

Grapevine-Colleyville ISD

Heritage Elementary

2025-2026 Campus Improvement Plan



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.

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Goals

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].


HB3 Goal



Evaluation Data Sources: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance


Strategy 1 Details	Reviews			
Strategy 1: 100% of Kinder - 5th grade teachers will implement iready in order to support student growth in reading. Strategy's Expected Result/Impact: 85% (64% 24-25) of all students will meet their typical goal in i ready reading. 60% (43% 24-25) of all students will reach their stretch goal in i ready reading. 24-25 Data Kinder 65% typical 38% stretch First 60% typical 39% stretch Second 51% typical 32% stretch Third 85% typical 71% stretch Fourth 62% typical 42% stretch Fifth 56% typical 34% stretch Staff Responsible for Monitoring: Principal Assistant Principal Kinder - 5th Grade Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June





Strategy 2 Details		Reviews			
Strategy 2: 100% of Kinder - 5th grade teachers will implement iready in order to support student growth in iready math. Strategy's Expected Result/Impact: 80% (69% 24-25) of kinder - 5th grade students will meet their typical growth goal in math. 50% (39% 24-25) of kinder - 5th grade students will meet their stretch goal in math. 24 - 25 Data Kinder - 77% typical 56% stretch First - 66% typical 33% stretch Second - 63% typical 34% stretch Third - 77% typical 48% stretch Fourth - 53% typical 29% stretch Fifth - 78% typical 34% stretch Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: All K-5 students will write at least 1 academic goal using iready and will monitor their progress in a tracking notebook/folder a minimum of 3 times. year. Strategy's Expected Result/Impact: Students will take ownership of their learning by communicating their growth and progress with their parents. Teachers will intentionally prepare students to explain their progress so they can share their learning journey at home. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: HES will ensure that 100% of teachers in grades Kinder -5th will successfully implement small groups in reading using the framework outlined in HMH and I ready grouping strategies.</p> <p>Strategy's Expected Result/Impact: All Kinder - 5th grade students will receive reading instruction/practice on their level and will demonstrate growth on i ready and STAAR.</p> <p>3rd Grade Reading 24-25 and goal for 25-26 Approaches - 96% to 98% Meets - 88% to 90% Masters - 56% to 60%</p> <p>4th Grade Reading 24-25 and goal for 25-26 Approaches - 93% to 95% Meets - 78% to 85% Masters - 55% to 60%</p> <p>5th Grade Reading 24-25 and goal for 25-26 Approaches - 94% to 98% Meets - 83% to 88% Masters - 68% to 70%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Heritage Elementary (2nd-5th) math teachers will participate in professional development focusing on Tier 1 hands on math instruction. Strategy's Expected Result/Impact: 2nd Grade EOY math i ready 3rd Grade 24-25 and Goal for 25-26 Approaches 93% - 95% Meets 73% - 80% Master 46% - 55% 4th Grade - used 3rd grade cohort 24-25 and goal for 25-26 Approaches - 93% - 95% Meets - 73% - 80% Master - 46% - 55% 5th Grade - used 4th grade cohort 24-25 and goal for 25-26 Approaches 84% - 92% Meets 63% - 75% Master 28% - 50% Staff Responsible for Monitoring: Principal Assistant Principal		Formative			Summative
		Sept	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: HES will implement an interactive campus science word wall that supports students' mastery of academic vocabulary by engaging them in hands-on, visual, and collaborative learning experiences. Strategy's Expected Result/Impact: 1. Teachers will collaborate during PLCs to select and post high-leverage vocabulary words from each science unit once a month. 2. Students will engage with the word wall through interactive activities on the announcements with incentives for the winning class. 5th Grade STAAR science scores will show an improvement from 24-25: Approaches 77% - 90% Meets 35% - 50% Masters 14% - 35% TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
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Strategy 7 Details		Reviews			
Strategy 7: Students who were not successful on the previous year's STAAR assessment in Reading and/pr Math will be provided 15-30 hours of supplemental instruction during the current school year as required by SB1416 . Strategy's Expected Result/Impact: Students who did not pass STAAR will achieve at least approaches or higher on this year's reading and/or math STAAR. On 24-25 STAAR: 3rd math- 7 students did not meet 3rd reading - 4 students did not meet 4th math - 9 students did not meet 4th reading - 6 students did not meet TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Strategy 8 Details		Reviews			
Strategy 8: Heritage Elementary teachers will utilize a digital data tracker to analyze universal screeners and progressive monitoring during PLC's in order to increase student performance on i ready & STAAR. Strategy's Expected Result/Impact: 100% of student in grades 3rd-5th will increase by a performance level and masters will stay the same on STAAR reading and math. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
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Strategy 9 Details	Reviews			
Strategy 9: Increase student mastery of 5th grade science TEKS through collaborative team teaching and purposeful use of the science lab to provide hands-on, inquiry-based learning experiences. Strategy's Expected Result/Impact: 5th grade teachers will implement a team-teaching model to maximize teacher expertise and instructional time. Teachers will schedule regular use of the science lab for hands-on investigations aligned to TEKS. Lesson planning will intentionally incorporate lab-based experiences at least once per unit.. Teachers will meet weekly in PLCs to review data, adjust instruction, and share best practices for lab utilization. Staff Responsible for Monitoring: 5th Grade STAAR science scores will show an improvement from 24-25: Approaches 77% - 90% Meets 35% - 50% Masters 14% - 35% TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

