

**Grapevine-Colleyville ISD**

**Grapevine Elementary**

**2025-2026 Campus Improvement Plan**

**Accountability Rating: A**



# Mission Statement

At Grapevine Elementary, we shoot for the STARS. We define that as:

S - setting goals

T - taking risks

A - accepting differences

R - regulating our learning

S - supporting all learners

## Vision

At Grapevine Elementary, we put kids first!

## Value Statement

At Grapevine Elementary, we believe setting goals empowers learners. We believe risk-taking leads to innovation. We believe diversity strengthens our learning community. We believe positive relationships promote learning. We believe all stakeholders have a responsibility to support learners.

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# Goals

## Goal 1: Student Achievement and Post Secondary Readiness

### Performance Objective 1: Academic Growth & Development

#### High Priority

**Evaluation Data Sources:** i-Ready BOY, MOY, & EOY Data, STAAR Interim. STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.1.1- 100% of GES classroom teachers will actively engage in a minimum of five grade-level MTSS/RtI meetings during the school year to collaboratively review and address students' academic and behavioral progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent participation in MTSS/RtI meetings will lead to improved student outcomes through early identification, targeted interventions, and collaborative problem-solving.</p> <p>1.) Improved Academic Performance- Increase the number of students who meet grade level or above targets on STAAR Reading (Grade 3- 70%, Grade 4- 70%, Grade 5- 80%) &amp; Math (Grade 3- 75%, Grade 4- 65%, and Grade 5- 70%) by June 2026.</p> <p>2.) Behavioral Improvements- Reduction in the number of office discipline referrals</p> <p>3.) Intervention Effectiveness- Documentation of data-based decision making and intervention adjustments during MTSS/RtI meetings and an increase in the number of students successfully exited from Tier 2/3 supports due to progress.</p> <p>4.) Teacher Collaboration and Fidelity- Evidence of data-based discussions (Examples: meeting agendas, notes, student progress tracking)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Feb	Apr	June





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.1.2- Students who did not meet grade-level expectations on the previous year's STAAR assessment in Reading and/or Math will receive 15-30 hours of targeted supplemental instruction during the current school year, in alignment with the requirements of HB 1416.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted supplemental instruction will help close learning gaps for students who did not meet grade-level expectations on the prior year's STAAR assessment, leading to improved academic performance and increased proficiency in Reading and Math.</p> <p>1.) Increased STAAR Performance- Percentage of participating students demonstrating growth or meeting grade-level standards on the current year's STAAR increases compared to the previous year.</p> <p>2.) Progress Monitoring Gains- Improvement in TEKS Checks &amp; STAAR Interim and progress monitoring assessments (example: iReady) for students receiving supplemental instruction.</p> <p>3.) Intervention Completion- 100% of eligible students receive the required 15-30 hours of supplemental instruction in accordance with HB 1416.</p> <p>4.) Reduction in Learning Gaps- Decrease in the number of students performing below grade level in Reading and/or Math by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 4th-5th Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.1.3- GES teachers will utilize iReady Teacher Toolbox resources weekly to enhance high-quality instructional practices and support all students in achieving their typical growth goals in iReady Reading and Math through consistent, systematic implementation in grades K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of iReady Teacher Toolbox resources will enhance instructional quality, support differentiated instruction, and lead to increased student growth in Reading and Math, as measured by students meeting or exceeding their typical growth goals in iReady.</p> <p>1.) Student Growth- 85% of K-5 students meeting or exceeding their typical growth targets in iReady Reading and Math by the end of the school year.</p> <p>2.) Instructional Implementation- Evidence of regular integration of iReady Teacher Toolbox resources in lesson plans, walkthroughs, and PLC discussions.</p> <p>3.) Differentiated Instruction- Improved alignment of instructional strategies to student data, as demonstrated through progress monitoring and instructional grouping.</p> <p>4. Teacher Engagement- 100% of K-5 teachers demonstrate regular usage of iReady Teacher Toolbox as a resource to support instruction, as documented in lesson plans or instructional reflections.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, K-5 Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 1.1.4- GES students in grades 3-5 will engage in Fluency Flight for 8 minutes daily, four times per week, to build automaticity and accuracy in basic math facts.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent use of Fluency Flight will increase students' automaticity and accuracy with basic math facts, leading to improved computational fluency and overall math achievement for grades 3-5.</p> <p>1.) Increased Math Fact Fluency- Improvement in speed and accuracy on timed math fact assessments or progress monitoring tools.</p> <p>2.) Enhanced Computational Skills- Growth in performance on math assessments requiring fact fluency, such as TEKS Checks, iReady, STAAR Interim, and STAAR Math.</p> <p>3.) Implementation Fidelity- 100% of grades 3-5 students complete Fluency Flight (Math Facts) practice for 8 minutes per day, 4 times per week, as recorded in usage logs.</p> <p>4.) Reduction in Math Skill Gaps- Decrease in the number of students performing below grade-level expectations in math fact fluency by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, 2-5 Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 1.1.5- GES teachers will submit weekly lesson plans aligned with the GCISD Curriculum Management Plan, incorporating district curriculum resources and reflecting scheduled district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Regular submission of lesson plans aligned with the GCISD Curriculum Management Plan will ensure consistent, standards-based instruction that is responsive to district curriculum and assessment expectations, ultimately leading to improved student learning outcomes.</p> <p>1.) Instructional Alignment- 100% of lesson plans demonstrate alignment with district curriculum resources and scheduled assessments.</p> <p>2.) Teacher Accountability- Timely weekly submission of lesson plans by all GES teachers as monitored by campus administration.</p> <p>3.) Improved Student Performance- Increased student achievement on district assessments and formative evaluations as a result of coherent and well-planned instruction.</p> <p>4.) Data-Driven Instruction- Evidence of lesson plan adjustments based on assessment data to address student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 1.1.6- GES instructional staff will consistently implement student accommodations outlined in 504 and IEP plans and monitor progress using campus tracking spreadsheets.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent implementation and monitoring of 504 and IEP accommodations will ensure that students with identified needs receive appropriate support, leading to improved academic progress and increased access to the general education curriculum.</p> <p>1.) Increased Fidelity of Accommodation Implementation- Regular documentation and evidence of accommodations being provided as specified.</p> <p>2.) Improved Student Academic Progress- Positive growth reflected in assessment data and teacher observations.</p> <p>3.) Enhanced Access and Participation- Greater student engagement and success within general education settings.</p> <p>4.) Effective Progress Monitoring- Up-to-date tracking spreadsheets showing consistent review of student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, SPED Case Managers, and Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness





