

Grapevine-Colleyville ISD

Glenhope Elementary

2024-2025 Campus Improvement Plan

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



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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ethnic and special program distribution	22-23 TAPR report	6/10/24 Edugence
African American	5.6%	5.56%
Hispanic	9.5%	10.22%
White	58.6%	57.89%
American Indian	.6%	.54%
Asian	17.7%	16.85%
Two or more	8.0%	8.6%
Economically Disadvantaged	10.1%	10.42
Gifted and Talented	44.3%	54.17
SPED	7.2%	4.17

Our campus demographics have changed in the time since the ASPIRE program began. Our percentage of white students has decreased, while the percentages of Hispanic and Asian students has increased. Also, our Gifted and Talented percentages are reflective of the presence of this special program located on our campus.

Demographics Strengths

The introduction of ASPIRE has created a more diverse student body. This brings opportunities for students to learn from each other about their families and cultures. The creation and success of ASPIRE has provided positive outcomes for our campus in that our academic achievement appears strong, but has also brought tension due to perceptions of favored treatment, differences in the perception of staff stability, and attitudes that have been perceived as arrogant from teachers, students and parents involved in the program. ASPIRE parents also report sometimes feeling as if they are treated as intruders when first coming to the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is tension and division between the two programs housed on our campus.

Student Achievement

Student Achievement Summary

STAAR Test 2024	All DNM	All approach	All met	All master		W/O ASPIRE DNM	W/O ASPIRE approach	W/O ASPIRE met	W/O ASPIRE master
3rd read	7%	93%	85%	67%		13%	88%	69%	44%
3rd math	12%	89%	71%	40%		16%	83%	59%	22%
4th read	2%	98%	93%	68%		2%	98%	88%	47%
4th math	11%	89%	76%	35%		15%	84%	64%	33%
5th read	3%	97%	90%	66%		6%	95%	82%	42%
5 science	11%	89%	63%	35%		21%	79%	43%	9%

Student Achievement Strengths

STAAR test 2024	met/master w/ ASPIRE	District average	met/master w/o ASPIRE versus district	met/master w/o ASPIRE vs. comp schools	comparable school met/master average
3rd read	85	65	70		65
3rd math	71	56	57		72
4th read	93	67	87		75
4th math	77	53	62		62
5th read	90	71	82		79
5th math	95	65	91		77
5th science	73	39	43		45

The met/mastered total for all tested subjects and grades is higher than the district average, with and without ASPIRE. However, when only comparable schools' data is included there are two areas that are below the comparable school's average: 3rd grade math and 5th grade science. These will both need to be targets for intensive work next year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 84% of traditional students in 3rd grade math met "approaching" or passing level in 2024. Our goal was 90%. The "mastered standard" percentage for traditional students was also lower than comparable schools in our district. **Root Cause:** The performance of this group as a whole at the end of 2nd grade showed a large group of students who were behind in their skill acquisition. The teacher was new to our school and state and was learning the curriculum expectations.

Problem Statement 2: 83% of students in 4th grade traditional math met the 'approaching' or passing level in 2024. Our goal was for 90% to pass. **Root Cause:** 4th grade students in traditional classes continued to show weakness as a group because the 2nd half of their 3rd grade year was under the direction of a long term substitute. Also, as a group their achievement from 2nd to 3rd was lower than typical for our students.

Problem Statement 3: The "mastered standard" percentage for our traditional students in science was 43%, lower than the mastered percentage for comparable schools in our district. Only 9% achieved mastery of the standards, far below other schools in our comparison group. **Root Cause:** The rigor of instruction does not appear to meet the needed level for students to meet/master the standards.

School Culture and Climate

School Culture and Climate Summary

A positive school culture and climate are critical for fostering a supportive and productive environment for both staff and students. The Gallup survey shows that the strengths of our school culture and climate, characterized by clear expectations, a caring environment, and a commitment to quality work, create a solid foundation for continued success. By maintaining and building upon these strengths, we can further enhance the positive atmosphere and ensure that our school remains a supportive and high-performing environment for all staff members. However, according to our 23/24 Gallup survey results, various issues related to staff recognition, inclusion in decision-making, and interpersonal relationships can undermine this environment, leading to decreased job satisfaction, higher turnover rates, and overall lower school performance.

Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your company as a place to work? 4.05

Q01: I know what is expected of me at work. 4.49

Q02: I have the materials and equipment I need to do my work right. 4.11

Q03: At work, I have the opportunity to do what I do best every day. 4.13

Q04: In the last seven days, I have received recognition or praise for doing good work. 3.05

Q05: My manager, or someone at work, seems to care about me as a person. 4.28

Q06: There is someone at work who encourages my development. 4.08

Q07: At work, my opinions seem to count. 3.74

Q08: The mission or purpose of my company makes me feel my job is important. 4.31

Q09: My coworkers are committed to doing quality work. 4.64

Q10: I have a best friend at work. 4.19

Q11: In the last six months, someone at work has talked to me about my progress. 4.26

Q12: This last year, I have had opportunities at work to learn and grow. 4.24

School Culture and Climate Strengths

A positive school culture and climate are essential for creating an environment where staff members feel valued, supported, and motivated to perform their best. At our school, there are several key strengths that contribute to this positive atmosphere, particularly in areas related to clarity of expectations, personal care, and commitment to quality work.

Strengths:

1. Clarity of Expectations:

- **Defined Roles and Responsibilities:** Staff members have a clear understanding of their roles and what is expected of them, which helps in maintaining focus and efficiency. This clarity reduces confusion and allows employees to perform their duties confidently and effectively.
- **Structured Guidelines and Policies:** The presence of well-communicated guidelines and policies ensures that everyone is on the same page, contributing to a well-organized and orderly working environment.

2. Personal Care and Support:

- **Caring Environment:** Staff members report that there is a genuine sense of care and concern from colleagues and administrators. This supportive environment helps individuals feel valued as people, not just as employees.
- **Emotional and Professional Support:** The availability of support, whether for personal challenges or professional development, enhances overall job satisfaction and well-being. Knowing that someone at work cares about them as a person fosters a sense of belonging and loyalty.

3. Commitment to Quality Work:

- **Dedicated Coworkers:** The staff is committed to maintaining high standards and delivering quality work. This collective dedication to excellence creates a professional environment where everyone strives to do their best.
- **Collaborative Efforts:** There is a strong sense of teamwork and collaboration among staff members, which helps in achieving common goals and improving the overall performance of the school.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Many staff members feel their hard work and achievements are not sufficiently recognized or celebrated. **Root Cause:** This lack of acknowledgment can lead to feelings of underappreciation and demotivation. Low levels of recognition and inclusion can lead to diminished morale, negatively impacting teachers' enthusiasm and energy in the classroom.

Problem Statement 2: There is sentiment among staff that their opinions and contributions are not adequately considered in decision-making processes. **Root Cause:** This exclusion can result in disengagement and a lack of investment in the school's goals and initiatives. A lack of appreciation and engagement can result in higher staff turnover, leading to instability and increased costs associated with recruiting and training new employees.

Problem Statement 3: The absence of close personal connections among staff members is evident, with many employees reporting that they do not have a best friend or close confidant at work. **Root Cause:** This lack of camaraderie can contribute to a sense of isolation and reduce overall job satisfaction. When staff members are disengaged or disconnected, it can affect their performance and, consequently, the overall effectiveness of the educational programs and student outcomes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

In recent discussions, there has been a misconception that our school is experiencing a significant loss of quality teachers. This perception can impact that school's reputation and morale among staff, students, and the community. Our school uses a robust recruitment process to hire and recruit high quality teachers. We implement a thorough and selective hiring process that includes multiple rounds of interviews and reference checks. Candidates are evaluated not only on their qualifications and experience but also on their alignment with the school's values and educational philosophy.

