formal training and/or orientation with GCISD on the finance and program processes and/or procedures of this SHARS program.

- XIII. IMMUNITY AND DISCLAIMER** HISD does not waive or relinquish any immunity or defense on behalf of itself, and its trustees, officers, employees (paid or volunteer) and agents all in both their individual and official capacities, as a result of the execution of this Agreement and performance of the functions or obligations described herein.

The Parties expressly agree that HISD has made no warranties whatsoever, express or implied, regarding the accuracy, dependability or viability of the data or the SHARS program or any products related to the SHARS reimbursement process.

HISD hereby expressly disclaims, and the GCISD expressly agrees to such disclaimer, of any and all express and implied warranties with regard to the SHARS program including, without limitation, any implied warranties of merchantability or fitness.

In no event shall HISD be liable for any loss, inconvenience, claims or damages, including without limitation, any damages for loss of business profits, business interruption, loss of any actual or potential SHARS reimbursements, or claims for reimbursement, or any other direct or indirect claims or causes of action, resulting from or arising out of this Agreement and the obligations herein.

Nothing contained in this Agreement shall create a contractual relationship with or a cause of action in favor of any third party against HISD.

- XIV. ERRORS AND OMISSIONS** No accidental errors or omissions upon the part of either party shall relieve the other party of its responsibilities under this agreement, provided such errors and omissions are reported as soon after discovery as possible.

- XV. SOLICITATION** During the term of this Agreement, and for a period of one year thereafter, neither GCISD nor HISD will solicit for employment, in areas related to Medicaid programs, any employees of the other party or its affiliates who directly participated in the work being performed hereunder.
- XVI. NO ASSIGNMENT** No assignment of this Agreement or of any duty or obligation of performance hereunder, shall be made in whole or in part by either party without the prior written consent of the other party.
- XVII. SECTION HEADINGS** The heading of sections contained in this Agreement are for convenience only, and they shall not, expressly or by implication, limit, define, extend, or construe the terms or provisions of the sections of this Agreement.
- XVIII. NOTICE** Any notice required to be given under the provisions of the Agreement shall be in writing and shall be duly served when it shall be hand-delivered to the addressees set out below, or shall have been deposited, duly registered or certified, return receipt requested, in a United States Post Office addressed to the other party at the following addresses:

To: Houston Independent School District

Houston Independent School District
Attn: Glenn Reed
Chief Financial Officer
4400 West 18th Street
Houston, Texas 77092

To: GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
Attn: Ms. DaiAnn Mooney
Chief Financial Officer
3051 Ira E. Woods Avenue
Grapevine, TX 76051

- XIX. MISCELLANEOUS** This Agreement shall constitute the complete understanding of HISD and GCISD, and may not be modified in any manner without the express written consent of both parties.

If any portion of this Agreement shall be declared or held unenforceable for any reason, the remaining portions hereof shall continue in full force and effect. All exhibits attached hereto are expressly made a part of this Agreement.

In WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed as of the date(s) set forth herein.

Dated this 28th day of September, 2020.

GRAPEVINE-COLLEYVILLE ISD

HOUSTON ISD

Dr. Robin Ryan
Superintendent of Schools

Dr. Grenita Lathan
Interim Superintendent of Schools

APPROVED AS TO FORM:

Donald R. Boehm, Attorney

APPROVED AS TO FUNDING AND BUSINESS TERMS

Glenn Reed
Chief Financial Officer

EXHIBIT “A”
ROLES AND RESPONSIBILITIES

HOUSTON ISD / BILLING AGENT

- 1) Assist the client district in obtaining a Medicaid Provider Identification Number.
- 2) Assist the client district in executing a provider contract as required by TMHP to file electronic claims.
- 3) Verify student eligibility for each claim submitted (**HISD pays for and maintains a direct-line access to the State Medicaid eligibility mainframe on behalf of all its school districts**).
- 4) Provide the client district with pre-printed or on-line SHARS service tickets generated from the client district's Medicaid eligible student list.
- 5) Process all required data to create and maintain student, clinician/therapist, and service files.
- 6) Process each SHARS claim generated by the client district's clinician or health care providers documenting each SHARS service provided to Medicaid eligible students.
- 7) Submit SHARS claim data to TMHP/Medicaid for SHARS reimbursement utilizing HISD billing software for electronic claims submission for which Medicaid reimbursement will be sought.
- 8) Provide the client district with support services for Claims Tracking for the client district's use in tracking monthly service tickets for SHARS Medicaid eligible students.
- 9) Issue monthly invoice for services provided to client district that discloses claims successfully processed, submitted, and subsequently paid by TMHP/Medicaid.
- 10) Maintain billing records including site storage for data stored at HISD.
- 11) Generate quarterly reports, which show: **(1)** SHARS revenue billed to date, and **(2)** SHARS revenue received to date.
- 12) Provide access to applicable documentation and records required by federal and state laws, rules and regulations, and guidelines for Medicaid or other governmental compliance.
- 13) Provide support with the Center for Medicare and Medicaid Services (CMS), Texas Health and Human Services Commission (THHSC), and Texas Education Agency (TEA) audits.
- 14) Provide client support Hot Line with free 1-800 long distance access during normal HISD business hours.
- 15) Monitor compliance with changing federal and state Medicaid laws.
- 16) Assist client district with the quarterly submission of the “Certification of Expended State Funds Letter” as required by CMS and THHSC.

EXHIBIT “A”

ROLES AND RESPONSIBILITIES

PAGE 2

GCISD / CLIENT DISTRICT

- 1) Designate contact person(s) or coordinator to officially communicate and maintain on-going contact with the HISD
- 2) Obtain a Medicaid Provider Identification Number.
- 3) Execute a provider contract as required by TMHP to file electronic claims.
- 4) Authorize HISD to act as billing agent by executing **Billing Service Authorization** per “**Exhibit D**” of this Agreement.
- 5) Submit a listing, and/or data base of all of GCISD’s special education students for HISD to determine SHARS Medicaid eligibility, and update list as required by HISD.
- 6) Submit copies of monthly SHARS service tickets to HISD for claims processing and submission.
- 7) Maintain source documentation for a period of seven (7) years on services for which SHARS claims were filed.
- 8) Warrant to the best of the knowledge of the district, its agents, officers, and employees, the accuracy, reliability, and completeness of any and all claim information submitted to HISD.
- 9) Pay monthly invoices received from HISD for SHARS Medicaid revenue received and services provided to GCISD in accordance with the **Current Fee Schedule** in “**Exhibit B**” of this Agreement.
- 10) Require clinicians and SHARS service providers to complete monthly pre-printed SHARS Service Tickets for monthly processing and claims submission for Medicaid reimbursement.
- 11) Authorize HISD as billing agent, by executing Release of Information as per “**Exhibit E**” to obtain a copy of the client district quarterly “**Certification of Expended State Funds Letter**” from TMHP.
- 12) Provide other information and services as required in order to successfully complete the SHARS claim process.

EXHIBIT "B"
FEE SCHEDULE

**HISD SERVICE FEE SCHEDULE
GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
ELECTRONIC CLAIM SUBMISSION**

HISD SERVICE FEE SCHEDULE FOR CLIENT DISTRICT'S PAID CLAIMS
4 % OF ALL SHARS REIMBURSEMENT REVENUE RECEIVED, \$1,200 ANNUAL ADMINISTRATIVE FEE 0% OF COST REPORT

PLEASE NOTE:

- 1) Service fee will only apply to PAID CLAIMS that generated Medicaid reimbursement revenue.
- 2) Annual Administrative Fee will be applied and payable on October 1st of each year.
- 3) Contract renewals will be effective September 1st of each consecutive year.
- 4) Payment of fees to HISD must be made on or before the due date of monthly invoice received from HISD.

