

# **Grapevine-Colleyville ISD**

## **Timberline Elementary**

### **2025-2026 Campus Improvement Plan**



# **Mission Statement**

## **Timberline's Mission Statement**

Together, we are leaders at Timberline.  
By practicing the 7 Habits, we LEAD,  
Love learning, embrace diversity, achieve goals, and do our best.

## **Value Statement**

- Tier 1 Literacy & Math Instruction
- iReady implementation
- Campus-wide PBIS System

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 1:** The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.

**Root Cause 1:** The percentage of teachers with 0 to 5 years of experience at Timberline is 36.02% as compared to the district at 31% and comparable to the state at 36.0%.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading. STAAR 2024 results showed that 42% of third graders, 47% of fourth graders and 25% of fifth graders did not meet standard in Reading.

**Root Cause 3:** 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.

**Problem Statement 3 Areas:** Student Achievement - Student Learning

**Problem Statement 4:** STAAR 2025 results showed that 35% of third graders, 45% of fourth graders and 52% of fifth graders did not meet standard in Math. STAAR 2024 results showed that 49% of third graders, 67% of fourth graders and 25% of fifth graders did not meet standard in Math.

**Root Cause 4:** 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.

**Problem Statement 4 Areas:** Student Achievement - Student Learning



# Goals




## Goal 1: Student Achievement and Post Secondary Readiness


**Performance Objective 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].





### HB3 Goal

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline ELAR/SLAR teachers will collaborate during weekly DDI & Power Standard Planning PLCs using GCISD curriculum materials, HMH resources, TEKS clarifiers, and lead4ward documents to design exit tickets & discuss lesson plans. <b>Strategy's Expected Result/Impact:</b> Increased alignment between instruction, curricular content and tasks resulting in increased outcomes on module assessments, iReady scores and STAAR results <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal and Instructional Coaches	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Timberline Math teachers will collaborate during weekly DDI & Power Standard Planning PLCs using GCISD curriculum materials, GoMath & StemScopes resources, TEKS clarifiers, and lead4ward Power Standards to design lesson plans and exit tickets. <b>Strategy's Expected Result/Impact:</b> Increased alignment between instruction, curricular content and tasks resulting in increased outcomes on module assessments, iReady scores and STAAR results <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal and Instructional Coaches	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identified students in grades 3, 4 & 5 will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. <b>Strategy's Expected Result/Impact:</b> Increased student achievement in reading and math on STAAR in 2026. Timberline goals for STAAR 2026: Reading: 3rd grade- %App/Me/Ma: 80%, %Me/Ma-50%, %Ma-25% 4th grade - %App/Me/Ma: 85%, %Me/Ma-55%, %Ma-30% 5th grade- %App/Me/Ma: 85%, %Me/Ma-60%, %Ma-30% Math: 3rd grade- %App/Me/Ma: 75%, %Me/Ma-50%, %Ma-20% 4th grade - %App/Me/Ma: 75%, %Me/Ma-50%, %Ma-20% 5th grade- %App/Me/Ma: 65%, %Me/Ma-40%, %Ma-20% <b>Staff Responsible for Monitoring:</b> Principal & Associate Principal  <b>Title I:</b> 2.52 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 1, 2 - Student Achievement 1, 2 <b>Funding Sources:</b> - 211 - ESEA Title I, Part A - \$15,000	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus wide goal of 100% of students meeting their Typical growth goal and 45% of students meeting their Stretch growth goal in Reading and Math grades K-5. <b>Strategy's Expected Result/Impact:</b> Timberline students will close learning gaps at an increased rate by meeting their typical goal and striving for their stretch goal. This will be at a 5% increase over 24-25. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Student Support Specialist and classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Timberline teachers will provide interventions to Tier II and Tier III students using lessons from the iReadyTeacher Toolkit. <b>Strategy's Expected Result/Impact:</b> The number of students whose scores fall in the double red and red ranges in iReady diagnostic will decrease from Beginning of Year to End of Year increasing the number of students whose scores fall in the green and double green ranges. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Student Support Specialist and classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Timberline Pre-K teachers will implement Heggerty , a systematic program in critical phonological and phonemic awareness lessons, three days a week as noted in lesson plans. <b>Strategy's Expected Result/Impact:</b> The number of Pre-K students who meet or exceed end of year expectations on CLI assessments will increase by 10% <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal & Assistant Principal	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading. STAAR 2024 results showed that 42% of third graders, 47% of fourth graders and 25% of fifth graders did not meet standard in Reading. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> STAAR 2025 results showed that 35% of third graders, 45% of fourth graders and 52% of fifth graders did not meet standard in Math. STAAR 2024 results showed that 49% of third graders, 67% of fourth graders and 25% of fifth graders did not meet standard in Math. <b>Root Cause:</b> 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.</p>






