

Board Action Item

Action or Consent:	Action
Meeting Date:	September 28, 2026
Subject:	Consider and approve the Timberline Elementary Targeted Improvement Plan (TIP), as required as a LASO-3 grant recipient
Contact Person:	Dr. Shiela Shiver, Chief Academic Officer Dr. Kalee McMullen, Executive Director of Instructional Leadership
Policy/Code:	
Priority and Performance Objective:	Priority 1: Student Achievement and Post-Secondary Preparedness Priority 2: Faculty and Staff Recruitment, Retention and Capacity-Building Priority 3: Parents, Families and Community Satisfaction and Engagement Priority 4: Strong Financial Stewardship and Internal System Efficiency
Summary:	In Spring 2025, Grapevine-Colleyville ISD applied for and accepted the LASO-3 (Learning Acceleration Support Opportunities) grant specifically for Timberline Elementary under the Instructional Leadership Pathway. This grant provides \$81,500 in funding over a two-year period to facilitate a strategic partnership with a TEA-approved provider. Following a rigorous selection process, GCISD partnered with Engage2Learn. This provider was selected for their proven executive coaching model and their ability to provide highly personalized support tailored to the unique demographic and instructional needs of Timberline Elementary. The two-year grant initiative focuses on five primary pillars designed to elevate campus performance:

- Culture of Excellence: Strengthening school-wide behavior expectations through the established behavior support framework.
- Data-Driven Instruction (DDI): Utilizing regular PLCs and DDI meetings to analyze student progress and universal screeners.
- Shared Leadership: Empowering learning leaders and campus leadership teams to model and monitor implementation.
- Feedback Loops: Ensuring professional growth through timely feedback from walkthroughs and coaching logs.
- Continuous Improvement: Tracking implementation fidelity via GroweLab logs and tiered teacher support dashboards.

Year one of the partnership proved to be very beneficial to Timberline Elementary, with the campus improving from a 76 (C) to a 87 (B), with a score of 90 (A) in Domain 3: Closing the Gaps.

As a mandatory condition of the LASO-3 grant, the district must submit a Targeted Improvement Plan (TIP) to the Texas Education Agency (TEA). This plan requires formal approval by the GCISD Board of Trustees. The TIP serves as a strategic roadmap, featuring:

1. Student Outcome Targets: Clearly defined academic benchmarks.
2. Action Steps: Specific initiatives taken by campus leadership and staff.
3. Progress Monitoring: Systems to track real-time data against outcome goals.

Goal: The 2026-2027 TIP continues the work from the 2025-2026 school year with the objective of Timberline Elementary achieving an "A" rating by the conclusion of the 2026-2027 school year.

Attachments:

Presentation slides and TIP document submitted to TEA via Plan4Learning platform.

Recommendation:

The recommendation is for the Board of Trustees to approve the Timberline Targeted Improvement Plan (TIP) for the 2026-2027 school year as presented.



Grapevine-Colleyville ISD

Timberline Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

September 28, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

LASO 4 Grant- IL Pathway

Which, if any, program is your school system interested in to support this strategy?

Other

Please specify the other program:

LASO 4 Grant- IL Pathway

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 11, Engage2Learn

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

\$50,000 - LASO grant funding to grant partner Engage2Learn

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

We were notified we received the grant. This is year 2- continuation of the grant.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Assignment of principal supervisor and instructional coaches to ensure support for the campus and grant objectives. This campus takes priority when needs arise.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Used within PLCs to evaluate data, plan instruction and make adjustments.
Interim		District	Semester	Used to measure curriculum implementation and student mastery of standards.
Other	iReady Inform	District	BOY/MOY/EOY	Used to measure student growth, inform personalized instruction, develop instructional groups, and identify key standards.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

There are weekly PLCs and DDI meetings where individual student data is reviewed. There are also monthly meetings with district leadership, curriculum directors and instructional coaches to monitor progress, deploy support, and plan moving forward.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

There is designated intervention time built in to each day in each grade level. Small group instruction is expected to occur in both Tier 1 instruction and during the designated intervention time. Students are in monitor groups based on growth and performance, with special focus on Special Education, Emergent Bilingual and Economically Disadvantaged to monitor growth.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area to ensure targeted support for teachers. Vertical PLCs occur periodically to examine cross-grade trends, analyze student performance data, and align instruction. This structure ensures that instructional decisions are informed by evidence, reteach and enrichment opportunities are timely, and student outcomes are continuously improved.

