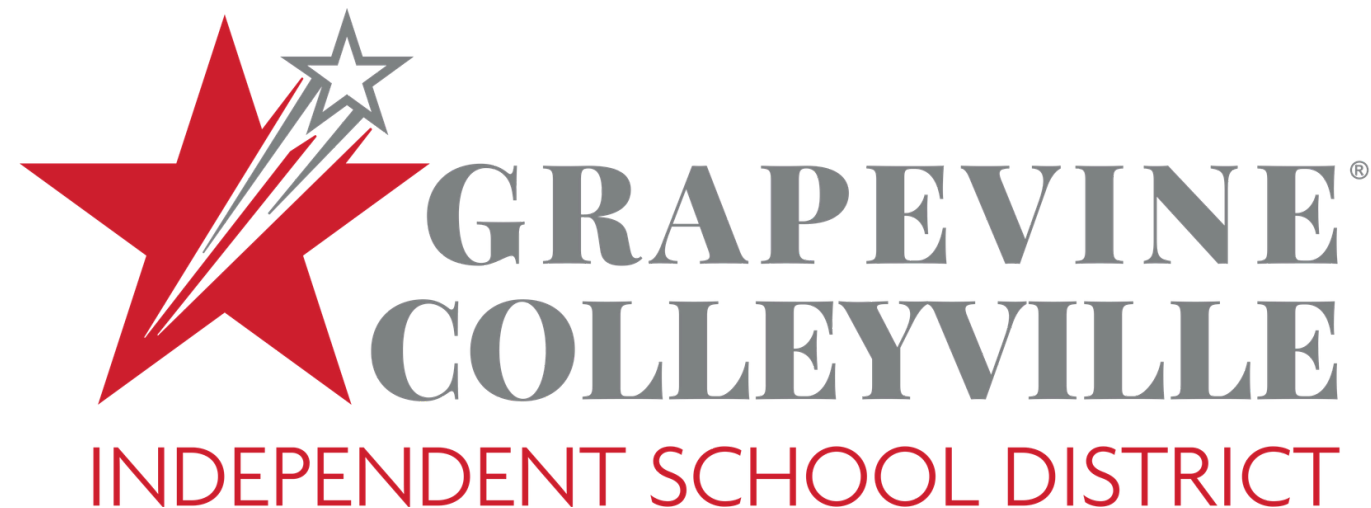


PERFORMANCE OBJECTIVES AND IMPROVEMENT PLANS

September 28, 2026





GRAPEVINE-COLLEYVILLE®

INDEPENDENT SCHOOL DISTRICT



VISION

Honor Our Legacy.
Equip for the Future.
Achieve Excellence.



MISSION

We promote good
citizenship and prepare,
motivate and encourage
each student to reach his or
her full potential.

