Grapevine-Colleyville ISD

Bear Creek Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 07:59 AM

Mission Statement

The mission of Bear Creek Elementary is to be an exemplary campus that provides a positive, supportive, nurturing and engaging environment that celebrates our diversity and relationships around our school community.

Vision

Bear Creek Elementary empowers students to succeed in a diverse world by providing a successful, positive and cooperative learning environment.

Value Statement

We believe that the positive relationships with our students, colleagues and parents are the foundation for Bear Creek's success. We believe that our school's unique diversity fosters an environment of mutual respect, responsibility and a passion for learning.

Core Beliefs:

EVERY student will be proficient or advanced in reading, writing, and math.

The academic accomplishment of every student is an obsession.

The school can neutralize many challenges students bring to the classroom.

Student achievement is the number one topic of conversation.

A maverick spirit is leading the way. (Fight against the status quo)

There are NO excuses for poor effort.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 15

Goal 1 : Student Achievement and Post Secondary Readiness 16

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 26

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 29

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 34

Goal Tables 37

Targeted Support Strategies 38

Funding Summary 39

211 - ESEA Title I, Part A 40

289 - Title IV 40

Comprehensive Needs Assessment

Demographics

Summary

Bear Creek Elementary serves a total of 445 students with a highly diverse and exceptionally balanced student population. There is no single majority race or ethnicity on campus. The student body is primarily distributed across three nearly equal groups: White (28.76%), African American (28.09%), and Hispanic (25.39%) students, which together comprise over 82% of the campus. Asian students make up a significant 11.24% of the population, while students identifying as Two or More Races (5.17%), Pacific Islander (0.90%), and American Indian (0.45%) make up the remainder of our vibrant community.

Bear Creek Elementary serves a total of 445 students ranging from Early Education (EE) through 5th grade. Our enrollment shows a strong early childhood foundation, with 50 students enrolled in our EE and Pre-K programs, which often serve our proud special education and multilingual populations. In the core elementary years, enrollment remains relatively stable across Kindergarten through 3rd grade, averaging roughly 60 students per grade level. Our upper elementary grades represent the largest cohorts on campus, with a noticeable increase in enrollment in 4th grade (78 students) and 5th grade (77 students).

Enrollment Breakdown:

- **Early Childhood (EE & PK):** 50 students (EE: 3 | PK: 47)
- **Lower Elementary (K - 3rd):** 240 students (KG: 60 | 1st: 57 | 2nd: 63 | 3rd: 60)
- **Upper Elementary (4th - 5th):** 155 students (4th: 78 | 5th: 77)

Economic Disadvantage Breakdown:

- **Non-Economically Disadvantaged:** 50.34% (approx. 224 students)
- **Economically Disadvantaged:** 49.66% (approx. 221 students)
    - **Free Lunch Eligibility:** 42.02% (approx. 187 students)
    - **Reduced-Price Lunch Eligibility:** 7.64% (approx. 34 students)

Strengths

Our Bear Creek Elementary community is enriched by a vibrant, highly diverse student body whose distinct backgrounds, life experiences, and cultural perspectives serve as an indispensable driver of our educational mission. As a proud "No Excuses" campus, we do not view variance in student experiences as a challenge to overcome; rather, we recognize that true academic excellence fundamentally relies on cognitive and cultural diversity. We take immense pride in our thriving multilingual population and robust special education programs, which strengthen our inclusive environment. By pairing rigorous Tier One instruction with a strong PBIS framework, we ensure that every student receives the high-quality academic and behavioral support they need to succeed without limits.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	As Bear Creek's student population becomes increasingly diverse, staff are experiencing challenges in adapting their Tier One instructional methods and PBIS strategies at a pace that matches the evolving needs of our student body.	Staff have not yet received sufficient, ongoing training and structural support to shift their instructional paradigms. The root cause is a gap in professional development designed to explicitly equip teachers with the skills needed to leverage the cultural and cognitive diversity of our new demographics within core Tier One instruction.
2 ★	The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.	For 2023-2024, the percentage of beginning teachers at Bear Creek was 13.9% as compared to the district at 7.7% and the state at 8.7%.
3 ★	The campus needs additional time, high quality materials, and differentiated instruction to support students in achieving rigorous state standards and improving the campus state accountability rating from a C to at least a B.	Bear Creek serves 490 students of whom almost half are identified as economically disadvantaged. (45%), 19% ESL, 46% at risk, 22% receiving special education services, 7% dyslexic, and 3% experiencing homelessness.

★ = Priority

Student Learning

Summary

TEA Campus Accountability Rating:

- **Overall Rating: C (79 out of 100)**
- **Reading:** Performance experienced a sharp decline in 2026, with Approaches falling 15 points to 66% and Meets plummeting 17 points to 37%. This aligns with our identified root cause regarding the lack of systemic K-2 reading bags and early literacy intervention.
- **Math:** Achievement similarly dropped in 2026, with Approaches falling 10 points to 55% and Meets decreasing to 27%.