HB3 Goal

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.2.1- The GT specialist will analyze student data and deliver targeted enrichment instruction to first and second graders exhibiting indicators of potential gifted qualification based on assessment results.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted enrichment instruction informed by data analysis will support the academic growth of students showing potential for gifted qualification, increasing the accuracy of GT identification and readiness for advanced learning opportunities.</p> <p>1.) Improved Identification- Increase in the number of students accurately identified as GT based on a comprehensive evaluation following enrichment participation.</p> <p>2.) Student Growth- Demonstrated academic progress of targeted students through formative assessments and enrichment activity outcomes.</p> <p>3.) Instructional Effectiveness- Documentation of targeted enrichment sessions and adjustments based on student performance data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GT LEAD teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.2.2- GES will promote diverse career opportunities for students by integrating district curriculum resources, featuring weekly college shout-outs on KGES by staff &amp; parents, and hosting College and Career Day in November.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student awareness and understanding of diverse career pathways will enhance student motivation, goal-setting, and preparedness for future academic and career decisions.</p> <p>1.) Student Engagement- Increased student participation in career-related activities such as College and Career Day and KGES shout-outs.</p> <p>2.) Career Awareness- Growth in student knowledge of various career options, measured through surveys or classroom discussions.</p> <p>3.) Goal Setting- More students articulating academic and career goals aligned with their interests and strengths.</p> <p>4.) Family Involvement- Increased family participation and support in career awareness events and communications.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principal, counselor, teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 1.2.3- GES students in grades 1-5 performing at or above the 95th percentile in reading will participate in small-group reading enrichment sessions.  <b>Strategy's Expected Result/Impact:</b> Participation in targeted small-group reading enrichment will deepen advanced students' comprehension, critical thinking, and literacy skills, supporting continued academic growth and higher-level reading achievement.  1.) Enhanced Reading Skills- Improvement in advanced reading skills as measured by formative assessments and enrichment program evaluations.  2.) Student Engagement- High levels of participation and engagement during enrichment sessions.  3.) Academic Growth- Continued growth in reading performance on district assessments and/or standardized tests for students in the 95th percentile and above.  4.) Differentiated Instruction- Evidence of tailored instructional strategies meeting the needs of high-performing readers.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Librarian, GT LEAD teacher & Classroom Teachers  <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 1.2.4- GES students in grades 1-5 performing at or above the 95th percentile on grade-level mathematics assessments will have the opportunity to participate in math enrichment activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in targeted math enrichment will enhance advanced students' problem-solving skills, mathematical reasoning, and conceptual understanding, promoting continued growth and achievement in mathematics.</p> <p>1.) Improved Math Performance- Growth in advanced math skills as evidenced by formative assessments and enrichment program evaluations.</p> <p>2.) Student Engagement- Consistent participation and active engagement in math enrichment activities.</p> <p>3.) Academic Growth- Continued high performance and growth on district and standardized mathematics assessments for students in the 95th percentile and above.</p> <p>4.) Differentiated Instruction- Use of instructional strategies tailored to meet the needs of high-achieving math students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GT LEAD Teacher &amp; Classroom Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p>	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being