HONOR | EQUIP | ACHIEVE

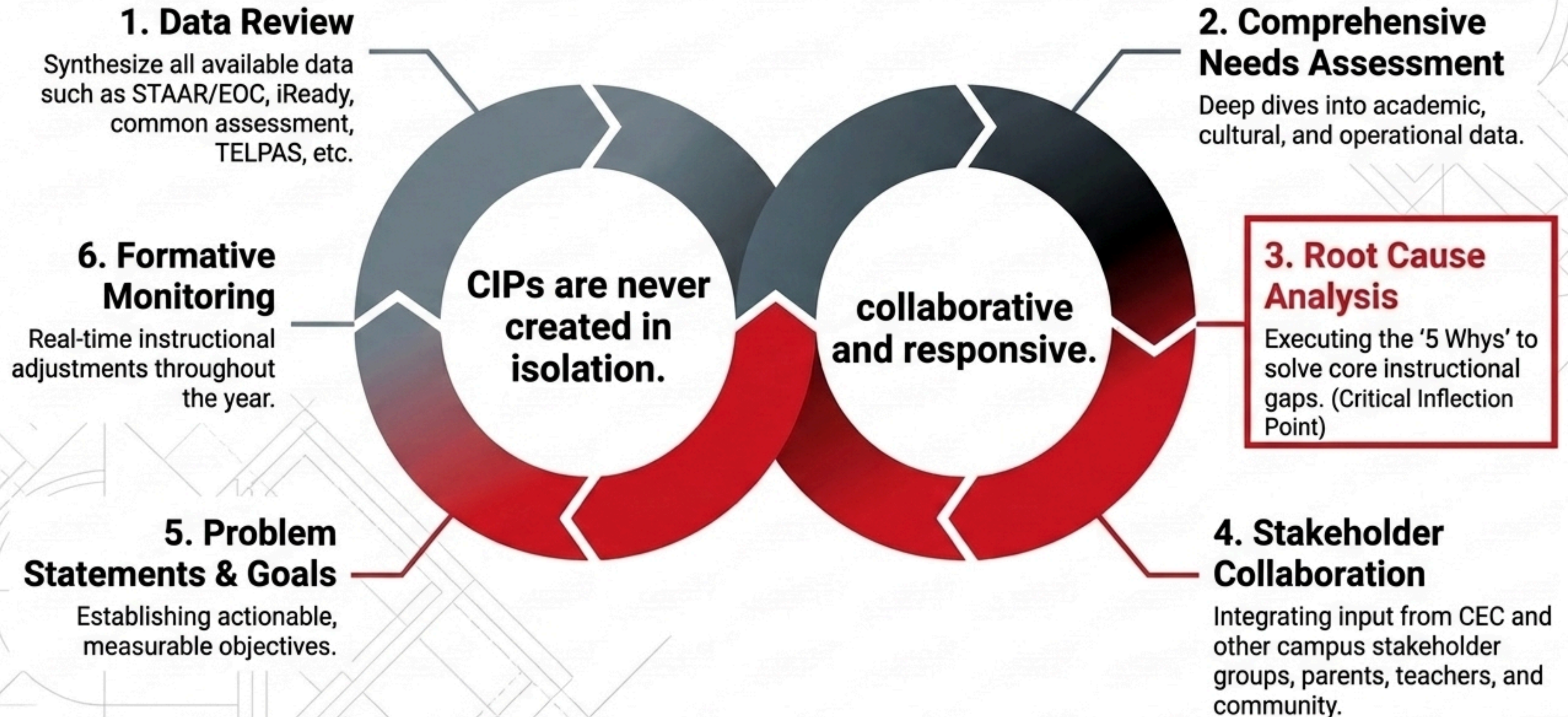
GRAPEVINE-COLLEYVILLE ISD

BALANCED SCORECARD

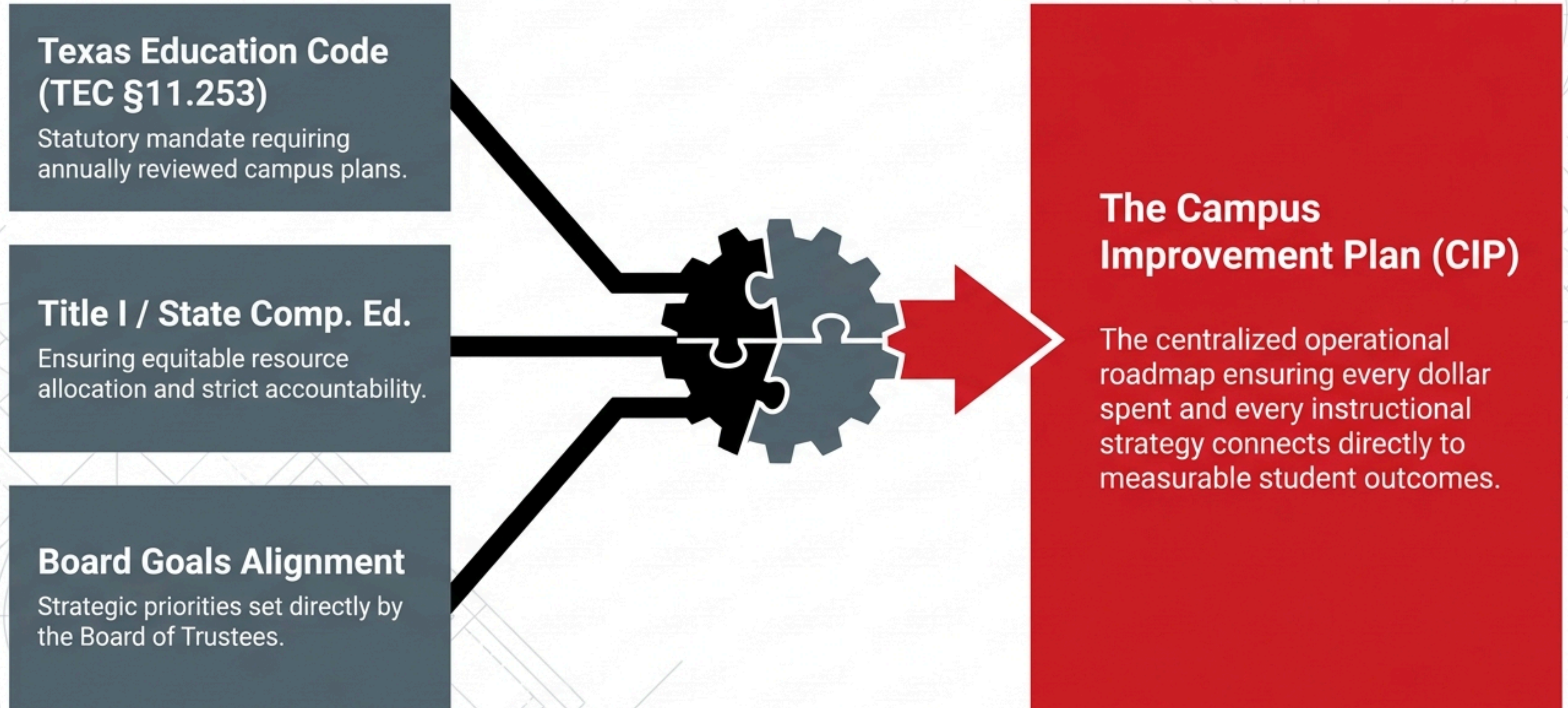
Priority One	①	Student Achievement and Postsecondary Preparedness
Priority Two	②	Faculty and Staff Recruitment, Retention, and Capacity-Building
Priority Three	③	Parents, Families, and Community Satisfaction and Engagement
Priority Four	④	Strong Financial Stewardship and Internal System Efficiency