Strengths

- **5th Grade Reading Achievement:** 5th-grade reading represents the highest performing area on campus for the 2026 school year. Students achieved 62% at the Meets level and 31% at the Masters level, demonstrating strong retention of upper-level literacy skills and serving as a bright spot for Tier One reading instruction.
- **4th Grade Math Rebound:** After a dip in 2024 and 2025, the 4th-grade math cohort demonstrated significant positive growth in 2026 across all performance bands. Approaches increased by 12 points (to 65%), Meets increased by 10 points (to 43%), and Masters increased by 4 points (to 20%).
- **5th Grade Math Foundational Growth:** 5th-grade students showed a strong recovery in foundational math skills in 2026, with the Approaches level jumping 15 percentage points (from 62% in 2025 to 77% in 2026).
- **Upper Elementary Resilience:** While 3rd-grade scores highlight early-childhood instructional gaps, the data shows that once students reach 4th and 5th grade at Bear Creek, their performance either stabilizes or grows, proving that upper-grades Tier One interventions are yielding positive results.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Despite our "No Excuses" culture, campus-wide STAAR data reveals stagnant achievement at the Meets and Masters levels in upper grades, and a severe 2026 decline in 3rd-grade reading and math performance (falling to 37% and 27% at the Meets level, respectively).	Academic achievement is hindered by a lack of systemic consistency in Tier One instruction and intervention structures. Teachers are currently navigating the learning curve of adopting a new math HQIM and adjusting to rapidly changing student demographics. Compounding this, the campus lacks a non-negotiable master schedule for targeted small-group instruction and i-Ready toolbox interventions.
2 ★	Beginning of year universal screening data in reading and math indicate a need for accelerated learning experiences that could occur both at school and at home.	The campus needs to build capacity in creating opportunities for strong school-home partnerships related to curriculum and success in school strategies.
3 ★	The campus needs to build on and expand strategies that led to students moving up a performance level as measured by STAAR for academic growth.	Over the past three accountability cycles, the campus has decreased in the area of student achievement, but improved over the last two years in school progress (academic growth).

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Bear Creek Elementary delivers rigorous Tier One instruction through the implementation of High-Quality Instructional Materials (HQIM) across every core subject. Our academic programming is designed to provide consistency, alignment to the TEKS, and robust support for all learners, including our proud multilingual and special education populations. We structure our master schedule to prioritize these core instructional blocks while actively refining our processes for targeted small-group instruction and dedicated intervention times to close academic gaps.

Campus Culture and Behavior

As a proud "No Excuses University" campus, we operate on the fundamental belief that every student deserves to be educated in a way that prepares them for college or a career, without exception. To support this ambitious academic culture, we utilize a comprehensive Positive Behavioral Interventions and Supports (PBIS) framework. PBIS serves as our core behavioral process, ensuring that expectations are clearly communicated, proactively taught, and consistently reinforced. This systemic approach creates a safe, structured, and positive environment that maximizes learning time and supports students' social-emotional development.

Community and Staff Collaboration

Our instructional and behavioral programs are driven by an exceptionally dedicated staff committed to adapting to our changing socioeconomic demographics and ensuring every student succeeds. This internal dedication is heavily supported by a highly active PTA, which plays a vital role in our campus organization and community engagement. Our PTA partners seamlessly with school leadership to support clear communication, fund extracurricular and co-curricular opportunities, and foster a strong, inclusive environment that bridges the gap between school and home.

Strengths

Life at Bear Creek

Bear Creek Elementary is proud to be a dedicated "No Excuses" campus, uniquely enriched by a vibrant, highly diverse student body. As a school committed to academic excellence for all, our foundational approach focuses heavily on rigorous Tier One instruction and a robust Positive Behavioral Interventions and Supports (PBIS) framework. Rather than viewing variance in student experiences as a challenge to overcome, we recognize that our students' distinct backgrounds, life experiences, and cultural perspectives are indispensable drivers of our learning community.

High-quality instructional materials are integrated into all content areas, ensuring that every student—including those within our thriving multilingual and special education populations—is held to the highest expectations and provided the targeted support they need to succeed. Students are empowered to be lifelong learners who demonstrate critical thinking, resilience, and academic mastery in an ever-changing world, because their future matters today! At Bear Creek, our unyielding commitment to inclusive, data-driven instruction and strong campus culture ensures that every child can and will achieve without limits.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The changing socioeconomic demographics of our student body have introduced new complexities in both academic readiness and student behavior, leading to increased staff workload, emotional exhaustion, and burnout. Without targeted support and resources, this strain threatens teacher retention and the overall quality of Tier One instruction.	Staff have not yet received sufficient, ongoing professional development to adapt their instructional and behavioral strategies to our shifting economic demographics. Consequently, educators are attempting to manage escalating behavioral needs and academic gaps without the systemic structural support or specific training required to effectively serve this evolving population.
2 ★	Students who were unsuccessful on the previous year's STAAR in reading and math will need accelerated, supplemental instruction using high quality materials in small group settings as delivered by a person with training in those materials.	In grade 4, the campus currently has 10 students who were not successful on the Math STAAR and 14 students for Reading. In grade 5, the campus currently has 32 students who were not succesful on the MATH STAAR and 12 students for Reading.

★ = Priority

Perceptions

Summary

Communication and Parent Engagement Bear Creek Elementary prioritizes transparent, multi-channel communication to foster strong relationships with our diverse community. We maintain high levels of parent engagement by hosting numerous involvement events throughout the year, intentionally designed to bring families into the building and partner in their child's education. To keep our community and staff consistently informed, we utilize regular newsletters and maintain a highly active social media presence, ensuring our stakeholders are connected to campus celebrations, expectations, and our "No Excuses" mission.

Staff Feedback and Campus Climate To ensure a supportive, responsive, and collaborative work environment, campus leadership conducts a comprehensive mid-year staff survey. Rather than just collecting data, leadership actively analyzes this feedback to make real-time adjustments to campus operations, professional development, and PBIS frameworks. This responsive feedback loop builds trust, empowers educators, and ensures our staff feels supported as they navigate the complexities of our changing campus demographics.

Community Partnerships We have cultivated strong, active partnerships with local civic organizations that deeply enrich our campus culture and student experience. Our ongoing collaborations with the Euless Police Department, Euless Fire Department, and Euless Public Library provide our students with positive community role models, real-world safety connections, and extended literacy support. These partnerships reinforce our community ties and support our holistic approach to student well-being and academic success.