How frequently will PLCs occur?

Once per week for each grade level and content area.

Who will facilitate PLCs?

The principal or assistant principals facilitates the PLC, but all members are expected to demonstrate collective ownership.

Who is required to attend PLCs?

Campus administration, grade level or content teachers, instructional coaches assigned to support the content or grade level.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Each weekly PLC incorporates a dedicated block for lesson internalization, where teachers unpack upcoming lessons, review HQIM lesson components, analyze exemplar student responses, and plan for instructional delivery. PLCs follow a structured, agenda-driven protocol focused on Data Driven Instruction (DDI) and Power Standards. Meetings include reviewing exit tickets and student work, previewing upcoming assessments, and planning targeted reteach, intervention, and enrichment. This ensures instructional decisions are evidence-based and directly support improved student outcomes.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	3 sessions with grant partner (Engage2Learn) and campus leadership team. We focus on the campus priorities and progress toward meeting goals. We leave each meeting with action steps.	Engage2Learn	Principal Manager, Campus Leadership Team
Principal	IL pathway executive meetings to develop, implement, and monitor campus plan.	Engage2Learn	Principal and campus leadership team
Other Campus Admin (Assistant Principals, Instructional Coaches)	3 sessions with grant partner (Engage2Learn) and campus leadership team. We focus on the campus priorities and progress toward meeting goals. We leave each meeting with action steps.	Engage2Learn	Principal, campus leadership team
Teacher	RBIS training (2 days), instructional feedback walks (3)	Engage2Learn	Campus staff meetings

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Additional training is provided for inexperience or ineffective teachers/leaders to build a solid foundation. Inexperienced teachers are provided more support and opportunities for building a solid foundation, whereas ineffective teachers are put on a growth plan to map out specific improvement and desired outcomes within a specified amount of time.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus has a "look-fors" document to use for Engage2Learn walks and coaching. There is also a district walkthrough form that is utilized to collect district-level data and help deploy supports. The feedback form also monitors implementation of RBIS, evidence of student engagement, checks for understanding, and coaching action steps.

Look fors:

CHAMPS

Engage all students

Small group instruction

Learning objectives

Everyone speaks in complete sentences

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

District PD is focused on special populations (SPED and EB) to differentiate learning and provide small group instruction in the Tier 1 setting. Teachers also engaged in professional learning in PLCs around these topics to discuss specific student needs and action plans.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Campus-wide RBIS training- 2 day training.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Sign in sheets, artifacts from training, evidence of implementation through PLC discussions and observation forms.

Support Needed – What training, coaching, resources, or tools are required?

PD delivered by E2L executive coach, campus walkthrough form.

Milestone 2

Description – What specific action or deliverable will be completed?

Creating year-long campus professional development plan for all staff, differentiated by role.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus leadership team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development plan maps out the entire year. Artifacts will be added to the document (links, documents, etc.) as training is completed. The PD is responsive to the campus needs throughout the year while still ensuring overall campus PD goals are reached.

Support Needed – What training, coaching, resources, or tools are required?

Coaching from E2L executive coach; time with leadership team and staff to implement.

Milestone 3

Description – What specific action or deliverable will be completed?

TES Learning Environment Framework - connect beliefs to student and staff actions in the area of management. Develop and finalize the document for adoption and implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus leadership team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Framework document with linked evidence from PLCs, classroom observations, and coaching moves.

Support Needed – What training, coaching, resources, or tools are required?

Executive coaching from E2L partner and support from district admin.

Milestone 4

Description – What specific action or deliverable will be completed?

TES Learning Environment Framework - connect beliefs to student and staff actions in the area of engagement. Develop and finalize the document for adoption and implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus leadership team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Framework document with linked evidence from PLCs, classroom observations, and coaching moves.