Honor Our Legacy – Equip for the Future – Achieve Excellence

The Cycle of Continuous Improvement



The Legal & Strategic Framework



GCISD Balanced Scorecard

Priorities

Performance Objectives

Key Strategic Actions

Progress Measures

Desired Outcomes

Improvement Plans

Alignment

- Goal
- Performance Objective
- Strategy
 - Strategy Expected Result and Impact
 - Progress Measures
 - Outcome Measures
- Staff Responsible
- Problem Statement
- Funding Source

PERFORMANCE OBJECTIVE (YEARLY GOALS)

Specific

Measurable and meaningful

Achievable

Relevant and reasonable

Timely

Types of Yearly Goals

- Growth
- Systems
- Compliance

BQ(LEGAL) Planning and Decision-Making Process

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 Iterims, Local TEKS Checks, Use of Science Materials

Strategy 1

1.1.1 Ensure at least one year of growth for students at every level.

Strategy's Expected Result/Impact: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].

Progress Measures:

(1) Utilize multiple sources of data to measure a year's growth, (2) Provide ongoing feedback and support to improve rigor of instruction (Tier 1), (3) Analyze student tasks to ensure alignment to the standards and summative assessment expectations.

Outcome Measures:

By June 2027, 90% of students in K-8 will meet or exceed typical growth and 50% will meet or exceed stretch growth on the i-Ready Math and Reading EOY Diagnostics.

By June 2028, the percentage of all students scoring Meets Grade Level or Higher on the Science STAAR/EOC will be at least 92% up from 67% in 2023. Additionally, by June 2028, the percentage of students scoring Masters Grade Level on the Science STAAR/EOC will be at least 65% up from 33% in 2023.

By June 2028, the percentage of all students scoring Meets Grade Level or Higher on the Social Studies STAAR/EOC will be at least 93% up from 70% in 2023. Additionally, by June 2028, the percentage of students scoring Masters Grade Level on the STAAR/EOC will be at least 73% up from 44% in 2023.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Academic Team Members
Instructional Leadership Team
Principals

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: iReady Inform Assessment, Learning Acceleration Resources, Teacher Toolbox 199 - General Fund,

DISTRICT IMPROVEMENT PLAN

STRUCTURE EXAMPLE

Student Learning 1

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.

