GCISD Balanced Scorecard Priority Report

Academic Update: Mathematics

November 16, 2026

GRAPEVINE COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

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

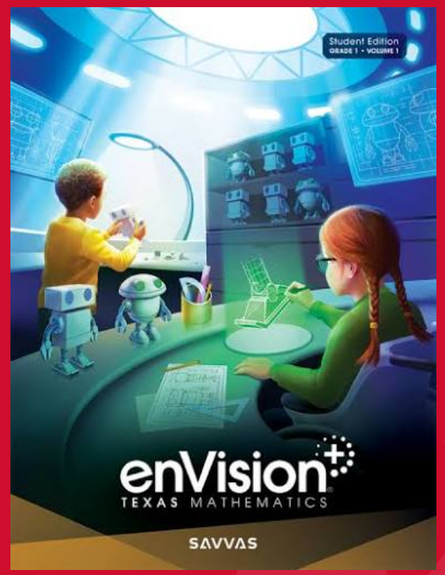
Grapevine-Colleyville ISD Balanced Scorecard Priorities

1. Student Achievement & Postsecondary Preparedness
2. Faculty & Staff Recruitment, Retention & Capacity Building
3. Parents, Families & Community Satisfaction & Engagement
4. Strong Financial Stewardship & Internal System Efficiency

Agenda

1. Resource Overview
2. Conceptual Understanding and Procedural Fluency
3. Professional Development
4. Progress Monitoring
5. Continuous Improvement Action Plans

SAVVAS enVision+ Mathematics



Teacher Feedback

"I love the structure and resources available from Savvas. The Three Act Tasks and Explore and Share are challenging and engaging. It is a great mix of hands on, paper, and digital. The practice problems in their workbooks make aggressive monitoring seamless. The quick Exit Tickets assigned online through Canvas, allow students to give me confidential feedback and reflection of their learning. We are loving this new curriculum!"

Monica Ray
Heritage Elementary

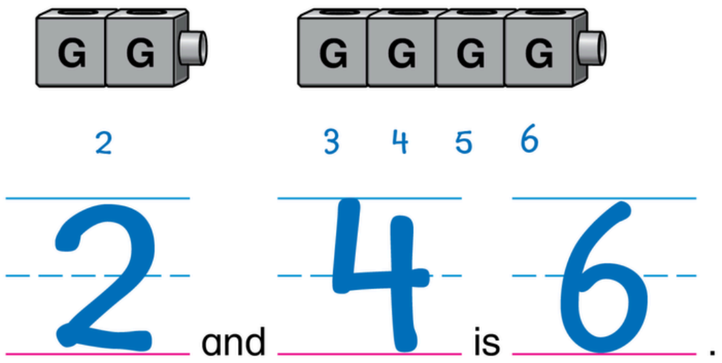
"EnVisions+ has been a wonderful resource to make sure students are understanding the foundational pieces of our grade level TEKS before teaching them the more abstract problem solving ideas. Students are having great math conversations, problem solving multi-step problems, and feeling confident in their thinking!"

