

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
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Mission Statement



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"Growing kids to their highest potential."

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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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.





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| <p>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> <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> <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <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> <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>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> <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> | Reviews | | | |
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| <p>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> <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 improve 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> | Reviews | | | |
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| <p>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> <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 6: Continue to improve the frequency and quality of differentiated instruction.</p> <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> | Reviews | | | |
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|  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.

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| <p>Strategy 1: Principal and 2nd grade teacher will obtain Professional certification in Trauma and Resilience: Level One through Florida State University.</p> <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> | Reviews | | | |
| | Formative | | | Summative |
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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 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.

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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 3: Refine processes that address student social, emotional and mental health needs.





Evaluation Data Sources: Panorama screening, Teacher observations, Parent reports, discipline reports

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| <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Emily Young.</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 2: Implement new GCISD counseling curriculum.</p> <p>Strategy's Expected Result/Impact: More focused interventions for student mental health issues. Decreased discipline referrals.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Emily Young.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>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.</p> <p>Strategy's Expected Result/Impact: All eligible students will participate in one virtual extracurricular activity during the year.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Michael Maupin, Julia May, Virginia McCauley</p> | Reviews | | | |
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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.





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| <p>Strategy 1: Provide opportunities (Emails, notes, blended learning board) for staff to share effective practices for blended learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise and Beth Fountain.</p> | Reviews | | | |
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| <p>Strategy 2: Provide learning opportunities for staff to learn and practice new technology to use with blended learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Wynette Griffin, Lauren Vise, Beth Fountain.</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 3: Analyze the components of distance learning that can continue to be utilized in a "post COVID" environment.</p> <p>Strategy's Expected Result/Impact: Analyzing differences in practices that were necessitated by COVID (such as remote learning) and how those 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> | Reviews | | | |
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| | Nov | Jan | Mar | June |
| <p>Strategy 4: Teacher's will actively seek student input and feedback on assignments, lessons, and classroom issues.</p> <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | 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.

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| 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. Staff Responsible for Monitoring: Wynette Griffin and Glenhope teachers | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | 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. Staff Responsible for Monitoring: Wynette Griffin, Liz Giblin, Lauren Vise. | Reviews | | | |
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