Evaluation Data Sources: Monthly Referral Tracking  
Monthly PBIS Committee Meetings  
Lesson Plans  
RaaWee attendance tracking and parent communication

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p><b>Strategy 1:</b> 1.3.1- GES staff will consistently implement PBIS strategies, the CHAMPS behavior management program, and Kagan cooperative learning structures to promote positive social and emotional well-being among students.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent implementation of PBIS, CHAMPS, and Kagan cooperative learning will foster a positive school climate, improve student behavior, and enhance social-emotional well-being, leading to increased engagement and academic success.</p> <p>1.) Improved Student Behavior- Reduction in office discipline referrals and behavioral incidents.</p> <p>2.) Positive School Climate- Increased student and staff perceptions of a safe and supportive learning environment, measured through surveys.</p> <p>3.) Enhanced Social-Emotional Skills- Growth in students' social skills and emotional regulation, as observed and documented by staff.</p> <p>4.) Increased Student Engagement- Higher rates of participation in cooperative learning activities and classroom engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Librarian, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 1.3.2- GES will lead the PBIS Committee, composed of representatives from each grade level, the leadership team, and parents, to systematically monitor and analyze campus progress and data related to promoting positive behaviors and student decision-making.</p> <p><b>Strategy's Expected Result/Impact:</b> Active leadership and collaboration within the PBIS Committee will ensure effective monitoring and data-driven decision-making, resulting in improved student behavior, increased positive choices, and a stronger campus culture.</p> <p>1.) Data-Driven Improvements- Regular analysis of behavior data leads to timely interventions and adjustments in PBIS strategies.</p> <p>2.) Increased Positive Behaviors- Reduction in negative behavior incidents and office referrals across campus.</p> <p>3.) Enhanced Collaboration- Consistent participation of grade-level teachers, leadership, and parents in PBIS meetings.</p> <p>4.) Stronger Campus Culture- Improved perceptions of school climate as measured by staff, student, and parent surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, PBIS Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 1.3.3- GES will implement a school-wide incentive system where students regularly earn Star Bucks or positive behavior coupons from staff in classrooms and common areas for demonstrating positive behavior and exemplary STAR citizenship. These rewards can be redeemed both in the classroom and through an online 'Star Store.'</p> <p><b>Strategy's Expected Result/Impact:</b> The implementation of a school-wide incentive system will motivate and reinforce positive student behavior, promote STAR citizenship, and contribute to a more respectful and engaged school environment.</p> <p>1.) Increased Positive Behavior- Higher frequency of positive behavior referrals and recognition through Star Bucks or coupons.</p> <p>2.) Student Engagement- Increased student participation in the incentive program and use of the online and classroom redemption options.</p> <p>3.) Improved School Climate- Enhanced perceptions of a positive and supportive school culture as reported in staff and student surveys.</p> <p>4.) Reduction in Behavioral Incidents- Decrease in negative behavior referrals and disciplinary actions over time.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Librarian, Teachers, PBIS committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 1.3.4- All GES classroom teachers will intentionally integrate cooperative learning strategies--including cooperative learning structures, team-building exercises, and class-building activities--into daily instruction, aligned with Kagan Cooperative Learning training.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional daily use of cooperative learning strategies will enhance student collaboration, increase engagement, and improve academic achievement by fostering a supportive and interactive classroom environment.</p> <p>1.) Increased Student Engagement- Higher levels of active participation and collaboration during lessons.</p> <p>2.) Improved Academic Performance- Growth in student achievement as measured by formative assessments and classroom performance.</p> <p>3.) Enhanced Social Skills- Development of teamwork, communication, and problem-solving skills among students.</p> <p>4.) Teacher Implementation- 100% of classroom teachers consistently applying cooperative learning strategies daily, as observed in walkthroughs or lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, PBIS Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 1.3.5- GES students will receive weekly recognition on KGES through STAR Spotlight awards aligned with the GES mission statement, and monthly recognition during assemblies as Student of the Month. <b>Strategy's Expected Result/Impact:</b> Regular recognition of students through STAR Spotlight awards and Student of the Month assemblies will promote positive behavior, boost student motivation, and reinforce the values outlined in the GES mission statement.  1.) Increased Positive Behavior- Growth in behaviors aligned with the GES mission, as reflected in teacher referrals and observations.  2.) Enhanced Student Motivation- Higher student engagement and participation in school activities.  3.) Positive School Climate- Improved perceptions of recognition and support among students and staff, measured via surveys.  4.) Consistent Recognition- Weekly and monthly recognition events conducted as scheduled, with broad student representation. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PK-5 Grade Teachers, Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> 1.3.6- GES will foster a trauma-sensitive school community by providing teachers with ongoing professional development to effectively support the diverse needs of all students. <b>Strategy's Expected Result/Impact:</b> Ongoing professional development on trauma-sensitive practices will equip teachers to better support students' social-emotional needs, leading to improved student well-being, reduced behavioral incidents, and a more positive and inclusive school environment.  1.) Increased Teacher Knowledge and Skills- Growth in staff understanding and application of trauma-informed strategies.  2.) Improved Student Social-Emotional Well-being- Reduction in behavioral referrals and suspensions.  3.) Enhanced School Climate- Positive feedback from students, staff, and families on school environment surveys.  4.) Greater Student Engagement- Increased student attendance and participation in class. <b>Staff Responsible for Monitoring:</b> Counselor, Principal, Assistant Principal, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement

Evaluation Data Sources: Club Attendance Rosters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1.4.1- 100% of Grapevine Elementary students in grades K-5 will have the opportunity to engage in age-appropriate, interest-driven extracurricular activities designed to promote awareness and encourage participation in middle school programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing all K-5 students with access to age-appropriate and interest-driven extracurricular activities will increase student engagement, foster social development, and build awareness that encourages a smooth transition to and active participation in middle school programs.</p> <p>1.) Increased Student Engagement- Higher participation rates in extracurricular activities among K-5 students. (A minimum of 300 students will participate this year, which is an increase from the '24-'25 school year)</p> <p>2.) Social and Emotional Growth- Development of teamwork, leadership, and interpersonal skills through activity involvement.</p> <p>3.) Middle School Readiness- Increased awareness of middle school programs and opportunities, measured by student and parent surveys.</p> <p>4.) Smooth Transition- Higher rates of student participation in middle school extracurricular activities following elementary school involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Club Sponsors, PTA Executive Board</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 1.4.2- 100% of GES students will have the opportunity to participate in PTA-sponsored programs each semester, specifically designed to enhance student engagement. <b>Strategy's Expected Result/Impact:</b> Participation in PTA-sponsored programs will increase student engagement, foster a sense of community, and support the development of social and interpersonal skills.  1.) Increased Student Participation- High attendance rates at PTA-sponsored engagement programs each semester.  2.) Enhanced Social Skills- Improvement in students' social interaction and collaboration, as observed by staff and peers.  3.) Stronger School Community- Positive feedback from students, parents, and staff regarding the impact of PTA programs on school culture.  4.) Sustained Engagement- Continued student interest and participation in school-sponsored activities beyond PTA programs. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PTA Executive Board  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 1.4.3-100% of GES students will actively participate in Red Ribbon Week activities. <b>Strategy's Expected Result/Impact:</b> Active participation in Red Ribbon Week will increase student awareness of substance abuse prevention, promote healthy lifestyle choices, and reinforce a positive school culture focused on wellness and responsibility.  1.) Increased Awareness- Improved student understanding of the risks associated with substance use, measured through surveys or classroom discussions.  2.) Positive Behavior Reinforcement- Observable commitment to making healthy choices during and after Red Ribbon Week activities.  3.) School-Wide Engagement- 100% student participation in planned Red Ribbon Week events and activities.  4.) Community Involvement- Increased family and community support for substance abuse prevention initiatives. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

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 culture 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			
<b>Strategy 1:</b> 1.5.1- GES faculty and staff will support all families by providing accessible registration information, addressing transportation challenges, and meeting students' social & emotional needs to positively influence daily attendance rates.  <b>Strategy's Expected Result/Impact:</b> Providing families with accessible registration information, transportation support, and addressing SEL needs will improve student attendance, increase family engagement, and support student well-being.  1. Improved Attendance Rates- Increase in daily student attendance percentages.  2.) Enhanced Family Access- More families successfully complete registration and access to necessary services.  3.) Reduced Barriers to Attendance- Decrease in attendance-related issues due to transportation or unmet basic needs.  4.) Positive Student Well-Being- Improved reports of student health and readiness to learn.  <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, Teachers	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 1.5.2- Students identified as needing additional support due to absenteeism, academic challenges, behavioral concerns, or other factors will be eligible to participate in targeted programs and activities designed to address their needs. <b>Strategy's Expected Result/Impact:</b> Providing targeted programs and activities for students facing challenges will improve attendance, academic performance, and behavior, leading to increased student success and engagement.  1.) Improved Attendance Rates- Reduction in chronic absenteeism among participating students.  2.) Enhanced Academic Achievement- Growth in grades and assessment scores for students receiving support.  3.) Better Behavioral Outcomes- Decrease in behavioral incidents and referrals.  4.) Increased Student Engagement- Higher participation and involvement in school activities. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 1.5.3- GES faculty and students will engage in ongoing bullying prevention and awareness trainings and activities throughout the school year to decrease incidents of bullying and violence and foster a positive school climate. <b>Strategy's Expected Result/Impact:</b> Participation in bullying prevention and awareness initiatives will lead to a reduction in bullying and violence incidents, promote a safer and more respectful school environment, and improve overall student well-being and school climate.  1.) Decreased Bullying Incidents- Reduction in reported cases of bullying and violence.  2.) Improved Student Perception of Safety- Increased feelings of safety and belonging reported in student surveys.  3.) Enhanced Awareness and Responsiveness- Greater knowledge among students and staff about identifying and addressing bullying behaviors.  4.) Positive School Climate- Higher ratings on climate surveys related to respect, inclusion, and student interactions. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, & GES teachers		Formative			Summative
		Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					







Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building

Performance Objective 1: Recruitment

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2.1.1- The GES leadership team will actively participate in the GCISD Job Fair to recruit qualified new staff members.  <b>Strategy's Expected Result/Impact:</b> Active participation of the GES leadership team in the GCISD Job Fair will enhance recruitment efforts, attract qualified candidates, and support the hiring of high-quality staff to meet campus needs.  1.) Increased Candidate Pool- Growth in the number of qualified applicants for open positions.  2.) Improved Hiring Quality- Successful hiring of staff members who meet or exceed district qualifications and campus culture fit.  3.) Efficient Recruitment Process- Timely filling of vacancies through proactive recruitment efforts. (All '26-'27 open positions will be filled by June 2026)  4.) Leadership Engagement- Documented participation of GES leadership team members in job fair activities. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2: 2.1.2-</b> GES administrators will facilitate monthly cohort meetings for new hires to support onboarding and professional growth. <b>Strategy's Expected Result/Impact:</b> Monthly new hire cohort meetings led by GES administrators will enhance onboarding, foster a supportive professional community, and promote the retention and growth of new staff members.  1.) Improved New Hire Support- Positive feedback from new hires regarding onboarding and support.  2.) Increased Retention Rates- Higher retention of new staff throughout the school year.  3.) Professional Growth- Evidence of new hires' participation in professional development and application of learned strategies.  4.) Community Building- Strengthened connections among new hires, administrators, and colleagues. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building





Performance Objective 2: Employee Retention and Employee Satisfaction

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 2.2.1- The Campus Leadership Team and PTA will collaborate to support GES staff and foster a positive work environment by planning and hosting intentional monthly events for staff.  <b>Strategy's Expected Result/Impact:</b> Collaboration between the Campus Leadership Team and PTA to provide monthly staff events will enhance staff morale, promote a positive workplace culture, and increase job satisfaction and retention.  1.) Improved Staff Morale- Positive feedback from staff surveys regarding workplace environment and support.  2.) Increased Staff Engagement- High participation rates in monthly staff events.  3.) Stronger Workplace Culture- Observable improvements in collaboration, communication, and overall staff satisfaction.  4.) Staff Retention- Reduction in staff turnover rates due to increased job satisfaction. <b>Staff Responsible for Monitoring:</b> GES Leadership Team and PTA members & Volunteers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2: 2.2.2-</b> The GES leadership team, in collaboration with the Sunshine Committee, will intentionally design and coordinate staff engagement opportunities to foster strong relationships across campus. Activities will include team-building events, dress-up days, treat carts, and friendly competitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Strategic planning and implementation of staff engagement activities by the GES leadership team and Sunshine Committee will strengthen campus relationships, boost staff morale, and foster a positive, collaborative work environment.</p> <p>1.) Enhanced Staff Morale- Increased positive feedback from staff surveys regarding workplace culture and engagement.</p> <p>2.) Stronger Team Cohesion- Higher participation rates in team-building activities and campus events.</p> <p>3.) Improved Staff Collaboration- Observable increases in teamwork and supportive interactions among staff members.</p> <p>4.) Positive Work Environment- Sustained improvements in campus climate as reported by staff.</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team and Sunshine Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3: 2.2.3-</b> Campus leadership will promote teacher voice by providing a minimum of three opportunities annually for GES faculty and staff to share their input, with the goal of enhancing campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing structured opportunities for faculty and staff to share their perspectives will foster a more inclusive and collaborative campus culture, leading to increased staff engagement and shared ownership of school improvement efforts.</p> <p>1.) Increased Staff Engagement- Higher participation rates in feedback opportunities and campus discussions.</p> <p>2.) Improved Campus Culture- Positive shifts in staff perceptions of collaboration and inclusivity, measured through surveys.</p> <p>3.) Enhanced Decision-Making- Incorporation of teacher input in campus planning and initiatives.</p> <p>4.) Stronger Staff-Leadership Relationships- Increased trust and communication between staff and campus leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4: 2.2.4-</b> Campus and district leadership will actively encourage paraprofessionals to participate in the Grow Your Own Program, supporting those interested in advancing into professional roles.</p> <p><b>Strategy's Expected Result/Impact:</b> Encouraging paraprofessionals to participate in the Grow Your Own Program will increase opportunities for professional growth, support career advancement, and help build a stronger, homegrown pipeline of qualified educators.</p> <p>1.) Increased Participation- Growth in the number of paraprofessionals enrolling in and completing the Grow Your Own Program.</p> <p>2.) Career Advancement- Higher rates of paraprofessionals transitioning into certified professional roles.</p> <p>3.) Staff Retention- Improved retention of paraprofessionals motivated by professional development opportunities.</p> <p>4.) Strengthened Educator Pipeline- Expanded pool of qualified, campus-connected educators prepared to meet staffing needs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 2.2.5-GES will establish a comprehensive staff recognition system to celebrate staff contributions and promote a culture of appreciation.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly Recognition: Highlight staff achievements in the "Grapevine Gazette" staff newsletter and through personal appreciation cards from campus leadership.</p> <p>Monthly Recognition: Formally honor the "GES Staff Member of the Month" at monthly campus assemblies to staff who exemplify our GES mission statement and family values.</p> <p>Implementing a comprehensive staff recognition system will enhance staff morale, increase job satisfaction, and foster a positive and supportive workplace culture at GES.</p> <p>1.) Improved Staff Morale- Positive feedback from staff surveys regarding recognition and appreciation.</p> <p>2.) Increased Staff Engagement- Higher participation rates in recognition programs and related activities.</p> <p>3.) Stronger Workplace Culture- Observable improvements in collaboration, communication, and overall staff satisfaction.</p> <p>4.) Staff Retention- Reduced turnover rates linked to increased job satisfaction and recognition.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Sunshine Committee, Leadership Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
<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].