## Goal 1: Student Achievement and Post Secondary Readiness

**Performance Objective 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].

### HB3 Goal

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Execute, monitor, and effectively communicate the implementation of all HB3 requirements, all eligible Timberline staff members who have not been trained in the Texas Reading Academy will participate during the 25-26 school year. [TEA Requirement]. <b>Strategy's Expected Result/Impact:</b> Increases use of research based instructional strategies to support early literacy. Fidelity of implementation of HMH's Structured Literacy and Foundational Skills lessons. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, & Assistant Principal,	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Timberline leadership team will monitor campus math telescoping data in order to determine additional instructional strategies that will lead to an increase in the current number of students that telescope in all grades. <b>Strategy's Expected Result/Impact:</b> Additional students will qualify for math Telescoping for the 26-27 school year. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, classroom teachers; GT Lead teacher; Counselor	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Timberline staff will effectively communicate with targeted audiences information about course selection for 5th graders as they prepare for middle school, opportunities for programs such as AVID and STEM in middle school, and math Telescoping and GT Lead in elementary. <b>Strategy's Expected Result/Impact:</b> Teachers communicate with parents and students to ensure understanding of events, offerings, and district initiatives. Families are well aware of the opportunities, programs of choice and middle school electives so that all students are on the right academic track and have extracurricular classes that support their interests. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Counselor, Student Advocate, GT Specialist, Classroom Teachers,	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			



No Progress



Accomplished



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Discontinue

## Goal 1: Student Achievement and Post Secondary Readiness

**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 Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Timberline staff will implement a PBIS system to foster campus wide expectations and implement CHAMPS daily. <b>Strategy's Expected Result/Impact:</b> A decreased number of discipline referrals and DAEP placements in the spring semester as compared to 24-25 data. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal & Student Engagement Teacher	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A campus PBIS Leadership Team(Tiger Task Force) will meet monthly to analyze the effectiveness of positive behavior intervention and supports and make recommendations to staff for adjustments. <b>Strategy's Expected Result/Impact:</b> 90% of classrooms will consistently show evidence of implementation as measured by PBIS Classroom/CHAMPS walks data. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal & Student Engagement Teacher	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Timberline staff will create and maintain a safe, secure learning environment by implementing the School Safety Standards including confirmed closed and locked doors, entry-resistant window film, exterior door sweeps, and semi-annual system checks [19 TAC Section 61.1031]. <b>Strategy's Expected Result/Impact:</b> 100% completion rate of all drills during the 25-26 school year. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal and School Resource Officer	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 1: Student Achievement and Post Secondary Readiness

**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 Sources:** GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Timberline K-5 students will participate in goal setting, tracking lead measures and celebrating their progress in a Tiger Tracker folder. <b>Strategy's Expected Result/Impact:</b> Increased awareness of how tracking lead measures & accountability positively impacts progress towards meeting iReady goals. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Student Support Specialist & classroom teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Based on areas of interest identified on the campus, Timberline Elementary will host after school clubs for students to explore their interests such as music, physical fitness, dancing, creativity, and fine arts. <b>Strategy's Expected Result/Impact:</b> Increase number of students participating in after school clubs from 24-25 data. <b>Staff Responsible for Monitoring:</b> Staff member club facilitators	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Goal 1: Student Achievement and Post Secondary Readiness

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The specific needs of Timberline Pre-K through fifth grade students will be assessed, identified and addressed with small groups and with classroom guidance lessons. <b>Strategy's Expected Result/Impact:</b> A decreased number of students will receive a high-risk rating on our GCISD risk assessment protocols. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Counselor, Student Advocate & Student Engagement teacher.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To the extent possible, Timberline Elementary will make available to students age-appropriate educational materials on the Title IX and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement]. <b>Strategy's Expected Result/Impact:</b> Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes Title IX and processes for reporting. <b>Staff Responsible for Monitoring:</b> Director of Counseling, Mandy Ozuna	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Gallup Surveys

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers new to GCISD and Timberline will participate in a campus based mentoring program called ConnectED which incorporates meeting regularly with a campus mentor and Instructional Coach.  <b>Strategy's Expected Result/Impact:</b> New hires will navigate the GCISD/Timberline structures and systems at efficient rates, they will feel more supported and be engaged in campus activities. 80% or more of the 25-26 new hires will return for the 26-27 school year.  <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, & Instructional Coach	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

