

Grapevine-Colleyville ISD

Glenhope Elementary

2019-2020 Formative Review with Notes

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!"

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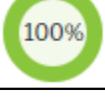
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Goal 1: Actively identify and remove barriers that limit access to and opportunity for learning.

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].

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Elementary ASPIRE teachers and administrators will participate in a program evaluation of the ASPIRE program.	Julie Leslie, Wynette Griffin	Increased academic performance for ASPIRE students. Increased parent satisfaction with ASPIRE program.	November	Dr. Kettler has completed all the surveys and data collection required for the evaluation to be completed.
				
			January	ASPIRE teachers will get a briefing on the results. The results will be submitted to the board later this month.
				
			March	ASPIRE teachers met with their cohort to review and plan based on the Kettler report. Much of their work focused on the Parallel Curriculum Model. Future work will involve review and revision of mission statement
				
Summative Evaluation				
			Month	Notes & Next Steps Recommendations
			June	At this point, we will say that this work will continue. The evaluation is completed, but we need to do refinement on the mission of ASPIRE, including a review of our core beliefs. Will we be an Academy that focuses on SEL health with a secondary emphasis on academic rigor, or a rigorous academic program that incorporates understanding about SEL needs alongside the academic program?
				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Trial an enrichment cluster of students who represent underserved populations. Identified students will meet with the GT teacher each week.	Wynette Griffin, Angela Harris	Increased number of identified GT students from traditionally under-represented populations.	November	Mrs. Harris has identified first and second grade students who have the potential to be identified for GT and is meeting with them weekly.
			January	The first grade small group won't be pulled in January because of the testing of kinder and fifth grade. The groups will be pulled in February and parents of these students will be encouraged to sign them up for GT testing.
			March	During the testing for GT services, 2 students in first grade and 4 from 2nd who participated in these weekly meetings were identified as qualifying for GT services.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	During the testing for GT services, 2 students in first grade and 4 from 2nd who participated in these weekly meetings were identified as qualifying for GT services.

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

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 Source(s) 2:

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Actively monitor AIMS web reading and Scantron Performance assessment testing results to identify students who may need additional intervention.	Wynette Griffin, Tracey Lafara, Beth Fountain	Referrals for all grade level students for dyslexia testing, SPED testing, and RTI interventions. Appropriate services delivered.	November	No referrals specifically from Aimsweb but testing has been completed and we had RTI meeting to review data in September and October. Next round of assessment begins 12/2.
			January	Aims web assessments completed in December. RTI meetings have been held in January to discuss next steps for students who were identified through testing.
			March	Progress monitoring and interventions continued through Spring Break for students identified earlier as in need of interventions. Meetings for review of student progress planned for mid-March, after Spring Break.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Based on our mid year performance growth, it was possible that this goal might have been accomplished. However, we were unable to test students at EOY due to COVID 19, so we will need to continue this goal next year.
				

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

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 Source(s) 3: Response to Intervention Data, Domain III Closing the Gaps, PBMAS

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Increase the percentage of African-American students who meet expectations on STAAR in math to 50%. Increase the percentage of African-American students who show mastery to 20%.	Wynette Griffin, Tracey Lafara, Beth Fountain,	Increased proficiency for African American students. Increased proficiency for other students as teachers identify strategies that impact performance.	November 	Students are receiving intervention on an as needed basis. Interim assessments will be given in January and further review will happen then.
			January 	Interim assessments will be given in early February and additional intervention provided as needed.
			March 	We had received permission to add another teacher in fifth grade after Spring Break which would have allowed more small group instruction for students in this group who were struggling to attain mastery. Unfortunately, school closure due to the COVID virus resulted in at home learning beginning after Spring Break so the additional teacher was unable to begin.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Due to COVID and school closure, we don't have measurable outcomes for any student group and will need to continue this work next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Increase the percentage of Economically Disadvantaged students who meet expectations on STAAR in math to 60%.	Wynette Griffin, Tracey Lafara, Beth Fountain	<p>Increased proficiency for economically disadvantaged students, leading to more economically disadvantaged students taking advanced math courses in middle school.</p> <p>Increased proficiency for other students as teachers identify strategies that impact performance.</p>	November	Students are receiving intervention on an as needed basis. Interim assessments will be given in January and further review will happen then.
			January	Interim assessments will be given in early February and additional intervention provided as needed.
			March	We had received permission to add another teacher in fifth grade after Spring Break which would have allowed more small group instruction for students in this group who were struggling to attain mastery. Unfortunately, school closure due to the COVID virus resulted in at home learning beginning after Spring Break so the additional teacher was unable to begin.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	Due to COVID and school closure, we don't have measurable outcomes for any student group and will need to continue this work next year.
				