EXHIBIT “C”

RETROACTIVE CLAIMS

For retroactive claims submitted during the period designated in the Texas Medicaid Plan, HISD shall be entitled to payment only for claims successfully completed and for which reimbursement has been received by the GCISD. Billings by HISD under this agreement shall be due and payable only for claims for which GCISD has received prior reimbursement. In the event that any claims are subsequently disallowed after payment to the GCISD, then HISD shall reimburse GCISD for fees received by HISD on any such claims. Fees due and payable will be based on the fee schedule in “**Exhibit B**” of this agreement. These terms apply only to the retroactive claim filing period as designated by the Texas Health and Human Services Commission (THHSC) and do not impact claims incurred during the current academic year.

EXHIBIT "D"

BILLING SERVICE AUTHORIZATION

This form authorizes the Houston Independent School District through its billing software service to act on the behalf of GCISD in meeting the requirements authorized in the following paragraphs, when submitting Medicaid claims on behalf of GCISD.

This is also to certify that information appearing on billings submitted by GCISD for the Texas Medical Assistance Program is and will be true, accurate and complete. GCISD understands that payment of any Texas Medical Assistance Program claim will be from federal and state funds and that any falsification or concealment of a material fact may be prosecuted under federal and state laws. These certifications are made in accordance with requirements found at 42 Code Federal Regulations 455.18 and 455.19.

GCISD also certifies that the items billed to the Texas Medical Assistance Program are and will be for services that have been and will be provided by GCISD, and in cases of physician services, the services, supplies, or other items billed have been and will be medically necessary for the diagnosis or treatment of the condition of the patients, and are provided without regard to race, color, sex, national origin, age, or handicap.

Additionally, GCISD agrees to keep such records as are necessary to disclose fully the extent of services provided to individuals under the Texas Medical Assistance Program and to furnish and provide access to information regarding any payment claimed for providing such services as the State Agency, Attorney General's Office, and Department of Health and Human Services (HHS) Office may request for five (5) years from date of service, or until any dispute is settled, whichever occurs first.

GCISD agrees to accept the amounts paid by the Medicaid program as full payment for the services rendered for which a Medicaid benefit is provided under the Texas Medical Assistance Program.

This form, to be retained in HISD files, bears GCISD's original authorized signature:

1417078718
Medicaid Provider Number

Dr. Robin Ryan
Name of Authorized Representative

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT
Provider (District Name)

Authorized Signature

3051 Ira E. Woods Avenue
P.O. Box / Street

Superintendent of Schools
Title

Grapevine, TX 76051
City/State/Zip

September 28, 2020
Date

EXHIBIT "E"
RELEASE OF INFORMATION

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT authorizes HISD, as billing agent, to obtain a copy of the quarterly **"Certification of Expended State Funds Letter"** from the Texas Medicaid and Healthcare Partnership (TMHP) at the time it is sent to the district.

EXECUTED ON: September 28, 2020

Authorized Signature

Dr. Robin Ryan

Printed Name

Superintendent

Title

9/28/20

Date

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Approve the Use of the 2011 Bond Line for Critical Emergency Capital Improvements to Replace the Fire Alarm Panel at the Swim Center and Upgrade Components to Meet New Code Requirements for Fire Alarm Systems

Contact Person: Paula Barbaroux, Chief Operations Officer

Policy/Code:

Board Goal: LEAD 2.0 Goal 1 – Actively identify and remove barriers that limit access and opportunity for learning.
LEAD 2.0 Goal 2 – Design learning environments that support social and emotional well-being.

Summary: As Lee Lewis Construction completed the renovations to the Swim Center, they were unable to bring the fire alarm system back on. Although it was operational in March, the system is in a corroded condition. The Grapevine Fire Marshal directed the District to replace the system in order to give the contractor and District a certificate of occupancy. Therefore, the Facility Services Department obtained the required proposals and issued a purchase order to Ideal Fire & Security. The process to prepare plans and drawings for the city’s review, the actual review, ordering the system and its arrival, demolition and installation of the new system, including a new panel, new cabling and devices, will take one month at a minimum. Ideal Fire & Safety worked as quickly as possible on the plans and drawings and expects to have the parts and materials by September 23, 2020. The city is performing its review and has approved Ideal to begin the demolition and removal process.

