

# Grapevine-Colleyville ISD

## Grapevine High

### 2015-2016 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Postsecondary Readiness

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



*"A Century of Tradition"*

# Grapevine

## High School

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# 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	5
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
School Context and Organization .....	13
Technology .....	14
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	17
Goal 1: Create and implement a comprehensive plan to significantly increase the quality of all extra-curricular activities. ....	17
Goal 2: Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program. ....	20
Goal 3: Create and implement a plan to systematically pilot "student voice" as a mechanism for feedback over the next three years. ....	25
Goal 4: Create and implement a comprehensive development plan to significantly increase the quality of Dyslexia services with emphasis in identification of students, building awareness of Dyslexia at the campus level, and monitoring individual progress. ....	26
Goal 5: Implement suicide prevention program to increase awareness about the signs of suicide and provide intervention for students who are at risk. ....	28
Goal 6: STRATEGY #1 - We will purposefully hire, continually, train, and hold accountable all GCISD staff to ensure the fulfillment of the GCISD mission and strategic objectives. ....	29
Goal 7: STRATEGY #2 - 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. ....	31
Goal 8: STRATEGY #3 - 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. ....	41
Goal 9: STRATEGY #4 - 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. ....	46
Goal 10: STRATEGY #6 - 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. ....	48
System Safeguard Strategies .....	50

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As of September 14th, 2015, Grapevine High School serves approximately 1902 students in 9th through 12th grade. Currently our campus is almost evenly split between male (1098) and female (1020) students. The Grapevine High School student body is 0.6% American Indian/Alaskan Native, 3.9% Asian, 3.9% African American, 0.2% Pacific Islander, 66.4% White, 21.1 % Hispanic, and 3.9% Two or more ethnicities. Between 2003 and 2011, the demographics of Grapevine High School have seen gradual changes. During that time, our African American population increased from 3% to 3.9% and our Hispanic population increased from 7.5% to 16.1%. Conversely, our White population decreased from 86.1% to 71.6%. During this time frame, Grapevine High School also saw an increase in the Economically Disadvantaged population from 4.9% to 14.1%. The ESL/Bilingual population represents 2.8% of our students. The Special Education population represents 6.9% of our students and 22.8% of our students have been identified as Gifted and Talented.

### Demographics Strengths

For 2013, the attendance rate was 96.5% The campus overall attendance rate has been greater than 95% for the previous two school years. Additionally, 54.9% of our students are enrolled in Career and Technical Education courses. In 2012, 740 students at GHS took a total of 1,769 Advanced Placement exams and 76.2% of those students earned a score of 3 or better. By comparison, the percentage of students in Texas is 51.3. The total number of students participating in the AP testing program has steadily increased from 590 in 2008 to 740 in 2012. The total number of AP exams given at GHS has increased from 1,400 to 1,769 in 2012. In 2012, we administered AP exams for 28 different courses.

### Demographics Needs

The participation in the AP testing program at GHS primarily consists of students who are not participating in the free/reduced lunch program as evidenced by the College Board showing no students with a fee reduction. The campus needs to develop strategies to ensure that our Economically Disadvantaged students have equal access to the AP testing program and its corresponding academic preparation.

## **Student Achievement**

### **Student Achievement Summary**

#### **Advanced Academics**

Grapevine High School increased its AP participation in the 2014-2015 school year over the previous year by over 18% with a total of 912 students taking at least 1 AP exam. Students took a total of 2,266 exams in 28 AP courses and 68% of students made a score of a 3 (out of 5) or greater on an AP exam.

Grapevine High School students also participated in the ACT testing for college readiness. In 2015, 272 students took the ACT and their average composite score was 25.1 as compared to the state average of 20.9. In 2013 and 2014, our students' average composite scores were 24.5 in both years.

#### **State Accountability 2015**

Grapevine High School Met Standard under the Texas State Accountability System. We earned three distinctions: Academic Achievement in Reading/ ELA, Academic Achievement in Science, Postsecondary Readiness.

#### STAAR EOC Met Level II Satisfactory Standard Spring 2015

Algebra I 85% for all students

Biology 96% for all students

English I 88% for all students

English II 89% for all students

US History 97% for all students

### **Student Achievement Strengths**

#### **Advanced Academics**

In 2015, of the 2266 exams that Grapevine High School administered, the score distribution was as follows:

Score of 5: 13%

Score of 4: 21%

Score of 3: 27%

Score of 2: 26%

Score of 1: 14%

At least 2/3 of students made a score of 3 or higher on the following exams: Art History, Biology, Calculus BC, English Language, English Literature, German, Human Geography, Physics C: E and M, Physics C: Mechanics, Psychology, Spanish, Statistics, Studio Art 2-D, Studio Art Drawing.

When using 2014 ACT results as indicators of college readiness in core areas, 85% meet the college readiness benchmark in College English Composition and 77% meet it in College Algebra.

### **STAAR Math**

The only Math area now tested (2014) under STAAR is Algebra I.

### **STAAR English Reading**

85% of our 9th graders scored either satisfactory or advanced on the STAAR English I Reading EOC. Of the 551 tested, 16.9% scored advanced.

### **STAAR English Writing**

75.9% of our 9th graders scored either satisfactory or advanced on the STAAR English I Writing EOC. Of the 552 tested, 10% scored advanced.

### **STAAR Science EOC**

94.5% of our 9th graders scored either satisfactory or advanced on the STAAR Biology EOC. Of the 531 tested, 15.6% scored advanced.

### **STAAR Social Studies EOC**

94.6% of our 9th graders scored either satisfactory or advanced on the STAAR World Geography EOC. Of the 539 tested, 27.6% scored advanced.

## **Graduation Rate**

The 4 year longitudinal cohort graduation rates for GHS have improved for the past two years. The graduation rate for the 2014 cohort was 96.4% with a rate of 97.4 for the 5 year longitudinal cohort graduation class of 2013. We have seen gains in the graduation rates of our Hispanic students in particular. For the class of 2014, the graduation rate for Hispanics was 94.2%. This has steadily increased from a rate of 80.6% in 2011.

## **Student Achievement Needs**

### **Advanced Academics**

In 2015, the following AP courses did not have at least 2/3 of their students earning at least a 3 on the corresponding exam: Calculus AB, Chemistry, Computer Science, Environmental Science, French, Microeconomics, Music Theory, US Government and Politics, US History, World History, Physics 1 and Physics 2.

