

# Grapevine-Colleyville ISD

## Glenhope Elementary

2019-2020

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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# Goals









Revised/Approved: September 06, 2019

## 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:



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
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.				
 = 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:**

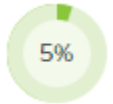
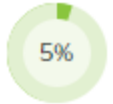




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Actively monitor AIMS web reading and Scantron Performance assessment testing results to identify students who may need additional intervention.	Wynette Griffin, Tracey Lafara, Beth Fountain	Referrals for all grade level students for dyslexia testing, SPED testing, and RTI interventions. Appropriate services delivered.				
						

**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:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
2) Increase the percentage of Economically Disadvantaged students who meet expectations on STAAR in math to 60%.	Wynette Griffin, Tracey Lafara, Beth Fountain	Increased proficiency for economically disadvantaged students, leading to more economically disadvantaged students taking advanced math courses in middle school.  Increased proficiency for other students as teachers identify strategies that impact performance.				
 = Accomplished  = Continue/Modify  = No Progress  = 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 Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
 = 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
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.				
 = 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 1:** Technology will be integrated into instructional and administrative programs [TEA Requirement ]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
						

**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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
2) Incorporating 5th grade students into ARD and 504 processes to share their viewpoint and express needs.	Tracey LaFara	Increase in student self-advocacy.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

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

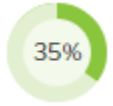

**Performance Objective 3:** 50% of assignments in math and reading will be differentiated by student interest or academic level.

**Evaluation Data Source(s) 3:** Walk through data

Teacher Self-reports

"Snapshot" data collection

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
						

**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:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue chess club and add other requested extra curricular activities.	Wynette Griffin	Increased numbers of students involved in after school activities.				
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## 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:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
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.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						