

Board Information Item

Information
Packet

Board
Agenda
Information

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Agenda
Action

Board
Agenda
Consent

02/23/2026

Subject:

Act on Timberline Elementary Targeted Improvement Plan (TIP), as required as a LASO-3 grant recipient

Contact Person:

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 has 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.

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 TIP establishes rigorous expectations with the objective of Timberline Elementary achieving a "B" rating by the conclusion of the 2026-2027 school year.

Attachments:

Presentation slides and TIP document submitted to TEA

Recommendation:

The recommendation is for the Board of Trustees to approve the Timberline Targeted Improvement Plan for the 2025-2026 school year as presented.

Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submission, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs, and TAPs are complete.

Please note that student outcome goals, for all individual campuses, and closure/reassignment, for all individual campuses, will be on different forms.

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft tool).
2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

* UPDATES THAT CAUSED CHANGES ARE OUTLINED IN RED

Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	TIP

Question/Prompt	List (select) campuses to which this strategy	Name of the staff member employed by	Email	What role applies to the person completing
Additional Instructions	May be asked to provide CDCN if not listed			Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
Answer	Timberline ES	Dr. Kalee McMullen	kalee.mcmullen@gcisd.net	Executive Director of School

Criteria for Success

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

ASSURANCES ARE THE SAME FOR BOTH TIP/TAP

Question	List or copy and paste all SI - identified campuses below	I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)	I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date with optional upload of public comments
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment , Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	Yes or No	Yes or No	Record the board approval date for each campus
Answer(s)		You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	

Question	List or copy and paste all SI - identified	I assure that all campuses included in this plan have set campus-								
Additional Instructions	List all SI campuses in the district Timberline ES	Yes or No								
Answer(s)		You will give this assurance at the time of submission through the Qualtrics Survey.								
YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS for each campus required to submit a TIP or TAP. THE QUESTIONS YOU WILL BE ASKED IN THAT SURVEY ARE LISTED BELOW.										
Question	Please select campus you are reporting Student Outcome Goals for.	If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.	Please enter your full name.	Please enter your email.	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Additional Instructions	List all SI campuses in the district	Please, ensure the CDCN number is complete with leading			(Please enter a percentage, for example if the goal is	(Please enter a percentage, for example if the	(Please enter a percentage, for example if the goal	(Please enter a percentage, for example if the	(Please enter a percentage, for example if the	(Please enter a percentage, for example if the
Answer(s)	Timberline ES	220906104	Dr. Kalee McMullen	kalee.	60 Meets	53 Meets	70	80	100	70

Criteria for Success								
<p>Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?</p> <ul style="list-style-type: none"> -The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111. -There is appropriate support dedicated to strategy implementation and capacity building. -There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR -If district or campus staff members are named as the capacity builder, there is evidence that these staff members: <ul style="list-style-type: none"> -Have a track record of success in school turnaround -At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI) 								
Question	To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvement PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), Our school system does not intend to apply for a grant to support this strategy. Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26. Our school system does not intend to apply for a grant to support this strategy. Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Other (must include name)	You can report up to 15 district staff members.	ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page)	ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).
Answer(s)	Timeberline ES		LASO 3- Instructional Leadership Pathway		engage2learn	Dr. Kalee McMullen DANIELA ALVAREZ ASSOCIATE PRINCIPAL LIZ HILCHER PRINCIPAL-ELEMENTARY ALEJANDRA PANIAGUA ASSISTANT PRINCIPAL		

ONLY COMPLETE THIS SECTION IF YOU NAMED SCHOOL MODEL CHANGE AS YOUR SCHOOL IMPROVEMENT

Question	List or copy and paste all SI - identified campuses using "ACE" as a school improvement strategy below	Please provide a brief overview (2-3 sentences) of your school model change.
Additional Instructions	List all campuses below that named "school model change" as a school improvement strategy	
Answer(s)		

Criteria for Success

- Does the plan ensure that students are assigned to a higher performing campus?
- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQJM or OER).
- All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
- There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
- There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
- There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

CAMPUS SYSTEM INFO - CLOSURE/REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)

Question	Please select the closing campus for this Closure/Reassignment submission:	If the campus you are reporting closure for is not available in the list above, please enter the campus(es) CDCN number in the fields below.	Please enter your full name.	Please enter your email.	Please indicate the number of campuses that will be assigned students from the closing campus:
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467			
Answer(s)					

Criteria for Success

- Does the plan ensure that students are assigned to a higher performing campus?
- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
- There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
- There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
- There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

REASSIGNMENT REPORTING - CLOSURE REASSIGNMENT FILLS OUT THEIR OWN SURVEY (ON DARK PURPLE TABS ONLY)