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




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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Timberline leadership team will survey the staff at least twice a year to gain perspective and feedback on how to improve campus practices and protocols. <b>Strategy's Expected Result/Impact:</b> Results on the 2025-2026 GCISD Employee Engagement Survey will show an increase in the mean engagement rates from the 2024-2025 Gallup Employee Engagement survey results. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal and Assistant Principal.	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				


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





**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 Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Timberline Leadership team will participate in Instructional Leadership Development program with Engage2Learn coach Crystal Cross. This training, mentoring, and practice will improve the observation and feedback cycle using a common coaching framework. <b>Strategy's Expected Result/Impact:</b> A systematic observation feedback cycle will coach teachers and result in increased student achievement as evidenced by End of Year universal screeners and STAAR for grades 3-5. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal and Assistant Principal.	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Selected Timberline Elementary staff will participate in Get Better Faster walkthroughs and feedback conversations in order to improve instruction. <b>Strategy's Expected Result/Impact:</b> Specific instructional components and classroom management moves are targeted and improved; six teachers will be coached using the Get Better Fast model. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal & Instructional Coaches	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The role of an Associate Principal will ensure timely, effective and personalized interventions are in place which will support academics, learning environments and school culture. <b>Strategy's Expected Result/Impact:</b> Increased student performance on local and state assessments. <b>Staff Responsible for Monitoring:</b> Principal & Associate Principal  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2 - Student Achievement 1, 2	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The role of the Bilingual Student Support Specialists will be to work with staff to monitor the implementation of the iReady universal Screener program and directly with students to provide Tier II and Tier III interventions and progress monitor student growth. <b>Strategy's Expected Result/Impact:</b> 100% of TES students will meet their growth goal in math and reading according to GCISD universal screener iReady. Additionally, 45% of TES students will meet their stretch goal in math and reading according to iReady. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal & Student Support Specialist  <b>Title I:</b> 2.51 <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Student Achievement 1	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			



 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff. <b>Root Cause:</b> The percentage of teachers with 0 to 5 years of experience at Timberline is 36.02% as compared to the district at 31% and comparable to the state at 36.0%.
Student Learning
<b>Problem Statement 1:</b> STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading. STAAR 2024 results showed that 42% of third graders, 47% of fourth graders and 25% of fifth graders did not meet standard in Reading. <b>Root Cause:</b> 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. <b>Problem Statement 2:</b> STAAR 2025 results showed that 35% of third graders, 45% of fourth graders and 52% of fifth graders did not meet standard in Math. STAAR 2024 results showed that 49% of third graders, 67% of fourth graders and 25% of fifth graders did not meet standard in Math. <b>Root Cause:</b> 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.

### 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Family Engagement events in fall and spring semesters will offer Timberline families opportunities to learn and play educational games alongside their students and staff as supported by the Bilingual Parent Liaison who will also develop additional programming and foster relationships that lead to student success throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent engagement with students' achievement and progress in school. A Title I, Part A Parent and Family Engagement (PFE) Liaison is the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner. PFE Liaisons play a dual role of ambassadorship. They represent the school through thoughtful, meaningful, and culturally appropriate communications. They also represent the parent/family by understanding the many challenges that occur in the community. The PFE Liaison works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Learning Liaison, Counselor, Student Advocate, Bilingual Parent Liaison and Action teams(TES staff).</p> <p><b>Title I:</b> 2.51 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> - 211 - ESEA Title I, Part A - \$5,275</p>	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> As a Title I, Part A campus, Timberline will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend [Title I Requirement].</p> <p><b>Strategy's Expected Result/Impact:</b> Timberline will meet this compliance item in a way that has meaning for students, parents, and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Accountability and Continuous Improvement, Director of Bilingual Services &amp; Principal</p>	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### Demographics

**Problem Statement 1:** The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.

**Root Cause:** The percentage of teachers with 0 to 5 years of experience at Timberline is 36.02% as compared to the district at 31% and comparable to the state at 36.0%.