Support Needed – What training, coaching, resources, or tools are required?

Executive coaching from E2L partner and support from district admin.

Milestone 5

Description – What specific action or deliverable will be completed?

Implement 7 Steps of a Language Rich Classroom throughout the school year. Focus on steps 1-3 for 2026-2027 school year, with the rest following in the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Sign in sheets from PD, Walkthrough data and coaching observations around the step focus for the month and prior months.

Support Needed – What training, coaching, resources, or tools are required?

7 Steps training (campus-led), books for reference

Milestone 6

Description – What specific action or deliverable will be completed?

Refine Reading and Math DDI power standard planning PLCs to focus on key areas of needed growth, including special populations. Historical data review will be incorporated to ensure the campus is meeting cohort needs.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

DDI Power Standard PLC agendas, student data especially for specific populations tracked and monitored.

Support Needed – What training, coaching, resources, or tools are required?

Dedicated PLC time, executive coaching for continuous improvement.

Milestone 7

Description – What specific action or deliverable will be completed?

Add Power Standard planning for 2nd-5th grade science teachers prior to new units starting.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus leadership & Science Director

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC power standard planning agendas, improved student data for science assessments.

Support Needed – What training, coaching, resources, or tools are required?

Support from district-level Science director and instructional coaches to help facilitate instructional planning, internalization, and lesson implementation.

Milestone 8

Description – What specific action or deliverable will be completed?

Refine teacher support system to monitor and measure teacher growth, determine coaching needs, and ensure student growth.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Internal teacher support document, bi-weekly support meetings to review data, identify needs, and deploy support.

Support Needed – What training, coaching, resources, or tools are required?

Campus leadership time, instructional coach support.

Milestone 9

Description – What specific action or deliverable will be completed?

Family engagement focus: Implement two family events that focus on families learning alongside their children in reading, math and science to help connect school and home, and to give parents tangible ways to support their students' learning at home.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus event sign in sheets, event details, exemplar resources provided to parents, campus surveys regarding family engagement.

Support Needed – What training, coaching, resources, or tools are required?

Utilization of Title 1 resources for funding

Milestone 10

Description – What specific action or deliverable will be completed?

Intervention plan for students not demonstrating mastery or appropriate growth. In addition to PLCs and DDI meetings, the campus will hold monthly RTI/MTSS meetings to progress monitor, and adjust intervention groups, and identify areas where additional support or resources may be needed. Timberline Elementary has 225 minutes per week of dedicated Tiger Time intervention time, in addition to intervention and small group time built into the Tier 1 Reading and Math instructional blocks daily.

Teachers will utilize approved district resources (SAAVAS Math, HMH Reading, iReady MyPath, SummitK-12) and additional approved supplemental resources for individual needs to plan and deliver targeted interventions based on data analysis.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

RTI/MTSS meeting agendas, progress monitoring logs demonstrating individual student growth, fidelity checks using the walkthrough tool during designated intervention time.

Support Needed – What training, coaching, resources, or tools are required?

Dedicated time for RTI/MTSS meetings to ensure fidelity to the progress. Potential coaching support for teachers who demonstrate a need for support during intervention time.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

In addition to the executive coaching checkpoints outlined in the plan, there will be bi-monthly principal meetings to evaluate progress, determine adjustments needed, and deploy additional resources as needed. The campus will also complete formative reviews of their CIP in Plan4Learning. Data is reviewed continuously (as soon as assessments are completed) by both district and campus staff to determine areas of success and growth needed.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Kalee McMullen, Liz Hilcher

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Principal meeting agendas, campus visit observation notes, formative reviews in CIP and TIP.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Data will be shared in monthly Leadership Team meetings (Superintendent's Cabinet) and in Academic Leadership Team meetings for the purpose of deploying resources and support.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	82
Meets Grade Level	63
Masters Grade Level	31

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	77
Meets Grade Level	54
Masters Grade Level	26

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	59
Masters Grade Level	29

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

80

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

80

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

78

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

80

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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