Question	Please select a reassignment campus.	If the reassignment campus is not available in the list above, please enter the campus(es) CDCN number in the field below.	Most recent state accountability rating	Current enrollment	Maximum enrollment	Distance from closing campus	Percent of students from the closing campus that will be assigned to the reassignment campus	Percent of teachers from the closing campus that will be assigned to the reassignment campus	Percent of administrators from the closing campus that will be assigned to the reassignment campus
Additional Instructions	List all reassignment campuses below and answer the following questions for all reassignment campuses.	Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467				Estimate should be in whole miles. ex 4	In whole numbers; ex 60	In whole numbers; ex 60	In whole numbers; ex 60
Answer(s)									

Criteria for Success

Does the plan ensure that admission rates and teachers receive appropriate job-embedded training?
 *Implementation strategies for the college (including the principal and plan) are designed to receive operational training on key elements of the school improvement strategy.
 *Teachers receive operational training on key elements of the school improvement strategy.
 *Teachers receive an observation and feedback model from an instructional leader or coach at least biweekly.
 *The observation tool includes coach-based instructional strategies (BIRTS) link lists.
 *The observation tool includes link lists related to implementation of other improvement strategies.
 *The capacity building professional development (PD) plan includes the critical date of launch of the strategy.
 *There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new to their first two years in their role.
 *There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 *There is a plan to differentiate and/or increase support for successful teachers.

ONLY COMPLETE IF YOU CHOSE INTENSIVE CARE SUPPORTS AS A BOLD IMPROVEMENT STRATEGY OR NAMED DISTRICT'S STATE-OR-BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE STRATEGY TAB							
Question	List or copy and paste all identified responses below	Remove unused columns	Please describe your planned training PD activities (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	What tool will be used to evaluate implementation of the training (or surveys, classroom walk-through tool, leadership coaching tool)? What tool here will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?
Alignment	100% of 10 responses in the district	Remove 10	Remove 10	For Teachers	Evaluation of Training Implementation	Remove consistent teacher growth and effective instructional practices.	*Coaching on WY14 (Walden) System of Supports

Criteria for Success		
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.		
Question	List or copy and paste all SI -	Please share the key milestones for this strategy through August 2026 for TIP, and key milestones
Additional	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.
Answer(s)		

Milestone Category	Key Activities	ESF Alignment	Measurable Indicators (What Success Looks Like)	Coaching & Support Touchpoints	Assessment / Data Cycles	Lead / Assisting	Timeline / Year
Culture of Excellence	Pre-implementation:	3.1	90% of classrooms	Monthly IL check-	CHAMPS walk	TES Admin, CC, SET	Year 1: Launch &
Engage All Students / Professional Growth & Data-Driven Instruction	Pre-implementation:	5.1, 5.2	85% of observed lessons	Monthly IL check-	Observation	TES Admin,	Year 1: Initial
Communication & Ongoing Reporting &	Pre-implementation:	5.3	100% of teachers receive	Monthly IL check-	PLC tracker;	TES Admin,	Year 1: Launch PD
	Pre-implementation:	5.3	100% of PLCs include data	PLC facilitation;	Universal	TES Admin,	Year 1: Implement
	Pre-implementation:	3.1, 5.1, 5.3	Monthly newsletters	Staff meetings;	Smore analytics;	TES Admin, CC, Liz,	Year 1: Launch
	Pre-implementation:	5.3	Quarterly milestone	Monthly IL check-	Dashboard	TES Admin	Year 1: Establish

Criteria for Success

Has the district identified all resources needed to implement the SI strategy?

-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)
 -Each cost described includes the source of funds.

Question	List or copy and paste all SI -	Please share the required costs to implement	If the strategy is contingent on a grant funding source, what is
Additional	List all SI campuses in the district	\$55,044 for 2 years of executive coaching and	This is funded by LASO 3 grant. In the event this was not
Answer(s)			

Question	List or copy and paste all SI -	(Optional) Please share any additional information about
Additional	List all SI campuses in the district	Additional instructional coaching support dedicated to
Answer(s)		Additional administrator and counselor
		Interventionist
		LAC is on property, which provides additional
		***Attach workspace as a PDF attachment
		<u>TES PM + Milestones.pdf</u>
		<u>School Improvement Rubric.pdf (Rubric TES Leaders</u>
		<u>Copy of Timberline ES Instructional Leadership Pathway</u>
		<u>Timberline ES Survey Data Report (2024) (2).pdf</u>
		<u>Timberline ES ASAP Participant Agendas and</u>