

Grapevine-Colleyville ISD

Grapevine High

2018-2019 Goals/Performance Objectives/Strategies

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



"A Century of Tradition"

Grapevine High School

3223 Mustang Drive
Grapevine, TX 76051
817-251.5210
fax 817-481-5957



Mission Statement

The strategic mission of the high schools of GCISD is to cultivate critically thinking graduates with the resourcefulness to thrive, lead, and serve in an ever-changing society by collaborating with our communities, providing a safe, flexible, and innovative learning environment, and maximizing the unique potential of all students.

The mission of Grapevine High School, an icon of rich tradition and innovative educational practices, is to intentionally develop knowledgeable, creative, ethical, and civic-minded leaders through high standards and personalized, relevant, and engaging learning experiences in concert with the community.

Vision

All students will succeed in post-graduation endeavors.

All students will engage daily in meaningful learning

All students will navigate all transitions successfully

All students will demonstrate service to others, responsibility, and integrity. All students will participate in valuable co/extra-curricular activities.

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Goals







Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 1: Create and implement a plan to systematically pilot "student voice" as a mechanism for feedback over the next three years.

Evaluation Data Source(s) 1: Broaden Year Three Implementation with a goal of 100% teacher participation by 2018-19.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS will incorporate student voice into our hiring process. By using student group feedback when hiring new staff members.	David Denning, Principal and Assistant Principals	Portrait of a teacher will be created.				
2) Utilize our Human Resources team to train a pool of student interviewers for our campus.	David Denning, Tina Garrett, HR Department	Student training				
3) Where applicable students will be on the interview committee when hiring new staff members.	David Denning, Principal and Assistant Principals	Student feedback on the hiring process.				
4) GHS Administrative team will each select a student to meet with regularly in order to explore matters of importance to teaching and learning at GHS. (Key student groups will be identified).	David Denning, Principal, Assistant Principal	Student insights that impact teaching and learning at GHS				
5) GHS Administrative team will seek student feedback regarding the LEAD 2.0 district initiative.	David Denning, Principal, Assistant Principals, Learning Liaison	Students will share insights regarding the district and campus learning environment.				
6) All GHS teachers will seek student feedback and use it to drive instruction and classroom culture decisions.	Principal, Assistant Principals, Learning Liaison	Students will recognize the power and value of their voice on campus.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 2: Grapevine High School will provide and sustain suicide prevention programs including training for all GHS instructional staff and campus administrators.

Evaluation Data Source(s) 2: Classroom visits, presentations

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The program "Signs of Suicide" will be shown to students through their science classes and counselors will lead a lesson.	Mary Newlun, Student Advocate; Counselors	Calendar information				
2) Students will be educated on the ACT process (acknowledge, care, tell).	Mary Newlun, Student Advocate; Counselors	Counselor class visit records, student reports of concerns				
3) Student Advocate, SAS team and counselors will continue to monitor students for emotional support issues and concerns.	Mary Newlun, Student Advocate; Counselors	Student reports and office logs				
						

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 3: Determine whether our low income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers, as well as, take steps to address any identified disproportionality.

Evaluation Data Source(s) 3: Equity Plan submitted to TEA by November 1; Equity Plan Progress Monitoring Tools

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Through Personalized Learning Plans counselors will work to balance classes. Specialized sections will also be created.	Mary Parsley, Lead Counselor	Master Schedule, class sizes				
2) Targeted RTI implementation will occur in Algebra I and ELA I with teacher support.	Michael Crow, Mandy Alexander, and PLT teams.	Increase focus on our RTI students. Improvement of Tier I and II instruction.				

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Performance Objective 4: Grapevine High School in an effort to maintain high-quality educators will create excellence spotlights to showcase teachers.

Evaluation Data Source(s) 4: Classroom observations, website showcases

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers and the administrative team will select and spotlight highly effective teaching practices.	Administrative team	Videos and information in regards to teaching practices.				
2) Spotlight a variety of teachers at public events. This will include athletic events, community showcases, and website.	Administrative team, coaches, sponsors.	Showcase a variety of teachers to through multiple platforms.				
3) Teachers will present a variety of learning strategies to our staff during professional development, PLCs, PLTs, and Faculty Meetings.	Administrative team	Peer learning and collaborative growth.				
4) Teachers and students will spotlight teachers using high quality WICOR strategies to support effective tier one instruction with small college like pennants.	Lisa Cheyne, AVID Elective classes	AVID school wide, high quality tier one instruction				
						

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 5: 100% of Grapevine High School Instructional Staff will be engaged participants in Professional Learning Communities to increase student achievement and engagement.

Evaluation Data Source(s) 5: Agendas, Presentations from Meetings, Survey Feedback, Teacher Observation Records, Sign-In Sheets

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in PLC/PLT activities for at least 90 minutes each week to align instructional practices, procedures, methods, and assessments.	Admin Team	PLC Agenda/Minutes, Calendar information				
2) Department PLCs: Teachers engage in professional learning experiences specific to their content areas. Departments collaborate within and without to design the learning experiences for their PLCs bringing in students, colleagues, administrators, as well as instructional coaches as facilitators.	Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	PLC Agendas and Presentations reflect the specific professional learning needs of teachers within each department resulting in increased student engagement and achievement.				
3) Department Learning Leaders will meet monthly with campus administration for the purpose of collaboratively working to implement and monitor LEAD 2021 and CIP strategies.	Principal, Learning Liaison, Assistant Principals	DLL Agenda and Minutes				
4) DLL Team will conduct a book study based on John Maxwell's book The Difference Maker. Leaders will present to the team using WICOR strategies to demonstrate instructional strategies.	Administrative Team, Department Learning Leaders	Increase in instructional strategies, common language.				
5) Each PLC will identify a WICOR "Lane" to vertically and horizontally align foundational skills.	Administrative team, department DLL, Learning Liaison	AVID Schoolwide, Close learning gaps by cultivating strong foundational skills. Teachers will create a Student Learning Objective (SLO) to progress monitor.				
						







Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 6: Grapevine High School will consider teacher candidates who uphold the tenets of LEAD 2021 and the "Learning Platform" during the hiring process.

Evaluation Data Source(s) 6: Student voice, HR feedback, sample lessons

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS hiring committees will seek candidates who design lessons from the "Learning Platform."	GHS Administrative Team, Department Learning Leaders, and other members of the hiring committee.	Interview questions and committee input				
2) GHS hiring committees seek candidates who use collaborative backward design when developing instructional units.	GHS Administrative Team, Department Learning Leaders, and other members of the hiring committee.	Development of Interview questions				
3) GHS hiring committees will consider how candidates utilize instructional technology in their teaching.	GHS Administrative Team, Department Learning Leaders, and other members of the hiring committee.	Development of Interview questions. Examples of technology in interview				
4) GHS hiring committees will examine how teacher candidates differentiate instruction to meet the needs of all their students.	GHS Administrative Team, Department Learning Leaders, and other members of the hiring committee.	Lesson examples and interview questions.				
5) GHS hiring committees will favor candidates who value "student voice" when designing instruction.	GHS Administrative Team, Department Learning Leaders, and other members of the hiring committee.	Student panelist on the committee				


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Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 7: Grapevine High School conducts its own on-boarding process for new hires.

Evaluation Data Source(s) 7: Agendas, Presentations from Meetings, Survey Feedback, Teacher Observation Records, Sign-In Sheets

Summative Evaluation 7:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 100% of teachers new to GHS will participate in monthly New Teacher meetings. They will learn about GHS processes, procedures, and traditions as well as explore best instructional practices. Teacher voice will drive portions of each monthly meeting.	David Denning, Principal; Catherine Henry, Assistant Principal; Learning Liaison	Agendas, Presentations from Meetings, Survey Feedback, Sign-In Sheets				
						

Goal 1: LEAD 2021 Personnel Strategy: We will purposefully hire, continually train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives.