Evaluation Data Sources: College Career Military Readiness Indicators
"School Quality Status" Indicator Domain III State Accountability System



Strategy 1 Details	Reviews			
Strategy 1: Heritage Elementary will partner with stakeholders and business to host a Career Day on Wheels. Strategy's Expected Result/Impact: Students will have an opportunity to learn about various careers. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Heritage Elementary will wear college colors once a month on the first Wednesday of the month. On Friday announcements, a teacher will state their college, explain why they chose that college, and share any other relevant details they would like the students to know. Strategy's Expected Result/Impact: Students will have an increased awareness of colleges. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: The HES gifted specialist will meet weekly with small groups of students who are not currently identified as GT, in order to provide them with reading and math opportunities. Strategy's Expected Result/Impact: Students who participate will increase a performance level on iReady/STAAR. Staff Responsible for Monitoring: GT Specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 4 Details	Reviews			
Strategy 4: The HES gifted specialist will communicate monthly through a GT newsletter to parents with an update of learning and activities. Strategy's Expected Result/Impact: Parents will be informed and engaged in the GT community. Staff Responsible for Monitoring: GT Specialist TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.







Strategy 1 Details	Reviews			
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: Decreased number of office referrals and bullying reports. Staff Responsible for Monitoring: Assistant Principal Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: HES will continue to reinforce and evaluate our new behavior system through the MTSS process. Strategy's Expected Result/Impact: HES will have consistent discipline expectations throughout the school. Staff and students will use the same language, routines and procedures and there will be a reduction in office referrals. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: HES will implement a consistent schoolwide ticket system to reinforce positive behavior and demonstration of school values and expectations. Strategy's Expected Result/Impact: Students will demonstrate improved behavior and engagement, leading to an increase in instructional time and stronger school culture. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.



Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters






Strategy 1 Details	Reviews			
Strategy 1: HES will continue to work with PTA and staff to offer afterschool clubs for students such as Garden Club, Drama Club, Theater, Chess, Play Club and Cheer Club. Strategy's Expected Result/Impact: Students will have the opportunity to participate in organizations to help them feel a part of the school community. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Selected 5th graders will participate in a leadership program with the assistant principal in order to promote good citizenship as well as student voice. Strategy's Expected Result/Impact: Students will learn leadership skills and be a voice for other students in making an impact on the school and community. Staff Responsible for Monitoring: Assistant Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), 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: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Strategy 1 Details	Reviews			
Strategy 1: All pre k - 5 grade students will learn about a different character trait each month through the Purposeful People Character Curriculum. Strategy's Expected Result/Impact: HES students will feel a sense of community using common language to highlight a different character traits that demonstrate character. Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Strategy 2 Details	Reviews			
Strategy 2: Counselor will work with students who might be struggling with peer relationships, academic performance and attendance in small groups or individually. Strategy's Expected Result/Impact: Students will have a safe place to receive tools needed in order to succeed academically, socially and emotionally and in addition a reduction in office referrals. Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Strategy 3 Details	Reviews			
Strategy 3: Counselor will contact all new families to HES and have new student lunched 2 times per year (fall and spring). Strategy's Expected Result/Impact: New families will feel welcomed and connected at HES. Staff Responsible for Monitoring: Principal Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building







Performance Objective 1: Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: 100% of the HES staff will complete the district survey. Strategy's Expected Result/Impact: HES staff will use the data and feedback to make decisions based on student needs. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building







Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details	Reviews			
Strategy 1: HES will work to create a positive and warm working environment by providing opportunities for team building and morale incentives such as pay day treats, lunches and duty free opportunities. Strategy's Expected Result/Impact: The staff will feel recognized and valued at HES and this will be reflected on district surveys. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: HES will provide professional growth pathway opportunities for teachers. This could be leading a part of a PLC, demonstrating a new strategy at a faculty meeting or mentoring a teacher. Strategy's Expected Result/Impact: More teachers will grow in their leadership even in small ways. Staff Responsible for Monitoring: Principal Assistant Principal Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
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Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building







Performance Objective 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 when TEA Identified].