Strengths

Perceptions Strengths
Bear Creek Elementary's greatest perceptual strength is its deeply connected, responsive, and engaged school community. Driven by our "No Excuses" culture and a robust PBIS framework, the campus fosters a highly positive, structured environment that celebrates our diverse multilingual and special education populations. Communication and family engagement are significant assets; consistent newsletters and active social media keep stakeholders informed, while numerous involvement events and an exceptionally dedicated PTA ensure parents are true partners in education. Furthermore, responsive campus leadership—demonstrated by utilizing mid-year staff surveys to make real-time adjustments—creates a supportive climate for our hardworking educators. These internal strengths are further amplified by strong, active partnerships with the Euless Police Department, Euless Fire Department, and Euless Public Library, cultivating a holistic and inclusive atmosphere that extends well beyond the classroom.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Despite a supportive feedback loop and strong campus culture, staff report feeling increasingly overwhelmed and emotionally exhausted by the complexities of our changing socioeconomic demographics.	While leadership is responsive to staff needs, educators have not yet received the proactive, targeted professional development and evolved PBIS strategies required to confidently manage the acute behavioral and academic realities of our shifting student population, leading to instructional friction and fatigue.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.	For 2023-2024, the percentage of beginning teachers at Bear Creek was 13.9% as compared to the district at 7.7% and the state at 8.7%.
2 ★	Beginning of year universal screening data in reading and math indicate a need for accelerated learning experiences that could occur both at school and at home.	The campus needs to build capacity in creating opportunities for strong school-home partnerships related to curriculum and success in school strategies.
3 ★	The campus needs additional time, high quality materials, and differentiated instruction to support students in achieving rigorous state standards and improving the campus state accountability rating from a C to at least a B.	Bear Creek serves 490 students of whom almost half are identified as economically disadvantaged. (45%), 19% ESL, 46% at risk, 22% receiving special education services, 7% dyslexic, and 3% experiencing homelessness.
4 ★	The campus needs to build on and expand strategies that led to students moving up a performance level as measured by STAAR for academic growth.	Over the past three accountability cycles, the campus has decreased in the area of student achievement, but improved over the last two years in school progress (academic growth).
5 ★	Students who were unsuccessful on the previous year's STAAR in reading and math will need accelerated, supplemental instruction using high quality materials in small group settings as delivered by a person with training in those materials.	In grade 4, the campus currently has 10 students who were not successful on the Math STAAR and 14 students for Reading. In grade 5, the campus currently has 32 students who were not succesful on the MATH STAAR and 12 students for Reading.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

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

Strategy 1 ☑ Targeted Support Strategy

Learning Support Specialists for Reading will be on campus to accelerate learning and continue the recovery from learning loss due to the pandemic [ESSA].

Strategy's Expected Result/Impact: The percentage of students with reading skills that are at or above grade level will increase resulting in improved preparation for the next set of grade level standards

Staff Responsible for Monitoring: Campus Principals
Student Support Specialist

Funding Sources: 211 - ESEA Title I, Part A,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 2

Identified students 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].

Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading and mathematics in order to meet or exceed rigorous state grade-level standards.

Campuses must collect HB 1416 program completion details to be reported in the summer PEIMS submission beginning in the summer of 2027.

Students will be identified for Bear Block Time and after school tutoring; an after school program to focus on House Bill 1416 hours completion. Students will be invited to participate in after school tutoring.

Staff Responsible for Monitoring: Matt Canafax

Funding Sources: $7,000 211 - ESEA Title I, Part A, $7,000

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 3

1.1.1 Use the Comprehensive Curriculum Management Plan (CMP) with fidelity.

Strategy's Expected Result/Impact: "By May 2027, 100% of BCE staff will have reviewed and utilized the CMP, participated in Campus PD and PLCs.

By May 2027, 100% of BCE staff will have completed a know and show chart for each power standard in their teks.

By May 2027, the percentage of BCE students scoring Approaches Grade Level or Higher on the Science STAAR/EOC will be at least 75% up from 60% in 2026.

By May 2027, the percentage of BCE students scoring Masters Grade Level on the Science STAAR will be at least 18% up from 3% in 2026.

Staff Responsible for Monitoring: Morgan Kroesche
Myra Redlin

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

Provide a systematic process to ensure high quality, engaging instruction in reading.

Strategy's Expected Result/Impact: "By May 2027, the percentage of all BCE students scoring Approaches Grade Level or Higher on the Reading STAARs will be at least 88% up from 73% in 2026.

By May 2027, the percentage of students performing at Masters Grade Level in Reading/Language Arts on the STAAR/EOC will increase to at least 36% up from 21% in 2026.

Annually, 80% of students in grades kindergarten through 5th grade will meet or exceed the iReady typical growth goal in reading.

By June 2027, 56% of students in grades kinder - 5th grade will meet stretch growth in i-Ready reading and math.

Staff Responsible for Monitoring: Mia Magana

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 5

1.1.2 Ensure high quality, engaging instruction in math.

Strategy's Expected Result/Impact: "By May 2027, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 81% up from 66% in 2026.

By May 2027, the percentage of all students performing at Masters Grade Level in Math on the STAAR/EOC will increase to at least 31% up from 16% in 2026.

By May 2027, 82% of students will meet their math i-Ready typical growth and 58% will meet their stretch growth.

Staff Responsible for Monitoring: Mia Magana
Jennifer Pichardo

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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].

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

Strategy 1

Increase the number of students who demonstrate career and workforce readiness.

Strategy's Expected Result/Impact: BCE Students will have career awareness; they will have participated in Career Day. They will have interacted with the career exploration display.

Staff Responsible for Monitoring: Counselor and Campus Principal

Formative Reviews

September	February	April	June

Strategy 2

Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability].