Our counselor transferred to another campus, 1 teacher retired, 2 teachers transferred to another campus, and 1 teacher is staying home with a baby.

Staff Quality, Recruitment, and Retention Strengths

Our school is committed to maintaining a high standard of teaching excellence. The following points highlight the quality of our current staff:

1. Experienced Educators:

- A significant proportion of our teachers have advanced degrees and extensive teaching experience, bringing a wealth of knowledge and expertise to the classroom.
- Many staff members have received awards and recognition for their teaching excellence at both the district and state levels.

2. Professional Development:

- The school invests in ongoing professional development opportunities, ensuring that teachers stay current with best practices and innovative teaching methods.
- The school offers a supportive and collaborative work environment that appeals to high-quality educators.
- Teachers participate in workshops, conferences, and training sessions to continually enhance their skills and effectiveness.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: STAAR results for some areas indicate student achievement lower than comparable schools **Root Cause:** Improvement is needed in curriculum and/or instruction in some areas.

Problem Statement 2: Staff feels disconnected to decision-making on campus. **Root Cause:** Limited involvement in school decision-making processes can lead to a sense of disempowerment and disengagement, so improvement in the number of leadership opportunities.

Problem Statement 3: The community believes our campus has a large turnover rate in teachers. **Root Cause:** Misinformation has led to the numbers being exaggerated.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Math: The curriculum has improved, but continues to need more rigorous activities throughout the grade levels.

ELAR: HMH has provided resources but is not tightly aligned to STAAR requirements which requires teachers to continue to adapt and modify in order to be prepared appropriately.

Science: We are hopeful that the new curriculum will be robust and designed to help our students show more success on the Science STAAR.

SS: The curriculum is built primarily around Social Studies Weekly and requires great teacher effort to be engaging for students.

Curriculum, Instruction, and Assessment Strengths

Having all curriculum documents in the same format is a great step forward. It didn't appear that the assessments provided were always aligned with the curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Assessments do not adequately predict student performance on STAAR. **Root Cause:** Assessment design/alignment

Parent and Community Engagement

Parent and Community Engagement Summary

While we did not collect specific data on parent engagement, we had numerous highly attended events last year, including the Sock Hop, Fall Festival, Lunch with a Loved One (held twice), Gator Games, two art shows, and various other programs.

Parent and Community Engagement Strengths

Our school values the involvement of parents and the wider community in creating a supportive and enriching educational environment. This commitment is reflected in the high attendance at various school events throughout the year. These events provide valuable opportunities for parents, students, and staff to interact, fostering stronger relationships and a sense of belonging within the school community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There appears to be a divide between Traditional and Aspire families on campus. **Root Cause:** A lack of integration and understanding between the two groups undermines the sense of a unified school community.

Problem Statement 2: We see a lower percentage of families that live in our nearby apartments attend campus events. **Root Cause:** Financial Barriers and lack of information

School Context and Organization

School Context and Organization Summary

A description of students' opportunities to learn, interventions, acceleration practices, processes for identifying and assisting underachieving students, analysis of instructional practices and school structure, methods of identifying and implementing research-based best practices.

Intervention in each grade is determined first by BOY data gathered in student assessments. After the data is received, it is reviewed in RTI meetings and students who are in need of intervention are identified and plans are made to regularly provide intervention and track progress. Progress is collected every 2 weeks by the principal who notes trends in specific students and follows up with teachers. When students continue to be unsuccessful in spite of intervention, a referral for SPED is made.

For the coming year, we believe that adding an opportunity for vertical content teachers to discuss successful interventions may provide support for content intervention.

Students who want to accelerate in math have a robust program of acceleration in place. 24% of the students at Glenhope "telescoped" in math, moving one or more grades beyond their assigned years for math instruction. We are sometimes able to do some flexible movement for kinder and first grade students in literacy in order to better meet their needs. Unfortunately, because telescoping requires system resources that are not available, students are not able to telescope in other subjects at this time.

School Context and Organization Strengths

Identification for Intervention is done quickly. Intervention is monitored regularly.