Jennifer Cottle
Glenhope Elementary

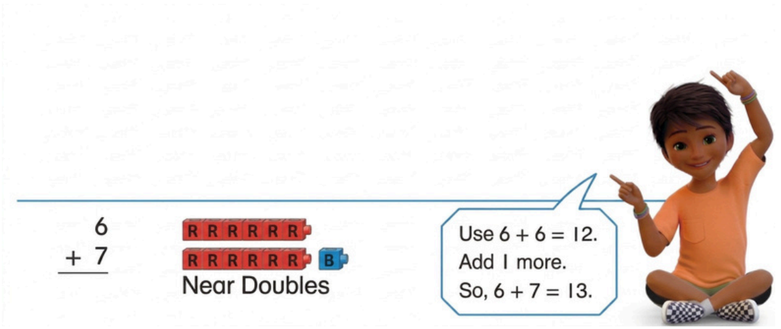


Conceptual Understanding and Procedural Fluency

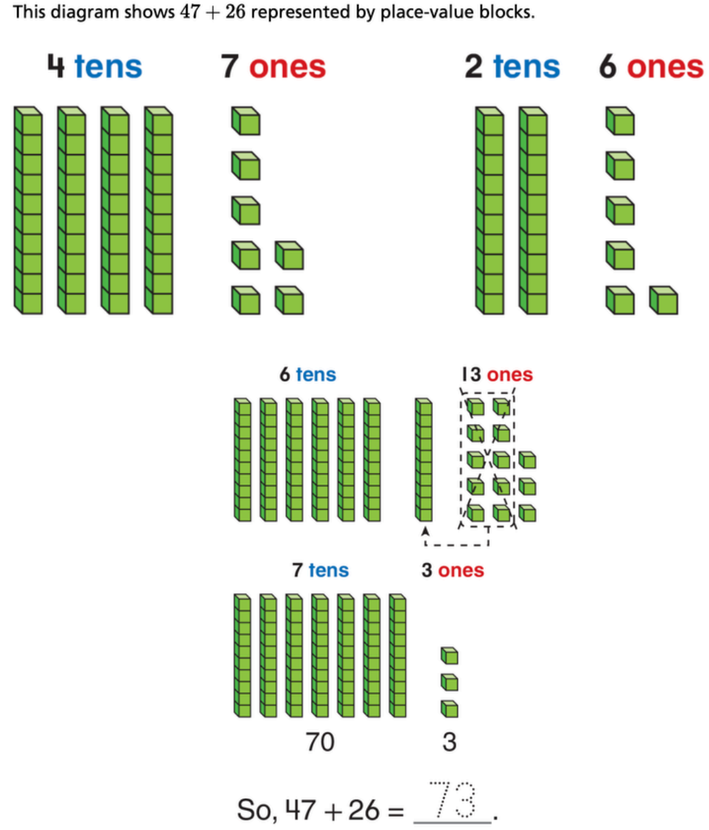
K.3(B) solve word problems using **objects and drawings** to find sums up to 10 and differences within 10



1.3(D) apply basic **fact strategies** to add and subtract within 20, including making 10 and decomposing a number leading to a 10



2.4(B) add up to four two-digit numbers and subtract two-digit numbers using **mental strategies and algorithms based on knowledge of place value and properties of operations**



Conceptual Understanding and Procedural Fluency

3.4A solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies **based on place value, properties of operations**, and the relationship between addition and subtraction

$$
\begin{array}{rl}
 & 243 \\
+ & 179 \\
\hline
 & 300 \quad \text{2 hundreds + 1 hundred} \\
 & 110 \quad \text{4 tens + 7 tens} \\
+ & \ 12 \quad \text{3 ones + 9 ones} \\
\hline
 & 422
\end{array}
$$

4.4A Add and subtract whole numbers and decimals to the hundredths place using the **standard algorithm.**

$$
\begin{array}{r}
{\scriptstyle 1\ 1} \\
3{,}785 \\
+\ 2{,}125 \\
\hline
5{,}910
\end{array}
\qquad
\begin{array}{r}
{\scriptstyle 8\ 12} \\
68{,}7\cancel{9}\cancel{2} \\
-\ 33{,}215 \\
\hline
35{,}577
\end{array}
$$

Family Engagement

Family Letter

Dear Family,

Your child is learning to add within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. In this topic, he or she will learn to add using various strategies such as using a hundred chart, open number line, breaking apart numbers, compensation, drawing models, and finding partial sums. The model below shows the use of the partial sums strategy to find 23 + 48.

Understanding Partial Sums

Find 23 + 48. Draw place-value blocks and use partial sums.





	Tens	Ones
	2	3
+	4	8
20 + 40 =	6	0
3 + 8 =	1	1
Sum =	7	1

Step 1: Add the tens.

Step 2: Add the ones.

Step 3: Add the partial sums:
60 + 11 = 71.
So, 23 + 48 = 71.

Family Engagement Site

TOPIC 2 close sections

Add Within 100 Using Strategies

OVERVIEW

Topic 2 focuses on developing fluency to add within 100 using strategies that employ a hundred chart, a number line, breaking numbers apart, and compensation. Understanding of place value, properties of operations, the partial-sums method, and mental math are also important in this topic. Achieving fluency with addition means that your child will be able to add efficiently and accurately. The goal is for your child to choose strategies that make sense and are reliable.

ADDITION STRATEGIES WITHIN 100

Add on a Hundred Chart Your child will use a hundred chart to add tens and ones. Adding on a hundred chart strengthens your child's understanding of the number system. Your child will learn that whether the tens or the ones are added first, the sum is the same.