Performance Objective 8: Grapevine High School will conduct job-embedded professional learning in Professional Learning Communities and Professional Learning Teams.

Evaluation Data Source(s) 8: Unit Design Feedback, Instructional coach feedback

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus leadership will partner with GCISD's Curriculum and Instruction Team to welcome instructional coaches to GHS to lead job-embedded professional learning in a variety of formats including: one-on-one coaching as well as PLT and PLC support.	David Denning, Principal; Associate and Assistant Principals; Learning Liaison; Department Learning Leaders; Professional Learning Team Leaders	Teacher capacity increases as evidenced by GHS Unit Design documents as well as increased student engagement and academic achievement.				
2) PLT leaders will participate in a monthly Leader Learning that will incorporate best instructional practices, Unit Design Template, and explore protocols to analyze student work and monitor student growth. Teacher voice will be incorporated into each meeting.	Administrative team, Learning Liaison	Unit Design Templates, monthly meeting agendas, sign in sheets, teacher feedback				
						







Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 1: Grapevine High School will provide academic and behavioral supports to struggling learners by improving interventions, resources, and training to accelerate learning and ensure all student groups achieve their full potential.

Evaluation Data Source(s) 1: RtI/ASC Documentation, Graduation Rates, State testing scores, training sign-in sheets, grades and attendance reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS will continue to conduct ASC and AMSC meetings designed to develop individual plans to assist struggling students.	Michael Crow, ASC AP Tiffany Cunningham, AMSC AP	Individual achievements for identified students, increase in grades and attendance				
2) ASC and AMSC processes and plans will continually be monitored for efficacy.	Michael Crow, ASC AP, Tiffany Cunningham, ASC Committee, Counselors	Continual growth and improvement in ASC processes				
3) ASC and AMSC Teams will hold school-wide training on processes to ensure consistency in understanding.	Michael Crow, ASC AP, Tiffany Cunningham, ASC Committee, Counselor	School-wide understanding of ASC process, increase in student achievement				
4) Teacher survey will be conducted at the conclusion of the year for program feedback.	Tiffany Cunningham, ASC Committee	Identify areas that need to be addressed or changed, identify areas of strengths that can be extended				
5) GHS will be a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated. GHS Teachers and students will be supported in sharing incidents. All incidents will be investigated using the Bullying flowchart.	Counseling and Administrative teams					

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Performance Objective 2: Grapevine High School will meet or exceed all State Closing the Gaps Standards with an emphasis on students in ELL, Bilingual, or Special Education Programs and/or identified as Economically Disadvantaged.

Evaluation Data Source(s) 2: STAAR, TELPAS, TEA Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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			Nov	Jan	Mar	June
1) ELA I and Algebra I will have an increased focus on Tier 1 instruction with Tier 2 instruction for 20 minutes twice a week.	Principal, DLL leaders, Assistant Principals, Learning Liaison	Reduction of identified Tier 2 students as a result of intentional intervention.				
2) Using data analysis and collaboration with key administrators, GHS will work to improve the provision of Special Ed specially designed instruction by ensuring that inclusion supports are the right amount--not over served or underserved, review the use of resource as an instructional setting.	Principal and Tiffany Cunningham, SPED AP	Increased technology exposure for students, SPED compliance, balance between supports, increase in achievement, higher passing percentage performance rates (% at approaching grade level standards)				
3) GHS will provide trainings to increase the knowledge of Special and Gen Ed staff regarding data awareness and how to use data to inform decisions regarding OSS and ISS for students with disabilities.	Administration Team, School Psychologist	Compliance with alternate placements, effective Smart ISS, data driven decision making				
4) SPED Team will continue to utilize a specialized Unit Design template to enhance and streamline instruction and goal setting.	Tiffany Cunningham, Doug Hood, Learning Liaison	Enhanced specialised instructional delivery, increased student content mastery, IEP goal achievement				
5) GHS will provide quarterly professional development in instructional strategies that promote academic language acquisition for ELLs in all core content areas.	Administration and Shanna Powell	Higher ELL passing percentage performance rates, differentiated instruction, increased understanding of English language learning, cross curricular student increases in achievement, increased testing scores (TELPAS, STAAR)				
6) GHS will implement critical reading strategies like marking the text, skimming/scanning, annotation, and levels of questioning to increase reading, writing, and listening abilities in ELLs and struggling learners (aligned with AVID).	Administration and Shanna Powell	Differentiated instruction, increased understanding of English language learning, cross curricular student increases in achievement, increased testing scores (TELPAS, STAAR), higher ELL passing percentage performance rates (% at approaching grade level standards)				
7) Identify our students who fall into the various subpopulations.	Administration Team	To know each student who falls into the variety of subpopulations.				

8) GHS will analyze attendance data to look at trends in our subpopulations. We will look for ways to increase school attendance.	Assistant Principals	Improved attendance for our subpopulations				
9) GHS will provide targeted interventions based on individual needs based on data.	Assistant Principals, Learning	Pull out agenda, data binders				
10) GHS will provide trainings to increase the knowledge of Special and Gen Ed staff regarding data awareness and how to use data to inform educational decisions.	Tiffany Cunningham, Doug Hood, Learning Liaison	Increased awareness and using data to inform educational decisions.				
11) GHS will analyze discipline data to look at trends in Special Education placements in ISS, OSS and DAEP. We will look for alternatives to shape behavior.	Assistant Principals	Discipline Data, Lower discipline with SPED students.				
						


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Performance Objective 3: Grapevine High School will reevaluate and implement a comprehensive Dyslexia education plan to meet the Texas Dyslexia Handbook recommendations with an emphasis in the identification of students, offering effective research-based programs, and yearly professional development.

Evaluation Data Source(s) 3: Training agendas, PLC minutes and agendas, presentation documents, teacher and student survey data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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			Nov	Jan	Mar	June
1) GHS will continually assess campus needs for professional development and learning in regards to characteristics of dyslexia interventions and accommodations, and execute a plan to meet these needs.	Administration Team, Tiffany Cunningham, 504 AP; Susan McNutt and Lina Fisher, GHS Diagnosticians; Cindy Felker; District Special Services Team	Ensuring dyslexia assessment and identification process are understood to ensure all students needs are met and are receiving needed accommodations				
2) GHS will continue to offer the 504 accommodations lab as support by providing students with their individual testing accommodations.	Tiffany Cunningham; Melanie O'Donnell	Increased academic achievement, supplementary support to teachers, 504 accommodation efficacy data and tracking of accommodation use, teacher and lab logs				
3) All teachers who have not participated, will participate in Shelton School "Level 1" dyslexia simulations.	Administration Team; Cindy Felker	Increased and clear understanding of what dyslexia is, responsive instructional strategies, intervention and accommodations, differentiated instruction				
4) GHS teachers will work with special services team, 504 coordinator, and district dyslexia coordinator to understand process of assessment, intervention, and accommodations. GHS Diagnosticians and RtI AP will gather and complete needed paperwork when there is a request for dyslexia testing to ensure proper timelines and procedures are followed.	Administration Team, Susan McNutt and Lina Fisher, GHS Diagnosticians. Michael Crow RtI AP, and Cindy Felker	Identification, quality differentiated instruction, consistent and clear communication between home and school				
5) GHS counselors, data secretary, and AP's will work collaboratively to identify students that have moved into the campus that have a dyslexia identification from their previous campus/district and get the needed names and paperwork to the district dyslexia coordinator.	Administration Team, Tiffany Cunningham, 504 AP; Susan McNutt and Lina Fisher, GHS Diagnosticians; Cindy Felker	Accommodation check and balances, support for transfer students				