Goal 3: Parents, Families, and Community Satisfaction and Engagement

Performance Objective 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increased Timberline PTA membership and involvement throughout the year. PTA meetings will be in tandem with family events this year to increase positive parent engagement opportunities. <b>Strategy's Expected Result/Impact:</b> 10% increase in PTA memberships from 25-26 and general PTA meetings. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, PTA President; PTA Membership Chair	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

### Goal 3: Parents, Families, and Community Satisfaction and Engagement







**Performance Objective 3:** Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline Elementary will host a Career Day in order to introduce students to a variety of careers. <b>Strategy's Expected Result/Impact:</b> Students are introduced to and learn about a variety of careers. <b>Staff Responsible for Monitoring:</b> Associate Principal, Counselor and Student Advocate	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Timberline leadership team, Bilingual Parent Liaison and PTA leaders will regularly seek opportunities for business partnerships and support through sponsored programs or donations for students and staff. <b>Strategy's Expected Result/Impact:</b> Increased partnerships in the community will provide additional opportunities for students and staff and less financial strain on the campus and district. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal, Bilingual Parent Liaison & PTA Executive Board	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 3: Parents, Families, and Community Satisfaction and Engagement







**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 Sources:** Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline's Assistant Principal will complete weekly check-ins for unexcused absences and followed the tiered steps outlined by the GCISD Attendance Task Force. Counseling team and classroom teachers will make phone calls home to reinforce expectations and communicate attendance policies. Campus celebrations will be held four times a year to honor students with 1 or less tardies, absences or leave early times. Incentives such as class spirit sticks and trinket gum ball machine will be used to celebrate students with strong attendance.  <b>Strategy's Expected Result/Impact:</b> Daily attendance rates will increase to 97% and an increased number of students/families will report and excuse their absences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor & Student Advocate	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Timberline will employ additional Academic and Engagement staff in order to foster success in school behaviors and support student preparation for the next grade level.  <b>Strategy's Expected Result/Impact:</b> Student academic growth will be observable throughout the year, as well as, evident in the beginning of year universal assessments in subsequent years. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Goal 3: Parents, Families, and Community Satisfaction and Engagement

**Performance Objective 5:** Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Timberline site-based decision-making committee (Campus Excellence Committee) will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. <b>Strategy's Expected Result/Impact:</b> Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus leaders. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> As a Title I school, Timberline will educate teachers, support personnel and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school [Title I Requirement]. <b>Strategy's Expected Result/Impact:</b> Families will report an increased understanding of school processes. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal & Assistant Principal	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Parents, Families, and Community Satisfaction and Engagement

**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 Sources:** 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline Elementary will follow guidelines from policy regarding required weekly PE minutes for students in grades K-5 and Movement mins (PK). <b>Strategy's Expected Result/Impact:</b> Timberline students are engaged in physical activities. <b>Staff Responsible for Monitoring:</b> Principal & PE Coach	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



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.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Timberline leadership will facilitate two-way conversations with staff and CEC members regarding campus expenditures, campus needs, revenue generating fundraisers, and use of Title I funds. <b>Strategy's Expected Result/Impact:</b> Transparent budget creation, financial allocations and fundraising practices. <b>Staff Responsible for Monitoring:</b> Principal, Administrative Assistant and Campus Excellence Committee members		Formative			Summative
		Sept	Feb	Apr	June
		<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline staff will utilize the GCISD approval processes to acquire quality instructional resources and materials. <b>Strategy's Expected Result/Impact:</b> All materials, resources and supplies will align to GCISD board policies. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal & Administrative Assistant	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timberline staff will create and maintain a safe, secure learning environment by implementing the School Safety Standards including confirmed closed and locked doors, entry-resistant window film, exterior door sweeps, and semi-annual system checks [19 TAC Section 61.1031]. <b>Strategy's Expected Result/Impact:</b> 100% completion rate of all drills during the 24-25 school year. <b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Assistant Principal and School Resource Officer	Formative			Summative
	Sept	Feb	Apr	June
	<div><div></div></div> No Progress			
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

#### Goal 4: Strong Financial Stewardship and Internal System Efficiency

**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 Sources:** Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As a Title I campus, Timberline Elementary will ensure its Campus Improvement plans will be translated into Spanish prior to posting on our websites [Title I Requirement]. <b>Strategy's Expected Result/Impact:</b> Resources will be concentrated in areas of highest need. <b>Staff Responsible for Monitoring:</b> Director of Accountability and Continuous Improvement, Shannon Tovar	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Timberline Elementary staff will follow the process for using Federal Funds such as ESSA funds. <b>Strategy's Expected Result/Impact:</b> Campus acquires resources that wil benefit the needs of all students. <b>Staff Responsible for Monitoring:</b> Principal; Administrative Assistant	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Campus Funding Summary

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$15,000.00
3	1	1			\$5,275.00
Sub-Total					\$20,275.00