One way to find $54 + 18$ on a hundred chart is to start at 54, move up one row to add 10, and then move ahead 8 to add 8 ones. End at 72, so $54 + 18 = 72$.

~~71~~	72	73	74	75	76	77	78	79	80
61	62	63	~~64~~	~~65~~	~~66~~	~~67~~	~~68~~	~~69~~	~~70~~
51	52	53	54	55	56	57	58	59	60

- **Teacher newsletters**
- **Campus Newsletters**
- **GCISD Mathematics Website**

Supports for all Students

"The amount of resources available to pull from with Savvas lets me always have something available to meet my students where they're at!"

Austin Martin
Heritage Elementary
5th grade

5th Reteach

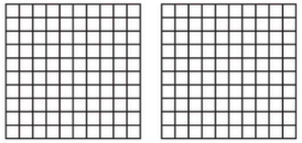
Name _____

Reteach to Build Understanding
2-4

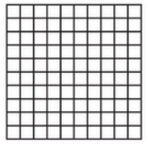
Vocabulary

You can use place-value blocks, mental math, number lines, or grids to help you add and subtract decimals.

1. Shade to show 1.27 in a grid.



2. Use the grid to add 0.35 + 0.27. _____



5th Enrichment

Name _____

Enrichment
2-6

Find Those Numbers!

Fill in the boxes to complete the differences.

1.
$$\begin{array}{r} 17.\square 4 \\ -\ 9.3\square \\ \hline \square.38 \end{array}$$

2.
$$\begin{array}{r} 2.\square\square \\ -\ \square.64 \\ \hline 1.29 \end{array}$$

3.
$$\begin{array}{r} 1\square.45 \\ -\ 7.6\square \\ \hline 3.\square 7 \end{array}$$

4.
$$\begin{array}{r} 6.\square\square \\ -\ \square.39 \\ \hline 1.86 \end{array}$$

5.
$$\begin{array}{r} 3\square.4\square 7 \\ -\ \square 4.76\square \\ \hline 15.\square 42 \end{array}$$

6.
$$\begin{array}{r} 9\square.\square 37 \\ -\ \square 2.104 \\ \hline 46.8\square\square \end{array}$$

Professional Development 2026-2027

Navigating enVision+ Texas Mathematics

Spring 2026

Spring 2026

Instructional Materials Onboarding and Orientation

Back to School 2026

Lesson Internalization

and

Program Activation



1,720 Total hours of hands-on experience prior to the first day of instruction.

- 8 hours per teacher
- 161 K-5 Teachers
- 23 6-8 Teachers
- 31 Algebra and Geometry Teachers

Professional Development 2026-2027

Savvas Realize Training

Fall 2026

Topic Internalization

District PD 2026-2027

October 2026

enVision+ Texas for Administrators and Learning Leaders



- 9 hours per teacher during dedicated Calendar Professional Development Days

Implementation Support



Internalize Lessons

Weekly time dedicated to discussing content, best practices, misconceptions, and lesson modeling.

- Individual
- Team



Instructional Coaching

Coaches observe instruction and provide feedback to teachers to refine classroom practice and improve student achievement.



Professional Learning Communities

Weekly time focused on analyzing student work and assessment data to identify student learning gaps and creating actionable reteaching and extension plans.