Attachments:

Recommendation:

The recommendation is for the Board of Trustees to approve the use of the 2011 Bond line for critical emergency capital improvements to replace the fire alarm panel at the Swim Center and upgrade the associated devices to meet new code requirements for fire alarm systems in the amount of \$34,902.

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Bid: General Building Supplies

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code: CH(LEGAL); CH(LOCAL)

Board Goal: LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 2 – Evaluate and approve a budget that targets academic and student activities reflective of the school district and community’s focus on results, excellence, and strong fiscal responsibility.

Summary: The District issued a request for proposals (RFP) to establish a procurement contract with multiple vendors for general building supplies. The RFP creates an approved list of vendors that are not currently awarded on other District or governmental agencies contracts or purchasing cooperative agreements. This will give the District options and flexibility as specific needs arise. The RFP will remain open through June 30, 2021, and as new vendors submit proposals during the year, the District will bring them for approval.

The District received three qualified proposals this month. The contract will begin following approval and expire June 30, 2021 with three additional one year options to renew, provided both the District and vendor mutually agree.

Attachments: List of Recommended Vendors for General Building Supplies

Recommendation: | The recommendation is for the Board of Trustees to award the proposal for general building supplies to: Dallas Door & Supply Company, Lone Star Mower and Woodard Builders Supply Co.

Bid Project:	General Building Supplies			
Bid Project #:	RFP #20-14-3	<i>* Each campus or department is given the option to purchase from vendors on this list. It will be their responsibility to ensure the District is receiving the "best value" when making their purchase.</i>		
Effective Date:	September 29, 2020			ANNUAL RENEWAL 6/30/2021
Expiration Date:	June 30, 2021			
	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	Dallas Door & Supply Company 9101 Chancellor Row Dallals, TX 75247	Lone Star Mower 100 Syble Jean Dr. Burleson, TX 76028	Woodard Builders Supply Co. 6405 Airport Freeway Fort Worth, TX 76117	
Phone #:	214/630-9783	682/554-1565	817/831-6423	
Fax #:				
Account Rep:	Shelby Boren	Charles Smith	Ben Woodard	
Email:	shelby.boran@dallasdoor.com	charles@lonestarmower.com	bwoodard@woodardbuilderssupply.com	
Website:				
EPCNT:	Yes	Yes	Yes	
Accept PO:	Yes	Yes	Yes	
Discount:	varies	0	30%	
Delivery Fee:	varies	\$25	Stock Items - \$0 Non-Stock Items - quoted	
Hourly Rate:	\$70	\$85	No Bid	
After Hours Rate:	\$105	\$0	No Bid	
Holiday Hours Rate:	\$105	\$0	No Bid	

Board Information Item

Information Packet

Board Agenda Information

Board Agenda Action

Board Agenda Consent

09/28/2020

Subject:	Bid: General Services
Contact Person:	DaiAnn Mooney, Chief Financial Officer
Policy/Code:	CH(LEGAL); CH(LOCAL)
Board Goal:	<p>LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.</p> <p>Board Goal 2 – Evaluate and approve a budget that targets academic and student activities reflective of the school district and community’s focus on results, excellence, and strong fiscal responsibility.</p>
Summary:	<p>The District issued a request for proposals (RFP) to establish a procurement contract with multiple vendors for general services. The RFP creates an approved list of vendors that are not currently awarded on other District or governmental agencies contracts or purchasing cooperative agreements. This will give the District options and flexibility as specific needs arise. The general services include, but are not limited to, consulting, building maintenance, moving, photography, staff and student development, and translation. The RFP will remain open through June 30, 2021 and as new vendors submit proposals during the year, the District will bring them for approval.</p> <p>The District received fifteen qualified proposals this month. The contract will begin following approval and expire June 30, 2021, with three additional one year options to renew, provided both the District and vendor mutually agree.</p>

Attachments:

List of Recommended Vendors for General Services.