Evaluation Data Sources: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Strategy 1 Details	Reviews			
Strategy 1: 1001% of HES teachers will set professional goals and monitor their progress through the evaluation system to improve their instruction. Strategy's Expected Result/Impact: Students will show growth in universal screeners and STAAR. Staff Responsible for Monitoring: Principal Assistant Principal	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: All HES teachers will participate in content based PLC's. Strategy's Expected Result/Impact: Teachers will collaborate to analyze data and target instruction to meet student needs. Staff Responsible for Monitoring: Principal Assistant principal	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1: Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details	Reviews			
Strategy 1: The HES counselor will work with PTA to Host one parent workshop during the school year on child anxiety Strategy's Expected Result/Impact: Provide families with an understanding of child anxiety and strategies to support their student. Staff Responsible for Monitoring: Principal Counselor	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Work with PTA to develop a parent satisfaction/engagement survey that can be administered. Strategy's Expected Result/Impact: Provide families an opportunity to have a voice and offer feedback. In collaboration with PTA we will collect baseline data through a survey for future goals.	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
Strategy 1: In combination with the PTA, HES will share a weekly newsletter that highlights specific opportunities for parents to connect and gain information about HES and GCISD. Strategy's Expected Result/Impact: The HES community will have an awareness of events, programs and opportunities in GCISD. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: HES staff will work collaboratively to partner with PTA to create volunteer opportunities for parents and grandparents. Strategy's Expected Result/Impact: Increased school/home connections. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement







Performance Objective 3: Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our business community.

Strategy 1 Details	Reviews			
Strategy 1: Campus leadership and PTA will regularly seek opportunities for business partnerships and support through sponsored programs or donations for students and staff. Strategy's Expected Result/Impact: Positive relationships between HES community and additional opportunities for students and staff. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement







Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Sources: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
Strategy 1: All students in Pre K - 5th will participate in One School ONE Book in order to facilitate and promote student engagement and a culture of literacy with the school and home. Strategy's Expected Result/Impact: HES students will be excited and engaged in the same book and have targeted comprehension/vocabulary discussions each week based on their grade level. Staff Responsible for Monitoring: Principal Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: All Pre K - 5th grade students will have the opportunity to participate in a variety of Family Engagement activities such as: Family Art Night, Book Character Pumpkins, Family Flashlight Reading, Family Nights at local restaurants, Spring Fling, Field Day Strategy's Expected Result/Impact: Families will feel connected and supported and HES> Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 5: Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
Strategy 1: In combination with PTA, HES will provide multiple opportunities for parents to be involved and volunteer (Lunch Room Duty, Library Helper, Art Helper, Lunch with a Loved One, Copy Room Helper). Strategy's Expected Result/Impact: HES parents will have multiple opportunities to participate in their child's learning. Staff Responsible for Monitoring: Principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Strategy 2 Details	Reviews			
Strategy 2: HES teachers will hold BOY conferences in order to provide parents with information on the universal screeners. Strategy's Expected Result/Impact: Parents will learn strengths and weakness and have a better understanding of how GCISD uses universal screeners. Staff Responsible for Monitoring: Principal	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Strategy 1 Details	Reviews			
Strategy 1: All HES students in Kinder - 5th will track their laps and participate in Fitness Friday once a month. Families will also be invited to the HMS track during their child's specials time to participate. Strategy's Expected Result/Impact: Students will be able to monitor their fitness goals each month. Staff Responsible for Monitoring: Principal PE Teacher TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: Solicit stakeholder input and feedback on the development and utlization of campus budget funds. This be done with CEC, PTA and HES staff. Strategy's Expected Result/Impact: Stakeholders will have an understanding and be aprt of the campus budget. 100% of purchases will be aligned with campus goals. Staff Responsible for Monitoring: Principal Executive Assistant TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: HES will follow all established district processes and procedures for expenditures on curriculum materials, campus supplies and professional development. Strategy's Expected Result/Impact: HES will be in compliance for all materials and supplies. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Sources: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Strategy 1 Details	Reviews			
Strategy 1: Solicit stakeholder feedback about facility needs and long term program plans, and participate in long term facility management and bond planning committees when appropriate. Strategy's Expected Result/Impact: Stakeholders will have increased opportunities to provide input on facility needs and program planning, resulting in greater transparency, stronger community trust, and informed recommendations that support long-term facility management. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Sources: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
Strategy 1: If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals. Strategy's Expected Result/Impact: Federal funds will be aligned to identified campus needs and priorities in the CIP, leading to improved implementation of strategies, measurable progress toward stated goals, and documented compliance with federal requirements. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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