Acceleration is publicized and made available to anyone who feels they may qualify.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Intervention is begun quickly but does not always achieve the amount of growth needed to close gaps. **Root Cause:** Intervention practices need to be improved

Technology

Technology Summary

Our school is committed to using technology to enhance the educational experience for both students and staff. By integrating advanced technological tools and resources into our daily operations, we ensure that our school remains at the forefront of educational innovation and effectiveness. Being a 1:1 campus has allowed us to:

- **Enhance Learning Experiences:** The integration of technology has made learning more interactive, personalized, and engaging for students.
- **Improve Student Outcomes:** Access to advanced technological resources has been shown to improve academic performance and better prepare for future educational and career opportunities.
- **Teacher Effectiveness:** Teachers are able to deliver more effective and innovative lessons, supported by ongoing training and access to cutting-edge tools.

Technology Strengths

- **Student Devices:** Each student has access to personal devices such as tablets or laptops, allowing for seamless integration of digital learning tools.
- **Learning Management System (LMS):** We utilize a comprehensive LMS that supports online assignments, assessments, and real-time feedback, enhancing the learning process and student engagement.
- **Student Collaboration:** Digital collaboration tools and platforms allow students to work together on projects and assignments, both in and out of the classroom.

Priority Problem Statements

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.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Insure systemic high quality reading instruction is occurring daily. We will monitor reading curriculum and instruction through walk throughs, PLCs and review of data with grades 3-5.</p> <p>Strategy's Expected Result/Impact: By May 2025, 90% of 3rd grade students 95% of 4th grade students and 95% of 5th grade students will meet expectations on STAAR reading,</p> <p>By May 2025, 70% of 3rd grade students 70% of 4th grade students and 70% of 5th grade students will master standards on STAAR reading.</p> <p>Staff Responsible for Monitoring: Wynette Griffin Lauren Vise Jamie Vossen</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Insure systemic high quality math instruction is occurring daily. We will provide time for and facilitate vertical team meetings in grades 3-5 at least 4X this year. This will allow teachers the ability to share common vocabulary, instructional materials and practices that are effective and can be utilized in other grades.</p> <p>Strategy's Expected Result/Impact: By May 2025, 75% of 3rd grade students will meet expectations 80% of 4th grade students will meet expectations 95% of 5th grade students will meet expectations</p> <p>45% of 3rd grade students will master standards 45% of 4th grade students will master standards 50% of 5th students will master standards</p> <p>on math STAAR</p> <p>Staff Responsible for Monitoring: Wynette Griffin Lauren Vise Jamie Vossen</p>	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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.

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: Students in the 3-5 ASPIRE program will work with above grade level texts for instructional reading Strategy's Expected Result/Impact: 95% of students in grades 3-5 ASPIRE program will demonstrate mastery level of performance on year end STAAR reading Staff Responsible for Monitoring: Wynette Griffin Jamie Vossen Lauren Vise Jill Mitten Leigh Ballard Charlotte Weinstein	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Refinements to Science planning to ensure growth for all students, especially around new curriculum implementation and utilization of resources. Strategy's Expected Result/Impact: By May 2025, 5th grade science meet expectations will increase to 70% and 5th grade science mastered standards will increase to 40% Staff Responsible for Monitoring: Wynette Griffin Jamie Vossen Lauren Vise	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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: Continued and improved use of Classroom Circle Ups. Strategy's Expected Result/Impact: No more than 29 individual students will receive office referrals this year (5%) Staff Responsible for Monitoring: Wynette Griffin Lauren Vise Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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: Increase the number and types of after school programs available for extracurricular participation. Strategy's Expected Result/Impact: The number of after school offerings will increase from 8 to 10 by May 2025. Staff Responsible for Monitoring: Lauren Vise Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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: Provide regularly scheduled classroom guidance on topics designed to improve each student's ability to relate to others and resolve conflicts by themselves. Strategy's Expected Result/Impact: No more than 5% (29) individual students will have office referrals for the 24-25 school year. Staff Responsible for Monitoring: Lauren Vise Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Campus based instrument provided to teachers for feedback.