Recommendation:

The recommendation is for the Board of Trustees to award the proposal for general services to: All About Animals, LLC; AMS Academic Solutions; Antonio Strad Violin, LLC; Choral Tracks, LLC; CI Pavement; Dallas Pro Painting & Drywall, LLC; KH Literacy Education, LLC; Lowman Consulting, LLC; Marie Heidemann; MindRise Learning, LLC; MindWise Innovations, Inc; Quality Audio Visual Service, Inc; Rutherford Painting and Remodeling; Segur Cleaning; and ValidateME!

Bid Project:	General Services			
Bid Project #:	RFP #20-12-3	<i>* Each campus or department is given the option to purchase from vendors on this list. It will be their responsibility to ensure the District is receiving the "best value" when making their purchase.</i>		
Effective Date:	September 29, 2020			ANNUAL RENEWAL 6/30/2021
Expiration Date:	June 30, 2021			
	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	All About Animals, LLC	AMS Academic Solutions	Antonio Strad Violin, LLC	Choral Tracks LLC
	PO Box 542171	8105 Rasor Blvd	10288 San Pedro	2110 Clearwater Dr.
	Grand Prairie, TX 75054	Plano, TX 75024	San Antonio, TX 78216	Onalaska, WI 54650
Phone #:	760/468-1147	817/600-4969	210/349-9788	415/215-4232
Fax #:				
Account Rep:	Cindi Cavallini	Andrew Boster	Robert Miller	Matthew Curtis
Email:	allaboutanimalslive@yahoo.com	stemninja1@gmail.com	bids@stradviolin.com	info@choraltracks.com
Website:				
EPCNT:	Yes	Yes	Yes	Yes
Accept PO:	Yes	Yes	Yes	Yes
Discount:	0%	5%	Varies	Varies
Delivery Fee:	No Bid	No Bid	Varies	Varies
Hourly Rate:	\$295	\$50	Varies	Varies
After Hours Rate:	\$295	\$50	Varies	Varies
Oral Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Written Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Other Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid

	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	CI Pavement	Dallas Pro Painting & Drywall, LLC	KH Literacy Education LLC	Lowman Consulting LLC
	101 Josephine Ln	1925 E. Belt Line Rd., Ste 236	11815 Vance Jackson Rd., Apt 3107	6524 Highland Crest
	Grand Prairie, TX 75050	Carrollton, TX 75006	San Antonio, TX 78230	Sachse, TX 75048
Phone #:	972/721-9796	972/418-1098	210/344-9423	972/921-7325
Fax #:				
Account Rep:	Rob Alderink	Victor Lopez	Kristen Henry	John Lowman
Email:	rob@cipavement.com	victor@dallaspropaint.com	kristen@khliteracyeducation.com	john@lowmanconsulting.org
Website:				
EPCNT:	Yes	Yes	Yes	Yes
Accept PO:	Yes	Yes	Yes	Yes
Discount:	Varies	10%		0%
Delivery Fee:	Varies	\$75		
Hourly Rate:	Varies	\$45	\$200	\$200
After Hours Rate:	Varies	\$55		
Oral Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Written Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Other Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid

	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	Marie Heidemann	MindRise Learning, LLC	MindWise Innovations, Inc	Quality Audio Visual Service, Inc
	8105 Derby Run Dr	1150 Enchanted Oaks Dr	270 Bridge St., Ste 205	6938 Boulevard 26
	North Richland Hills, TX 76182	Driftwood, TX 78619	Dedham, MA 02026	Fort Worth, TX 76180
Phone #:	480/452-6189	512/663-6210	781/239-0071	817-728-4192
Fax #:				
Account Rep:	Marie Heidemann	Donna Drake		John Pierce
Email:	mmheidemann@sbcglobal.net	info@mindriselearning.com	sos@mindwise.org	john@qualityaudiovisual.com
Website:				
EPCNT:	Yes	Yes	Yes	Yes
Accept PO:	Yes	Yes	Yes	Yes
Discount:		Varies		0%
Delivery Fee:				service trip charge
Hourly Rate:		Varies		\$65
After Hours Rate:				\$98
Oral Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Written Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid
Other Intrepretation Rate:	No Bid	No Bid	No Bid	No Bid

