

Grapevine-Colleyville ISD

Colleyville Elementary

2018-2019 Goals/Performance Objectives/Strategies

Accountability Rating: Met Standard

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



Colleyville

Elementary School

5911 Pleasant Run Road
Colleyville, TX 76034
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"Creating excellent students."



Mission Statement

At Colleyville Elementary School we, along with families and community members, are committed to providing a nurturing environment. All children will be challenged and prepared to become skilled problem solvers, effective communicators, collaborators, self-regulated learners and global citizens. Focusing on the whole child, we are also dedicated to fostering confident and compassionate members of society.

Vision

Colleyville Elementary School provides a nurturing and challenging environment that empowers students to discover their authentic selves and become effective and innovative contributors to society.

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Goals







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

Performance Objective 1: All CES students will have opportunities to be involved in extra-curricular activities at the elementary level before and after school, as well as be exposed to different extra-curricular opportunities available through the fine arts and athletics programs at the secondary level to increase participation in middle school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All students will experience performances from secondary fine arts programs at various times during the school year.	Principal, Asst. Principal, Counselor, Teachers, Fine Arts teacher, Staff	Middle school and high school fine arts programs will visit/perform for CES students throughout the school year. Schedule of fine arts events on master calendar/schedule.				
2) After-school extracurricular activities will be offered for pay that address the areas indicated as high-interest on the parent survey. (For example: Spanish Club, Chess Club, etc.)	Principal, Staff	Student participation in CES extracurricular activities will increase. Participation rosters will be provided.				
3) The school, along with PTA, will offer extracurricular activities for CES students to participate in. (For example: Running Club, Cowboy Chorale, Student Council, Girls on the Run, KC Club, Art Club, Coding Club, etc.)	Principal, Assistant Principal, Counselor, School staff members that volunteer, PTA volunteers	Student participation in CES extracurricular activities will increase. Participation rosters will be provided.				


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

Goal 2: 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: All CES instructional staff will be engaged participants in Professional Learning Communities to increase student achievement and engagement.

Evaluation Data Source(s) 1: Data driven PLCs with increased reflection on personal teaching practices.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create a PLC schedule to provide PLC/Extended PLC opportunities for teachers three to four hours per month to analyze data, continually learn, discuss instructional practices, design engaging work for students and develop and monitor progress toward goals. (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Teachers, Learning Liaison	A PLC schedule will be made that meets the needs of staff and their instructional calendars. Staff feedback will be utilized to create the schedule.				
2) During PLCs staff members will learn, act and reflect on practices and data that will impact student learning and address the four critical questions directly or indirectly. What is it we expect students to learn? How will we know when students have learned it? How will we respond when students don't learn? How will we respond when students already know it? (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Librarian, Lit Specialist, Counselor, Teachers	PLCs will be valuable and data driven. Increased reflection on personal teaching strategies.				
3) PLCs will use qualitative and quantitative data to analyze student performance and adjust instruction. (At-Risk, GT, LEP, Eco. Dis., ESL, Sp. Ed.)	Principal, Asst. Principal, Teachers, Learning Liaison	Data will be analyzed and drive instruction.				
4) During targeted PLCs, teachers will participate in CORE visits and provide feedback and reflect on their observations.	Principal, Asst. Principal, Teachers, Learning Liaison	CORE visits will be scheduled and provide teachers with feedback and reflection time.				
						

Goal 2: 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: All CES staff members will actively monitor and implement support strategies for supporting the social and emotional growth of students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus personnel will be trained and use the district bullying reporting process.	Principal, Asst. Principal, Teachers, Counselor	CES staff will know the procedures for using the district process. Bullying reports will be done correctly.				
2) Students and staff will recognize student acts of kindness with Rachel's Challenge strips, KC Club and Rachel's Challenge activities beginning with the Kick-off Assembly.	Principal, Asst. Principal, Staff, Counselor, Students	Students and staff will recognize acts of kindness by giving links to others throughout the school year. Links will be displayed in the classrooms and/or school. A CES assembly will be schedule in the fall, and a GCISD event will be scheduled for the spring.				
3) Provide students with experiences that connect to "real world" needs (Red Ribbon Week, Grace food drives, timely community and national charitable causes, etc.)	Principal, Asst. Principal, Staff, Counselor, Students, PTA	Lesson plans for Red Ribbon Week, schedule of Red Ribbon Week activities, PTA and CEC minutes, student/teacher/parent feedback forms, calendar of outreach activities				
4) The counselor will provide students with activities and guidance lessons to develop high self-esteem. During guidance lessons, students will create and set social/emotional goals with action steps. (At-Risk, GT, LEP, ESL, Sp. Ed., Eco. Dis.)	Principal, Asst. Principal, Staff, Counselor	A calendar to schedule guidance lessons will be provided to teachers by the counselor.				
5) Implement Restorative Practices and Rachel's Challenge to reduce misbehavior, bullying and violence among students and improve the overall climate for learning.	Principal, Assistant Principal, Staff, Counselor	All classes with Circle Up each day. There will be a decrease on discipline referrals. Weekly character messages (Motivation Monday, Thankful Thursday) will be provided each week on the morning show.				
						