Demographics 2

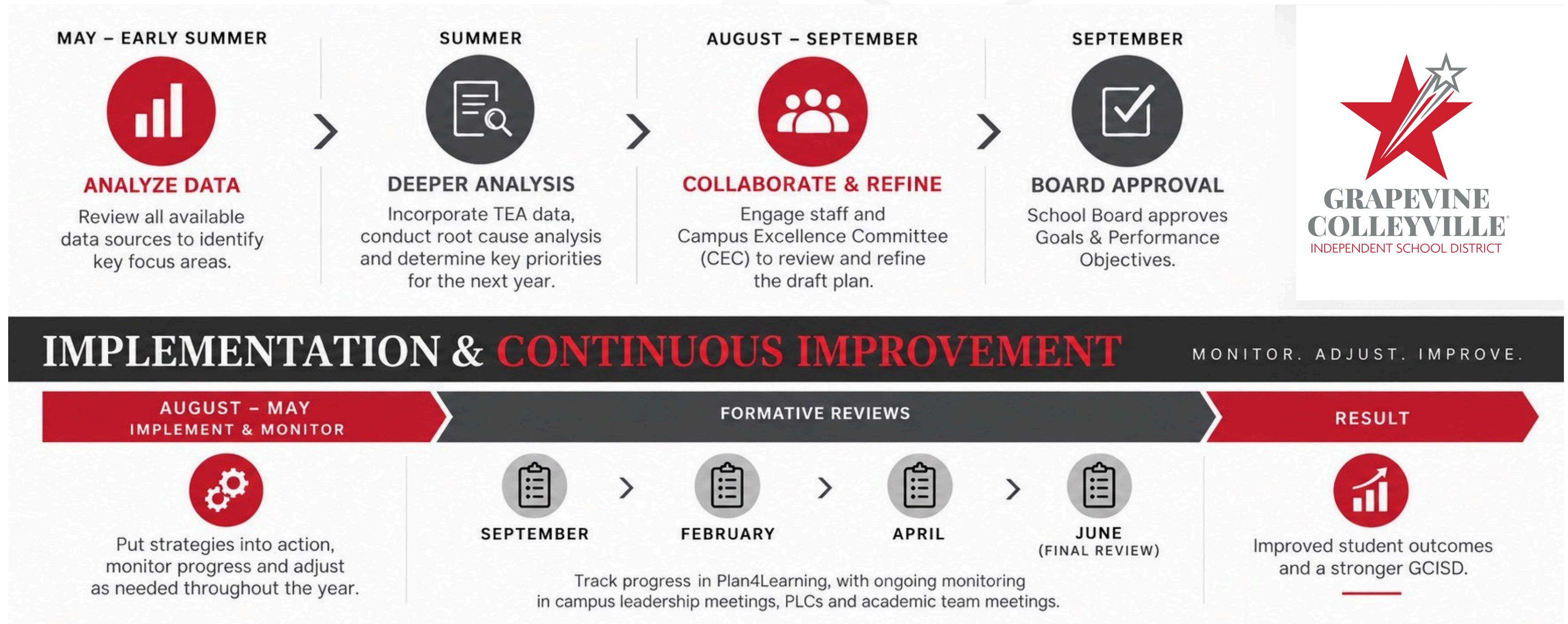
2
★

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%

★ = Priority

THE CAMPUS IMPROVEMENT PLAN (CIP) DEVELOPMENT PROCESS



COMMON DISTRICT-WIDE STRATEGIES



Coherent
Instructional Plan



Consistent
Tier 1 Instruction



High Quality
Instructional Materials



Personalized
Learning Resources



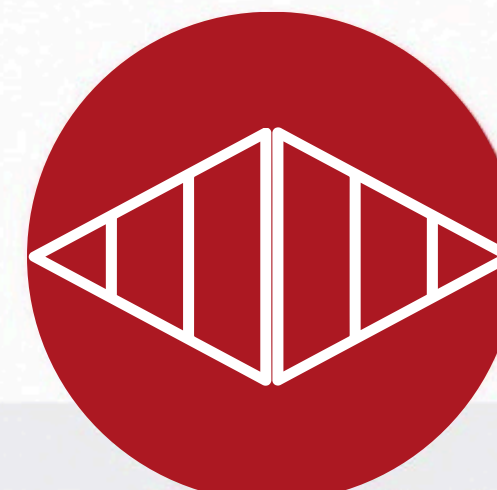
Data Literacy &
Data Culture



Get Better Faster
Coaching Model



Professional Learning
Communities (PLCs)



Response to Intervention (RTI) /
Multi-Tiered Systems of Support (MTSS)
for Academics and Behavior

PRINCIPAL PRESENTATIONS

Key focus areas

Critical opportunities

Specfic Strategies

Goals & Outcomes



Mia Magana



Dr. Tina Garrett



Brooke Teeter-Stocz



Dr. Bryan Calvert

BEAR CREEK ELEMENTARY

Cultivating Excellence Through Executive Coaching



Teacher and Staff Growth



Tier One Instruction



School Wide Routines and Procedures



Bear Creek Elementary will be a strong B campus with a 3 year goal of reaching an A-rating.