\*Address minority participation

When using ACT results as indicators of college readiness in core areas, 67% meet the college readiness benchmark in College Social Science, 66% meet it in College Biology, and 51% meet all four core area.

## **STAAR All Subjects**

In the areas of meeting procedural safeguards for ELLs and Special Education students, we need to develop strategies that target these groups specifically. For our special education students, we have redesigned the special education department to try to have students in their general education settings for longer, with pull outs when necessary.

With changes to the Texas State Assessment Program, students only need English I, English II, Biology, Algebra I, and US History STAAR EOC exams to graduate. The other exams will no longer be produced or given by the State of Texas. Currently we have 39 Biology students who will need to retake the STAAR EOC in December and the campus needs to make arrangements for those students to receive support.

The minimum and satisfactory performance standards are not expected to increase for students for the 2013 testing period. However, there has been a change and they will not increase for the 2014 as previously announced. We are waiting to hear about the plan to reach the final performance expectation level in

2016. The Advanced level of performance is already set at its final level. The campus needs to develop strategies to ensure that students are prepared to meet the increasing performance expectations and that they are aligned to show growth towards the advanced level of performance. Additionally, the campus needs to create a plan for accelerated instruction to prepare students who will retest in December.

### **Graduation Rate**

The 4 year longitudinal cohort graduation rates for GHS students show gaps by demographic groups in the area of Special Education. Special education had a graduation rate of 77.4%.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Of 197 staff members, 115 responded to an on-line, anonymous survey in February 2015 about our campus culture and climate. The principal also met with each of the Grapevine High School teacher professional learning communities, the counseling department, the assistant principals, and our Campus Excellence Committee to learn about our strengths and weaknesses. Parents were also surveyed about the school climate and 439 parents responded. 939 Students completed the on-line School climate survey in January 2015.

### **School Culture and Climate Strengths**

Parent feedback from the district survey indicates that 96% of parents feel welcome at our school. Parents indicate that 87% of the students feel safe at our school. 88% of the students participate in activities at school according to parents. 100% of the teachers surveyed said they liked the work they do and 95% feel safe in the school. 80% of our students feel safe in our school.

### **School Culture and Climate Needs**

Staff member survey responses indicate that the campus needs to provide effective training necessary to excel in their job. Teachers responded (73%) that requests and repairs were completed in a timely manner. Parent feedback from the school climate survey indicated that 63% of families agreed/strongly agreed with the statement that my child receives sufficient counseling to make informed decisions for his/her course selection and career path, school must develop a plan to ensure our parents and students are informed of counseling programs and choices.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Grapevine High School's 2013-14 campus report indicates that our staff is 7.6% Hispanic, 89.1% White, 0.8% American Indian, 0.6% Asian, and 1.9% Two or more races. Our staff is 39.5% male and 60.5% female. The teaching staff consists of experienced educators as more than half of the teachers (69%) have been teaching for 11 or more years. The teachers on our campus average 9.1 years with the district.

For the 2015-16 school year, Grapevine High School will have 3 less teachers due to budgetary constraints with little to no change in overall student enrollment expected. We have a little over 20 new teachers to our campus and we have an induction program to ensure these new teachers have ample training.

### **Staff Quality, Recruitment, and Retention Strengths**

The district teacher engagement survey conducted during the 2015 indicates that 100% like the work that they do. The employee survey indicated that almost all employees agreed or strongly agreed (94%) that they are proud to work for GCISD. 99% of the teaching staff understands the GCISD vision, mission, beliefs and goals.

### **Staff Quality, Recruitment, and Retention Needs**

For the 2015-16 school year, Grapevine High School will have 20 teachers who are new to the campus. We have two new Counselors. The campus needs to make connections with area Teacher and Principal preparation programs to assist with future staffing needs. We need to ensure new hires are trained and understand the campus needs to help new hires understand and implement LEAD 2021 strategies and the learning platform.

The 2015 survey indicated that 62% felt campus/department communication was effective, 70% felt principal was accepting of suggestions, and 61% believe effective discipline exists.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Grapevine High School teachers have on-line access to their students' achievement data, as well as, the curriculum. Measurement of how well the students mastered the curriculum is accomplished through teacher, common, state, and national assessments. In Professional Learning Communities, teachers have the opportunity to closely examine student performance results by learning objective and make plans to help all learners succeed.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers report an increasing alignment between the district curriculum and the state standards particularly in the area of deepening students' conceptual understanding of the TEKS as apposed to a broad, narrow range of topics. Teachers also report that they use the district curriculum and TEKS when designing lessons and planning in the PLCs. GHS uses assessment data to determine the amount of reteaching or intervention that is needed. Various assessment tools are used: district common assessments, PLC common assessments, PSAT data, AP data and instructional planning reports, common semester exams and STAAR scores.

### **Curriculum, Instruction, and Assessment Needs**

Due to the achievement gaps that exist between our demographic groups, the campus needs to develop strategies to help our Hispanic and Special Education population. The needed strategies might include teaching study and note taking skills, providing prerequisite academic skill remediation, scaffolding in the classroom, response to intervention (RtI) and English Language Proficiency (ELPS). New this year to GHS is a push out-pull in system for special education to help students access the curriculum by spending more time in the general education setting with supports.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Grapevine High School has a variety of opportunities to participate in our school community including, but not limited to, PTSA, Extra-curricular Booster Clubs, Dad's Club, Advanced Academic Booster Club, volunteering, and serving on committees such as the Campus Excellence Committee. The district conducts parent engagement surveys and reports that information to the campuses. Additionally, the campus principal solicited parent input at the bi-monthly Campus Excellence Committee meetings.

### **Family and Community Involvement Strengths**

Parents responding to the district parent involvement survey in 2015 indicated that they feel welcome at our school (96% agree or strongly agree) and on various questions regarding being informed about the schedule process or other happenings at the school parents reported 90% or above that they felt informed.

### **Family and Community Involvement Needs**

The 2013 district parent engagement survey indicated that 14% do not feel sufficiently informed about activities at our school and 15% do not feel comfortable talking to their child's teacher about their students' performance. Respondants also indicate 25% strongly disagree/disagree that teachers websites provide sufficient information.

