

PURPOSE • INNOVATION • COMMUNITY

- 1. Ensure a successful transition from learning to read to reading to learn through timely personalized literacy experiences and intentional curriculum development while modeling reading and writing for enjoyment and creative expression.**
 - a. Increase student performance on PSAT to SAT “On Track” for College Readiness in Evidence Based Reading and Writing
 - b. Develop baseline data for measuring and monitoring student reading progress across all grade levels using Aimsweb with beginning, middle and end of year data
 - c. House Bill 3 Early Childhood Literacy Board Goal: The percentage of third grade students meeting grade level in Reading (as measured by the STAAR and/or Aimsweb) will increase from 57% to 79% by 2024
 - d. Sustain progress of Dyslexia Identification and Intervention Measures; Improve efforts and train staff on best practices implementing accommodations for students
 - e. Examine curriculum alignment to improve student achievement in English Language Arts and Literacy
 - f. Provide professional learning through the implementation of Teacher Reading Academies to ensure quality instruction
 - g. Identify and implement best practices to improve the academic performance of English Language Learners

- 2. Disrupt the barriers that create disparities in mathematics performance with regards to demographic groups, gender, and programs while ensuring all students have multiple pathways to pursue mathematics knowledge and use those skills to solve problems of significant depth and complexity.**
 - a. Implement systems to address advanced mathematics participation disparities across demographic groups and address district processes that restrict access and opportunity in order to increase participation in high school
 - b. Increase student performance on PSAT to SAT “On Track” for College Readiness in Mathematics
 - c. Examine curriculum alignment to improve student achievement in Mathematics with an emphasis on numeracy and prerequisite skills as measured by Aimsweb with beginning, middle and end of year data
 - d. House Bill 3 Early Childhood Mathematics Board Goal: The percentage of third grade students meeting grade level in Mathematics (as measured by the STAAR and/or Aimsweb) will increase from 42% to 80% by 2024
 - e. Identify and implement best practices to improve the academic performance of English Language Learners

3. Align our culture, curriculum, and student experiences to eliminate the equity gap among all college, career, and military readiness measures through rigorous academic pursuits that reflect student interests.

- a. Implement systems to address CTE, AP, and Dual credit course participation disparities across demographic groups and address district processes that restrict access and opportunity
- b. Monitor student participation in CTE Industry Certifications and ASVAB in order to inform alignment of resources
- c. Continue working to improve GT/AP course instructional quality, alignment of AP course curriculum to College Board standards, and data usage, while expanding the curriculum of GT courses to better serve students
- d. Achieve 95% College, Career, and Military Readiness through communication about and support of AP, CTE, Dual, PSAT/SAT, and Extracurricular programs
- e. House Bill 3 CCMR Board Goal: The percentage of graduates meeting at least one CCMR Accountability Measure will increase from 76% to 95% by 2024

4. Guide, strengthen, and monitor an educational system where school structures and processes are designed to encourage the development of the whole child, in which all members of the learning community experience a sense of belonging, and every student and district employee feels supported, safe and secure.

- a. Identify, support, and develop plans to evaluate school structures and processes that support the development of the whole child including organizations and programs that enhance a sense of social-emotional well-being and as evidenced by student voice, survey data, and student engagement
- b. Continue cybersecurity efforts in order to ensure internet safety for parents, students, and employees
- c. Improve extracurricular activity opportunities in elementary schools to support middle school participation
- d. Measures for extracurricular activity participation as found in our Quality Cup
- e. Utilize feedback from facility audits and stakeholder groups to ensure physical safety and security, as well as, practice emergency preparedness

5. Develop a fiscally-responsible yearly budget that is resilient in the face of outside uncertainty, aligned to our LEAD 2.0 strategic plan, and ensures excellence in those who are leading our classrooms and programs, as well as, provides equity in access to outstanding academic and extracurricular programs for all Grapevine-Colleyville ISD students.

- a. Establish benchmarks for employee recruitment, support, and retention while investigating methods for supporting more difficult to staff campuses
- b. Continue to achieve recognition for our financial reporting
- c. Maintain a fund balance at a level that allows for fiscal independence to meet cash flow needs
- d. Continue to manage bond capacity in order to meet our LEAD 2.0 plan while not increasing the tax burden on our community
- e. Annual campus and departmental evaluation of resource allocation to LEAD 2.0 plan and areas of strategic need

Approved at February 28, 2022 GCISD Board of Trustees Meeting