

Grapevine-Colleyville ISD



Bear Creek Elementary

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Staff Satisfaction Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



CANNON ELEMENTARY
A GCISD STEM SCHOOL

Cannon Elementary: A GCISD STEM School

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Students across the campus are demonstrating limited growth and achievement in mathematics.	Limited math growth due to two primary instructional gaps: the lack of a rigorous, holistic core mathematics resource and the absence of a structured, high-intensity math intervention model.
2 Students across the campus are demonstrating limited growth and achievement in mathematics.	Limited math growth due to two primary instructional gaps: the lack of a rigorous, holistic core mathematics resource and the absence of a structured, high-intensity math intervention model.
2 Special Education student proficiency rates on benchmark assessments and state standards/assessments remain stagnant, and achievement gaps continue to widen.	The lack of a systematic math intervention framework leaves educators without clear protocols, targeted resources, or structured time to remediate learning gaps effectively for struggling math students.
3 Special Education student proficiency rates on benchmark assessments and state standards/assessments remain stagnant, and achievement gaps continue to widen.	The lack of a systematic math intervention framework leaves educators without clear protocols, targeted resources, or structured time to remediate learning gaps effectively for struggling math students.
4 Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
4	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating

violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

4.4 Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Colleyville Elementary

2026-2027 Performance Objectives

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Performance Objective 1 HB3 Goal

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Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Glenhope Elementary

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System.

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Campus based instrument provided to teachers for feedback.

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: U

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: None

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition back to in-person learning including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals. Additionally, student attendance will return to or exceed pre-pandemic levels.

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Grapevine Elementary

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 High Priority

Academic Growth & Development

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

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness

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

Performance Objective 3

Safety & Well-Being

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

Performance Objective 4

Student Involvement

Evaluation Data Source: Club Attendance Rosters, Ticket Sales for PTA Events

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school culture as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment

Evaluation Data Source: Staff Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction

Evaluation Data Source: Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement

Evaluation Data Source: Family Surveys, Family Participation

Performance Objective 2

Community Engagement and Partnerships

Performance Objective 3

Corporate and Business-Based Partnerships

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

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Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship

Performance Objective 2

Effective and Efficient District Operations

Grapevine-Colleyville ISD



Heritage Elementary

2026-2027 Performance Objectives

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Evaluation Data Source: College Career Military Readiness Indicators
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Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



O.C. Taylor Elementary

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD

We matter.
We are all learners.
We are in this together.

Silver Lake Elementary

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: District approved climate and culture survey.

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improve parent and family satisfaction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 5

Campus and District programming will include goals and activities for a coordinated health program at the

campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Timberline Elementary

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR Iterims, Local TEKS Checks & module assessments

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	STAAR 2026 results showed that 23% of third graders, 20% of fourth graders and 28% of fifth graders did not meet standard in Reading. STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading.	Poverty affects all aspects of child development, emotional and physical, which limits a student's ability to learn and perform well in school. Some Timberline students are not achieving at the same rate at their peers due to lack of experiences and challenges of learning English as a Second Language.

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure

all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Employee Engagement Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Performance Objective 3 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	Timberline students identified as economically disadvantaged are not achieving at the same rate as their non-economically disadvantaged peers and often lack the skills of grit and perseverance.	Students from poverty often begin school lacking the skill set needed to self-regulate and often experience emotional challenges that impact their school experience.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 1 Problem Statements Identifying School Organization

Problem Statement	Root Cause
2 Teachers want to be able to provide unique learning experiences to help all students show substantial academic and social growth.	Timberline has many emergent bilingual students and/or at-risk students that need high levels of engagement and intentional instructional strategies to help them learn and perform.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Colleyville Middle

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Cross Timbers Middle

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Employee Engagement Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Grapevine Middle

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

1.5 Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

2.3 Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

3.4 All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

3.5 Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

4.4 Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Heritage Middle

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2027, all student groups at Heritage Middle School will meet or exceed the State's Targets in all core content areas.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math & Science Student Performance

Performance Objective 2 HB3 Goal

Increase the number of Heritage Middle School students who demonstrate college, career and military readiness.

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms within Heritage Middle School will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and be characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students at Heritage Middle School participate in at least one school-sponsored activity annually.