6) GHS RtI team will assess and intervene when characteristics of dyslexia are raised and will make referrals for the screening and assessment process as appropriate.	RTI Team; Administration Team; Michael Crow, RtI AP; Teachers; Tiffany Cunningham, 504 AP; Susan McNutt and Lina Fisher, GHS Diagnosticians	Timely identification and intervention, accommodations provided to assist student				
7) Presentation of appropriate accommodations will be used during PLC time to ensure staff understands the various accommodations that can be used.	Tiffany Cunningham, 504 Coordinator; Tina Garrett, Associate Principal; Mandy Alexander, Learning Liaison; Tony Ghaffarian, Secondary District Special Services Coordinator	Agenda, Documentation of presentation				
8) Diagnosticians and Campus 504 Coordinator will work to ensure proper accommodations are being implemented and proper accommodations are in student's IEP/504 plan.	Tiffany Cunningham, 504 Coordinator; Susan McNutt and Lina Fisher, GHS Diagnosticians	Students monitored and accommodations are updated, 504 plans and IEPs				
						


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Performance Objective 4: Teachers within the Grapevine High School STEM Academy will collaborate to implement cross-curricular Project Based Learning opportunities that support design thinking.

Evaluation Data Source(s) 4: Trainings, STEM PLTs, classroom observations

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS STEM teachers will have a common planning period in which they will implement a 90 minute PLT weekly.	Tina Garrett, Associate Principal Matt Canafax, STEM Liaison	Master schedule, meeting agendas				
2) GHS STEM teachers will attend Carnegie STEM Excellence training throughout the year from the Fort Worth Museum of Science and History.	Tina Garrett, Associate Principal Matt Canafax, STEM Liaison	Training notes				
3) GHS STEM Teachers will participate in four all day planning sessions to design PBL units. The district C&I department will pay for substitutes for two days and the campus will pay for two days.	Tina Garrett, Associate Principal Matt Canafax, STEM liaison	Meeting agendas, completed PBL				
4) GHS STEM teachers will host STEM Showcase nights. GHS STEM students will showcase artifacts and products from their learning to authentic audiences consistently throughout the year.	Tina Garrett, Associate Principal Matt Canafax, STEM Liaison STEM Teachers STEM students	Showcase agenda and completion				
5) GHS will implement a new PBL resource, Defined STEM, to foster cross curricular performance tasks.	Tina Garrett, Assistant Principal Matt Canafax, STEM Liaison STEM Teachers	PLT notes				
6) GHS teachers will participate in a three-day Discovery Education training to support teacher growth and learning within the STEM Academy.	Tina Garrett, Associate Principal	Teacher professional growth and high quality STEM instructional application.				

7) GHS Teachers, campus administrators, district administrators will conduct two learning walks, once in the fall and one in Spring, to observe and monitor STEM instructional practices.	Tina Garrett, Tony Zahn, Jennifer Hylemon, Learning Liaison and STEM Liaison	Learning Walk Data				
8) GHS will design, develop, assess and monitor a rigorous 9th-grade and 10th-grade curriculum for the STEM Academy.	Administrative team, Learning Liaison, STEM Liaison	GHS will have a viable working and rigorous curriculum for 9th-grade and 10th-grade STEM Academy where 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics				
9) STEM teachers will survey students every four to five weeks (minimum) to determine student interest and engagement with curriculum design	STEM teachers, Administrative Teams, Director of Science, Director of Math	survey topics and results				
						


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Performance Objective 5: Grapevine High School will create and implement a comprehensive plan to significantly increase the quality of involvement in campus-sponsored extra-curricular activities from 94% to 97% among all student groups.

Evaluation Data Source(s) 5: Student Club, Organization, and Team Rosters; Quality Cup data

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) School-sponsored organizations will be listed and continually updated on the GHS website with a brief description and sponsor contact information as well as encouraged to utilize social media. These organizations will also be represented during Mustang Nation Night, Fish Camp, and Mustang Round Up.	Catherine Henry, Assistant Principal; Erin Quassa, Communication	Team Rosters, Club Lists, Quality Cup				
2) Academic counselors will encourage participation in school organizations in their discussions with students about their personalized learning plans through grade level chats and classroom guidance.	Mary Parsley, Lead Counselor	Personalized Learning Plans, Choice Sheets, Class Rosters				
3) Provide opportunities for student groups to share information about their organizations through participation in school-wide events such as registration, pep rallies, assemblies, and announcements, as well as social media.	Catherine Henry, Assistant Principal	Registration Plans, Pep Rally Agendas, Participation Rates				
4) Create and post an informational video about student groups to the campus website.	Catherine Henry, Assistant Principal; Student Group Sponsors	Video posted to website				
5) Monitor student involvement and performance in extracurricular activities through the Quality Cup program by creating a Google Form to collect data from every student.	Ted Willmann, Associate Principal and Michael Crow; Activity Sponsors	Quality Cup Data Collection				
6) Evaluate current rates of retention in programs using Skyward data for the 18-19 school year.	Ted Willmann, Associate Principal	Principal Program rosters, data showing increase or decrease in programs.				

7) Use student voice to identify and evaluate our under represented students in extra curricular activities to determine how to increase enrollment.	Ted Willmann, Associate Principal; Catherine Henry, Assistant Principal					
8) Extracurricular programs will include student voice by developing regular reflection opportunities and end-of-season surveys to obtain feedback regarding the programs.	Extracurricular activity sponsors/coaches; Assistant Principals; Athletic Directors	Appraisers will review surveys with program sponsors/coaches				
9) All middle school athletics and fine arts program will reflect alignment with the designated "majority feeder" high school program (GMS and CTMS to GHS; CMS and HMS to CHHS)	Principal, Assistant Principals, Fine Arts Department, Athletics Department	Meeting times with feeder schools.				
10) Grapevine High School will ensure our athletics and fine arts staff members are provided with time to collaborate with their majority feeder colleagues.	Ted Willmann, Associate Principal; Steve McBride, Girls Coordinator; Mike Alexander, Boys Coordinator; Fine Arts Teachers	Master schedule, time on MS Campus				
11) Grapevine High School will support by including elementary and middle school students in performances, productions, and feeder pattern recognition events. Coaches will also develop relationships and attend elementary and middle school activities.	Ted Willmann, Associate Principal; Steve McBride, Girls Coordinator; Mike Alexander, Boys Coordinator; Fine Arts Department	Agendas, schedules				
						


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Performance Objective 6: Grapevine High School will analyze SAT, ACT, PSAT and AP results, then we will make instructional decisions to better prepare students for success in college readiness assessments.