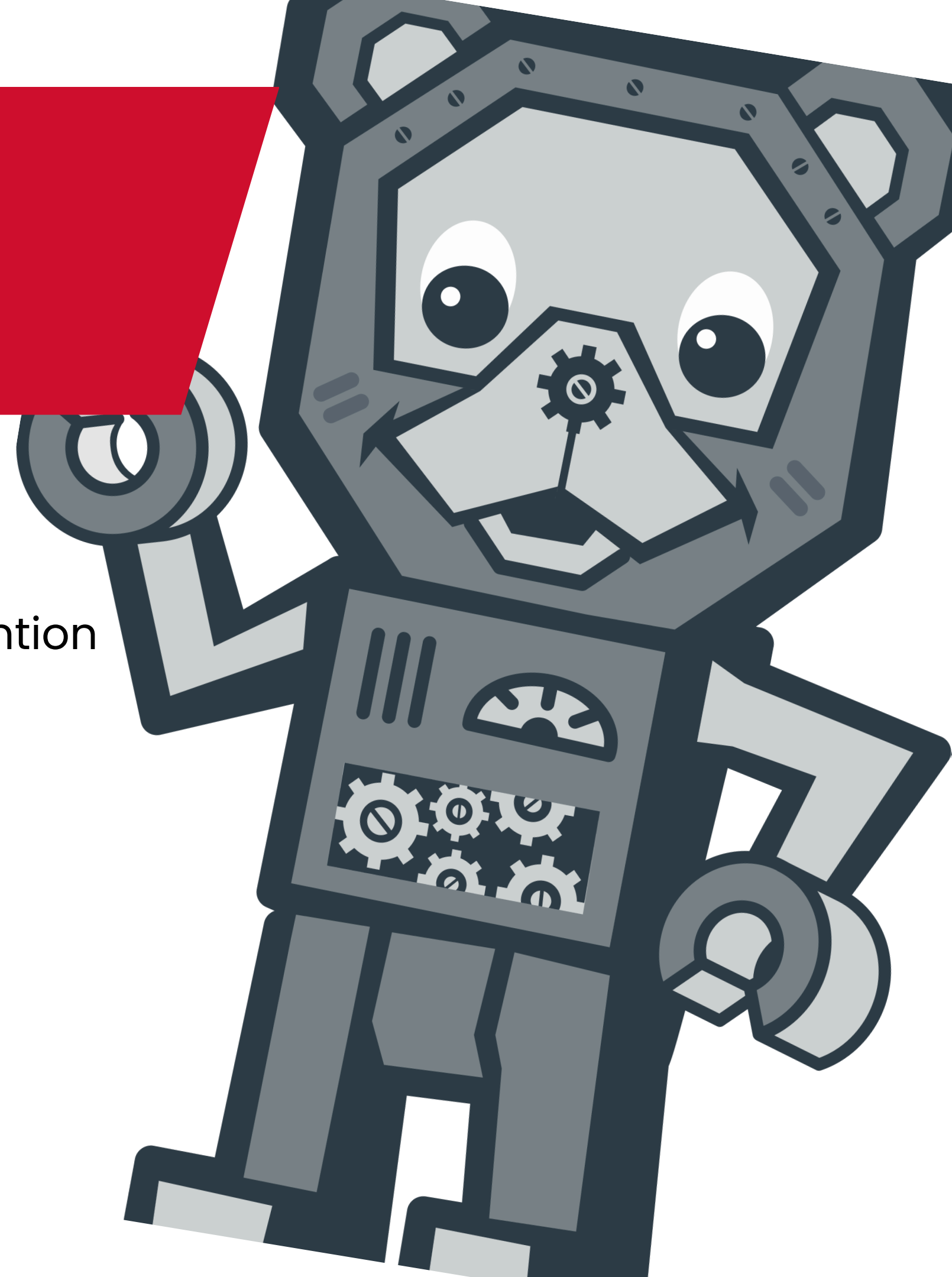


CANNON ELEMENTARY

Instructional Delivery and Student Growth

- ✓ STEM Education Teaching and Learning Practices
~ STEM Habits of Mind Fluency Skills
- ✓ Reading Achievement and Growth ~ Dyslexia Intervention
- ✓ Math Instructional Framework ~ Data & Design
- ✓ Special Education Resource Instructional Framework

 10–15% Increased Achievement and Growth
Performance for all scholars with an intentional
focus on Special Education



GRAPEVINE ELEMENTARY

Special Education Support & Preventing “Droppers”



Masters Increase in Reading, Math, & Science



Data-Driven PLCs



Literacy and Math Focus



Tier 1 Instruction



SPED Focus



Achieve an “A” TEA Rating



COLLEYVILLE MIDDLE

Striving for Distinctions



Distinction Designation for Academic Achievement in Reading/Language Arts



Distinction Designation for Comparative Growth



Continued growth in Math at the Masters Level for all grades



Earn at least 2 distinctions in the 2026–2027 school year by focusing on individual student growth.



GCISD

TIMBERLINE

ELEMENTARY

A CULTURE OF EXCELLENCE

SAME
TIGERS.
HIGHER
GOALS.

BUILDING
MOMENTUM

ON THE
PATH TO
EVEN MORE





Background Information

Fall 2024: Applied for LASO-3 grant in the Instructional Leadership pathway. Awarded \$81,500 over a 2-year cycle

Spring 2025: Partnered with Engage2Learn after rigorous interview and selection process

2025-2026 School Year: Collaborative work with E2L resulted in *11 point gain overall* and movement from a 64 to a 79 in Domain I, 74 to 85 in Domain II and 79 to 90 in Domain III.