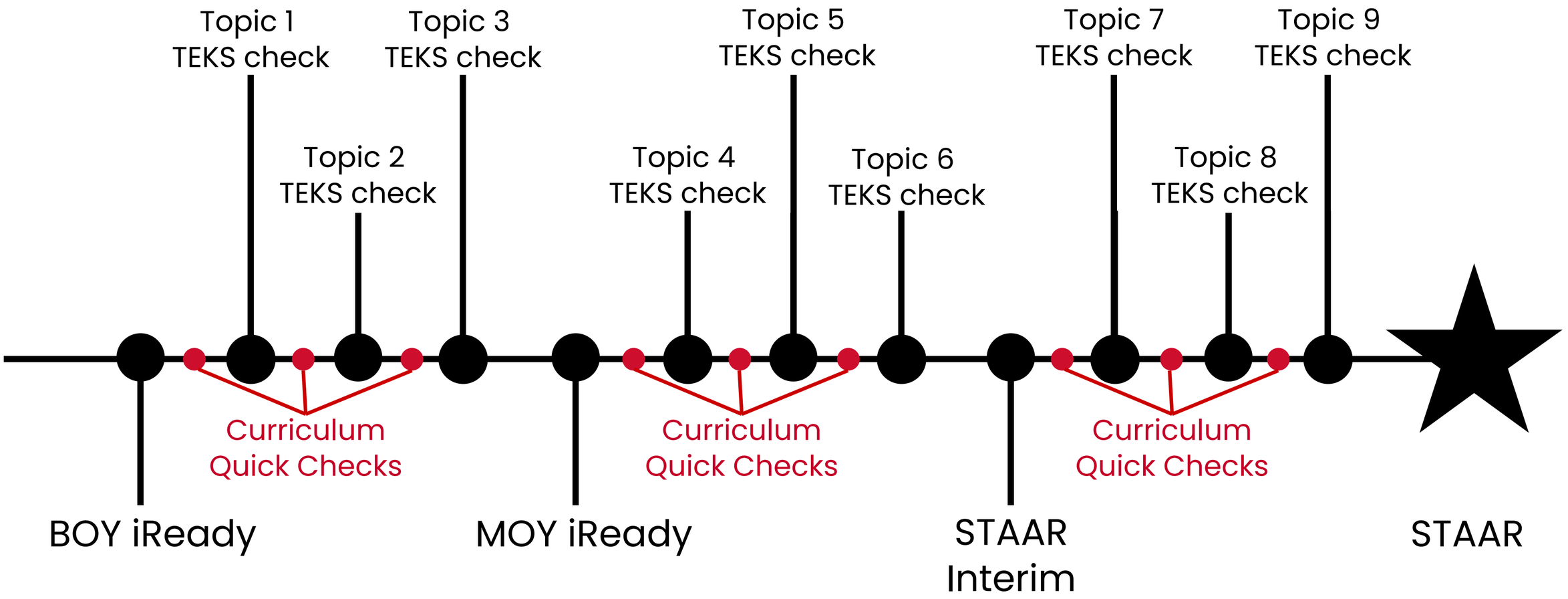


Embedded Supports

Embedded in the teacher's digital resource

- Topic Overview Videos
- Teacher support lesson videos
- Teacher support videos

Monitoring Student Progress
6th Grade Assessment Calendar



Throughout the school year, students participate in a variety of assessments that provide actionable feedback to guide targeted instruction and support student success.