Goal 2: 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: All CES staff members will write Professional Learning Plans with goals and update them throughout the year with evidence of learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CES staff members will write Professional Learning Plans and adjust them based on learning throughout the year. Teachers will use TalentEd Perform for their goals, and all other staff will use their designated goal setting document based on their appraisal system.	Principal, Asst. Principal, Learning Liaison, Staff	Staff goals will be written and submitted. Appraisals will be completed using progress towards goal completion or growth in applicable domains or descriptors.				
2) Teachers will write two goals on their Personalized Learning Plans. One goal will be a personal growth goal and the other will be a student achievement goal (SLO- Student Learning Objective).	Teachers, Learning Liaison, Principal, Assistant Principal	Teacher's personal growth will be discussed with their appraiser throughout the year. SLO's will be submitted through TalentEd Perform. Student data based on that goal will be collected at the BOY, MOY, and EOY.				
3) CES staff members will meet periodically throughout the school year with their appraiser to discuss their PLP's.	Principal, Asst. Principal, Staff	Evidence of growth and learning will be discussed and presented during meetings with appraisers. Appraiser will provide support and resources needed for goal achievement.				


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

Goal 2: 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 4: All CES staff members will receive 7 Habits of Highly Effective People training and will use the 7 Habits process to make changes in order to become more effective.

Evaluation Data Source(s) 4: All staff will keep a 7 Habits journal and complete weekly assignments provided by the 7 Habits facilitators.

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CES staff will receive 7 Habits of Highly Effective People training on August 13, October 5, and February 18.	Principal, Assistant Principal, all staff members	Attendance of 7 Habits training. 7 Habits process impacting teacher behavior, communication and school culture.				
						

Goal 3: 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: 100% of CES students in grades K-5 will write personalized learning goals using the Plan-Do-Study-Act (PDSA) model or similar framework.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) K-5 students will receive training and write personalized learning goals using the Plan-Do-Study-Act goal setting process or similar framework.	Teachers	Students goals and progress towards goals.				
2) K-5 teachers and students will review student progress toward their goals at least once each nine weeks.	Teachers	Student goals will be reviewed for progress. The goals will either be continued or new goals will be written depending on the progress. Action steps for reaching goals will be discussed or documented.				
3) Teachers will facilitate construction of meaning for students by developing a culture of trust and respect where students are reflecting on their work as well as others, seeking to pull information and discover knowledge toward mastery, sharing information both formally and informally, and using formative and summative assessment data to reflect on their learning in the future.	Teachers, Principal, Asst. Principal, Learning Liaison	Students are comfortable discussing their progress towards goals and goal setting with others. Students can set goals for themselves based on where they are and where they want to be.				
						


Goal 3: 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 2: 100% of CES students will be provided the opportunity to be actively involved in one or more community and/or service projects.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will communicate community and/or service projects available to CES students and parents. (At-Risk, GT, LEP, ESL, Eco. Dis., Sp. Ed.) Cross Ref. LP 6.1 - 6.3	Principal, Asst. Principal, Teachers, Counselor, PTA	Students will participate in community and service projects.				
2) An electronic newsletter will be distributed to parents weekly advertising community and/or service projects.	Teachers, Principal	Student participation in community or service projects will increase.				