Strategy's Expected Result/Impact: By May 2027, the overall BCE ADA will increase from 95.76% (2026) to 98%.

Staff Responsible for Monitoring: Dr. Matt Canafax
Mia Magana
Heidi Robinson

Formative Reviews

September	February	April	June

Strategy 3

Execute, monitor, and effectively communicate the implementation of all HB3 requirements including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement].

Strategy's Expected Result/Impact: The district will remain in compliance with Texas Education Agency requirements.
By June 2027, all BCE Teachers in grades required will have their reading academy certificates.

Staff Responsible for Monitoring: Peyton Meyer

Formative Reviews

September	February	April	June

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 Source: 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

"BCE will provide a systematic multi-tiered system of support (MTSS) to include social and behavior support for students.

Utilize MTSS (social and behavior)."

Strategy's Expected Result/Impact: By May 2027, 100% of students will have completed weekly i-Ready minutes in i-Ready My Path.

By May 2027, students will move from Tiers 2 and Tiers 3 to Tier 1.

Staff Responsible for Monitoring: Matt Canafax
Mia Magana
Student Support Specialist

Formative Reviews

September	February	April	June

Strategy 2

Participate in Red Ribbon Week

Strategy's Expected Result/Impact: Students will have drug prevention awareness. Students will participate in Red Ribbon Week. Campus Leadership will collaborate with PTA on programming.

Staff Responsible for Monitoring: Students will have drug prevention awareness.

Formative Reviews

September	February	April	June

Strategy 3

100% of Bear Creek staff will use CHAMPS expectations and routines in their classrooms. Walkthroughs will note evidence of CHAMPs expectations and procedures observed.

Strategy's Expected Result/Impact: Decrease interruptions to instructional time, improve school culture and create safe environments for all students and staff. Reduce office referrals by 5% from EOY 2026 to EOY 2027. BCE Behavior Tracking Document will be used to collect data.

Formative Reviews

September	February	April	June

Strategy 4

Each week Bear Creek staff members will each nominate a BCE student for a Golden Paw or a Blue Paw for students who have demonstrated our BCE Credo: Work Hard, Show Respect, Be Kind, No Excuses.

Strategy's Expected Result/Impact: By May 2027, 100% of students will be recognized with a Blue Paw, 70% of BCE students will be recognized with a Golden Paw.
Improved campus culture, decrease student office referrals and discipline incidents.

Staff Responsible for Monitoring: Mia Magana
Matt Canafax

Formative Reviews

September	February	April	June

Strategy 5

Bear Creek will continue the PBIS committee that will meet monthly to discuss campus expectations, rewards, and initiatives aimed at promoting and increasing the desired student behaviors in classrooms, cafeteria, hallways and recess.

Strategy's Expected Result/Impact: All classroom teachers will fill up their Cub Compliment charts each month.
BCE will hold four PBIS reward school wide events.
BCE will start the PBIS store for students to shop.
PBIS Committee will present to campus staff one time per month to review status of PBIS on campus.

Staff Responsible for Monitoring: Mia Magana
Brittany Workman

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Monitor opportunities for all students to engage in scholastic experiences

Strategy's Expected Result/Impact: By May 2027, All BCE 4th and 5th graders will participate in the Spelling Bee.

Staff Responsible for Monitoring: Mia Magana
Michelle Brosi

Formative Reviews

September	February	April	June

Strategy 2

Monitor student participation in the campus PE program.

Strategy's Expected Result/Impact: By May 2027, 50% of BCE students will have participated in the impossible shot PE challenge.
By May 2027, 100% of BCE students will have participated in the Cub Challenge running event.

Staff Responsible for Monitoring: Coach Steven Adkins

Formative Reviews

September	February	April	June

Strategy 3

Monitor student participation in the campus Fine Arts programs.

Strategy's Expected Result/Impact: By May 2027, 100% of BCE students (k-5) will have participated in a choir program at school.
100% of BCE students (k-5) will have performed on the cafeteria stage.
By May 2027, selected students at BCE will have participate in champions dance club.

Staff Responsible for Monitoring: Mia Magana

Formative Reviews

September	February	April	June

Strategy 4

Continue to recruit and train students to serve on the BCE Student Council and weekend food club.

Strategy's Expected Result/Impact: Improved campus culture, decrease student office referrals and discipline incidents.
By May 2027, BCE will create a baseline of students participating in campus clubs.

Staff Responsible for Monitoring: Heidi Robinson
Mia Magana

Formative Reviews

September	February	April	June

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 Source: 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

BCE staff will utilize attendance incentives through grade level and class competitions to encourage and increase student attendance.

Strategy's Expected Result/Impact: By May 2027, the overall ADA will increase from 95.76% to 98%."

Staff Responsible for Monitoring: Heidi Robinson
Mia Magana
Matt Canafax
Georgia Stewart

Formative Reviews

September	February	April	June

Strategy 2

Bear Creek Elementary will utilize an Assistant Principal Intern/Administrative Liaison who facilitates connections between students, families, general education classrooms, MTSS, and specialized program support in order to improve student academic and behavioral outcomes.

Strategy's Expected Result/Impact: Instructional time lost due to discipline will decrease
Improved rate of academic growth in Tier 3 and Tier 2 student populations
Greater coherence of student support provided
Increased school and family partnerships

Staff Responsible for Monitoring: Mia Magana
Ellen Esslinger

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 dating violence.

By May 2027, Campus Principal will send parent communication regarding Title IX information at the elementary campus.
By May 2027, Students will have awareness of safety.

Staff Responsible for Monitoring: Mia Magana

Formative Reviews

September	February	April	June

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 Source: Staff Satisfaction Surveys

Strategy 1

BCE lead team will recognize and celebrate the staff through monthly treat carts, weekly door signs (3 staff members per week), Staff recognitions shoutouts in the Bear Necessities Newsletter, birthday emails for all staff, and weekly thank you cards for BCE and district staff.