Strategy 1 Details	Reviews			
Strategy 1: Review survey data and develop move forward steps to any areas below the district average. Strategy's Expected Result/Impact: Improved staff morale as evidenced by Boy and EOY informal employee survey data. Staff Responsible for Monitoring: Wynette Griffin Lauren Canafax Lauren Vise Jamie Vossen	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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: Strategic actions to increase teacher/administrator relationships. Strategy's Expected Result/Impact: By April 30th, every staff member will have at least 6 documented positive recognitions from principal. Staff Responsible for Monitoring: Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate employees throughout the year in a variety of ways. Personal notes, conversations, emails, thank you notes, shoutouts in newsletters and faculty meetings. Strategy's Expected Result/Impact: Staff ratings on EOY staff survey would indicate they have been recognized and feel appreciated by administration. Staff Responsible for Monitoring: Lauren Vise Wynette Griffin Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>				

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: U

Strategy 1 Details	Reviews			
Strategy 1: Utilize the Get Better Faster Coaching process with at least 9 teachers this year (coached by Griffin, Vise, Vossen) Staff Responsible for Monitoring: Lauren Vise, Jamie Vossen, Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				

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.

Evaluation Data Sources: By the end of the 2023-2024 school year, increase student engagement by 10 percent as measured by a beginning-of-the-year student survey and end-of-year student survey led by the communications department.

Strategy 1 Details	Reviews			
Strategy 1: Hold a family engagement event tied to school day theme. Strategy's Expected Result/Impact: Host Family Glow Night in the spring. Staff Responsible for Monitoring: Wynette Griffin Lauren Vise Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Add a Glenhope Roundtable parent and teacher committee to discuss and problem solve any issues arising from having two programs in one building. Strategy's Expected Result/Impact: Documentation of 7 meetings and attendance along with agendas. Staff Responsible for Monitoring: Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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: Invite at least 10 non-parent presenters to Career Day or other opportunity to share their profession with students. Strategy's Expected Result/Impact: At least 5 non-parents will be presenters at Career Day or another opportunity to share professions. Staff Responsible for Monitoring: Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 4: All students will have a successful transition back to in-person learning 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. Additionally, student attendance will return to or exceed pre-pandemic levels.

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

Strategy 1 Details	Reviews			
Strategy 1: AP and counselor will continue to track attendance and make regular contact with families at 10 days, 14 days and 8 unexcused days absence. Strategy's Expected Result/Impact: Our attendance rate for 24-25 will be 96.9%	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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: Engage parents and staff in meaningful ways to address concerns with cohesion. Strategy's Expected Result/Impact: Establish a roundtable for discussing issues and problems relating to perceptions issues that may impact cohesiveness. We will meet 7 times, and attendance and agendas will be documentation. Staff Responsible for Monitoring: Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Students will exercise regularly, discuss goals for themselves, and do BOY and EOY testing for pacer. Strategy's Expected Result/Impact: 95% of Glenhope 5th grade students will increase their EOY Pacer score to target levels.	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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: The campus principal will present the campus budget to the CEC and solicit input/ feedback for the next year. Strategy's Expected Result/Impact: Agenda and feedback from CEC.	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Financial processes will be taught to new administrative assistant. Strategy's Expected Result/Impact: By January 2025, teacher requests for supplies will be ordered within one week of receipt by admin assistant.	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Add maintenance requests regularly and then prior to summer break insure that all needed repairs have been requested. Strategy's Expected Result/Impact: Emergency repairs will be addressed within 48 hours and maintenance that can wait will be completed in summer of 2025. Staff Responsible for Monitoring: Lauren Vise	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Glenhope will follow all required documentation and processes for utilization of federal funds, as applicable. Strategy's Expected Result/Impact: By February 2025, all requests for federal funds will be approved within one week.	Formative			Summative
	Sept	Feb	Apr	June
	N/A			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				