The 2012 district parent engagement survey indicated at the secondary school level that 24% do not feel adequately informed about activities at the secondary schools and 16% do not feel comfortable talking to their child's teacher about the student's progress. Other areas that saw a decrease in parent positive responses were the courtesy of the principal, office personnel, counselors, and librarians. Additionally, those same groups plus the assistant principals saw decreases in addressing concerns in a timely fashion. The campus needs to develop strategies to ensure a positive perception in the community and excellent customer service.

Parent Engagement Survey information regarding communications indicated that school/teacher newsletters and websites were not adequate, timely, or accurate. The campus needs to develop structures and strategies to improve the quality of our two-way communication. The campus also needs to improve our use of the existing tools for providing information to students, parents, and community members.

## **School Context and Organization**

### **School Context and Organization Summary**

Grapevine High School currently runs an AB Block schedule with 4 periods a day (8 periods total) with 3rd /7th periods running a 30-minute lunch. Last year was the first year the campus ran this bell schedule after transitioning from the traditional 7 period day schedule. The Campus Excellence Committee meets at least 5 times a school year and we periodically use technology to collect information from those members anonymously. The Campus Principal meets with the Administrative Team (Associate Principal, Assistant Principals) weekly, the Department Learning Leaders each month, and Mustangs, Inc (representatives from the student organizations) twice a semester. Since 1906, Grapevine High School has served this community and we take pride in our rich traditions.

### **School Context and Organization Strengths**

Campus Excellence Committee feedback indicates that the campus protects instructional time by limiting day to day interruptions. Also, students can receive additional instructional time in our extended day tutoring program. Students have opportunities to participate in decision-making at our school through CEC, Student Council, and in their extra-curricular and co-curricular campus groups. Currently GHS has 48 co-curricular organizations on campus and approximately 9 student led groups.

### **School Context and Organization Needs**

Teacher feedback indicates a concern over the amount of instructional time lost due to assessment (TAKS, STAAR, AP) and student co-curricular activities during the school day. The campus needs to develop procedures that monitor these concerns and help students and teachers plan ahead. Teacher perceptions of who makes decisions on our campus is highly varied; therefore, the campus needs to consider the creation of structures to inform and empower our staff.

# Technology

## Technology Summary

Learning to use technology in a school and work environment is a vital 21st Century Skill; therefore, Grapevine High School is committed to bringing technology into our classrooms. GHS is a Bring Your Own Device campus.

## Technology Strengths

Grapevine High School boasts of strengths related to instructional technology in the areas of access, teacher training, and specialized initiatives.

First, the campus has a wealth of different devices, supported by various software tools, available for teacher and student use. Classroom teachers have presentation equipment (computer, digital projectors), one iPad, and access to "clicker" response systems. Parents and students can access student attendance and grades through the Parent Portal on Skyward. Students do have access to the computers in the library during lunch and are permitted to use their own technology at the direction of the classroom teacher, during passing periods, and at lunch. In an effort to help students learn to self-manage their learning, all GHS teachers have a campus website which is used to communicate their syllabus and weekly lesson plans.

Next, GHS teachers have opportunities to avail themselves of ongoing and varied professional learning sessions centered around designing work in a digital environment. Individual teachers may request customized, one-on-one coaching with instructional technology coaches. Teachers may also attend monthly lunch-and-learn sessions with instructional technology coaches over topics such as Twitter, multi-platform digital learning tools, and digital citizenship.

Each department devotes some of its learning time each month to the development of their skills with instructional technology during their monthly departmental instructional focus sessions.

Finally, special initiatives serve to unify our departments by common goals for instructional technology and equip members of each departments to serve as standards-bearers for the cause. Each department committed to one instructional technology goal to serve as the theme of their instructional focus sessions.

To further support this initiative, GHS has eighteen digital classrooms hosted by teachers who received intensive training instructional technology. They operate their classrooms from a digital platform that includes such resources as Google Drive, Google Classroom, Edmodo, Schoology, and various cross-platform applications. Digital classroom teachers regularly update their learning through ongoing professional development. By doing so, they simultaneously elevate the learning of both their students and colleagues.

## Technology Needs

Grapevine High School's needs center around access, appropriate usage, and overall comfort with the technology integration.

To begin, access to the internet within the school can be compromised when too many users attempt to use digital devices simultaneously near a wifi hotspot. Access to computers at home was also reported as a concern so the campus needs to consider possible solutions.

Next, students and teachers report concerns about support systems and training options. Both groups relay that they are unsure of what support systems exist for them when using technology or exploring new ways to incorporate technology into the classroom. Teachers see great variance in skill level and knowledge of training options. Without more differentiated training, teachers are reticent to take a risks with technology. The campus needs to work closely with instructional technology to ensure a common set of skills for students and teachers alike.

Finally, teachers also report a concern about teaching students to use technology ethically and responsibly and so the campus needs to investigate methods to ensure that our Acceptable Use and Academic Honesty policies are well-communicated.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

## Employee Data

- Staff surveys and/or other feedback

## Parent/Community Data

- Parent surveys and/or other feedback




# Goals

**Goal 1: Create and implement a comprehensive plan to significantly increase the quality of all extra-curricular activities.**

**Performance Objective 1:** 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)

**Summative Evaluation:** Increased participation and achievement of middle school and high school athletics and fine arts programs.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Grapevine High School will ensure our athletics and fine arts staff members are provided with time to collaborate with their majority feeder colleagues.	Cody Koontz, Assistant Principal; Lindy Lombard, Girls Coordinator; Randy Jackson, Boys Coordinator; Carla Reasoner, Fine Arts Department Learning Leader	Increased Participation Rates, Student Achievements, Staff Feedback				
2) Grapevine High School will support including middle school students in performances, productions, and feeder pattern recognition events.	Cody Koontz, Assistant Principal; Lindy Lombard, Girls Coordinator; Randy Jackson, Boys Coordinator; Carla Reasoner, Fine Arts Department Learning Leader	Increased Participation Rates, Student Achievements, Staff and Student Feedback				
						

**Goal 1:** Create and implement a comprehensive plan to significantly increase the quality of all extra-curricular activities.

**Performance Objective 2:** GHS will increase student involvement in campus sponsored extra-curricular activities from 91% to 95% among all student groups.

