

Grapevine-Colleyville ISD

Glenhope Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness



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

	Membership			
	Campus			
Student Information	Count	Percent	District	State
Total Students	560	100.0%	13,502	5,530,499
Students by Grade				
Kindergarten	59	10.5%	5.6%	6.5%
Grade 1	77	13.8%	5.7%	6.8%
Grade 2	102	18.2%	6.1%	7.0%
Grade 3	101	18.0%	6.6%	7.3%
Grade 4	109	19.5%	6.0%	7.3%
Grade 5	112	20.0%	7.2%	7.3%
Ethnic Distribution				
African American	22	3.9%	7.6%	12.8%
Hispanic	64	11.4%	26.9%	53.5%
White	340	60.7%	49.3%	24.4%
American Indian	2	0.4%	0.3%	0.3%
Asian	87	15.5%	10.3%	5.6%
Pacific Islander	2	0.4%	0.3%	0.2%
Two or More Races	43	7.7%	5.2%	3.3%
Sex				
Female	216	38.6%	48.8%	48.9%
Male	344	61.4%	51.2%	51.1%
Other Student Cohorts				
Economically Disadvantaged	49	8.8%	26.1%	60.5%

	Membership			
Non-Educationally Disadvantaged	511	91.3%	73.9%	39.5%
Section 504 Students	27	4.8%	9.7%	6.8%
EB Students/EL	21	3.8%	12.6%	24.3%
Students w/ Disciplinary Placements (2023-24)	0	0.0%	0.8%	2.1%
Students w/ Dyslexia	31	5.5%	8.9%	6.4%
Foster Care	1	0.2%	0.3%	0.2%
Homeless	3	0.5%	2.1%	1.4%
Immigrant	8	1.4%	1.2%	3.5%
Migrant	0	0.0%	0.0%	0.2%
Title I	3	0.5%	14.9%	66.6%
Military Connected	34	6.1%	6.3%	4.1%
At-Risk	73	13.0%	31.4%	53.5%
Students by Instructional Program				
Bilingual/ESL Education	20	3.6%	12.3%	24.3%
Career and Technical Education	-	-	-	-
Career and Technical Education (9-12 grades only)	-	-	-	-
Gifted and Talented Education	284	50.7%	19.2%	8.7%
Special Education	68	12.1%	13.1%	15.3%
Students with Disabilities by Type of Primary Disability				
Total Students with Disabilities	68			
Students with Intellectual Disabilities	26	38.2%	52.7%	48.3%
Students with Physical Disabilities	17	25.0%	12.9%	17.0%
Students with Autism	**	**	16.8%	16.8%
Students with Behavioral Disabilities	12	17.6%	16.8%	16.3%
Students with Non-Categorical Early Childhood	*	*	0.9%	1.6%
Mobility (2023-24)				
Total Mobile Students	26	5.2%	8.3%	16.4%
African American	9	1.8%	1.4%	3.3%
Hispanic	6	1.2%	3.4%	8.9%
White	7	1.4%	2.6%	2.9%
American Indian	0	0.0%	0.0%	0.1%

	Membership			
Asian	3	0.6%	0.5%	0.5%
Pacific Islander	1	0.2%	0.0%	0.0%
Two or More Races	0	0.0%	0.3%	0.6%
Special Ed Students who are Mobile	12	17.6%	11.2%	17.3%
Count and Percent of EB Students/EL who are Mobile	2	9.5%	15.9%	17.9%
Count and Percent of Econ Dis Students who are Mobile	14	23.7%	16.7%	19.0%
Student Attrition (2023-24)				
Total Student Attrition	39	8.7%	13.6%	18.0%

Student Achievement

Student Achievement Summary

Glenhope Elementary earned an A Rating from the TEA.

Academic Achievements on 2025 STAAR include:

	School Year	State	District	Campus
STAAR Performance Rates by Tested Grade, Subject, and Performance Level				
Grade 3 Reading				
At Approaches Grade Level or Above	2025	77%	87%	98%
	2024	74%	86%	94%
At Meets Grade Level or Above	2025	52%	70%	92%
	2024	48%	66%	87%
At Masters Grade Level	2025	23%	36%	57%
	2024	21%	35%	68%
Grade 3 Mathematics				
At Approaches Grade Level or Above	2025	71%	82%	94%
	2024	70%	80%	89%
At Meets Grade Level or Above	2025	46%	63%	82%
	2024	42%	58%	72%
At Masters Grade Level	2025	19%	30%	53%
	2024	15%	25%	41%
Grade 4 Reading				
At Approaches Grade Level or Above	2025	81%	89%	95%
	2024	81%	90%	99%
At Meets Grade Level or Above	2025	54%	68%	81%
	2024	51%	69%	94%
At Masters Grade Level	2025	24%	36%	56%
	2024	23%	41%	69%