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 Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Continue the implementation and refinement of Restorative Practices campus wide.	Wynette Griffin, Tracey Lafara, campus Learning Leaders, Emily Young, Beth Fountain	Decrease in office referrals from 18-19 to 19-20.	November 	Circle Up is frequently used as an intervention for problems that have arisen in the classroom. Counselor reports increased maturation in conversations with students about their ability to work with others to address conflicts.
			January 	Restorative Practices are a part of daily practice on the campus.
			March 	Restorative Practices are a part of daily practice on the campus.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Restorative Practices are a part of daily practice on the campus and will continue to be when we return.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

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

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 Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Provide teacher learning opportunities throughout the year for in depth learning about trauma, grief and the impact of poverty on SE well-being.	Wynette Griffin, Tracey Lafara, Beth Fountain, Emily Young	Reduced discipline referrals.	November 	We have had two rounds of GTU focused either primarily or with some connection to SE learning needs which were well received by staff members. We've also introduced the "Ready Body, Ready Minds" in the Motor Lab for students with potential motor issues.
			January 	During the January PD we focused on supporting teachers to help diffuse student behaviors that arise because of trauma. We also had a guest speaker to discuss prevention of human trafficking.
			March 	In the spring, special services installed a replacement "mindful walking path" with commercially produced designs. This is available for all students to use and is regularly encouraged as an intervention for all students to use.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	This will continue to be a focus of our work as we return in the fall. In addition to typical issues that students deal with, we will need to be aware of and responsive to their fears related to the pandemic, family illnesses and death and their own anxieties about returning to school.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Targeted support for high need fourth grade group. Additional monitoring, PALS and counseling groups provided.	Wynette Griffin, Tracey Lafara, Emily Young.	Reduced number of conflicts between students in 4th grade, primarily at recess.	November	PALS were assigned to 4th grade group; jobs have been assigned to some students who needed additional support; Mrs. Young is seeing small groups weekly at lunch; 4th grade teachers are having more targeted discussions during Circle UP; additional supervision on the playground
			January	In addition to the above activities, the psychologist has added the availability of targeted interventions for anxiety.
			March	We also began a weekly followup with the principal, AP and counselor to review interventions that had been completed and requests for additional intervention. This included specific interventions for several of these high need 4th grade students.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	This group will now be our fifth graders and while they have made significant progress and will have hopefully continued to mature, only having 2 traditional classrooms next year is quite concerning. It has always been hard to separate strong personalities in this grade, and with less options available more interventions may be required.
				

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]

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) 25% of the work designed by teachers using technology will be at the MR level of SAMR.	Wynette Griffin, Tracey La Fara, Beth Fountain	Teachers designing more complex assignments using technology resources.	November 	1st round of Data in December: 90% at S/A 2nd round of Data in December: 80% at S/A
			January 	We will do data collection in early February
			March 	Much of the teacher's work has now been transformed due to necessity. We regularly have several thousand posts to Seesaw, which is a modification of previous learning. Students do their work at home and then post it to Seesaw or another application for the teacher to review and comment upon.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	We will need to continue to work with staff to design work that utilizes digital technology and is not simply substitution. While learning@home could not have happened several years ago, which is usually how we define "redefinition" much of the work assigned was not at the higher levels of the tech hierarchy.
			 = Accomplished  = Continue/Modify  = No Progress  = Discontinue	

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

Performance Objective 2: Student voice will be incorporated into classroom governance and instruction in all Glenhope classrooms.