**Summative Evaluation:** Student Club, Organization, and Team Rosters; Quality Cup data


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) School-sponsored organizations will be listed and continually updated on the GHS website with a brief description and sponsor contact information.	Catherine Henry, Assistant Principal; Rosemary Hemsell, 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.	Cathy Lamb, 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.	Catherine Henry, Assistant Principal	Registration Plans, Pep Rally Agendas, Participation Rates				
4) Monitor student involvement and performance in extracurricular activities through the Quality Cup program.	Catherine Henry, Assistant Principal; Activity Sponsors	Quality Cup Data Collection				
5) Educate staff through written and verbal communications about the Quality Cup and methods to increase involvement.	Catherine Henry, Assistant Principal; Athletic Coordinators, UIL Academic Sponsor, Fine Arts Department Learning Leader, Student Council Sponsor	Quality Cup Data Collection				
6) Educate students and community through written and verbal communications about the Quality Cup and program success to increase involvement.	Catherine Henry, Assistant Principal; Rosemary Hemsell, communication; Athletic Coordinators, UIL Academic Sponsor, Fine Arts Department	Newsletters, website, Facebook and other media outlets.				

7) Evaluate current rates of retention in programs using Skyward data for the 14-15 to 15-16 school year.	Catherine Henry, Assistant Principal	Program rosters, data showing increase or decrease in programs.				
8) Survey and evaluate our under represented students in extra curricular activities to determine how to increase enrollment.	Cody Koontz, Assistant Principal; Catherine Henry, Assistant Principal					
						

**Goal 2: Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program.**

**Performance Objective 1:** If we provide professional development through PLCs, workshops, and access to other training, then we will support teachers in designing and facilitating differentiated instruction.


**Summative Evaluation:** 100% of teachers will meet the GCISD Advanced Academics Professional Learning requirements.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers who teach GT, PreAP, and/or AP courses will continue to have the required training and updates.	Steffany Batik, 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; Leslie Hancock, 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.	Steffany Batik, Associate Principal; Becky Manning, 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.	Steffany Batik, Associate Principal; Becky Manning, Director of Advanced Academics	Program of studies, Agendas, Course Syllabi				
						

**Goal 2:** Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program.

**Performance Objective 2:** If we investigate GT clustering at all grade levels, then we will determine how to provide support for GT students in their classes.


**Summative Evaluation:** 100% of students would either be placed in a GT cluster (elementary) or self-select a GT clustered section (secondary).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) GHS will include courses designated as GT clustered in the master schedule.	Steffany Batik, Associate Principal; Cathy Lamb, Lead Counselor	Enrollment of GT students in those courses, Master Schedule				
2) GHS will collaborate with C&I to create innovative, post-AP courses in which GT students could be clustered.	Steffany Batik, Associate Principal	Enrollment of GT students in advanced courses that would require successful completion of an AP course as a prerequisite.				
						

**Goal 2:** Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program.

**Performance Objective 3:** If we analyze SAT, ACT, and PSAT then we will make instructional decisions to better prepare students for success on college readiness assessments.


**Summative Evaluation:** 100% of the GCISD core curriculum in Grades 6-11 will be evaluated to infuse appropriate national college readiness assessment preparation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) GHS will use information from national college readiness assessments to inform our instructional practices.	David Denning, Principal; Department Learning Leaders; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	PLC minutes, Lesson Plans				
2) GHS Math and English teachers will incorporate previous PSAT or SAT and practice PSAT or SAT questions into their instructional plans.	David Denning, Principal; Steffany Batik, Associate Principal	Lesson Plans, PLC minutes				
						

**Goal 2:** Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program.

**Performance Objective 4:** By 2016, the overall percentage of AP exams scored at 3, 4, or 5 will increase from 68% to at least 73% with an increase in our rate of participation, as well as, closing gaps between our demographic groups.


**Summative Evaluation: AP Exam Results**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselors will use STAAR EOC results, AP Potential, and other sources of achievement data to ensure students are participating in the most rigorous course of study.	Steffany Batik, Associate Principal; Cathy Lamb, Lead Counselor	AP Potential Letters, Student Choice, Sheets, Personalized Learning Plans				
2) All Grapevine High School AP teachers will submit a course syllabus to the College Board and obtain College Board Approval to ensure curriculum alignment.	Steffany Batik, Associate Principal	College Board Reports				
3) Grapevine High School AP Fine Arts teachers will continue to participate in the O'Donnell Foundation's Create Schools of Excellence in Fine Arts Grant.	Catherine Henry, Assistant Principal for Fine Arts; Carla Reasoner, Fine Arts Department Learning Leader; Patrick Antinone, Director of Fine Arts; Jeff Nisbet, Art Teacher	Grant Requirement Materials				
4) Grapevine High School will work with C&I to identify AP courses that the majority of students should be capable of taking by graduation and outline pathways to success in registering and persisting through the courses.	Steffany Batik, Associate Principal; Becky Manning, Director of Advanced Academics	Program of Studies				
						

**Goal 2:** Create and implement a comprehensive plan to significantly increase the quality of the district's advanced academics program.

**Performance Objective 5:** If we create a culture of college and career readiness, then student performance on a variety of college and career readiness indicators will increase.

**Summative Evaluation:** SAT/ACT Scores, PSAT/NMSQT, Number of National Merit Finalists, College Acceptance Rates


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			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				
2) Grapevine High School will create methods for students to celebrate their college acceptances throughout the school year.	Cathy Lamb, Lead Counselor; Izzy Fowler, Department Learning Leader	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.	Steffany Batik, Associate Principal; Cathy Lamb, Lead Counselor; Diana Trang and Lori Cleveland, PSAT Teachers	National Merit Semi Finalists and Finalists, National Merit Achievement and Commended Students; Curriculum				
4) Grapevine High School will develop an Ivy League night. This will allow communication and exposure for our students interested in Ivy League schools.	Mandy Ozuna and Mariella Alvarado, Counselors	Ivy League evening at GHS, program				
						



**Goal 3: Create and implement a plan to systematically pilot "student voice" as a mechanism for feedback over the next three years.**

**Performance Objective 1:** If we pilot 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.


**Summative Evaluation:** GHS will use student voice in their decision making process during the school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Learning Leaders will develop research-based questions to elicit student feedback on instructional and extracurricular programming.	Campus Instructional Leadership Team	Student Surveys				
2) Learning leaders will pilot the student feedback surveys for their classes as well as other teacher volunteers.	Department Learning Leaders and Learning Liaison	Student surveys				
3) Develop a student voice group on campus to look similar to the GCISD Champions program.	Administration Team	Agendas created, group is developed.				
4) Develop a Principals Panel on campus that will meet once a month with the Principal.	David Denning, Principal	Agendas				
						

**Goal 4: Create and implement a comprehensive development plan to significantly increase the quality of Dyslexia services with emphasis in identification of students, building awareness of Dyslexia at the campus level, and monitoring individual progress.**

**Performance Objective 1:** If we provide an annual update to all teachers on Dyslexia, then the teachers will be able to provide students with instructional support and accommodations needed to be successful.