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


Goal 4: LEAD 2021 Curriculum Strategy: We will continue to 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: All CES teachers will measure student engagement/success and use this data to improve/guide instruction.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will develop a means of assessing student engagement and use the data for instructional improvement. (Cross reference P 1.3)	Principal, Asst. Principal, Learning Liaison, Teachers	Student voice will help teachers assess student engagement. Assessing engagement will become a regular part of classroom instruction, therefore increasing the engagement level and instruction.				
2) Teachers will incorporate formative assessments throughout the learning process to measure student engagement and understanding.	Principal, Assistant Principal, Learning Liaison, and Teachers	Formative assessments will guide the teacher's instruction in order to increase student engagement and the level of understanding.				
3) Students will assess their own learning through formative assessments and their personal goal setting to reflect on their learning and determine future pathways.	Teachers, Students	Formative assessment data. Students setting goals for themselves. Students reflecting on their learning and self assessing. (Ex.) clear, buggy, muddy)				




Goal 4: LEAD 2021 Curriculum Strategy: We will continue to 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: All teachers will collaborate and focus on designing engaging, differentiated work for students throughout the school year.

Evaluation Data Source(s) 2: On T-TESS Dimension 2.4 (Differentiation) all CES teachers will be at a proficient level or higher.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will focus on designing engaging, differentiated work for students during PLCs, professional learning, planning times, collaboration opportunities, etc.	Principal, Asst. Principal, Teachers, Learning Liaison	Increase T-TESS Dimension 2.4 ratings. Students will receive instruction at their targeted skill level which will result in greater student achievement.				
2) General education teachers will work with the campus GT LEAD teacher and Learning Liaison to create and implement more extension and enrichment for students during their Personalized Learning Time.	Teachers, GT LEAD Teacher, Learning Liaison	Increased number of extension and enrichment activities in the classroom setting.				




Goal 4: LEAD 2021 Curriculum Strategy: We will continue to 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: 90% of CES students in all populations in grades K-5 will demonstrate a year's growth in academics as measured by iStation.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) CES teachers will utilize best instructional practices such as formative assessment, differentiated instruction, strategy groups, and guided reading groups. (At-Risk, GT, LEP, ESL, Eco. Dis., Sp. Ed.)	Principal, Asst. Principal, Teachers, Learning Liaison	DRA2 and iStation end of the year data will show that students met their targeted growth.				
Funding Sources: 199 - State Comp Ed General Fund - 200.00						
2) Teachers in grades K-5 will provide student intervention, enrichment, and extension during daily personalized learning time.	Principal, Asst. Principal, Teachers, Learning Liaison, GT LEAD	Students will receive instruction that meets their individual needs.				
3) Continually update the learning commons and literacy library with literature and books that support guided reading instruction.	Principal, Asst. Principal, Librarian, Learning Liaison	New and updated books for the learning commons. Updated classroom libraries in all Humanities classrooms. Increase in books that support all reading levels in the school's Literacy Library.				
4) Teachers in grades K-5 will incorporate the components of reading and writing workshop during their Humanities instruction time.	Principal, Asst. Principal, Learning Liaison, Teachers, Coaches	Increased fidelity of the implementation of reading and writing workshop and it's components.				
Funding Sources: 199 - State Comp Ed General Fund - 250.00						
5) Implement a comprehensive Dyslexia education plan to meet the Texas Dyslexia Handbook recommendations with emphasis in identification of students, offering effective research based programs, and yearly professional development.	District Dyslexia Specialists, Campus LIT, Principal, Assistant Principal, Teachers	Testing Results, RTI data, Success of Plan, Dyslexia Surveys, Dyslexia Simulations, Student Identification				
						

Goal 4: LEAD 2021 Curriculum Strategy: We will continue to 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: 100% of teachers will be provided professional learning through PLCs, workshops, and access to other opportunities that support the instruction of gifted students and increasing the quality of the campus's advanced academics program.

Evaluation Data Source(s) 4: Student Goals, Intention Setting, and Reflection

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) During PLCs staff members will learn, act and reflect on practices and data that will impact student learning and address the following critical question directly or indirectly. How will we respond when students already know it?	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Librarian, Lit Specialist, Counselor, Teachers	The regular use of data during PLCs will guide classroom instruction.				
2) Gifted Specialists will provide job-embedded professional learning through PLCs and E2: Enrichment and Extension support to assist teachers in designing and facilitating rigorous, differentiated instruction for all students in need of additional challenge.	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Teachers	GT training provided during PLCs will directly impact the teachers designing differentiated instruction for those students who already know it. Teachers will have more strategies/tools to use for extending and enriching when needed.				
3) Learning Platform: Teachers utilize Best Practices appropriate to the learning target.	Principal, Asst. Principal, Learning Liaison, Gifted Specialist, Teachers	Student Personalized Learning Plans, Student portfolios, data notebooks, differentiation				
4) Implementation of E2 (Enrichment and Extension) will further support personalized learning in GCISD.	Principal, Asst. Principal, GT LEAD Teacher, Teachers	Students will receive instruction that meets their individual needs.				
						