Strategy's Expected Result/Impact: By May 2026, 100% of staff would have been recognized with a Magic Maker door sign.
By May 2026, 100% of staff will have been recognized with a thank you card.

Staff Responsible for Monitoring: Mia Magana

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

September	February	April	June

Strategy 2

BCE will create and distribute a staff survey after the first semester to collect feedback or suggestions for improvement of school dynamics.

Strategy's Expected Result/Impact: BCE Leadership will implement 1-2 suggestions from staff feedback by the end of 2026.

Staff Responsible for Monitoring: Mia Magana

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

September	February	April	June

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

BCE will build authentic relationships with our staff, teachers, and administrators through Monthly house meetings.

Strategy's Expected Result/Impact: Staff will meet to discuss school culture one time per month from September 2025- April 2026.

Staff Responsible for Monitoring: Mia Magana & House Leaders

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

September	February	April	June

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 Source: 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

The campus will work with district staff to create and provide quality professional development on district professional development days and faculty meetings that are targeted at improving student outcomes based on Bear Creek student data and needs.

Strategy's Expected Result/Impact: Quality instruction and training for staff that will lead to improved student outcomes

Staff Responsible for Monitoring: Mia Magana

TEA Priorities: Build a foundation of reading and math

Formative Reviews

September	February	April	June

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

Stagger Fall Curriculum night to optimize parent engagement. Curriculum night will have different times for special programs, teacher presentations will be repeated to allow access for families to participate in more than one session.

Strategy's Expected Result/Impact: 100% of Parents will attend the curriculum night or receive presentations from teachers.

Staff Responsible for Monitoring: Mia Magana

TEA Priorities: Improve low-performing schools

Formative Reviews

September	February	April	June

Strategy 2

As a Title I, Part A schoolwide campus, we 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]. Additionally, parents and families will experience programming throughout the year that fosters strong school-home partnerships [Title I Requirement].

Strategy's Expected Result/Impact: As evidenced by google form RSVPs, sign in sheets, minutes, and agendas, we will achieve effective outreach for all parents and family members, as well as, implement programs, activities, and procedures that include the meaningful involvement of parents and family members in our Title I, Part A programs. Building a strong school-home partnership will enhance student outcomes.

Staff Responsible for Monitoring: Principal, Mia Magana

Funding Sources: Supplies, Refreshements, Extra Duty Pay, Conferences 289 - Title IV, $5,275

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

BCE Social Media channels will recognize parent partnerships once per month.

Strategy's Expected Result/Impact: By May 2027, BCE Social Media Channels will have 5 posts recognizing BCE parents and community members for partnering with the campus.

Staff Responsible for Monitoring: Georgia Stewart
Mia Magana

Formative Reviews

September	February	April	June

Strategy 2

Bear Creek will utilize opportunities created by Title I requirements (including the Annual Title I Meeting, Developing and Revising the School Compact, and Developing and Revising the Campus Parent and Family Engagement Policy) to collect feedback from a wide array of parents. Additionally, these opportunities will be shared using a variety of methods and multiple meeting times in order to best engage our families, as well as, include snacks or child care to encourage participation. This includes educating campus teachers and staff on the value and utility of the contributions of parents, as well as, how to reach out, communicate, and work with parents as equal partners in the academic success of the students. The campus will also provide materials and training to help parents work to improve the academic achievement of their children, including literacy, mathematics, or technology use.

Strategy's Expected Result/Impact: Greater alignment between the supports parents and school staff can provide to identified student needs
Increased partnership between the campus and parents/family
Shared vision of campus and student success

Funding Sources: Parent and Family Engagement Supplies and Extra Duty Pay, Training 289 - Title IV, $5,275

Title I: 2.5.1, 2.5.2

Formative Reviews

September	February	April	June

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

Bear Creek will collaborate with the Euless Police Department to bring in the EPIC program for all Bear Creek Students.

Strategy's Expected Result/Impact: Create positive relationships and community engagement between the BCE community and Euless Police Department.

Staff Responsible for Monitoring: Matt Canafax
Steven Adkins

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Bear Creek staff will encourage consistent attendance by creating a welcoming environment each morning: music playing outside, monthly High-Five Fridays, and all staff members in the halls greeting students as they enter each day.

Strategy's Expected Result/Impact: By May 2027, the overall ADA will increase from 95.76% to 98%.

Staff Responsible for Monitoring: Matt Canafax
Mia Magana

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Bear Creek staff, along with the PTA, will offer multiple parent engagement nights throughout the school year including but not limited to: Meet the Teacher Night, PK information meeting, Kinder information meeting, Safety Meeting, BCE Career Day, Grade Level Math and Music Nights, and a Spring Saturday Carnival.

Strategy's Expected Result/Impact: Increase parent engagement and positive school culture

Funding Sources: 211 - ESEA Title I, Part A,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Bear Creek will host two Annual Title I meetings in the Fall Semester at different times to increase opportunities for parents to learn about the program, as well as, engage with parents in the development, renewal, and revision of strategies in the written Parent and Family Engagement Policy and the School-Parent Compact.

Strategy's Expected Result/Impact: Parents will have a variety of methods to provide the campus with feedback regarding the Schoolwide, Title I program, the Parent & Family Engagement (PFE) Policy, and the School-Parent Compact. The PFE policy and School-Parent Compact will be shared using our campus website and newsletter.

Funding Sources: 211 - ESEA Title I, Part A,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

Bear Creek will encourage and host an event on the morning of National Walk & Ride to School Day in October. Students will be given stickers if they walk or ride their bike to school on walk or ride to school day.