**Summative Evaluation:** 100% of our staff will receive regular updates to improve their instructional practices to support our dyslexic students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All teachers who have not participated, will participate in Shelton School "Level 1" dyslexia simulations.	Campus Administration	Training sign-in				
2) Teachers will work with their Campus 504 Coordinators and/or Counselors to ensure that specified accommodations are implemented.	Terri Carter, 504 Coordinator; Counseling staff	Sign in sheets. PLC minutes and agendas.				
3) Teachers will communicate with students to create a safe atmosphere for self-advocacy related to learning needs and accommodations.	Campus Staff	Self-advocacy from our students.				
4) Development of a reading support lab to assist with students who need oral reading.	David Denning, Principal; Terri Carter, 504 Coordinator	Lab is developed				
5) Presentation of appropriate accommodations will be used during PLC time to ensure staff understands the various accommodations that can be used.	Terri Carter, 504 Coordinator; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Agenda, Documentation of presentation				
						

**Goal 4:** Create and implement a comprehensive development plan to significantly increase the quality of Dyslexia services with emphasis in identification of students, building awareness of Dyslexia at the campus level, and monitoring individual progress.

**Performance Objective 2:** If we improve our Dyslexia identification processes, then we will ensure that all students receive the support they need to access instruction in the classroom.


**Summative Evaluation:** All administration will be trained on how to access to help campus identify dyslexic students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus RtI teams will consider dyslexia characteristics and make referrals for screening and assessments as appropriate.	Terri Carter, 504 Coordinator; Administration team	Referrals made for students.				
2) Campus 504 Coordinators will work with the GCISD dyslexia assessment coordinator to ensure proper timelines and procedures are followed.	Terri Carter, 504 Coordinator	Referrals are completed according to timeline.				
3) Campus 504 Coordinator will work to ensure proper accommodations are being implemented and proper accommodations are in student's 504 plan.	Terri Carter, 504 Coordinator	Students monitored and accommodations are updated.				
						

**Goal 5: Implement suicide prevention program to increase awareness about the signs of suicide and provide intervention for students who are at risk.**

**Performance Objective 1:** The program "Signs of Suicide" will be shown to students through their science classes and counselors will lead a lesson.






**Summative Evaluation:** Counselor class visit records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will be educated on the ACT process (acknowledge, care, tell).	Mary Newlun, Student Advocate; Counselors	Counselor class visit records, student reports of concerns				
2) 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 6: STRATEGY #1 - 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:** 100% of GHS Instructional Staff will be engaged participants in Professional Learning Communities to increase student achievement and engagement.






**Summative Evaluation:** Walkthrough Data looking for Student Engagement, Student Achievement Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will participate in PLC activities for at least 90 minutes each week to align instructional practices, procedures, methods, and assessments.	Assistant & Associate Principals; David Denning, Principal	PLC Agendas & Minutes; Common Assessments; Schedule in Google Drive				
2) Department Learning & PLC Leaders will collaboratively develop meeting agendas with team members, the Learning Liaison, and administration.	Leslie Hancock, Learning Liaison; Assistant & Associate Principals; David Denning, Principal	PLC Agendas & Minutes; Google Drive				
3) Department Learning Leaders will meet bi-monthly with campus administration for the purpose of collaboratively working to implement and monitor LEAD 2021 and CIP strategies.	David Denning, Principal; Leslie Hancock, Learning Liaison; Steffany Batik, Associate Principal	Agendas & Sign In Sheets, Google drive documents				
4) All departments and PLCs will develop an instructional/learning focus for the 2015-16 school year.	DLLs; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Google Drive Agendas and supporting documents; Sign In Sheets; Samples, Individual teacher UNITY Plans				
5) Grapevine High School will monitor new hires and staff assignments to ensure 100% of students have teachers who are considered Highly Qualified.	Steffany Batik; Associate Principal; David Denning, Principal	Annual Highly Qualified Affidavit, Communication from Human Resources				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 6: STRATEGY #1 -** 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:** By June 2015, GHS will show at least 95% of our teachers as engaged or highly engaged and the district teacher engagement survey will show improvement in areas rated the lowest by our district teachers in 2014.

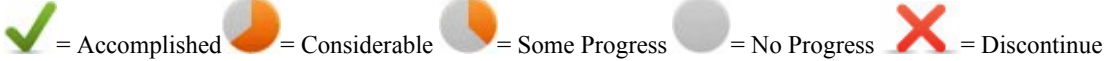
**Summative Evaluation:** District Teacher Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will receive specific feedback regarding their job expectations and performance at least once per six weeks including goal setting conferences, walkthrough reports, 45 minute appraisals, or the summative evaluation.	David Denning, Principal	Monitoring Chart used in weekly Administrator Meetings				
2) Teachers will assemble monthly for Instructional Focus meetings designed to provide relevant, real-time professional development pertaining to the department, campus and district goals.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison; David Denning, Principal	Agendas, Lesson plans & Sign In Sheets				
3) Teachers will receive training in WICOR strategies [AVID] at monthly instructional focus meetings and set goals for data collection to give to AVID site team coordinator.	Izzy Fowler, AVID Site Coordinator; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Agendas & Sign In Sheets, Walk through observation forms				
4) Teachers will receive training in using the Learning Platform Rubric to advance our transformation and plan for personalized professional development.	Assistant & Associate Principals; Leslie Hancock, Learning Liaison	Agendas & Sign In Sheets, Walk through observation forms				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 7: STRATEGY #2 - 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:** 100% of ninth, tenth, and eleventh graders will participate in personalized learning plan advisory lessons in their ELA classes at least three times a semester.