2026-2027 School Year: Year 2 of our grant cycle. Continued work with Engage2Learn.

GCISD Board Approval and subsequent TIP submission to TEA is a requirement of the grant award. Timberline is not a campus identified as Targeted Improvement required and is excited to continue the journey to being an A-rated campus!



LASO Grant Instructional Leadership Pathway Key Priorities

Five primary pillars designed to elevate campus performance:

- Culture of Excellence
- Data-Driven Instruction (DDI)
- Shared Leadership
- Feedback Loops
- Continuous Improvement

Timberline's e2L Team of Support



Dr. Crystal Cross

Executive Coach

crystal@engage2learn.org



Jordan Muse

Executive Director of Partner Success

jordan@engage2learn.org



IL Pathway Deliverables

IL Pathway:

Goal: Strengthen instructional leadership and ensure consistent, high-quality instruction across the campus.

Core Supports



Executive Leadership (3 sessions)

Align district priorities and decision-making to ESF.



Coaching (8 sessions)

Support leaders in translating strategy into classroom practice.



Implementation Support (8 sessions)

Ensure fidelity of instructional systems.

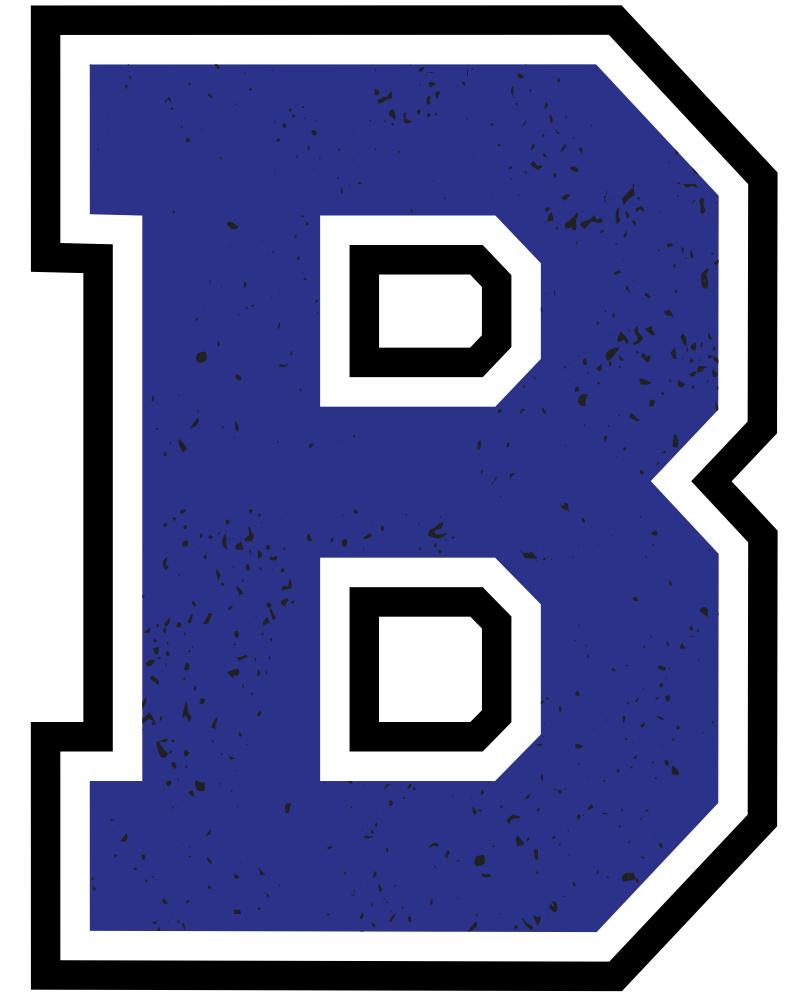


Professional Learning (10 sessions)

Build educator capacity for rigorous, data-driven instruction.