Goal 4: LEAD 2021 Curriculum Strategy: We will continue to 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: All teachers will implement "student voice" as a mechanism for receiving feedback throughout the year.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase the use and implementation of "student voice" to 100% teacher participation.	Principal, Asst. Principal, Learning Liaison, Teachers	Student voice will guide teacher instruction and/or decisions in order to increase student engagement and achievement. Trust and strong relationships are developed between teacher and students.				
2) Gather feedback from CES staff members to determine current methods for soliciting student input.	Principal, Asst. Principal, Staff	Share results of feedback indicating the ways student voice is being utilized on campus so that teachers have new ideas and ways in which to use student voice.				
3) CES Staff will collaborate during PLCs and extended PLCs on the type of surveys used and the insights revealed through the student voice process.	Principal, Asst. Principal, Teachers and CES staff	Staff can examine the survey results and determine any adjustments that need/can be made to improve instruction and/or engagement levels. Teachers discuss what the survey data is telling them and how it informs them for future planning.				
4) Identify the student voice efforts being made by teachers on the campus and identify trends in students' perspectives and input.	Principal, Asst. Principal, Learning Liaison, Teachers	Increased use of student voice data collected/seen during walk throughs and PLC work.				
						







Goal 5: LEAD 2021 Communication 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: 100% of parents will receive communication regarding the implementation of LEAD 2021 at CES.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher newsletters will include a description of the instructional focus for each content area each week.	Principal, Assistant Principal, Teachers	Parents are aware of each nine week's instructional focus in all subject areas.				
2) CES will communicate LEAD 2021 strategies with parents through newsletters, meetings, and other multiple avenues.	Principal, Assistant Principal and all CES staff	Parents are more knowledgeable about LEAD 2021 strategies and how they are implemented weekly at CES.				


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

Goal 5: LEAD 2021 Communication 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: 100% of CES professional staff will utilize a variety of media sources to communicate campus news, updates, and school events.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff members will receive training on the acceptable use of social media.	Principal, Asst. Principal, Teachers	Social media will be used appropriately.				
2) Staff members will use the CES facebook page, Twitter, email, newsletters, Peachjar and other forms of media while communicating to the parents throughout the school year.	Principal, Asst. Principal, Teachers and Staff	Parents will feel like they know what is happening at CES and are aware of weekly activities as they are communicated/shared through different forms of media.				
						

Goal 5: LEAD 2021 Communication 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: 100% of Colleyville Elementary School Staff will design and update personal websites with general school and individual information meeting the designated requirements provided.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A Campus Website Liaison will be appointed to design and maintain the CES campus website.	Principal, Assistant Principal, Data Secretary, Learning Liaison	Campus website information will be updated and accurate.				
2) The Campus Website Liaison will participate in trainings during the school year and share information with staff on district and campus expectations.	Principal, Assistant Principal, Learning Liaison	Staff are aware of and are meeting the website expectations.				
3) The CES Campus Website and CES Staff Websites will be updated on an ongoing basis to provide accurate and timely information to parents and the community.	Principal, Assistant Principal, Learning Liaison, CES Staff	Campus website information will be updated and accurate.				
						


Goal 6: 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: CES teachers will design, develop, and infuse digital learning experiences that utilize technology at all levels of the SAMR model seamlessly into their curriculum.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will be trained on the use of technology continually throughout the school year.	Principal, Technician, Digital Coaches, Learning Liaison, Librarian	Increased number of learning experiences utilizing technology.				
2) All students will use technology to innovate and create at all levels of the SAMR model.	Principal, Asst. Principal, Learning Liaison, Digital Coaches, Teachers	Teachers will provide opportunities for students to design work at all levels of SAMR. We will see an increase in the use of augmentation, modification and redefinition from the SAMR model when utilizing technology.				
3) Students regularly access digital content in order to construct knowledge, master specific content standards, and explore/enhance learning in areas of personal interest.	Principal, Asst. Principal, Learning Liaison, Digital Coaches, Teachers	classroom application, classroom observations, student products/work				



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