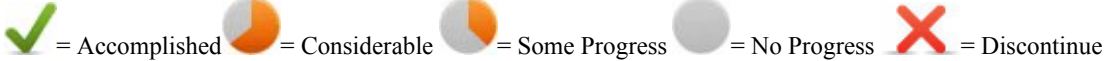
**Summative Evaluation:** PLP Advisory Lesson Plans, Student Goal Setting Sheets

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ninth, Tenth, & 11th Grade ELA teachers will be trained to implement PLP Advisory Lesson Plans [HS Strategic Plan]	Cody Koontz, Assistant Principal	Training Logs; Student PLPs				
2) Counselors will review student PLPs with them during each visit [HS Strategic Plan].	Cathy Lamb, Lead Counselor	Student feedback, Student updates in the PLP web-based program				
3) Ninth, Tenth, & 11th Grade ELA teachers will implement the collaboratively developed PLP Advisory Lessons [HS Strategic Plan].	Cody Koontz, Assistant Principal; Steffany Batik, Associate Principal; Cody Koontz, Assistant Principal	Lesson Plans, PLP Agendas and minutes				
						

**Goal 7: STRATEGY #2** - 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 2:** 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.

**Summative Evaluation:** 9th Grade Failure and Retention Rate Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Grapevine High School will host a curriculum night for incoming ninth graders and their parents in the Spring.	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) We 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.	Cathy Lamb, Lead Counselor; Assistant & Associate Principals	Ninth Grade Promotion Rate, Ninth Grade Grading Period Failure Rates, Counseling Notes				
4) Administration team will meet weekly with various freshman students to discuss their transition process and current level of success.	Administration team	Student participation and administrator logs				
						



**Goal 7: STRATEGY #2** - 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 3:** GHS 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.

**Summative Evaluation:** 4 year Graduation Rate as calculated for the State of Texas Public School Accountability System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus administration will organize dates and times for STAAR EOC alignment meetings.	Steffany Batik, Associate Principals; Cody Koontz, Assistant Principal; Department Learning Leaders for STAAR Assessed Areas	Agendas and Sign In Sheets				
2) 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; Terri Carter, Assistant Principal	Attendance records, Credits Earned				
3) Every 2015 "no show" who attended GHS during the 2014-2015 school year and does not have a records request on file from a new school will receive a phone call and/or home visit.	Terri Carter, Assistant Principal; Sandy Kasen Registrar	No Show Documentation, Phone Records, Records Requests				
4) Over-age, under-credited students will be evaluated and directed to a program for accelerated learning within the regular school day.	Terri Carter, Assistant Principal; Gilbert Gonzalez, Assistant Principal	Bridges applications, HOPE enrollment, participation in Optional Flexible School Day, HOPE credits earned				
5) 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.	Cody Koontz, Assistant Principal	Completed Plans for Credit Recovery				
<b>System Safeguard Strategies</b> 6) 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.	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				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 7: STRATEGY #2** - 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 4:** Grapevine High School will meet all State and Federal Safeguard Targets for Accountability.

**Summative Evaluation:** Results from STAAR Math - Hispanic, Eco Dis, Sp Ed and STAAR ELA- Hispanic, Eco Dis (80%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p>1) Administrators will hold goal setting conferences with teachers who have STAAR EOC assessed courses.</p>	Assistant principals	Goal Setting Forms, Meeting Logs, Achievement Gap Data				
<p><b>System Safeguard Strategies</b></p> <p>2) PLC leaders for STAAR-assessed courses will set agendas that ensure progress of students is monitored using data and the appropriate interventions are implemented.</p>	Assistant principals and Leslie Hancock, Learning Liaison	Common Assessments, EOC Results				
<p>3) Grapevine High School will publicize the testing dates using the campus website, announcements, and the School Messenger System.</p>	Catherine Henry, Assistant Principal	Sample Announcements, Student STAAR EOC participation rates				
<p><b>System Safeguard Strategies</b></p> <p>4) Grapevine High School will participate in Exito Hispano in part to increase parent awareness of STAAR EOC graduation requirements.</p>	Gilbert Gonzales, Assistant Principal Mariella Alvarado, Counsleor	Exitos de Hispanos Agendas				
<p><b>System Safeguard Strategies</b></p> <p>5) Teachers will be able to show evidence of differentiation for their economically disadvantaged, ELL, and Special Education students in their personalized lesson plans for the purposes of closing achievement gaps.</p>	Assistant & Associate Principals	Lesson Plans, Failure Rates				
<p><b>System Safeguard Strategies</b></p> <p>6) The ELL teachers will support STAAR assessed content teachers with vocabulary-acquisition and pacing strategies.</p>	Shanna Powell, Department Learning Leader; Gilbert Gonzalez and Terri Carter, Assistant Principals	Lesson Plans, Observations of Strategies in Use				
<p><b>System Safeguard Strategies</b></p> <p>7) The Special Education Inclusion teachers will participate in the STAAR assessed content PLCs to ensure mastery of required content.</p>	Nicole Cook, Department Learning Leader; Terri Carter, Assistant Principal	PLCs Agendas, Student Work Samples showing accommodations				

8) The Special Education department will be reorganized to ensure SPED teachers will be providing more inclusion support in the general education classroom.	Terri Carter, Assistant Principal; Nicole Cook, Department Learning Leader.	New Special Education schedule, minutes and documentation.				
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 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 7: STRATEGY #2** - 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 5:** All Grapevine High School students will be prepared for success in the post-secondary study or career of their choice.