Evaluation Data Source(s) 6: 100% of the GCISD core curriculum in Grades 6-11 will be evaluated to infuse appropriate national college readiness assessment preparation.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) GHS will use information from national college readiness assessments to inform our instructional practices.	David Denning, Principal; Department Learning Leaders; Assistant Principals, Learning Liaison	PLC minutes, Unit Design Template				
2) GHS Math and English teachers will incorporate previous PSAT or SAT practice questions into their instructional plans.	David Denning, Principal; Assistant Principals, Liaison	Unit Design Templates, PLC minutes				
3) Analyze PSAT data to compact ELA II instruction to support alignment into the PSAT Point Booster course.	Tina Garrett, Associate Principal; Mandy Alexander, Learning Liaison; ELA II and ELA III teachers	Increase PSAT scores and National Merit students.				
4) GHS will develop an Advanced Academics PLC to focus on instructional best practices, social/emotional needs of advanced learners, and data dives to analyze various reports.	Mandy Alexander, Learning Liaison; Tina Garrett, Associate Principal; Advanced Academic Teachers	Increase AP scores, equitable student diversity will increase in AP classes.				
5) Embed Kahn Academy instruction in all Algebra I, Geometry, Algebra II, English I, and English II classes at Grapevine High School.	English and Math PLT leaders and teachers. Administration	Increase PSAT, ACT and SAT scores.				
6) All AP teachers will complete a data dive using College Board IPR reports.	Mandy Alexander, Learning Liaison; Tina Garrett, Associate Principal; Advanced Academic Teachers	Increase AP scores in all AP classes.				

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Performance Objective 7: All Grapevine High School students will be prepared for success in the post-secondary study or career of their choice.

Evaluation Data Source(s) 7: AP Exam results, STAAR results, Senior Exit Survey Results, National Merit Awards, Scholarships Earned

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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1) Students who could be the first generation to attend college in their families will have the opportunity to participate in AVID to support their participation in rigorous coursework.	AVID Teachers; Tina Garrett, Associate Principal	AVID rosters, Site Team Meeting Agendas & Sign In Sheets				
2) Counselors and AVID Site Team members will collaborate to ensure all AVID students are in at least one higher level course (PreAP, AP, GT).	Kim Lackey, Erin Smith, Brandon Thomas & Lisa Cheyne, AVID Teachers; Tina Garrett, Associate Principal; GHS Counselors	Choice Sheets, Student Schedules				
3) All Seniors will participate in a Go Center survey to assess student post-graduation planning needs.	Mary Parsley, Lead Counselor; Candace McGowan, Coordinator of CTE	Go Center Survey Data				
4) Department level AP vertical teams will meet to set goals and improve processes to identify and prepare students for AP level course work.	AP and PAP teachers; Tina Garrett, Associate Principal	AP vertical team agendas, AP enrollment, AP test scores				
5) Counselors will meet with all junior students to discuss, establish, and evaluate academic and college/career goals as they prepare for their senior year of high school.	GHS Counselors	Student goals/data obtained from classroom guidance and individual meetings				
6) GHS counselors will educate secondary school students and their parents about higher education admissions and financial aid including sources of information, as well as the need for students to make informed curriculum choices in their personalized learning plan.	GHS Counselors	Go Center Participation Data, hosting informational nights for parents and students (College Night, Financial Aid Night, Parent meetings-Google Chats)				


7) GHS counselors will co-host annual College & Career Night and use Career Cruising in classroom guidance for all grade levels	Counselors	College Night Completion				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 8: 100% of 9th grade students will receive transition support designed to facilitate a successful transition from middle school as evidenced by progressing to 10th grade on-time.

Evaluation Data Source(s) 8: 9th Grade Failure and Retention Rate Data

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will host a curriculum night for students and their parents in the Spring, with a particular focus on incoming ninth grade students.	Catherine Henry, Assistant Principal	Communications with middle schools, Presentation Materials				
2) Grapevine High School will host a FISH camp including Student Council Mentors for all incoming ninth graders prior to the start of school.	Jane Rose, Student Council Sponsor	Student Participation, Mentor Training Logs				
3) Grapevine High School will monitor ninth grade failure rates and collaboratively develop and implement intervention plans for those in danger of not progressing to tenth grade on time.	Mary Parsley, Lead Counselor; Assistant & Associate Principals	Ninth Grade Promotion Rate, Ninth Grade Grading Period Failure Rates				
4) Our student leadership team will implement a peer mentoring program with our incoming ninth grade students.	Jane Rose, Student Council; Erin Quassa, PALS; Mary Newlun, Student support counselor	Mentor meetings, trainings and log of events.				
						

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 9: Grapevine High School will achieve at least a 98% 4-year Graduation Rate among all measured student groups and the achievement gaps will close by at least one-half.

Evaluation Data Source(s) 9: 4 year Graduation Rate as calculated for the State of Texas Public School Accountability System

Summative Evaluation 9:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus administration will organize dates and times for STAAR EOC alignment meetings.	Assistant Principal; Department Learning Leaders for STAAR Assessed Areas	Agendas and Sign In Sheets				
2) Every 2018 "no show" who attended GHS during the 2017-2018 school year and does not have a records request on file from a new school will receive a phone call and/or home visit.	Tiffany Cunningham, Assistant Principal; Sandy Kasen Registrar	No Show Documentation, Phone Records, Records Requests				
3) Over-aged, under-credited students will be evaluated and directed to a program for accelerated learning within the regular school day.	Tiffany Cunningham, Assistant Principal; Tina Garrett, Associate Principal, Mary Newlun, Counselor	Bridges applications, HOPE enrollment, participation in Optional Flexible School Day, HOPE credits earned				
4) Students not present at least 90% of the time a course is offered (but are present at least 75% of the time) will be offered a principal's plan for credit recovery.	Tina Garrett, Associate Principal	Completed Plans for Credit Recovery				
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>5) PLCs, with the support of the ELL and Special Education departments, will identify students who need STAAR retesting and provide accelerated instruction prior to the December and Spring retest opportunities.</p>	Assistant & Associate Principals; Department Learning Leaders for ELL, SpEd, Math, Science, ELA, and Social Studies	Counselor/Assistant Principal Meeting Notes, Student Sign In Sheets, Intervention Plans				
Funding Sources: 199 - State Comp Ed General Fund - 0.00						
6) Grapevine High School will follow procedures for Pregnancy Related Services (PRS) as outlined in the Texas Education Agency's Student Attendance Accounting Handbook, Section IX.	Counselors; Ruth Shook, Nurse; Tiffany Cunningham, Assistant Principal	Attendance records, Credits Earned				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 10: Grapevine High School Counseling department will increase processes and procedures to align with a high-quality national counseling model.

Evaluation Data Source(s) 10: Parent ThoughtExchange

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Counseling department will continue the Counseling Advisory Council to provide feedback on ways to improve processes for students, parents and, stakeholders.	Counseling department	Parent survey				
2) GHS will offer events for parents with break out sessions that include information about college applications, college planning, course selection, and other pertinent topics.	Assistant and Associate Principals; Counseling department	College Night, Mustang Nation, Break out sessions to include topics such as: Advanced Academics, Athletics, Career cruising; parent climate survey				
3) Counseling department will successfully complete a RAMP application for national excellence in counseling.	GHS Counseling department	RAMP application submitted by October 15, 2018.				
4) Counseling department will successfully complete a LSSSCA Gold application for Texas excellence in school counseling.	GHS Counseling department	LSSSCA application submitted by September 15, 2018.				
5) NCAA Liaison and the assistant principal in charge of athletics will provide GHS coaches, parents, and athletes information and training regarding CoreCourseGPA.com. This web service provides information regarding graduation requirements and as well as NCAA eligibility.	NCAA Liaison and Assistant Principal	Sport Specific parent meetings, Mustang Nation				

Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 11: Grapevine High School will continue their Academic Support Committee (ASC) program to develop interventions for students who are struggling in their classes.

Evaluation Data Source(s) 11: ASC committee will continue. Meeting notes and the implementation of the plans.