2 Year Grant Goal for Timberline Elementary

**Increases in all 3
domains to improve
the overall rating for
Timberline
Elementary to a
sustainable strong B.**



2 Year Grant Goal for Timberline Elementary

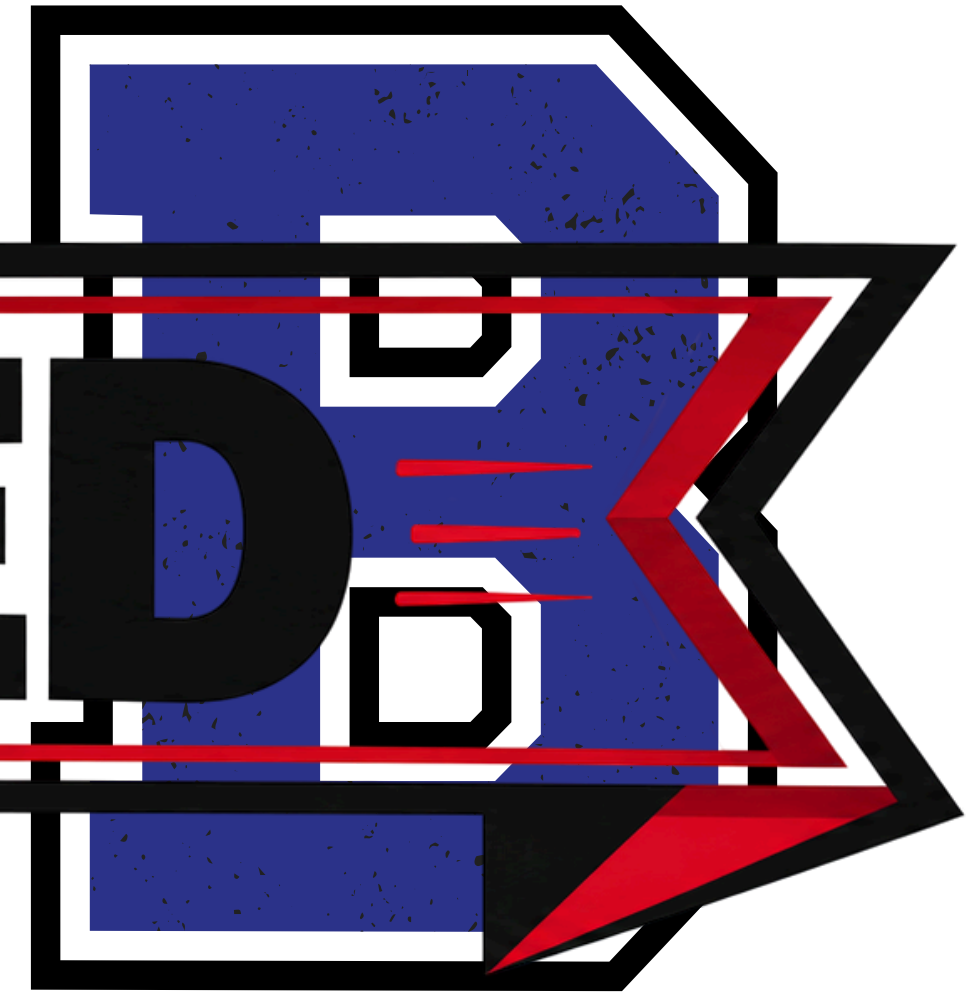
Increases in all 3

domains to improve
the overall rating for

Timberline

Elementary to a
sustainable strong B.

ACHIEVED



TIMBERLINE ELEMENTARY

Culture of Excellence.& Leveling UP!!



Data Driven Instruction & Power Standard PLCs



Observation Feedback – Coaching Cycle



Learning Environment Framework



TEA Accountability rating of an A!!



Domain 1 Goals

Student Achievement

3-5 Baseline Data from 2025-2026

Reading	DNM	Approaches	Meets	Masters
5th	28%	72%	47%	32%
4th	20%	80%	59%	25%
3rd	23%	77%	55%	23%
Overall	23%	76%	55%	27%