**Summative Evaluation:** AP Exam results, STAAR results, Senior Exit Survey Results, National Merit Awards, Scholarships Earned


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
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; Steffany Batik, Associate Principal	AVID rosters, Site Team Meeting Agendas & Sign In Sheets				
2) GHS will ensure that all AVID Students have the opportunity to take the PSAT free of charge.	Izzy Fowler, AVID Sponsor; Cathy Lamb, Lead Counselor; Steffany Batik, Associate Principal	PSAT registrations and results				
3) Counselors and AVID Site Team members will collaborate to ensure all AVID students are in at least one higher level course (PreAP, AP, GT).	Izzy Fowler, Kim Lackey, David Poskey, & Lisa Cheyne, AVID Teachers; Steffany Batik, Associate Principal; GHS Counselors	Choice Sheets, Student Schedules				
4) All teachers will participate in a GCISD Secondary School's College Readiness Institute prior to the start of school and intentionally implement those strategies so all students can access rigorous curriculum.	Assistant and Associate Principals; District level directors	Increased performance & participation on AP exams, as well as in, PreAP courses				
5) All Seniors will participate in a Go Center survey to assess student post-graduation planning needs.	Cathy Lamb, Lead Counselor; Candace McGowan, Director of CTE	Go Center Survey Data				
6) 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; Steffany Batik, Associate Principal	AP vertical team agendas, AP enrollment, AP test scores				

7) All Grapevine High School students will all be trained and develop a plan for career and college readiness, using the Career Cruising program.	Counseling Department; Candace McGowan, Director of CTE	Survey results, student portfolios in Career Cruising.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 7: STRATEGY #2** - 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 6:** GHS will increase the number of parents who report satisfaction with the course selection and career path alignment process by 10% in the 2015-2016 school year.


**Summative Evaluation:** Parent climate survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Counselors will have a monthly coffee meeting that will cover various topics like career cruising.	Counseling department	Parent climate survey				
2) Counseling department will create a parent focus group to provide feedback on ways to improve processes for students and scheduling.	Counseling department	Parent climate survey				
3) GHS will add a parent night geared towards current students to provide information about college application, course selection, and other pertinent topics.	Steffany Batik, Associate Principal; Counseling department	Career cruising, agenda and sign in sheets, parent climate survey				
4) Counseling department will successfully complete a CREST application.	Counseling department	CREST application and counseling department goals				
						

**Goal 7: STRATEGY #2** - 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 7:** 100% of 9th grade and all AVID students will be trained to use and create an e-portfolio.

**Summative Evaluation:** Completed e-portfolios by our students

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All 9th grade and AVID teachers will be trained in creating the e-portfolio.	Leslie Hancock, Learning Liaison; Steffany Batik, Associate Principal	Training documents				
2) All 9th grade and AVID teachers will train our students in creating and updating an e-portfolio.	9th grade teachers and AVID teachers	Student e-portfolios				
3) Students will continually update items in their individual e-portfolios.	9th grade teachers and AVID teachers	Updated student e-portfolios.				
						



**Goal 8: STRATEGY #3 - 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:** We will provide professional development to staff that has a consistent focus on advanced academics and the learning platform.

**Summative Evaluation:** Alignment between goals, professional development, and classroom implementation


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The monthly Instructional Focus topics will be aligned to the LEAD 2021 Learning Platform Guiding Principles.	David Denning, Principal; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Handouts, Presentations, surveys				
2) PLCs will use the GCISD Learning Platform Rubric Framework and the GCISD Portrait of a Graduate to develop Agenda items and guide their work [Learning Platform Rubric].	Assistant & Associate Principals; David Denning, Principal	Monitoring of PLCs				
3) GHS will focus on Learning Platform Rubric: Guiding Principle II- Appropriate Use of Technology.	David Denning, Principal, Steffany Batik, Associate Principal, Leslie Hancock, Learning Liaison, Department Learning Leaders	PLC Agendas, Instructional focus plans, UNITY Plans				
4) GHS will focus on Learning Platform Rubric: Guiding Principle IV: Teachers utilize Best Practices appropriate to the learning target. (Including WICOR)	David Denning, Principal, Steffany Batik, Associate Principal, Leslie Hancock, Learning Liaison, Department Learning Leaders	PLC Agendas, Instructional focus plans, UNITY Plans				
5) PLCs will develop "Look fors" within the classrooms that properly align to the Learning Platform Rubric.	David Denning, Principal; Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison; Department Learning Leaders	Walk through forms				

6) Campus administrators will meet weekly to review walkthrough data, plan for upcoming events, assess campus progress towards successful application of strategies, and receive training on LEAD 2021 initiatives.	David Denning, Principal	Agendas, Campus Monitoring Data				
7) In weekly communications, LEAD 2021 strategies and examples of the learning platform in use will be highlighted.	David Denning, Principal	Weekly Newsletters				

**Goal 8: STRATEGY #3** - 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:** By maintaining high expectations for student performance, GHS will create structures at ALL levels that will maximize the potential of all students through rigorous curriculum and instruction.

**Summative Evaluation:** College and Career Readiness Strategy Saturation across the campus

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional Staff will be trained and expected to use AVID WICOR strategies as presented in staff development, learned in PLCs, or acquired through self-study.	Assistant & Associate Principals; Izzy Fowler, AVID Site Team	Walkthrough evidence of students using WICOR strategies, student samples, teacher lesson plans submitted to AVID Site Team.				
2) GHS administration will monitor classrooms for LEAD 2021 strategies including differentiation, College Readiness/WICOR, and technology.	David Denning, Principal; Assistant Principals	Walkthrough Tally Charts, Sample Feedback, Exemplar Lessons				
3) GHS Extended Day will be repurposed for student support and to allow for Tier Two interventions, as well as, enrichment.	Terri Carter, Assistant Principal	STAAR results, Failure Rates, Extended Day Sign In Sheets				
						

**Goal 8: STRATEGY #3** - 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:** 100% of GHS PLCs will use common formative assessments and other appropriate assessments to drive instruction.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Instructional staff will be trained and expected to use the DMAC test generator application for common assessments in PLCs.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison; Department Learning Leaders	Disaggregated common assessment data being used in PLCs to make instructional decisions				
2) Instructional staff will be trained and expected to use the DMAC data analysis application in PLCs.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison; Department Learning Leaders	Current student data begin used in PLCs to make instructional decisions				
3) Instructional staff will use the data from the common assessments to make instructional decisions.	Instructional staff; David Denning, Principal; Assistant & Associate Principals; Leslie Hancock, Learning Liaison; Department Learning Leaders	Sample Lessons, STAAR results, formative assessment data				
						

**Goal 8: STRATEGY #3** - 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:** Over the course of the 2015-2016 school year, Grapevine High School's instructional strategies will be reflective of the learning platform.