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify a teacher at each grade level to serve on our AMSC team.	Tiffany Cunningham, Assistant Principal	Team developed.				
2) Meetings will be held monthly to develop a plan to identify students and steps that will be taken to assist our students.	Tiffany Cunningham, Assistant Principal; AMSC Team	Agendas, developed plan				
3) ASC Team will develop a tracking form to assist teachers in using interventions for our students.	Tiffany Cunningham, Assistant Principal; ASC Team	Form is developed				
4) AMSC team will develop a student success plan for teachers to implement in the classroom, to meet the individual needs of the students.	Tiffany Cunningham, Assistant Principal; AMSC Team	Plans developed and given to teachers.				
5) AMSC Team will train our teachers in the process that is developed.	AMSC Team	Agenda and presentation				
6) At the end of the year a survey will be developed to evaluate the success of the program.	Tiffany Cunningham, Assistant Principal; AMSC Team	Survey and results				
						


Goal 2: LEAD 2021 Learning Plan Strategy: We will facilitate a process that carries out the development, implementation, and realization of a personal learning plan that includes goals within the areas of academics, campus activities, and workforce/community involvement for every student to accomplish the GCISD mission and strategic objectives.

Performance Objective 12: Grapevine High School will develop and use an internal Instructional Walk protocol for DLLs, PLT leaders, and administration to walk through their departments to gain data to help drive instruction.

Evaluation Data Source(s) 12:

Summative Evaluation 12:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS will develop walkthrough form to complete 3 instructional walks during the 2018-19 school year.	Administration team, Learning Liaison, and DLLs.	Form will be developed for "Look fors" with both student and teacher.				
2) Dates will be scheduled for beginning, middle, and end of year walk throughs. These walkthroughs will include our DLLs and PLT leaders.	Administration team, Learning Liaison, and DLLs.	A schedule is created for walkthroughs.				
3) Walkthroughs are completed. At the conclusion of each walkthrough, data will be reviewed by all leaders, and inform next steps.	Administration team, Learning Liaison, and DLLs.	Provides data to inform instructional leaders regarding next steps for PLC and PLT growth.				
4) Data Review at the end of year.	Administration team, Learning Liaison, and DLLs.	Data will determine and drive next year's learning in PLC and PLT.				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 1: ASPIRE: GHS will design, develop, assess and monitor a rigorous 9th-grade curriculum for the ASPIRE Academy.

Evaluation Data Source(s) 1: GHS will have a viable working and rigorous curriculum for 9th-grade ASPIRE where 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) ASPIRE teachers will incorporate student voice by using surveys every four to five weeks (minimum) to determine student interest and engagement with curriculum design	ASPIRE teachers, Administrative Teams, Director of Academics	Survey topics and results				
2) All teachers of ASPIRE will have Gifted and Talented Professional Learning or be in pursuit of such GT Certification and will fit the criteria outlined in the district standards for ASPIRE teachers.	Director of Advanced Academics, Dave Denning, Tina Garrett	Highly qualified ASPIRE teachers, evidence of pursuit of certification or record of certifications and qualifications.				
3) As students register for advanced classes, schedules will be intentionally built clustering G/T students to provide support for GT students in classes.	Tina Garrett, Counselors	100% of students will be placed in intentional clusters in Accelerated Math and Science classes. Class rosters showing clustering of G/T students.				
4) ASPIRE teachers and Curriculum and Instruction will develop a mid-year and end-of-year parent and student survey to collect data and make adjustments to the ASPIRE program as needed.	ASPIRE teachers, District Curriculum & Instruction members, GHS Administrative Team	Survey Results				
5) ASPIRE teachers will receive at least 40 hours of professional development in collaboration with GCISD Advanced Academics coaches	ASPIRE teachers, Director of Advanced Academics, Learning Liaison, Tina Garrett	Documentation of professional development, notes of meetings/trainings				
6) ASPIRE teachers will collaborate via PLT once a week. This PLT will incorporate Learning Liaison, Advanced Academics Liaison, and Instructional Coaches.	ASPIRE teachers, Learning Liaison, Advanced Academics Liaison, Tina Garrett	Minutes from ASPIRE PLTs, PLT member feedback and voice for PLT effectiveness				
7) ASPIRE teachers will utilize PSAT data to identify national norm placement as well as to inform both students and parents of their strengths, weaknesses, and college preparedness.	ASPIRE teachers, learning liaison, GHS Administrative team, Director of Advanced Academics.	Parents and students receive PSAT results and understand implications of that data piece.				

8) ASPIRE teachers will collaborate once a six weeks for a pull out design day to develop learning for our students. These design days will incorporate Learning Liaison, Advanced Academics Liaison, and Instructional Coaches.	ASPIRE teachers, Learning Liaison, Advanced Academics Liaison, Tina Garrett	Minutes from ASPIRE Design Days, Member feedback, and designed instruction for our students.				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 2: ASPIRE: GHS will identify and train, in collaboration with the district Advanced Academics Department, 10th-grade ASPIRE teachers.

Evaluation Data Source(s) 2: GHS and the Advanced Academics department will implement design training days for newly identified ASPIRE teachers.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus administrators will use multiple student data points (EOC, PSAT, Course work) personal and professional learning to identify 10th grade ASPIRE teachers.	Administrative Team	10th grade ASPIRE teachers identified and trained during the 2018-19 school year.				
2) The administrative team will use multiple data points to identify placement among the national norm to support alignment for junior PSAT classes.	Administrative team, Director of Advanced Academics	PSAT data, Spring semester GT ELA curriculum compacting				


Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 3: Create, implement, and evaluate a comprehensive and strategic plan to significantly increase the quality of the schools advanced academics program.

Evaluation Data Source(s) 3: Increased participation in AP courses, Increased scores

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers who teach GT, PreAP, and/or AP courses will continue to have the required training and updates.	Tina Garrett, Associate Principal	Training Certificates, Eduphoria Reports				
2) All Grapevine High School Instructional Staff members will participate in a variety of College Readiness professional development opportunities throughout the year.	Assistant & Associate Principals; Learning Liaison	Agendas, Work Samples, Sign In sheets				
3) Grapevine High School AP teachers will participate in GHS AP PLC activities such as goal setting, strategy development, and student progress monitoring.	Tina Garrett, Associate Principal; Director of Advanced Academics	Sign In Sheets, Agendas				
4) Grapevine High School will develop PAP/AP vertical teaming groups to evaluate current and future needs to build readiness for students to access AP and "beyond AP" courses.	Tina Garrett, Assistant Principal; Director of Advanced Academics; Learning Liaison, Department Learning Leaders	Program of studies, Agendas, Course Syllabi				
5) GHS AP teachers will be involved in professional learning with surrounding districts to focus on curriculum and best practices.	Tina Garrett, Assistant Principal; Director of Advanced Academics.	Attendance at the meetings, Campus debrief and evidence of strategies implemented.				
6) GHS will investigate GT clustering at all grade levels, then will determine how to provide support for GT students in their classes.	Tina Garrett, Associate Principal; Mary Parsley, Lead Counselor; GT teachers	100% of GT students will self-select a GT clustered section (secondary).				
7) GHS will include courses designated as GT clustered in the master schedule.	Tina Garrett, Associate Principal; Mary Parsley, Lead Counselor	GT courses reflected in master schedule				

8) GHS will continue to collaborate with GCISD Curriculum and Instruction team to create innovative, post-AP courses in which GT students could be clustered.	Tina Garrett, Associate Principal; Curriculum Directors; Instructional Coaches	Agendas, presentation, and course proposals				
9) GHS teachers of GT clustered courses will incorporate student voice by soliciting feedback on effectiveness of GT clustering in meeting student needs, through student surveys.	GT clustered teachers; Tina Garrett, Associate Principal	Student surveys				
						

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 4: Grapevine High School will implement our plans for providing STEM education and continuously reflect on the process.