Evaluation Data Source: Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment, Retention, and Employee Satisfaction: Heritage Middle School will establish and monitor measurable metrics and baseline data to evaluate the effectiveness of recruitment, retention, and employee satisfaction strategies in attracting, hiring, and retaining new and returning staff members, while strengthening employee engagement and satisfaction

Evaluation Data Source: District Employee Survey

Performance Objective 2

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between Heritage Middle School and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Heritage Middle School campus programming will encourage parental involvement. (TEA Requirement)

Performance Objective 6

Heritage Middle School and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Grapevine-Colleyville ISD



Bridges Alternative

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, the CCMR indicator for GCISD graduates will increase from 69% to 90% for students. [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Grapevine-Colleyville ISD



Collegiate Academy

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Grapevine-Colleyville ISD



Colleyville Heritage High

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 100% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Grapevine-Colleyville ISD



Grapevine High

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Preparedness

Performance Objective 1 High Priority HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics.

Evaluation Data Source: - District TEKS Checks- English I, English II, and Algebra I
- District interim exam data (fall / spring)- English I, II, and Algebra I
- STAAR EOC exams - English I, English II, and Algebra I

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System.

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

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5 HB3 Goal

Advanced Academics: Grapevine High School is committed to providing a top-tier advanced academics program that prepares all students for college, career, and military readiness.

Evaluation Data Source: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2027

Achieve 80% college enrollment, military service or certifications (career readiness)

Increase or maintain student recognition in the National Merit Semifinalist Recognition Programs

Performance Objective 6

ASPIRE: Grapevine High School administration will work with the GCISD ASPIRE Liaison to properly assess and monitor challenging curricula for the ASPIRE Academy.

Evaluation Data Source: Survey results and other data points collected from ASPIRE liaison, ASPIRE teachers, ASPIRE students, and ASPIRE parents.
Students achieve significant growth from one year to the next.

Performance Objective 7

AVID: Grapevine High School will support AVID site team goals that impact students within the AVID program and all students through AVID schoolwide strategies.

Evaluation Data Source: Walkthrough data, weekly lesson planning, Word for the Herd features, career readiness rating

Performance Objective 8 High Priority HB3 Goal

Students new to the country (within the first three years) and attending Grapevine High School will be provided with a safe, welcoming environment for fostering English language acquisition and academic success.

Evaluation Data Source: Interim and 9-week student data, World Languages program evaluations, teacher, student feedback).

Performance Objective 9

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering dropout rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Engagement Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Gallup Surveys
GHS Retention Rate

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business-Based Partnerships: Increase awareness of engagement and partnership opportunities between our campus and our business community.

Evaluation Data Source: Partnerships with our greater Grapevine, Colleyville community.

Performance Objective 4

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1 High Priority HB3 Goal

GHS stakeholders can give feedback through various channels, gaining a clearer view of how financial actions align with community performance expectations for the campus.

Evaluation Data Source: Expenditures by Category, Math & Literacy Formative Assessment Data, Local Assessments, STAAR Interim Results, PSAT data

Performance Objective 2

Effective and Efficient District Operations

Evaluation Data Source: Campus EOP
School Resource Officer - Chad Hale
TEA vulnerability assessments
Safety & Security team @ GHS

Grapevine-Colleyville ISD



iUniversity Prep

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals], as well as, district targets for Science and Social Studies.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Interims, Local TEKS Checks, Use of Science Materials

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.

Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/TSIA.

Students are not in person, which hinders their ability to test with us.

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
2 Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Employee Engagement Surveys

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement	Root Cause
1 The current student-to-teacher ratio makes it challenging for teachers to provide high-quality instruction, intervention, and growth, as evidenced by our declining master scores and overall student achievement. Many teachers have caseloads above 250 students, which is higher than at other direct competitors' virtual schools and affects our overall school rankings and perception.	To meet expected student enrollment, we must grow multiple grade levels; our new FTEs only allow minimal high-priority changes to the master schedule. For example, with only 5 new FTEs this year, we were limited to expanding our 11th and some 12th-grade course loads; however, we grew in every grade level to meet and exceed our overall enrollment targets.

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.

Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 5 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/TSIA.	Students are not in person, which hinders their ability to test with us.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 3 Problem Statements Identifying School Culture and Climate

Problem Statement	Root Cause
1 To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Vista Alternative

2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

Evaluation Data Source: Universal Screeners (including iReady), STAAR, STAAR EOC, Accelerated Math Student Performance; VISTA behavior logs; weeeekly administrator grade/behavior checks; accommodations/supports

Performance Objective 2 HB3 Goal

College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

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

Performance Objective 3

Safety & Well-Being: All classrooms will consistently uphold the student code of conduct to maintain a safe, nurturing environment.

Evaluation Data Source: Student and staff will track daily behavior. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan as evidenced by the VISTA behavior log/points sheet.

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming by ensuring all students explore interests and know of school-sponsored activities.