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 2.3.1- 100% of GES teachers will engage in ongoing, job-embedded professional learning opportunities aligned with the goals of the Campus Improvement Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Engagement in continuous, job-embedded professional learning will enhance teacher effectiveness, support the implementation of campus goals, and lead to improved student outcomes.</p> <p>1.) Improved Teacher Practice- Observable growth in instructional strategies aligned with professional learning goals.</p> <p>2.) Increased Teacher Collaboration- Higher levels of collaboration and shared learning among staff.</p> <p>3.) Enhanced Student Achievement- Positive trends in student performance data linked to improved instruction. *As a result of professional development, the number of students who meet grade level or above on STAAR Reading (Grade 3- 70%, Grade 4- 70%, Grade 5- 80%) &amp; Math (Grade 3- 75%, Grade 4- 65%, and Grade 5- 70%) by June 2026.</p> <p>4.) Sustained Professional Growth- Consistent participation in professional learning activities throughout the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers,</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

Performance Objective 1: Parents and Families Satisfaction and Engagement





Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p><b>Strategy 1:</b> 3.1.1- All students and families will have the opportunity to participate in One School, One Book, a campus-wide initiative designed to foster a shared reading experience across the school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Participation in One School, One Book will strengthen the home-school connection, promote a love of reading, and foster a sense of community by engaging students and families in a shared literacy experience.</p> <p>1.) Increased Family Engagement- High participation rates in reading activities and related events, as measured by sign-ins, surveys, or book discussions.</p> <p>2.) Improved Reading Motivation- Greater student interest in reading, as reported by teachers and families.</p> <p>3.) Strengthened School Community- Positive feedback from families and students on the shared reading experience.</p> <p>4.) Literacy Support at Home- Increased evidence of at-home reading routines and discussions connected to the selected book.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Librarian, Teachers, Parents, Students</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3.1.2- GES will strengthen the school-home partnership by actively engaging families as essential partners in their child's education through bi-annual learning walks, offering opportunities to observe and celebrate student learning and instructional practices in real time.</p> <p><b>Strategy's Expected Result/Impact:</b> Bi-annual learning walks will deepen the school-home partnership by increasing family engagement, building trust in the instructional process, and fostering a shared commitment to student success.</p> <p>1.) Increased Family Engagement- Growth in the number of families participating in learning walks and related feedback opportunities.</p> <p>2.) Improved Home-School Communication- Strengthened relationships and more meaningful dialogue between families and educators.</p> <p>3.) Greater Transparency and Trust- Positive parent feedback regarding classroom instruction and student learning experiences.</p> <p>4.) Celebration of Teaching and Learning- Families report increased awareness and appreciation of teacher expertise and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