	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	Rutherford Painting and Remodeling	Segur Cleaning	ValidateME!	
	1510 Randolph St., #104	608 Logans Ln	2095 Toluca Dr	
	Carrollton, TX 75006	Southlake, TX 76092	Brownsville, TX 78526	
Phone #:	972/691-7500	682/888-8398	956/459-9596	
Fax #:				
Account Rep:	Steve Rutherford	Mario Bazan	Elizabeth Llongueras	
Email:	srpaint@verizon.net	mario.bazan@segurcleaning.com	ellongueras@validate-me.org	
Website:				
EPCNT:	Yes	Yes	Yes	
Accept PO:	Yes	Yes	Yes	
Discount:		0%		
Delivery Fee:	\$150	\$0		
Hourly Rate:	\$54	\$38		
After Hours Rate:	\$90	\$38		
Oral Intrepretation Rate:	No Bid	No Bid	No Bid	
Written Intrepretation Rate:	No Bid	No Bid	No Bid	
Other Intrepretation Rate:	No Bid	No Bid	No Bid	

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Bid: Health & Safety Supplies and Equipment

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code: CH(LEGAL); CH(LOCAL)

Board Goal: LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 2 – Evaluate and approve a budget that targets academic and student activities reflective of the school district and community’s focus on results, excellence, and strong fiscal responsibility.

Summary: The District issued a request for proposals (RFP) to establish a procurement contract with multiple vendors for various health and safety supplies and equipment to assist the District with COVID-19 prevention or mitigation and to address other health needed supplies and equipment. The RFP will remain open through June 30, 2021. The District received fourteen qualified proposals that are being recommended for approval in September.

The RFP creates an approved list of vendors that are not currently awarded on other District contracts or contracts awarded by other governmental agencies or cooperative agreements. The contract will begin following approval and will expire June 30, 2021, with three additional one year options to renew, provided both the District and vendor mutually agree.

Attachments: List of Recommended Vendors for Health & Safety Supplies & Equipment.

Recommendation: The recommendation is for the Board of Trustees to award the proposal for health and safety supplies & equipment to: Grand + Benedicts, Inc., Working Cover (Calvin Group), Visual Lighting Technologies (VLT), Zafer International, Matrix Chemical, LLC, Heroe’s Shield LLC, Reveal Medical Inc (Simply Sophisticate LLC), Whitmeyers Distilling Co, LLC, Seekr Essentials (Seekr Global, Inc), ATS, LLC, Laser Plus Imaging, Summit Integration Services (Troxell Communications), Monster House Printing (for barriers only), and Medicaleshop, Inc.

BID PROJECT: Health & Safety Supplies & Equipment

Bid Project #: 20-11-3

** Each campus or department is given the option to purchase from vendors on this list.*

It will be their responsibility to ensure the District is receiving the "best value" when making their purchase.

Effective Date: September 29, 2020

ANNUAL RENEWAL

Expiration Date: June 30, 2021

	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	Laser Plus Imaging	Summit Integration Svcs (Troxell Communications)	Monster House Printing (barriers only)	Medicaleshop, Inc.
	6739 Variel Avenue	2831 El Dorado Pkwy., Suite 103 #335	7501 Lockheed Dr	87 Danbury Road, Unit #1
	Canoga Park, CA 91303	Frisco, TX 75034	El Paso, TX 79925-2458	New Milford, CT 06776
Phone #:	(866) 804-4418	(602) 437-7240, x6310	(915) 779-1174	(860) 946-6085
Fax #:	(818) 772-2909	(972) 458-1091		(860) 838-4671
Account Rep:	John Tucker	Carlos Flores		Abbas Ajmeri
Email:	jtucker@laserplusimaging.com	cflores@summit-sys.com	info@monsterhouseprinting.com	
Website:	www.laserplusimaging.com	www.trox.com		www.medicaleshop.com
EPCNT:	YES	YES	YES	YES
Accept POs:	YES	YES	YES	YES
Min Order:	No Bid	No Bid	No Bid	No Bid
One-Time Set-up Fee?	No Bid	No Bid	No Bid	No Bid
Delivery Charges?	No Bid	No Bid	No Bid	No Bid
Discount	No Bid	No Bid	No Bid	No Bid