Evaluation Data Source(s) 2: End of Year district Student Voice survey Walk through data

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Staff newsletter articles will reflect evidence of student voice or anecdotal reports from Glenhope teachers.	Wynette Griffin, Tracey Lafara	Shared ideas and increased frequency of student voice incorporation.	November 	Feedback during our review indicated this goal needed revision so the wording was changed to "include examples in the newsletter." Many teachers are already gathering student voice in class regularly. A request for examples resulted in two teachers sharing.
			January 	Several examples of student voice in the classroom have been shared in the teacher newsletter.
			March 	I requested and received several examples of the way teachers were utilizing student voice in their classroom. That feedback was provided in the staff newsletter.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	While teachers have become more familiar and comfortable with the use of student voice in lesson design, it will remain to be seen as to whether the use of student voice is utilized as we face additional challenges including remote learning or a blended model of instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
2) Incorporating 5th grade students into ARD and 504 processes to share their viewpoint and express needs.	Tracey LaFara	Increase in student self-advocacy.	November 	5th grade students are being invited to ARDS. One recently began the meeting by introducing himself and telling a little about himself and then introducing his mom.
			January 	Two ARDS with 5th grade students, and another is due this week. Students begin by introducing themselves and talking about what they are good at and weaknesses and what their outside of school interests are. All students will be invited to transition ARDS. Students are reaching out to teachers and administrators to address personal issues.
			March 	Students were invited to 504 and ARD meetings but we are only beginning to incorporate their voices. After school was closed due to COVID, meetings were conducted virtually and student attendance was more haphazard than before.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	We need to continue to work on incorporating students into their own planning, not just 504 and ARD meetings but through personal goal setting and advocacy for all students.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

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

Performance Objective 3: 50% of assignments in math and reading will be differentiated by student interest or academic level.

Evaluation Data Source(s) 3: Walk through data Teacher Self-reports "Snapshot" data collection

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Professional Learning opportunities and resources shared with teachers through GTU, Professional Learning days and staff newsletters.	Wynette Griffin, Tracey Lafara, Beth Fountain	Increased student engagement.	November 	Multiple pieces of evidence for differentiation being used in classrooms. GTU 10/15-10/22 ESL strategies/technology lessons Nov. 4 PD Digital Breakouts- Designing with Google - Diving Deeper into LC Resources-Fundations K-1 - Differentiation Beyond Choice Boards- SeeSaw Support-Writer's Workshop-Explicit Vocabulary
			January 	We will continue to offer learning for differentiation in the second semester.
			March 	The Learning@home period allowed for differentiation of the learning environment and certainly for students to have more autonomy in their choices for when they did assignments. However, evidence of differentiated instruction was more difficult to document during this period.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A focus on differentiation will continue to be part of our work on remote and blended learning opportunities. When we are able to transition back to traditional classroom instruction, we will still need to continue to focus on and expect differentiation for all students.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				

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

Performance Objective 4: Continue to implement a comprehensive development plan to significantly increase the quality of all extra-curricular activities. (Supt. goal 3)

Evaluation Data Source(s) 4: Number of students involved in programs

Summative Evaluation 4: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Continue chess club and add other requested extra curricular activities.	Wynette Griffin	Increased numbers of students involved in after school activities.	November 	Chess Club continues, Running Club, choir and Art Club are very successful.
			January 	Running Club and Chess Club are now well established, and attendance is strong in both activities.
			March 	Chess Club continued during the Learning@Home period, thanks to a committed parent volunteer.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	We have secured a parent to take over Chess Club for next year, although meetings and meets may have to be virtual. Running Club will be undecided as will other extra curricular activities until further decisions are made about school re opening.
			 = Accomplished  = Continue/Modify  = No Progress  = 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 Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Coordinate communication efforts with Matt Mays, GHES liaison from communication department.	Wynette Griffin, Tracey Lafara, Beth Fountain, Christina Hayes.	Increased communication with parents and community via website and emails.	November 	We calendared a weekly follow up with Matt, which has helped us communicate with their department more effectively. Matt has also come over more frequently than any other person to take pictures and document events.
			January 	Matt has also come over more frequently than any other person to take pictures and document events.
			March 	Matt even contacted me during Learning@home to find out about photo opportunities and stories that could be shared.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	We were very successful at this goal when we were on campus. It was more difficult to communicate our story when we weren't together.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				