Performance Objective 2: Community Engagement and Partnerships

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.2.1- All campus-wide and grade-level newsletters will be distributed through Google Sites to ensure families have accessible translation options in their preferred home languages.</p> <p><b>Strategy's Expected Result/Impact:</b> Distributing newsletters via Google Sites with built-in translation options will improve communication, increase accessibility for families of all language backgrounds, and strengthen family engagement in school activities and learning.</p> <p>1.) Improved Communication Access- More families are able to read and engage with school communications in their preferred language. (There are 18 languages spoken with our GES families)</p> <p>2.) Increased Family Engagement- Higher participation in school events and activities due to clearer, more inclusive communication.</p> <p>3.) Positive Feedback from Families- Increased satisfaction on family surveys regarding the clarity and accessibility of school communications.</p> <p>4.) Consistent Communication Practices- 100% of campus and grade-level newsletters delivered through Google Sites weekly on Sundays.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 3.2.2- The campus will leverage social media platforms, including the GES Facebook page and grade-level groups, to share and celebrate the school's story, highlight student learning, and strengthen community connections.</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing social media to share the campus story will increase transparency, build stronger school-community connections, and enhance family engagement by regularly showcasing student learning, achievements, and campus events.</p> <p>1.) Increased Community Engagement- Growth in followers, likes, comments, and shares on campus social media platforms.</p> <p>2.) Improved Family Awareness- Families report feeling more informed and connected to school activities and classroom learning.</p> <p>3.) Positive School Perception- Enhanced public perception of the school, as measured through surveys and community feedback.</p> <p>4.) Consistent Communication- Regular and intentional posting of high-quality content aligned with campus values and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Librarian</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
<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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 3.3.1- Campus leadership and PTA representatives will actively pursue community and business partnerships to secure sponsorships, donations, and program support that benefit GES students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Building partnerships with local businesses and community organizations will increase resources and support for students and staff, strengthen community ties, and enhance the overall educational experience at GES.</p> <p>1.) Increased Community Support- Growth in the number and variety of business partnerships, sponsorships, or donations received.</p> <p>2.) Expanded Opportunities for Students and Staff- More programs, events, or incentives funded through community support.</p> <p>3.) Improved Community Relations- Stronger relationships with local businesses and organizations, evidenced by ongoing collaboration.</p> <p>4.) Positive Feedback- Staff and families report appreciation for increased community involvement and support.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PTA Executive Board</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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			
<b>Strategy 1:</b> 3.4.1- GES students in kindergarten through fifth grade will set iReady reading goals and work consistently toward achieving them through regular weekly use of the program.  <b>Strategy's Expected Result/Impact:</b> Regular use of iReady Reading, paired with goal setting, will promote student ownership of learning, support individualized reading growth, and lead to improved reading proficiency across all grade levels.  1.) Increased Student Growth in Reading- Growth toward or beyond typical/targeted progress as measured by iReady diagnostics.  2.) Consistent Program Usage- Students meeting weekly usage targets (e.g., minutes and lesson completion).  3.) Improved Student Engagement- Higher levels of student motivation and ownership through personal goal tracking.  4.) Closing of Achievement Gaps- Accelerated growth for struggling readers through targeted, adaptive instruction. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Librarian, Teachers, Parents, Students  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June





Strategy 2 Details	Reviews			
<b>Strategy 2: 3.4.2-</b> The campus attendance committee will collaborate with the district Attendance Task Force to implement and adhere to the updated guidelines outlined in the Truancy Prevention Measures. <b>Strategy's Expected Result/Impact:</b> Collaboration between the campus attendance committee and the district Attendance Task Force will ensure consistent implementation of Truancy Prevention Measures, leading to improved student attendance, early identification of at-risk students, and increased family engagement in addressing attendance barriers.  1.) Improved Attendance Rates- Increase in overall student attendance and decrease in chronic absenteeism.  2.) Early Intervention- Timely identification and support for students with attendance concerns.  3.) Consistent Implementation- Alignment with district protocols and accurate documentation of truancy prevention steps.  4.) Increased Family Involvement- Greater participation of families in attendance meetings and support plans. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Data Secretary, Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3: 3.4.3-</b> All GES staff will promote regular student attendance by implementing individual, classroom, and campus-wide incentive programs. <b>Strategy's Expected Result/Impact:</b> Implementing attendance incentives at the individual, classroom, and campus levels will motivate students to attend school consistently, resulting in improved daily attendance rates and increased student engagement.  1.) Increased Student Attendance- Growth in average daily attendance rates and reduction in tardies or unexcused absences.  2.) Positive Student Motivation- Higher student participation in incentive programs and recognition activities.  3.) Improved Classroom Engagement- Greater consistency in instructional time and classroom participation.  4.) Enhanced School Climate- Stronger sense of belonging and accountability among students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Data Secretary, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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			
<p><b>Strategy 1:</b> 3.5.1- All GES families will be encouraged to complete the district's Volunteer Background Check and will be invited to participate in a variety of on-campus volunteer opportunities, including classroom support, small group instruction, reading to students, and assisting with clerical tasks.</p> <p><b>Strategy's Expected Result/Impact:</b> Encouraging families to complete background checks and engage in campus volunteer opportunities will strengthen the school-home connection, increase family involvement, and support student learning and classroom operations.</p> <p>1.) Increased Volunteer Participation- Growth in the number of approved volunteers and hours logged on campus.</p> <p>2.) Enhanced Family Engagement- Greater family presence and involvement in daily school activities.</p> <p>3.) Improved Student Support- Additional assistance provided in classrooms, benefiting both students and teachers.</p> <p>4.) Stronger School Community- Positive feedback from staff and families about the value and impact of volunteer involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Administrative Assistant, Teachers, PTA Executive Board</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June