Board Information Item

Information Packet	Board Agenda Information	Board Agenda Action	Board Agenda Consent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

09/28/2020

Subject: Bid: Technology Related Services, Equipment and Software

Contact Person: DaiAnn Mooney, Chief Financial Officer

Policy/Code: CH(LEGAL); CH(LOCAL)

Board Goal: LEAD 2.0 Goal 1– Actively identify and remove barriers that limit access to and opportunity for learning.

Board Goal 2 – Evaluate and approve a budget that targets academic and student activities reflective of the community’s focus on results, excellence, and strong fiscal responsibility.

Summary: The District issued a request for proposals (RFP) to establish a procurement contract with multiple vendors for various technology related services, equipment and software. The RFP will remain open through June 30, 2021.

The RFP creates an approved list of vendors that are not currently awarded on other District contracts, Department of Information Resources (DIR) contracts through the State of Texas and contracts awarded by other governmental agencies or cooperative agreements. The District primarily uses DIR contracts for major technology purchases, but these contracts provide an additional resource. There are situations where the Technology Department may perform testing and do research for a specific piece of technology of multiple brands. As a result of this process, they may identify a specific “brand” that is preferred. These proposals will allow them to solicit quotes from DIR vendors, as well as any provider that is awarded on this contract in order to find the preferred “brand” with the best value.

The District received fourteen qualified proposals this month. The contract will begin following Board approval and expire June 30, 2021, with three additional one year options to renew, provided both the District and vendor mutually agree.

Attachments:

List of Recommended Vendors for Technology Services, Equipment and Software.

Recommendation:

The recommendation is for the Board of Trustees to award the supplemental proposal for technology services, equipment and software to: Learning A-Z, Elementari, LLC, AIA Technologies, Positive Proof, Inc., Bass Computers, Inc., Notable, Inc., Silicon Mountain Memory (WTK LLC), Benchmark Education Company, LLC, Southern Computer Warehouse (SWC), Summit Integration Services (Troxell Communications), Generation Genius, Voyager Sopris Learning, Explore Learning, LLC, and Polaris Software LLC

BID PROJECT: Technology Related Services, Equipment & Software

Bid Project #: 20-13-3 Addendum 1

** Each campus or department is given the option to purchase from vendors on this list. It will be their responsibility to ensure the District is receiving the "best value" when making their purchase.*

Effective Date: September 29, 2020

ANNUAL RENEWAL

Expiration Date: June 30, 2021

	VENDOR	VENDOR	VENDOR	VENDOR
Vendors:	Generation Genius, Inc.	Voyager Sopris Learning	Explore Learning LLC	Polaris Software LLC
	14622 Ventura Blvd., #2026	17855 Dallas Parkway, Suite 400	17855 Dallas Parkway, Suite 400	439 S. Kirkwood Rd. #215
	Sherman Oaks, CA 91403	Dallas, TX 75287	Dallas, TX 75285	Kirkwood, MO 63122
Phone #:	(866) 936-5564	(800) 547-6747	(800) 547-6747	(800) 430-4095
Fax #:		(888) 819-7767	(888) 819-7767	
Account Rep:	Andrea Bogardus	Customer Service	Sales	Pat Hawn
Email:	support@generationgenius.com	customerservice@voyagersopris.com	sales@explorellearning.com	pat@benchmarkemail.com
Website:	www.generationgenius.com	www.voyagersopris.com	www.explorellearning.com	
EPCNT:	YES	YES	YES	YES
Accept POs:	YES	YES	YES	YES
Min Order:	No Bid	No Bid	No Bid	No Bid
One-Time Set-up Fee?	No Bid	No Bid	No Bid	No Bid
Delivery Charges?	No Bid	No Bid	No Bid	No Bid
Discount	No Bid	No Bid	No Bid	No Bid