Strategy's Expected Result/Impact: Improved school culture and promoted healthy lifestyles.

Staff Responsible for Monitoring: Mia Magana
PTA Liaisons

Formative Reviews

September	February	April	June

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

Bear Creek will use Title One Funds to provide after-school tutoring for students at risk.

Strategy's Expected Result/Impact: Close achievement gap for students at risk: every student at Bear Creek will experience a year's growth academically.

Staff Responsible for Monitoring: Assistant Principals
Principal

Funding Sources: 211 - ESEA Title I, Part A, $7,000

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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

Bear Creek will send teachers to ESL training to prepare them for the ESL supplemental test and equip them to meet EB student needs.

Strategy's Expected Result/Impact: By May 2027, 100% of Certified teachers who teach EBs will have their ESL certification.

Staff Responsible for Monitoring: Campus Coach
Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

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

Strategy 1

BCE will add signage to the cafeteria and label each hallway with grade level of the hallway.

Strategy's Expected Result/Impact: May 2027

Staff Responsible for Monitoring: Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

Student Support Specialists and GT Teacher will support primary grades with phonological awareness, phonics and early literacy instruction; they will support teachers with interventions and small group instruction.

Strategy's Expected Result/Impact: By May 2026, Student achievement will increase in Mathematics STAAR testing.

By May 2026, the percentage of all students scoring Approaches Grade Level on the Math STAARs will be at least 71% up from 59% in 2025.

By June 2026, 70% of students will reach Typical Growth in Reading i-Ready.

Funding Sources: 1.5 211 - ESEA Title I, Part A,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	Learning Support Specialists for Reading will be on campus to accelerate learning and continue the recovery from learning loss due to the pandemic [ESSA].

Funding Summary

Funding Summary

211 - ESEA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$0.00
1	1	2	$7,000	--	$7,000.00
3	5	1		--	$0.00
3	5	2		--	$0.00
4	1	1		--	$7,000.00
4	4	1	1.5	--	$0.00
				Sub-Total	$14,000.00

289 - Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Supplies, Refreshements, Extra Duty Pay, Conferences	--	$5,275.00
3	2	2	Parent and Family Engagement Supplies and Extra Duty Pay, Training	--	$5,275.00
				Sub-Total	$10,550.00

Grapevine-Colleyville ISD



Cannon Elementary: A GCISD STEM School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:01 AM

Mission Statement

The mission of Cannon Elementary: A GCISD STEM School is to empower each unique learner, so that they become real world problem solvers, creative innovators, life-long learners, reflective thinkers, and empathetic citizens.

Vision

Through the utilization of science, technology, engineering and mathematics, Cannon Elementary: A GCISD STEM School is instilling the skills of thinking critically, being creative, communicating effectively, and having empathy, in each of our students so that they will become the future problem solvers of the world.

Value Statement

District Core Values: Purpose, Innovation, Community

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 14

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 21

Goals 22

Goal 1 : Student Achievement and Post Secondary Readiness 23

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 35

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 38

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 42

Comprehensive Needs Assessment

Demographics

Summary

Total Enrollment =		**555**
Level	Number	
Prek	22	
Kinder	82	
1st	84	
2nd	85	
3rd	72	
4th	97	
5th	111	
	Ethnicity	
	Asian	4.69%
	African American	3.63%
	Hispanic	27.39%
	American Indian	0.36%
	Pacific Islander	0.18%
	White	58.56%
	2 or more races	5.23%
Special Services		
	504	.039% (22 students)
	Emergent Bilingual	.091% (51 students)
	Special Education	27.56% (153 students)
	Economically Disadvantaged	34.77% (193 students)

Strengths

Our school community is enriched by a vibrant, highly diverse student body whose distinct backgrounds, life experiences, and cultural perspectives serve as an indispensable driver of our STEM teaching and learning mission. Rather than viewing variance in student experiences as a challenge to overcome, we recognize that complex scientific, technological, engineering, and mathematical problem-solving fundamentally relies on cognitive diversity.

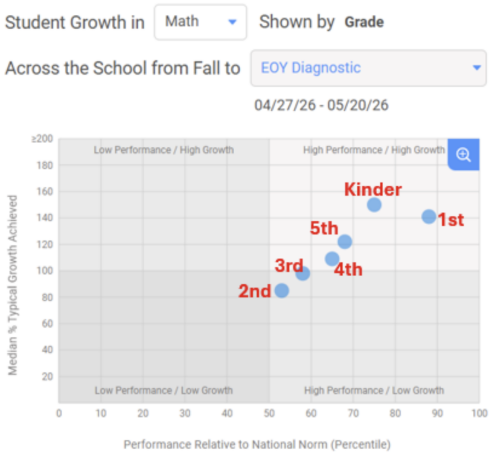
Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.