Strategy 2 Details	Reviews			
<p><b>Strategy 2: 3.5.2-</b> Campus communication will include monthly guidance for families on how to support their child's academic progress at home, with a focus on individual student goals and homework assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Providing families with regular guidance on supporting academic goals and homework at home will strengthen the home-school partnership, increase student accountability, and contribute to improved academic achievement.</p> <p>1.) Improved Academic Performance- Growth in student achievement tied to increased home support and goal tracking.</p> <p>2.) Increased Family Engagement- Higher levels of family involvement in academic conversations and homework routines.</p> <p>3.) Consistent Communication- Monthly distribution of clear, actionable information to families regarding student progress and support strategies.</p> <p>4.) Positive Feedback from Families- Families report greater confidence and clarity in how to support their child's learning at home.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Librarian, Assistant Principal, Counselors, Teachers</p>	Formative			Summative
	Sept	Feb	Apr	June
<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			
<b>Strategy 1:</b> 3.6.1- Grapevine Elementary will adhere to policy guidelines to ensure students in grades K-5 receive the required weekly PE minutes, and Pre-K students receive designated movement minutes. <b>Strategy's Expected Result/Impact:</b> Adhering to required PE and movement minutes will promote students' physical health, support their development of motor skills, and contribute to improved focus and readiness for learning.  1.) Compliance with PE and Movement Minutes- Documentation showing students receive mandated minutes weekly.  2.) Improved Physical Health and Fitness- Positive changes in student fitness assessments and activity levels.  3.) Enhanced Student Engagement- Increased attention and participation in academic activities following physical activity.  4.) Positive Feedback from Staff and Families- Recognition of the benefits of consistent physical activity on student well-being. <b>Staff Responsible for Monitoring:</b> Principal, PE Coach	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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4.1.1- The annual GES budget will be presented at the spring CEC meeting to gather input and feedback from stakeholders. <b>Strategy's Expected Result/Impact:</b> Presenting the annual GES budget to stakeholders at the spring CEC meeting will promote transparency, encourage collaborative decision-making, and foster shared ownership of campus financial priorities.  1.) Increased Stakeholder Engagement- Active participation and meaningful feedback from CEC members during the budget presentation.  2.) Enhanced Transparency- Clear understanding of budget allocation and priorities among stakeholders.  3.) Collaborative Planning- Incorporation of stakeholder input into budget decisions and resource allocation.  4.) Stronger Community Trust- Positive perceptions of fiscal responsibility and openness in campus communications. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 4.1.2- GES staff will be provided opportunities, both formal and informal, to offer input on the annual allocation of campus budget funds. <b>Strategy's Expected Result/Impact:</b> Providing GES staff with formal and informal opportunities to give input on budget allocation will increase transparency, foster a sense of ownership, and ensure resource decisions align with instructional and campus needs.  1.) Increased Staff Engagement- Active participation of staff in budget feedback sessions and surveys.  2.) Improved Transparency- Greater staff understanding of budget processes and decisions.  3.) Aligned Resource Allocation- Budget priorities reflect staff input and campus instructional goals.  4.) Enhanced Staff Morale- Staff feel valued and empowered through involvement in financial decision-making. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant, Teachers	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 4.1.3- Campus leaders will collaborate closely with PTA leadership to ensure coordinated efforts and maintain transparency in all fundraising activities. <b>Strategy's Expected Result/Impact:</b> Close collaboration between campus leaders and PTA leadership will ensure transparent and effective fundraising efforts, maximizing resources and fostering trust among families and staff.  1.) Coordinated Fundraising Efforts- Streamlined planning and execution of fundraising activities without overlap or confusion.  2.) Increased Transparency- Clear communication with families and staff about fundraising goals, processes, and outcomes.  3.) Maximized Resources- Higher funds raised through well-organized campaigns benefiting students and staff.  4.) Strengthened Community Trust- Positive feedback from stakeholders on the transparency and collaboration of fundraising efforts. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, PTA Executive Board	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: Effective and Efficient District Operations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4.2.1- Teachers will be encouraged to apply for campus and district grant opportunities to secure high-quality resources for their classrooms.  <b>Strategy's Expected Result/Impact:</b> Encouraging teachers to apply for grants will increase access to quality instructional resources, enhance classroom learning experiences, and support innovative teaching practices.  1.) Increased Grant Applications- Growth in the number of grant submissions by teachers each year.  2.) Enhanced Classroom Resources- More classrooms equipped with supplemental materials and technology funded through grants.  3.) Improved Instructional Practices- Teachers implement new strategies and resources acquired via grant funding.  4.) Positive Impact on Student Learning- Observable improvements in student engagement and achievement linked to grant-supported resources. <b>Staff Responsible for Monitoring:</b> Principal, Teachers	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				