	School Year	State	District	Campus
Grade 4 Mathematics				
At Approaches Grade Level or Above	2025	69%	77%	88%
	2024	69%	78%	91%
At Meets Grade Level or Above	2025	47%	56%	70%
	2024	46%	56%	77%
At Masters Grade Level	2025	24%	31%	40%
	2024	21%	29%	36%
Grade 5 Reading				
At Approaches Grade Level or Above	2025	77%	88%	98%
	2024	79%	88%	96%
At Meets Grade Level or Above	2025	58%	75%	92%
	2024	55%	72%	89%
At Masters Grade Level	2025	30%	48%	65%
	2024	29%	47%	65%
Grade 5 Mathematics				
At Approaches Grade Level or Above	2025	74%	83%	99%
	2024	77%	87%	100%
At Meets Grade Level or Above	2025	47%	59%	81%
	2024	50%	68%	95%
At Masters Grade Level	2025	22%	31%	49%
	2024	19%	36%	75%
Grade 5 Science				
At Approaches Grade Level or Above	2025	65%	76%	93%
	2024	58%	71%	89%
At Meets Grade Level or Above	2025	31%	39%	64%
	2024	28%	41%	63%
At Masters Grade Level	2025	12%	18%	34%
	2024	11%	18%	35%
Grade 6 Mathematics				

	School Year	State	District	Campus
At Approaches Grade Level or Above	2025	74%	84%	100%
	2024	72%	86%	100%
At Meets Grade Level or Above	2025	40%	57%	100%
	2024	39%	63%	100%
At Masters Grade Level	2025	16%	28%	88%
	2024	14%	28%	81%
Grade 8 Mathematics				
At Approaches Grade Level or Above	2025	71%	87%	100%
	2024	72%	91%	*
At Meets Grade Level or Above	2025	47%	66%	100%
	2024	43%	69%	*
At Masters Grade Level	2025	18%	35%	86%
	2024	16%	35%	*

Distinction Designations



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			
Strategy 1: Ensure daily, systematic, high-quality reading instruction in grades 3-5 by creating and analyzing short constructed response exit tickets in our Professional Learning Community (PLC). Strategy's Expected Result/Impact: By May 2026, 94% of 3rd grade students 95% of 4th grade students and 90% of 5th grade students will meet expectations on STAAR reading, By May 2026, 78% of 3rd grade students 78% of 4th grade students and 70% of 5th grade students will master standards on STAAR reading. Staff Responsible for Monitoring: Alishia Illic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June






Strategy 2 Details	Reviews			
Strategy 2: Ensure daily, systematic, high-quality math instruction by creating and analyzing exit tickets in our Professional Learning Community (PLC). This process will help us align on common vocabulary and promote higher-level questioning. Strategy's Expected Result/Impact: By May 2026, 90% of 3rd grade students will meet expectations 93% of 4th grade students will meet expectations 85% of 5th grade students will meet expectations 68% of 3rd grade students will master standards 73% of 4th grade students will master standards 63% of 5th students will master standards on math STAAR Staff Responsible for Monitoring: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: The GHES gifted specialist will meet with small groups of students not currently identified as gifted and talented (GT) on a weekly basis to provide them with reading and mathematics enrichment opportunities. Strategy's Expected Result/Impact: Students who participate will increase a performance level on iready/STAAR. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem Tiffani Griffard	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: By the end of the school year, our campus will implement an annual "Career Exploration Day" to introduce all students to a diverse range of professions and military opportunities. This initiative aims to build foundational awareness of future pathways and inspire a sense of purpose from an early age. Strategy's Expected Result/Impact: Students will have an opportunity to learn about various careers. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The GHES 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: Alishia Ilic Nicki Clem Tiffani Griffard	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 100% of staff will use CHAMPS expectations and routines in their classrooms. Walkthroughs will note evidence of CHAMPs expectations and procedures observed. Strategy's Expected Result/Impact: Decrease interruptions to instructional time, improve school culture and create safe environments for all students and staff. School administrators will conduct frequent, informal walkthroughs using a standardized checklist focused on observing CHAMPS implementation. The feedback provided will be specific, actionable, and delivered in a supportive, non-evaluative manner. The goal is to identify areas of strength and provide targeted support for areas needing improvement. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GHES will implement a consistent schoolwide Gator Wagon to reinforce positive behavior and demonstration of school values and expectations. Strategy's Expected Result/Impact: The Gator Wagon will make weekly rounds, allowing students to use their earned Gator Bucks to purchase small, desirable items. GHES will hold four PBIS reward school wide events. GHES will start the PBIS store for students to shop. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			