★ = Priority

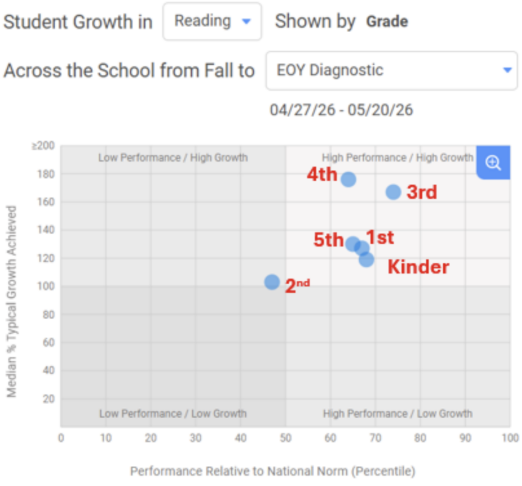
Student Learning

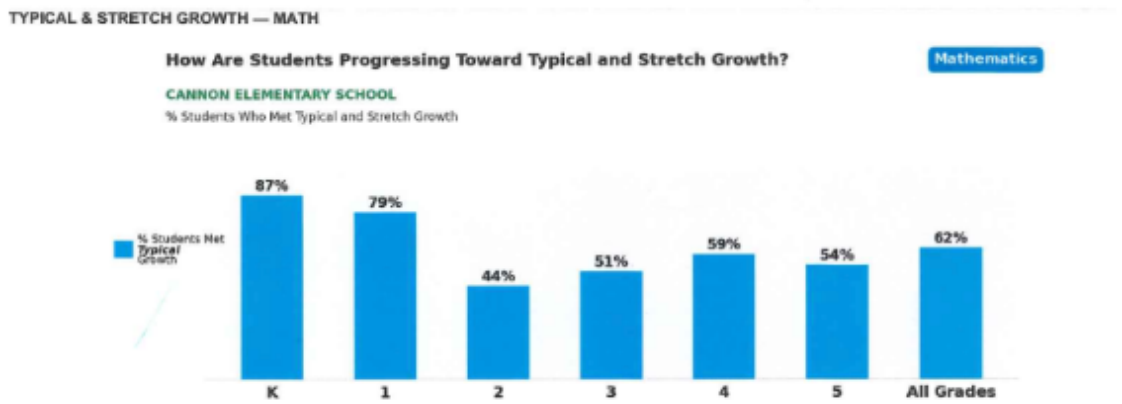
Summary

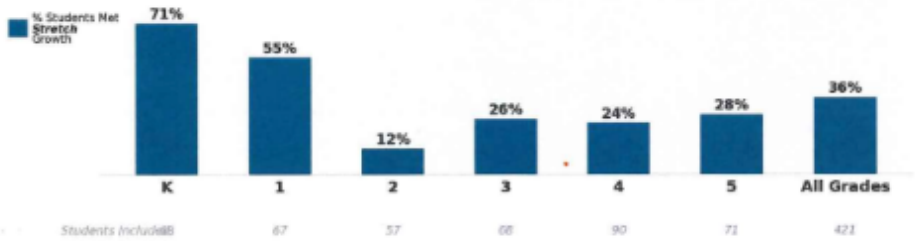


2026 End-of-Year iReady Math Achievement and Growth

2026 End-of-Year iReady Reading Achievement and Growth







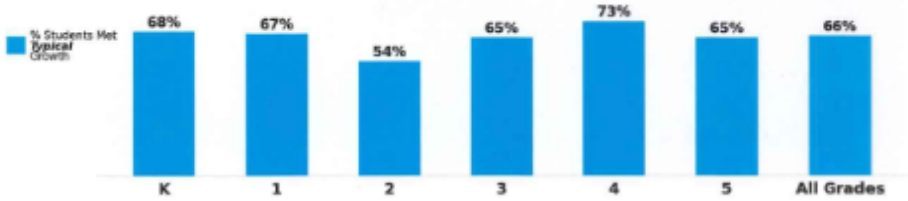
TYPICAL & STRETCH GROWTH — READING

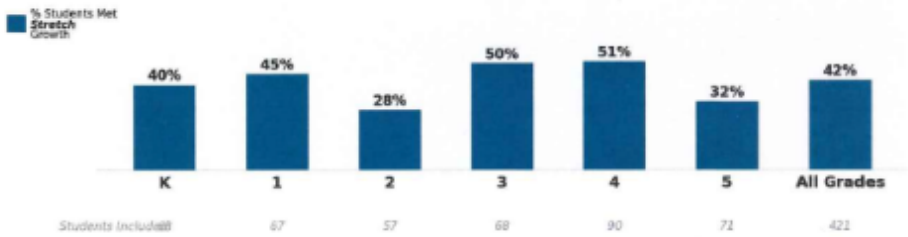
How Are Students Progressing Toward Typical and Stretch Growth?

Reading

CANNON ELEMENTARY SCHOOL

% Students Who Met Typical and Stretch Growth





Strengths

2026 STAAR

STAAR Summative Mathematics

Grades Tested: **3, 4, 5, 6**

Tests Taken: **230**

Date Last Taken: **04/30/2026**



Percent	25%	29%	23%	23%
Count	58	66	52	54

STAAR Summative Reading Language Arts

Grades Tested: **3, 4, 5**

Tests Taken: **230**

Date Last Taken: **04/13/2026**



Percent	18%	19%	31%	33%
Count	41	43	71	75

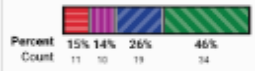
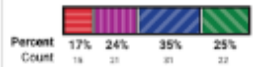
STAAR Summative Science

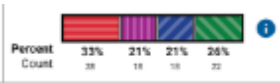
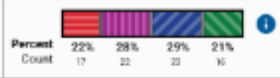
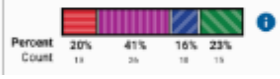
Grades Tested: **5**

Tests Taken: **74** Date Last Taken: **04/14/2026**



Percent	22%	43%	22%	14%
Count	16	32	16	10

Spring 2026 STAAR Grade 3 Reading Language Arts Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2026 RLA	67	1483	
Spring 2026 STAAR Grade 5 Reading Language Arts Online and ASL Forms	STAAR Summative	5	STAAR 3-8 Spring 2026 RLA	74	1653	
Spring 2026 STAAR Grade 4 Reading Language Arts Online and ASL Forms	STAAR Summative	4	STAAR 3-8 Spring 2026 RLA	89	1574	