Evaluation Data Source(s) 4: Increased enrollment, parental/student feedback

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The GCISD STEM liaison will meet consistently with STEM Administrator and counselor to reflect and revise planning.	Tina Garrett, Associate Principal	Meeting Agendas and Notes				
2) GHS Administration, in collaboration with C&I, will work to expand STEM program design.	Dave Denning, Principal Tina Garrett, Associate Principal	Meeting agendas and notes. Plan for the 2018-19 school year.				







Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 5: Grapevine High School will continue to implement the AVID culture schoolwide.

Evaluation Data Source(s) 5: Agendas, Twitter, AVID Documentation, Professional Development

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS will continue to support teacher's professional growth in the area of best practices appropriate to ensure students, at a minimum, meet learning targets.	David Denning, Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	1. Introductory WICOR and AVID training for all teachers. 2. Increase the number of AVID trained GHS teachers. 3. Incorporation of WICOR practices in PLC meetings.				
2) GHS will continue their focus on Learning Platform Rubric: Guiding Principle IV: Teachers will incorporate writing to learn strategies in their lesson plans to increase rigor, promote student reflection, and/or differentiate instruction.	David Denning, Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	1. Showcase student work, Twitter, DLL walk throughs, WICOR pennants, GHS Unit Design Template, PLC and PLT agendas				
3) Learning Platform Rubric: Guiding Principle IV: Students will learn transferable WICOR skills. Each PLC will choose and teach a specific WICOR strategy in which students can use in other academic classes and in their future career/college aspirations.	Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	1. Showcase student work, Twitter, DLL walk through, WICOR pennants, GHS Unit Design Template, PLC, PLT, School Wide Site Team agendas				
4) Learning Platform Rubric: Guiding Principle IV: Teachers will use WICOR strategies in all content areas.	Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	1. Showcase student work, Twitter, DLL walk throughs, WICOR pennants, PLC, PLT, School Wide Site Team agendas				

<p>5) AVID Site Team will be divided into three distinct focus areas; School Wide Site Team, Grade Level Liaison Team, College community and culture.</p> <p>a. School Wide focus: rigorous coursework and college and career readiness for all students</p> <p>b. Grade Level Liaison Team: mentor AVID elective students, design and implement plan for guest speakers, college bound discussion topics, field trip support, family night programs, delivery of AVID student of the month awards, and support the AVID intervention protocol.</p> <p>c. College community and culture: collaborate with counseling and the Go Center to provide ALL students with access to exploring college opportunities, applying to college, paying for college, and transitioning to college.</p>	<p>AVID Site Coordinator, AVID Elective Teachers, Learning Liaison</p>	<p>Site Team Agenda, Twitter, WICOR pennants</p>				
<p>6) Complete the first phase of implementing AVID for Parents Program. This phase will include a needs assessment and creating a team to develop strategic and implementation plan.</p>	<p>AVID Site Coordinator</p>	<p>1. Parent survey, student survey, strategic and implementation plans</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 6: Grapevine High School will create a culture of college and career readiness, then student performance on a variety of college and career readiness indicators will increase.

Evaluation Data Source(s) 6: SAT/ACT Scores, PSAT/NMSQT, Number of National Merit Finalists, College Acceptance Rates

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will recognize our students' high academic achievements and awards.	David Denning, Principal; Assistant and Associate Principals	Pep Rally Agendas, Wall of Fame Portraits, Football Game Scripts, Board Meeting Appearances, Mustang Minutes, Senior Awards night, NHS Induction, National Merit Semifinalist/Finalist/Commended				
2) Grapevine High School will create methods for students to celebrate their college acceptances throughout the school year.	Mary Parsley, Lead Counselor; Learning Liaison, AVID Department Learning Leader, Go Center	Acceptance letters or information displayed on bulletin boards or on the display monitors, Permission to Post forms				
3) Grapevine High School will continue with the PSAT boot camp and investigate methods to expand that program for next year.	Tina Garrett, Associate Principal; Mary Parsley, Lead Counselor; Dianna Trang and Lori Cleveland, PSAT Teachers	National Merit Semi Finalists and Finalists, National Merit Achievement and Commended Students; Curriculum				
4) Grapevine High School will create a "College Decision Wall" to be displayed in the main hallway.	Administrators; Counselors	Wall will be displayed with colleges and student signatures				
5) Grapevine High School will discover and communicate opportunities for students and families to attend college information events in the DFW area.	Counselors; Tina Garrett, Associate Principal; Go Center	Communication with students and families				
6) Grapevine High School will co-host the District College and Career Night, which will include representatives from colleges, universities, and the military, as well as stations for financial aid information and admissions application assistance.	Counselors	College and Career Night				

7) Grapevine High School will continue to work to increase enrollment in the Dual Credit program.	Mary Parsley, Lead Counselor; Tina Garrett, Associate Principal	Dual credit enrollment and achievement data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						


Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 7: Teachers will continue to work within PLTs to create, implement and evaluate engaging student-centered instruction by utilizing a unit design process outlined by the Grapevine High School Unit Design Template.

Evaluation Data Source(s) 7: PLT Unit Designs

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers meet weekly with their PLTs to design instruction utilizing the GHS Unit Design Template.	Principal, Assistant Principals, Learning Liaison, DLLs, and PLT Leaders	PLTs utilize the GHS Unit Design Template to develop a complete unit design document for each instructional unit that includes: "Desired Results," "Assessment," "Instructional Strategies," "Differentiation," and "Reflection." Use of the GHS Unit Design Template results in increased student engagement and achievement.				
2) PLTs examine TEKS, GCISD curriculum, and other available resources to determine the "Desired Results" of each instructional unit including: global and essential understandings, essential questions, TEKS, as well as instructional objectives.	Principal, Assistant Principals, Learning Liaison, DLLs, and PLT Leaders	"Desired Results" portion of each GHS Unit Design document clearly defines what students should know and be able to do at the close of the unit. Teachers' clear understanding of desired results in increased student engagement and achievement.				
3) PLTs design appropriate assessments to drive instruction throughout the course of each instructional unit.	Principal, Assistant Principals, Learning Liaison, DLLs, and PLT Leaders	"Assessment" portion of each GHS Unit Design document contains plans to conduct pre-assessments, formative assessments, and summative assessments where appropriate during unit delivery. Teachers utilize assessment information to design work that increases student engagement and achievement.				
4) PLTs differentiate instruction based upon pre-assessments, formative assessments, and summative assessments.	Principal, Assistant Principals, Learning Liaison, DLLs, and PLT Leaders	"Differentiation" portion of each GHS Unit Design document addresses what PLTs plan to do when students need extra support or require further challenges related to unit content. Differentiated units result in increased student engagement and achievement.				

5) PLTs reflect before, during, and after unit development and implementation, utilizing a variety of sources of information including: samples of student work, student formative and summative assessment data, anecdotal evidence, as well as student feedback (student voice).	Principal, Assistant Principals, Learning Liaison, DLLs, and PLT Leaders	Complete GHS Unit Design documents for every instructional unit include: standards, essential questions, assessments, instructional strategies, differentiation, reflection, and student voice. Attention to each of the five components of the GHS Unit Design Template results in increased student engagement and achievement.				
6) A select few PLT leaders and administration will attend the Solution Tree training in October.	Tina Garrett, Associate Principal, PLT leaders	Improve our understanding of an effective PLT. Create a shared language and action steps to drive our PLTs.				
7) PLT leaders who attend the Solution Tree training will train other PLT leaders within their departments on effective PLT practices.	Tina Garrett, Associate Principal, PLT leaders; Mandy Alexander, Learning Liaison.	Improve our understanding of an effective PLT. Create a shared language and action steps to drive our PLTs across all curriculums.				
						


Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 8: Teachers work continually to build their capacity as educators.

Evaluation Data Source(s) 8: PLC Agendas, PLC Presentations, Survey Feedback, Twitter Chat Logs, Classroom Observations, GHS Unit Design Documents

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Department PLCs: Teachers engage in professional learning experiences specific to their content areas. Departments collaborate within and without to design the learning experiences for their PLCs bringing in students, colleagues, administrators, as well as instructional coaches as facilitators.	Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	PLC Agendas and Presentations reflect the specific professional learning needs of teachers within each department resulting in increased student engagement and achievement.				
2) PLT leaders will work with our Learning Liaison once a month in a Learning Leader Team to develop skills to conduct effective PLTs. This will include Unit Design training, data dives, and instructional practices.	Principal, Assistant Principals, Learning Liaison, Department Learning Leaders	Increased understanding and leadership within the PLT. PLCT Agendas and Presentations reflect the specific professional learning needs of our PLT leaders.				




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Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 9: The gap between student performance and the federal system safeguard expectation will be reduced by 33% for Economically Disadvantaged students.

Evaluation Data Source(s) 9: PBMAS, STAAR Results

Summative Evaluation 9:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will continue to conduct ASC meetings designed to develop individual plans to assist struggling students.	Tiffany Cunningham, AP	Individual achievements for identified students, increase in grades and attendance				
2) ASC processes and plans will continually be monitored for efficacy.	Tiffany Cunningham, ASC Committee, Counselors	Continual growth and improvement in ASC processes				
3) ASC Team will hold school-wide training on ASC process to ensure consistency in understanding.	Tiffany Cunningham, ASC Committee, Counselor	School-wide understanding of ASC process, increase in student achievement				
4) Teacher survey will be conducted at the conclusion of the year for program feedback.	Tiffany Cunningham, ASC Committee	Identify areas that need to be addressed or changed, identify areas of strengths that can be extended				
						

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 10: The gap between student performance and the federal system safeguard expectation will be reduced by 25% for English Language Learners.

Evaluation Data Source(s) 10: PBMAS, STAAR

Summative Evaluation 10:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will continue to conduct ASC meetings designed to develop individual plans to assist struggling students.	Tiffany Cunningham, AP	Individual achievements for identified students, increase in grades and attendance				
2) ASC processes and plans will continually be monitored for efficacy.	Tiffany Cunningham, ASC Committee, Counselors	Continual growth and improvement in ASC processes				
3) ASC Team will hold school-wide training on ASC process to ensure consistency in understanding.	Tiffany Cunningham, ASC Committee, Counselor	School-wide understanding of ASC process, increase in student achievement				
4) Teacher survey will be conducted at the conclusion of the year for program feedback.	Tiffany Cunningham, ASC Committee	Identify areas that need to be addressed or changed, identify areas of strengths that can be extended				
						

Goal 3: LEAD 2021 Curriculum Strategy: We will transform from a teaching platform to a learning platform by designing engaging, differentiated work for students toward the accomplishment of the GCISD mission and strategic objectives.

Performance Objective 11: Grapevine High School will provide professional development through PLCs, workshops, and access to other training, then we will support teachers in designing and facilitating differentiated instruction.

Evaluation Data Source(s) 11: 100% of teachers will meet the GCISD Advanced Academics Professional Learning requirements.

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers who teach GT, PreAP, and/or AP courses will continue to have the required training and updates.	Tina Garrett, Associate Principal	Training Certificates, Eduphoria Reports				
2) All Grapevine High School Instructional Staff members will participate in a variety of College Readiness professional development opportunities throughout the year.	Assistant & Associate Principals; Learning Liaison	Agendas, Work Samples, Sign In sheets				
3) Grapevine High School AP teachers will participate in GHS AP PLC activities such as goal setting, strategy development, and student progress monitoring.	Tina Garrett, Associate Principal; Director of Advanced Academics	Sign In Sheets, Agendas				
4) Grapevine High School will develop PAP/AP vertical teaming groups to evaluate current and future needs to build readiness for students to access AP and "beyond AP" courses.	Tina Garrett, Associate Principal; Director of Advanced Academics; Learning Liaison, Department Learning Leaders	Program of studies, Agendas, Course Syllabi				
5) GHS AP teachers will be involved in professional learning with surrounding districts to focus on curriculum and best practices.	Tina Garrett, Associate Principal; Director of Advanced Academics.	Attendance at the meetings, Campus debrief and evidence of strategies implemented.				
6) Teachers will participate in a monthly department PLC in which they engage in job-embedded professional learning on topics relevant to their content area.	David Denning, Principal; Associate and Assistant Principals; Learning Liaison; Department Learning Leaders	Attendance in meetings, implementation of professional learning, as well as increases in student engagement and academic achievement.				

<p>7) Teachers will meet weekly with their Professional Learning Teams (PLTs) to design instruction using the GHS Unit Design Template to guide their work.</p>	<p>David Denning, Principal; Associate and Assistant Principals; Learning Liaison; Department Learning Leaders, as well as Professional Learning Team Leaders</p>	<p>Detailed GHS Unit Design documents reflect the following dimensions, thereby leading to increased student engagement and academic achievement: "Desired Results," "Assessments," "Instructional Strategies," "Differentiation," and student voice.</p>				
<p>8) Campus leadership will partner with GCISD's Curriculum and Instruction Team to welcome instructional coaches to GHS to lead job-embedded professional learning in a variety of formats including: one-on-one coaching as well as PLT and PLC support.</p>	<p>David Denning, Principal; Associate and Assistant Principals; Learning Liaison; Department Learning Leaders; Professional Learning Team Leaders</p>	<p>Teacher capacity increases as evidenced by GHS Unit Design documents as well as increased student engagement and academic achievement.</p>				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 1: Grapevine High School will be involved in a campus-wide community service project that will have a positive impact on our overall community.

Evaluation Data Source(s) 1: Community Feedback

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) GHS Administration will introduce this plan with the campus.	Administrative Team	Understanding of the plan				
2) GHS will meet with community leaders to focus on a community service project that includes our students.	Administrative Team	Develop goals and opportunities for our students.				
3) GHS will work with our clubs, extracurricular groups and athletic teams to develop a plan to divide up the community service opportunities.	Administrative team, sponsors, and coaches	Develop a calendar of community service opportunities.				
4) GHS will work with the VAST program to coordinate an Open House for students and parents at GHS.	Administrative Team and VAST representatives	Open house will be held for students and parents within the VAST program.				
5) GHS will look for an opportunity for a one day community service project during the second semester.	Administrative team, sponsors, and coaches	Create a one day community service project that includes the entire school to give back to our overall community.				
						

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 2: Develop and implement a plan to significantly improve the content of district and campus websites and the communication through websites and email.

Evaluation Data Source(s) 2: Parental feedback, Website checklist

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will develop a system of checks to ensure updated information is on our website.	Principal, Assistant Principal, Website Liaison, Department Learning Leaders	Checklist for updated website.				
2) Grapevine High School will implement a new system for our teacher website. This will include EdLeo.	Principal, Assistant Principal and DLL	Teacher website improvement				
						

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 3: Grapevine High School Counselors will utilize Google Hangout technology to host informational student and parent meetings.