Monitoring Student Progress

PREVIOUS RESOURCE

2025–2026

UNIT 1 — Understanding & Representing Whole Numbers

4.2B | 4.4A

UNIT 2 — Problem Solving using Multiplication & Division

4.4H

UNIT 4 — Algebraic Reasoning

4.5A | 4.5B

NEW RESOURCE

2026–2027

TOPIC 01

Place-Value Understandings

4.2B

TOPIC 02

Add & Subtract Multi-Digit Numbers

4.4A | 4.5A

TOPICS 03–04

Multiply by 1- and 2-Digit Numbers

4.4H | 4.5A

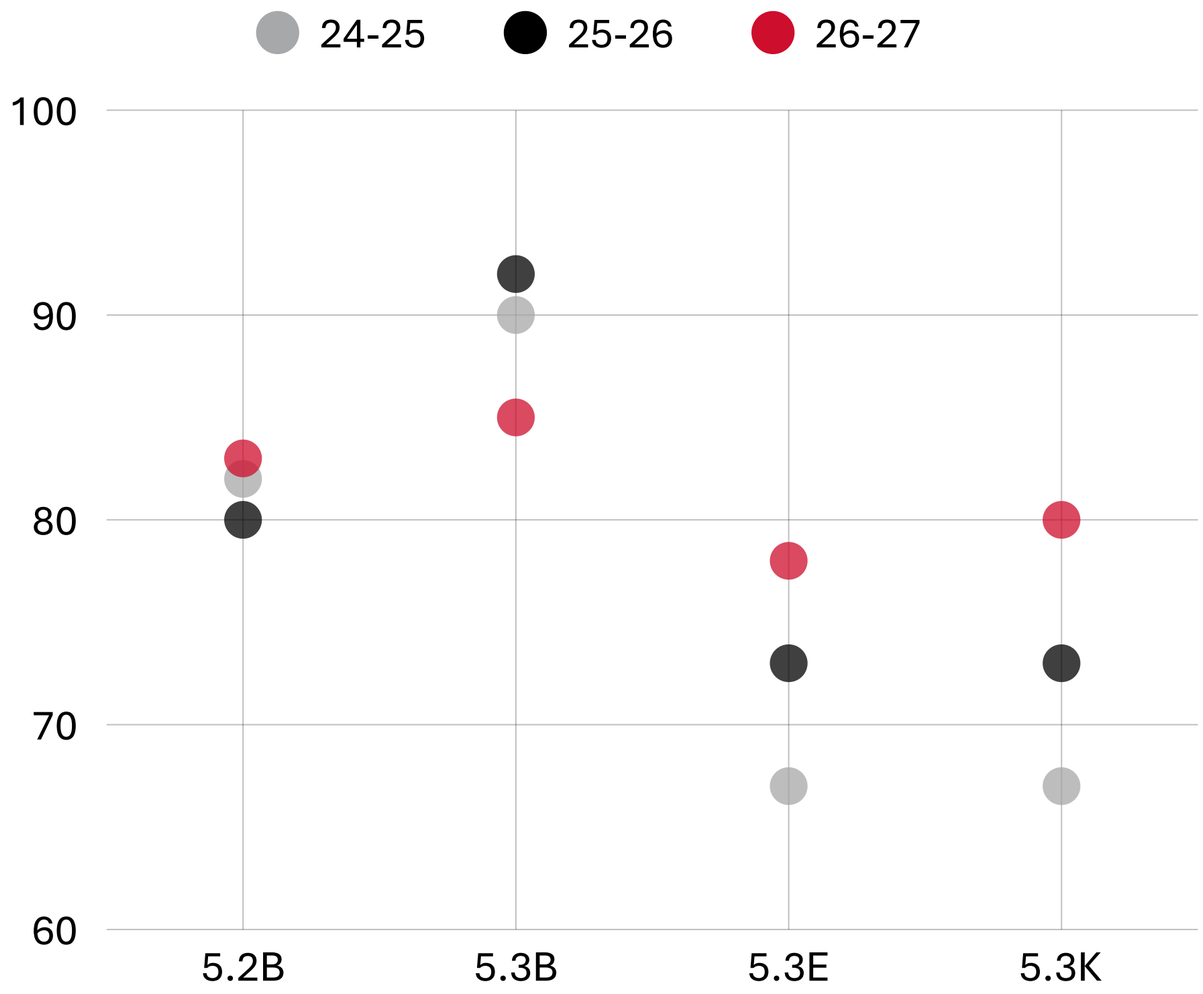
TOPIC 05

Divide by 1-Digit Numbers

4.4H | 4.5A

Due to changes in concept sequencing within the new curriculum, a topic-to-topic comparison will not give an accurate picture of student progress. Instead, progress monitoring is focused on Power Standards, representing the priority skills essential for both current grade-level proficiency and future academic readiness.

Monitoring Student Progress: District Wide



5th Grade TEKS Checks Performance on Power Standards

District wide monitoring of power standards measures student progress to provide long-term insights into learning trends, student growth, and overall curriculum effectiveness.

Monitoring Student Progress: Campus and Classroom

5th	25-26	26-27	25-26	26-27
	5.2B		5.3K	
ALL	62	71	69	75
Teacher 1	68	70	75	62
Teacher 2	67	83	73	85
Teacher 3	55	58	63	75

Tracking of power standards across campuses and classrooms drives data-informed instruction and targeted student support.

Monitoring Student Progress

Immediate Action

- Reteach
- Spiral review
- Rockin' review



2027-2028

- Additional Time on the standard
- Building in additional skills at the end of year in prior grade levels

Continuous Improvement Actions



Professional Learning

- Current
  - Topic Internalization
  - Lesson Modeling
- Future
  - Focus Visits with Savvas



Progress monitoring

- Fidelity of implementation
  - Classroom visits
- Shared Responsibility



Planning and Coaching Support

- Lesson Internalization
- Student work analysis
- Assessment Data and Action Planning



Family Partnership

- Parent Site
- Curriculum Nights
- Family Math Nights
  - TES
  - SLE
  - GES

Thank You

GRAPEVINE COLLEYVILLE INDEPENDENT SCHOOL DISTRICT