Evaluation Data Source: Advisors data collection, GCISD Quality Cup, Student Schedules and Rosters

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

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

Performance Objective 1

Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: Gallup Surveys

Performance Objective 2

Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Evaluation Data Source: Gallup Surveys

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 2

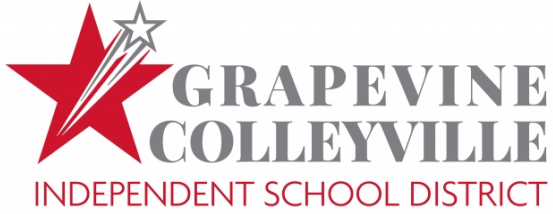
Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Grapevine-Colleyville ISD



2026-2027 Performance Objectives

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Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 HB3 Goal

1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals], as well as, district targets for Science and Social Studies.

TEA Priorities: Build a foundation of reading and math

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Interims, Local TEKS Checks, Use of Science Materials

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.
2	The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.	In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Grade 5 Science STAAR performance for our EB/EL and our Economically Disadvantaged students is lower than the performance of those groups for the State and Region 11 at all three performance levels. Grade 8 Science performance for those two groups is similar or lower to the State and Region at all three performance levels. Domain I declined at the four Title I schools when Science was included.	The district needs to build capacity in research-based strategies that contribute to the success of EB/EL learners and increase student exposure to Science concepts through increased time on task, growth in reading informational text, and enhanced extension opportunities.
3 The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.	In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

Performance Objective 2 HB3 Goal

1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

TEA Priorities: Connect high school to career and college

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

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

The district will need to increase emphasis on graduates meeting the TSI criteria in both Reading and Math through SAT/ACT/TSIA2 plus an AP Exam Score of 3+ or 3 hours Dual Credit, or 3 hours On Ramps instead of treating them as an "or" for maximum readiness credit. CTE completers will also need an aligned Tier 1 IBC for maximum credit.

Beginning with 2031 accountability ratings (26-27 Grade 9), CCMR will be evaluated using three postsecondary readiness levels, aligned to each indicator's correlation to positive postsecondary outcomes. These tiers will establish higher or lower point values for different levels of college readiness, different levels of career readiness, and different levels of military readiness.

Performance Objective 3

1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.

Performance Objective 4

1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Performance Objective 5

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Performance Objective 5 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

2

Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.

Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

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

Performance Objective 1

2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Employee Engagement Surveys

Performance Objective 2

2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The district needs to expand strategies that address the district teacher turnover rate, including competitive pay.	In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%. According to our most recent TAPR, the teacher turnover rate has declined to 19.5%, which is a little higher than the State at 18.8%.

Performance Objective 3

Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.	In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 The district needs to expand strategies that address the district teacher turnover rate, including competitive pay.	In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%. According to our most recent TAPR, the teacher turnover rate has declined to 19.5%, which is a little higher than the State at 18.8%.

Goal 3

Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.
2	The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.	In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%

Performance Objective 2

3.2 Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Performance Objective 3

3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Performance Objective 4

All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

TEA Priorities: Connect high school to career and college

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.	In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Grade 5 Science STAAR performance for our EB/EL and our Economically Disadvantaged students is lower than the performance of those groups for the State and Region 11 at all three performance levels. Grade 8 Science performance for those two groups is similar or lower to the State and Region at all three performance levels. Domain I declined at the four Title I schools when Science was included.	The district needs to build capacity in research-based strategies that contribute to the success of EB/EL learners and increase student exposure to Science concepts through increased time on task, growth in reading informational text, and enhanced extension opportunities.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

Problem Statement	Root Cause
2 Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.	Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.	In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%

Performance Objective 6

Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data Source: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	ADA funding is expected to decline from 2025-26 through 2029-30.	Over the ten year period of 2019-20 through 2029-30, the district's in person enrollment is expected to decrease from 13,283 to 11,779 while number of students completing each year at the virtual campus is expected to increase from 926 to 1,751.

Performance Objective 2

4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Performance Objective 3

4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

Evaluation Data Source: Alignment of Resources to Demographic Projections and District Programs, Ability to forecast future financial needs

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.

Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

Problem Statement

Root Cause

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The district needs a system for campus and district improvement planning that is in a format that can be readily translated, as well as, a tool to collect and organize program documentation.

The Texas Education Agency, as well as, Board Policy require documentation to be retained for a set period. Parent and family communications, to the extent practicable, must be shared in a language they can understand. All expenditures from ESSA grants must meet local, state, and federal requirements showing a direct link to a problem & root cause identified in the comprehensive needs assessment.