Strategy 3 Details	Reviews			
Strategy 3: Our goal is to celebrate students who consistently demonstrate the "Gator Way" -- being kind to everyone, respectful every day, and responsible in every way. Strategy's Expected Result/Impact: Each week, teachers will nominate students who exemplify these qualities. These students will be recognized and celebrated during lunch, providing a positive example for the entire school community and reinforcing the values we hold. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 4 Details	Reviews			
Strategy 4: GHES will implement a multi-tiered system of support (MTSS) for social and behavioral needs at GHES. We will be proactive and data-driven approach to student at the individual level. Strategy's Expected Result/Impact: We will meet once a month as a grade level and look at students data at the individual level. We will determine early intervention, as students receive support at the first sign of struggle, preventing issues from escalating. This will improve student outcomes by fostering a positive school climate, but also ensuring that school resources are used efficiently. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: GHES will implement "Gatorville" once per month to boost student involvement. Every student will participate with this being during the day and let students choose what they would like to do out of the 20 options. Strategy's Expected Result/Impact: 100% of students will participate in Gatorville once a month. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: 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: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: GHES will create and distribute a staff survey after the first semester to collect feedback or suggestions for improvement of school dynamics. Strategy's Expected Result/Impact: GHES Leadership will implement 2 action items from staff feedback by the end of 2026. Staff Responsible for Monitoring: Alishia Ilic Lauren Canafax Nicki Clem Megan Arnold	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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: GHES Admin team will recognize and celebrate the staff through Educator of the Week, staff recognition shoutouts in the Newsletter, birthday emails for all staff, and weekly thank you cards for GHES and district staff. 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: Alishia Illic Nicki Clem Megan Arnold Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GHES 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.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  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 all new teachers. Strategy's Expected Result/Impact: Students will show growth in universal screeners and STAAR. Staff Responsible for Monitoring: Alishia Ilic Nicki Clem Instructional Coaches	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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: None

Strategy 1 Details	Reviews			
Strategy 1: GHES will be hosting five "Coffee with the Principal" sessions this year, each with a specific theme, to gather targeted feedback and build stronger connections with the community. This information will be utilized for direct engagement to better understand your perceptions and collaboratively improve our school. Strategy's Expected Result/Impact: Host 5 events that are Coffee with the Principal Staff Responsible for Monitoring: Alishia Ilic Nicki Clem	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GHES has a parent feedback survey open in our weekly parent newsletter to collect feedback and questions from parents. This will help us identify areas for improvement. Strategy's Expected Result/Impact: Check the survey weekly and respond to parents and bring this information to leadership team to determine what can be done better.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: GHES will share a weekly newsletter that highlights specific opportunities for parents to connect and gain information about GHES and GCISD. Strategy's Expected Result/Impact: Weekly opportunities will be shared in newsletter sent every Sunday Staff Responsible for Monitoring: Alishia Ilic	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GHES 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.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: Campus leadership and PTA leaders will regularly seek opportunities for business partnerships and support through sponsored programs or donations for students and staff. Strategy's Expected Result/Impact: By May 2026, GHES will have 3 new area business partnerships that positively impact our school community. Staff Responsible for Monitoring: Lauren Canafax	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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 25-26 will be 97%.	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: In combination with PTA, GHES 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: We will have more families feeling more connected to the campus and aware of the instructional practices that support students. Utilizing more hands in the classroom to meet the needs of students will help 90% of our students to meet their iReady goals in both reading and math. Staff Responsible for Monitoring: Wynette Griffin	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: GHES 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. 100% of families will receive a BOY and EOY parent conference.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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. Staff Responsible for Monitoring: Michael Maupin Paige Sweatt	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</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
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: GHES will utilize district approval process to procure materials and resources that align with district and campus goals. Strategy's Expected Result/Impact: Campus needs are met in a timely and efficient manner	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: 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: Lauren Vise	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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: 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.	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				