Evaluation Data Source(s) 3: Community Feedback

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) We will implement STEM Academy Parent meetings via Google Hangout Live to promote program transparency.	Tina Garrett, Associate Principal Shelly Ray, Counselor	Live Google Hangouts with STEM parents. Meeting dates.				
2) GHS counselors will implement Google Hangout technology in classroom guidance lessons.	Mary Parsley, Lead Counselor	student feedback surveys				

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 4: Grapevine High School will use a variety of communication tools to adequately inform parents, students, teachers, and community of important information. This will include newsletters, websites and social media.

Evaluation Data Source(s) 4: Community Feedback

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) "Mustang Minute" newsletters will be emailed to parents each week and posted to social media.	David Denning, Principal	School Messenger Message Log, Development of SMORE, Twitter				
2) 100% of GHS Teachers will use Google Classroom as a mode to share information and assignments with students and parents.	T-TESS Appraisers, Department Learning Leaders	Google Classroom links from the staff				
3) Principal Coffees will be held every other month to provide parents with a forum to ask questions and learn about school events and activities.	David Denning, Principal	Dates on Website, Newsletter information, PTSA communication				
4) GHS will develop one parent technology evening each semester to demonstrate usage in the classroom.	David Denning, Principal; Assistant Principals, Learning Liaison; Digital Classroom Teachers	Agendas, Technology Meetings				
5) GHS will post announcements on our website, weekly newsletters, social media, and on the video monitors, as well as, have a designated time for daily announcements to ensure students are aware of opportunities at school.	Website Liaison; Tilly Mack, Principal's Assistant	Bell Schedule, Announcements submitted to main office				
6) GHS STEM teachers will publish a student created STEM Academy digital newspaper to share program updates, student artifacts and spotlights.	STEM Teachers Tina Garrett, Associate Principal	Newspaper publishing with various information.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: LEAD 2021 Communications Strategy: We will create a plan that customizes communication methods and messages for students, parents, teachers, administration, and community to communicate and support the GCISD mission and strategic objectives.

Performance Objective 5: Grapevine High School will use research-based activities to include student voice in our instructional and extracurricular programming, then we can develop a district-wide system to include student voice as a part of continuous improvement.

Evaluation Data Source(s) 5: Grapevine High School will use student voice in their decision making process during the school year.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Learning leaders will use student feedback surveys in their classes	Department Learning Leaders and Learning Liaison	Surveys developed and results from the surveys.				
2) Each PLT will will develop and use surveys at the end of each unit	Department Learning Leaders and PLT Leaders	Surveys developed and results from the surveys.				
3) PLT's will analyze student voice data during Unit Design meetings	Department Learning Leaders and PLT Leaders	Agendas from PLT meetings, Unit Design templates.				
4) Develop various student voice groups across the campus	Administrative Team	Agendas and student groups				
						

Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.

Performance Objective 1: All Grapevine HS Instructional Staff will design learning experiences which seamlessly integrate technology into the curriculum.

Evaluation Data Source(s) 1: Walkthroughs, Exemplar Lessons, Presentations to faculty

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus administration will model use of available technology in meetings and professional development.	David Denning, Principal; Assistant Principals	Administrator-led Session Materials; Google Drive; Google Classroom				
2) PLC/PLT will collaboratively develop and implement lessons using classroom and student personal technology .	David Denning, Principal; Assistant Principals; Department Learning Leaders	Agendas & Sign In Sheets, Sample Lessons, Walkthrough Evidence, Unit Design Template				
3) Grapevine High School will use Google Drive as a place for collaboration and communication about instruction, strategies, and professional development.	David Denning, Principal; Assistant & Associate Principals; Learning Liaison	Materials shared in Google Drive				
4) Grapevine High School will implement a 1 to 1 cohort on our campus and reflect regularly to look at trends and practices across our campus.	Principal; Assistant Principals; Learning Liaison	Development of team, Agenda				
5) GHS staff will learn best practices in technology learned through InTech PLCs that will meet 4 times a year.	Principal, Assistant Principals, Learning Liaison	GHS staff utilizes best practices in technology				
						

Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.

Performance Objective 2: Grapevine High School will structure student-driven learning that integrates technology to provide students with competencies to be successful in a global society.

Evaluation Data Source(s) 2: Exemplar lessons and activities incorporating technology in a variety of classes. All students at GHS will be issued a District device.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive continued training on the incorporation of digital learning strategies.	Tina Garrett, Associate Principal; Mandy Alexander, Learning Liaison; Digital Instructional Coaches	Agendas and Sign in sheets				
2) GHS Students will receive ongoing training in regards to digital citizenship and digital literacy.	Tina Garrett, Assistant Principal; Mandy Alexander, Learning Liaison; GHS teachers	Lesson plans and examples of the presentations.				
3) GHS Unit Design documents incorporate a variety of ways in which instructional technology is used to facilitate student learning.	GHS Administrative Team; Mandy Alexander, Learning Liaison, Department Learning Leaders, Professional Learning Team Leaders	GHS Unit Design documents				
						







Goal 5: LEAD 2021 Technology Strategy: We will integrate technology, including student mobile wireless computing devices, into every aspect of the student academic experience to support the GCISD mission and strategic objectives.

Performance Objective 3: Grapevine High School will provide faculty and staff with on-going, job-embedded professional learning opportunities related to the integration of instructional technology.

Evaluation Data Source(s) 3: PLC and PLT agendas and presentation, Staff Development day breakout session presentations, partnership with Curriculum and Instruction's team of instructional technology coaches

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will receive training on the incorporation of digital learning strategies, digital citizenship, and digital literacy.	Tina Garrett, Assistant Principal; Mandy Alexander, Learning Liaison; Instructional Technology Coaches	Agendas, Sign in sheets, and presentations				
2) GHS will work with teachers to determine technology professional learning opportunities during (but not limited to) staff development days, Professional Learning Communities, Professional Learning Teams, as well as one-on-one instructional coaching with a member of the GCISD Curriculum and Instruction team.	Administrative team, Mandy Alexander, Learning Liaison, Department Learning Leaders, GCISD Curriculum and Instruction team	Survey information, attendance, agendas, and presentations				

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue







Goal 6: LEAD 2021 Facilities Strategy: We will ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

Performance Objective 1: Renovate and/or create multi-purpose areas to support administrative, academic, and extracurricular activities at Grapevine High School.

Evaluation Data Source(s) 1: Completion of bond-funded renovation and building projects

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to monitor and communicate progress on bond-funded renovation and building projects.	David Denning, Principal, Ted Willman, Associate Principal	Construction meetings				
2) GHS will form guidelines for proper use and reservation of the new MAC.	Ted Willman, Associate Principal, Athletic and Fine Arts Coordinators	Schedule calendar and form				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 6: LEAD 2021 Facilities Strategy: We will ensure all facilities are progressively equipped and designed to support the GCISD mission and strategic objectives.

Performance Objective 2: Collaborate with architects to develop "new school look" design ideas for renovated facilities that promote an interactive, stimulating, and engaging learning environment.

Evaluation Data Source(s) 2: Building improvement for more flexible spaces

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Grapevine High School will explore options within our building to create innovative work spaces for our students.	Principal, Assistant Principals	Develop new work spaces.				
2) Grapevine High School administration will explore options within our building to improve the Learning Commons area and include a controlled vestibule.	Principal, District design team	Develop a plan for Learning Commons and Controlled Vestibule to be completed summer 2019				
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	9	5	PLCs, with the support of the ELL and Special Education departments, will identify students who need STAAR retesting and provide accelerated instruction prior to the December and Spring retest opportunities.