3-5 STAAR Goals for 2026-2027

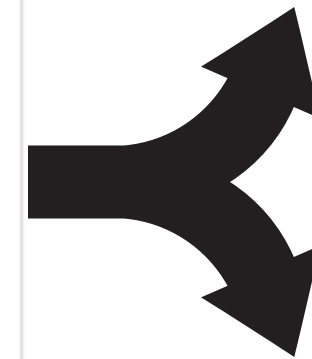
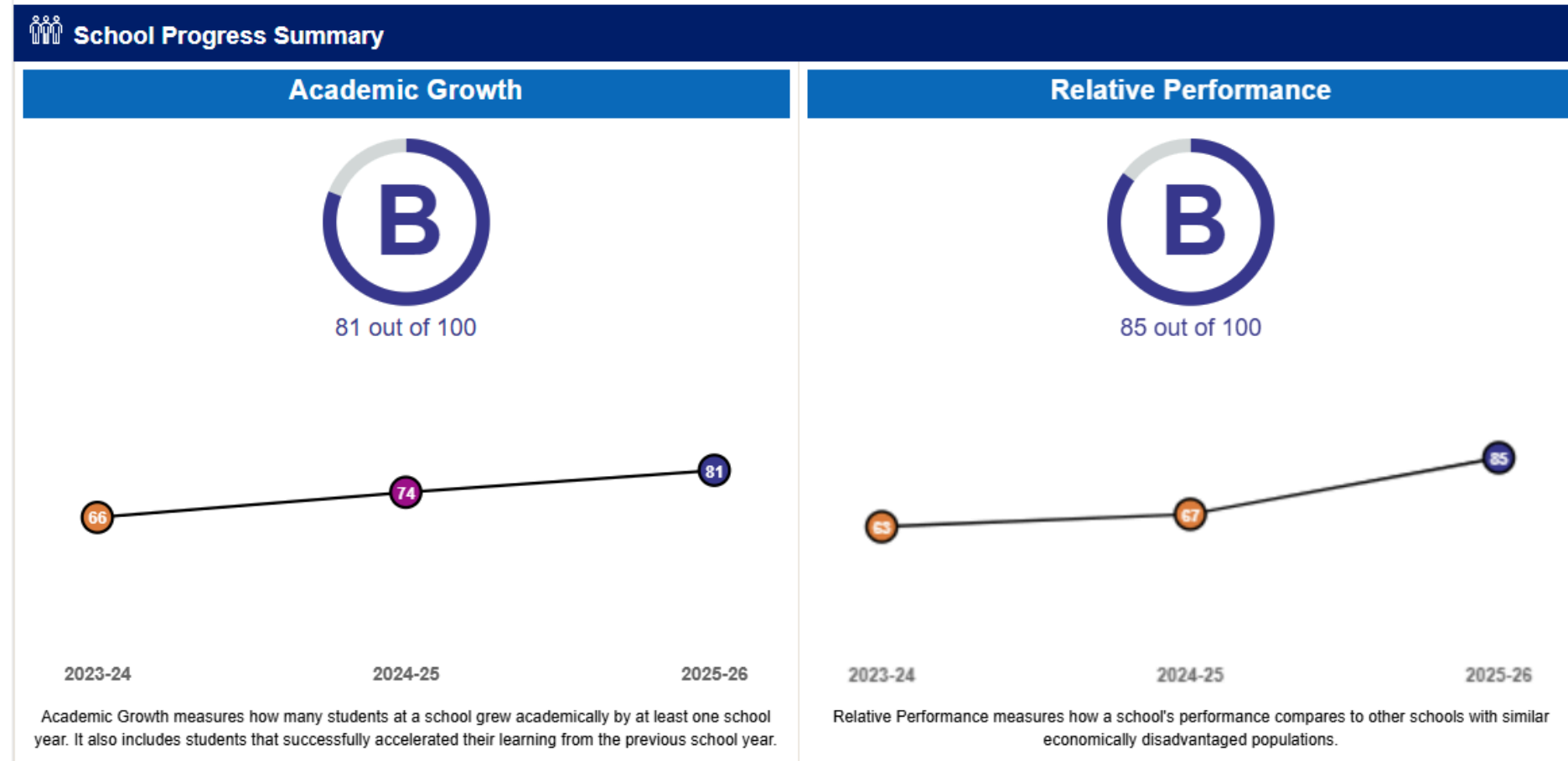
Reading	DNM	Approaches	Meets	Masters
5th	18%	80%	62%	35%
4th	15%	82%	66%	30%
3rd	20%	85%	62%	35%
Overall	18%	82%	63%	31%

Math	DNM	Approaches	Meets	Masters
5th	33%	67%	42%	19%
4th	33%	67%	41%	24%
3rd	23%	77%	52%	21%
Overall	30%	70%	45%	21%

Math	DNM	Approaches	Meets	Masters
5th	25	75%	52%	25%
4th	25%	75%	50%	27%
3rd	18%	82%	60%	26%
Overall	23%	77%	54%	26%

Domain 2 Goals

Growth & Relative Performance



Growth:
DDI process
Exit ticket review to ensure growth of every student

Relative Performance:
Increases in Domain 1 and growth measures will improve comparison group rating.

Domain 3 Goals

Closing the Gaps

Domain III Current State + Goals

Domain III Current State + Goals					
Current State/Goal Setting	Overall Domain III Rating	Academic Achievement Points	Growth Status Points	ELP Status Points	Student Success Status Points
Current State: 25-26	A	78	72	75	75
Goals for 26-27	A	80	78	80	80



CAMPUS IMPROVEMENT PLANS



Board approval needed for **performance objectives**.



Continuous improvement process will allow **adjustments to strategies** to be made throughout the year.



Complete CIPs, including strategies, are in your packet for information.

GCISD TIMBERLINE ELEMENTARY



Timberline Elementary TIP plan is included in your packet and **must be approved by the board** and submitted to TEA to remain eligible for the grant funding and continued work with E2L.

THANK YOU