**Summative Evaluation:** Walkthrough Data looking for Learning Platform Strategies

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) GHS teachers will access and utilize district curriculum and the Learning Platform Rubric in planning lessons.	Department Learning & PLC Leaders; Assistant & Associate Principals	Results from the Learning Platform Rubric Walkthroughs				
2) GHS Administrators will monitor classroom instruction and provide feedback using the Learning Platform Rubric.	David Denning, Principal; Assistant & Associate Principals	Results from the Learning Platform Rubric Walkthroughs				
3) Grapevine High School will create a professional library of Learning Platform Artifacts including video exemplars, WICOR ticker, and student work.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	On-Line library (Google Drive)				
4) PLCs and teachers will use the Learning Platform Rubric to guide their professional growth.	Assistant & Associate Principals; Leslie Hancock, Learning Liaison	Teacher Professional Learning Plans				
5) GHS will create monthly WICOR focuses for each department and training will be provided.	Izzy Fowler, AVID coordinator; Leslie Hancock, Learning Liaison	AVID Documentation, Monthly WICOR schedule				
6) GHS will design and create flexible learning areas for the students.	David Denning, Principal; Cody Koontz, Assistant Principal	Areas created for our students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 9: STRATEGY #4 - 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 use a variety of communication tools to will adequately inform parents, students, teachers and community of important information. This will include newsletters, websites and social media.


**Summative Evaluation:** District Parent Satisfaction Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) "Mustang Minute" newsletters will be emailed to parents each week.	David Denning, Principal	School Messenger Message Log, Development of SMORE				
2) Principal Coffees will be held monthly to provide parents with a forum to ask questions and learn about school events and activities.	David Denning, Principal	Dates on Website, Newsletter information				
3) All teachers will maintain a school-wires website with syllabus, grading policies, and lesson plan information.	PDAS Appraisers	Monitoring Logs				
4) Overall website will be updated as needed with critical information and updates.	Rosemary Hemsell	Updated website				
5) GHS Facebook account will be updated and shared with the community.	Rosemary Hemsell	Updated Facebook account.				
6) GHS will develop a campus Twitter account.	David Denning, Principal; Steffany Batik, Associate Principal	Twitter Account developed				
7) GHS will develop parent technology evenings to demonstrate usage in the classroom.	David Denning, Principal; Steffany Batik, Associate Principal, Leslie Hancock, Learning Liaison; Digital Classroom Teachers	Agendas, Technology Meetings				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 9: STRATEGY #4** - 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:** By June 2014, at least 95% of Grapevine High School families who respond to the district parent survey will agree/strongly agree that their student enjoys attending our school.


**Summative Evaluation:** District student/parent satisfaction survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) GHS Campus Administration will regularly collaborate with student organizations to ensure a variety of student-led school events are held.	Catherine Henry, Assistant Principal	GHS Campus Calendar, Student Participation				
2) Staff members will be expected to maintain a visible and approachable presence in the hallways during passing periods and actively supervise students while on duty.	Cody Koontz, Assistant Principal	Duty Rosters, Periodic Visual Observation				
3) Grapevine High School will collaboratively work with students and organizations aiming to make the school more student-centered.	David Denning, Principal	Feedback from students, District Satisfaction Surveys				
4) Grapevine High School 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.	Rosemary Hemsell, Website Liaison; Tilly Mack, Principal's Assistant	Bell Schedule, Announcements submitted to main office				
						

**Goal 10: STRATEGY #6 - 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:** GHS will structure student-driven learning that integrates technology to provide students with competencies to be successful in a global society.

**Summative Evaluation:** students using their own devices to achieve learning by varying pathways


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will be trained in planning for a variety of student devices and Google Drive. Training will also include support on Google Classroom implementation.	Steffany Batik, Associate Principal; Tony Zahn, Director of Science	Walkthroughs looking for use, Agendas & Sign In Sheets				
2) Teachers will receive training on how to use iPads, laptops, or chromebooks in their classrooms and have sets available for check out.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Coaching session usage chart, iPad Class Set Check Out Sheets, Exemplar Lessons				
3) GHS will work with teachers to determine which technologies and applications should be used by having training opportunities like "Tech Tuesdays".	Leslie Hancock, Learning Liaison	Survey information, New carts with redistributed existing technology				
4) GHS will support freshman and AVID teachers in the use of digital portfolios.	Steffany Batik, Associate Principal; Leslie Hancock, Learning Liaison	Attendance at district sessions, Sample student e-portfolios				
						



**Goal 10: STRATEGY #6** - 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:** All Grapevine HS Instructional Staff will design learning experiences which seamlessly integrate technology into the curriculum.

**Summative Evaluation:** Learning Platform Rubric Walkthroughs, Exemplar Lessons

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Campus administration will model use of available technology in meetings and professional development.	David Denning, Principal; Assistant & Associate Principals	Administrator-led Session Materials; Google Drive; Google Classroom				
2) PLCs will collaboratively develop and implement lessons using classroom and student personal technology [Learning Platform Rubric].	David Denning, Principal; Assistant & Associate Principals; Department Learning Leaders	Agendas & Sign In Sheets, Sample Lessons, Walkthrough Evidence				
3) Grapevine High School will use Google Drive as a place for collaboration and communication about instruction, strategies, and professional development. There will be a particular emphasis this year on using this tool for sharing AVID strategies and exemplars.	David Denning, Principal; Assistant & Associate Principals; Leslie Hancock, Learning Liaison	Materials shared in Google Drive				
4) Grapevine High School will support teachers in using Google Classroom for their students with a goal of having all teachers using Google Classroom by the 2016-2017 school year.	David Denning, Principal; Assistant and Associate Principals; Leslie Hancock, Learning Liaison	Materials shared in Google Classroom				
						

## System Safeguard Strategies

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
7	3	6	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.
7	4	1	Administrators will hold goal setting conferences with teachers who have STAAR EOC assessed courses.
7	4	2	PLC leaders for STAAR-assessed courses will set agendas that ensure progress of students is monitored using data and the appropriate interventions are implemented.
7	4	4	Grapevine High School will participate in Exito Hispano in part to increase parent awareness of STAAR EOC graduation requirements.
7	4	5	Teachers will be able to show evidence of differentiation for their economically disadvantaged, ELL, and Special Education students in their personalized lesson plans for the purposes of closing achievement gaps.
7	4	6	The ELL teachers will support STAAR assessed content teachers with vocabulary-acquisition and pacing strategies.
7	4	7	The Special Education Inclusion teachers will participate in the STAAR assessed content PLCs to ensure mastery of required content.