Spring 2026 STAAR Grade 4 Mathematics Online and ASL Forms	STAAR Summative	4	STAAR 3-8 Spring 2026 Math	86	1570	
Spring 2026 STAAR Grade 5 Mathematics Online and ASL Forms	STAAR Summative	5	STAAR 3-8 Spring 2026 Math	78	1650	
Spring 2026 STAAR Grade 6 Mathematics Online and ASL Forms	STAAR Summative	6	STAAR 3-8 Spring 2026 Math	2	1924	
Spring 2026 STAAR Grade 3 Mathematics Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2026 Math	64	1465	

TELPAS Alternate Composite

Grades Tested: **3, 4, 5**

Tests Taken: **4**

Date Last Taken: **02/26/2026**



Percent	25%	75%
Count	1	3

TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **34**

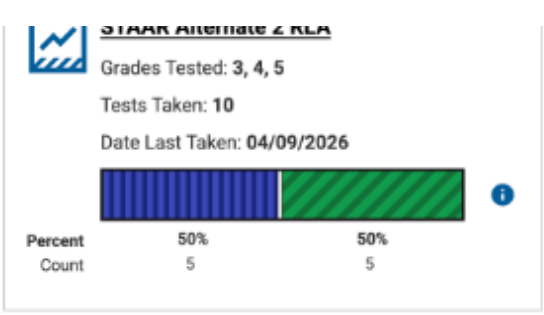
Date Last Taken: **02/24/2026**

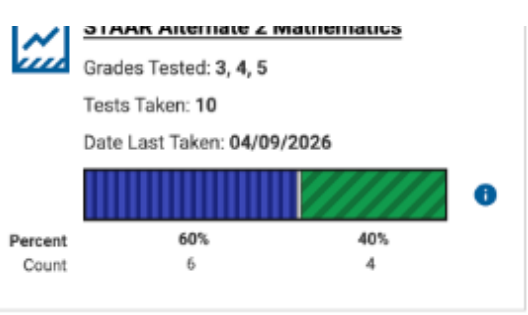


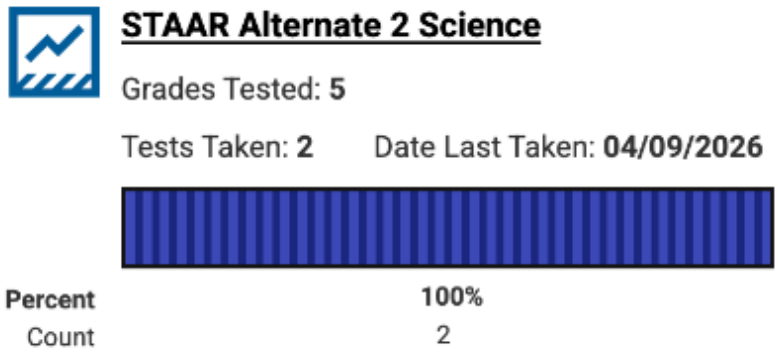
Percent	12%	50%	32%	6%
Count	4	17	11	2

STAAR Alternate 2 RLA

STAAR Alternate 2 Mathematics







2025

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**81**	**B**	
Student Achievement		**82**	**B**	**70%**
STAAR Performance	54	82		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**74**	**C**	**0%**
Academic Growth	66	74	C	✓
Relative Performance (Eco Dis: 29.6%)		69	D	
Closing the Gaps	**56**	**78**	**C**	**30%**

2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**82**	**B**	
Student Achievement		**82**	**B**	**0%**
STAAR Performance	54	82		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**83**	**B**	**70%**
Academic Growth	74	83	B	✓
Relative Performance (Eco Dis: 31.6%)		70	C	
Closing the Gaps	**59**	**79**	**C**	**30%**

End-of-year i-Ready data, as well as 2026 STAAR data, highlight robust student academic progress across key performance metrics. Most notably, our campus achieved strong Reading growth on STAAR and i-Ready assessments, driven by significant gains within tracked student cohorts over time. This reflects our Tier 1 reading and writing instruction, as well as our strong dyslexia intervention. Additionally, students participating in the STAAR Alternate 2 assessment demonstrated substantial

achievement growth, reflecting the effectiveness of our specialized instructional strategies and targeted support programs within the ULS system.

The campus showed increased performance in all domains for STAAR accountability. Most notably, the domain of school progress improved from a 74 in 2024 to an 83 in 2026. Academic Growth increased from a component score of 66 and a scaled score of 74 in 2025 to a component score of 74 and 83 scaled score. Relative performance (Eco Dis) improved from a 69 in 2025 to a 70 in 2026, and Closing the Gaps increased from a 78 to a 79.

Achieving simultaneous growth across all three Texas Education Agency (TEA) accountability domains requires a strategic, multi-tiered approach. When a campus increases performance across the board, it reflects a balance of rigorous instruction, accelerated growth, and targeted student support. While every point counts, and we are inching forward with improvement, strategic support for Special Education growth continues to be an area of needed improvement.

Math:

3rd	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	19%	28%	36%	26%	26%	33%	20%
Approache	81%	17%	24%	28%	14%	16%	41%
Meets	61%	20%	9%	24%	20%	17%	16%
Masters	30%	34%	31%	23%	40%	33%	23%

4th	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	26%	37%	33%	31%	20%	32%	33%
Approache	74%	16%	21%	24%	12%	12%	21%
Meets	54%	15%	13%	24%	10%	10%	21%
Masters	31%	32%	33%	21%	59%	46%	26%

5th	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	18%	25%	31%	24%	23%	23%	22%
Approache	82%	14%	13%	32%	15%	27%	28%
Meets	58%	24%	18%	22%	20%	20%	29%
Masters	30%	36%	38%	21%	42%	30%	21%

Reading:

3rd	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	14%	25%	24%	17%	25%	25%	22%
Approache	18%	13%	20%	24%	10%	11%	18%
Meets	32%	12%	17%	29%	13%	15%	31%
Masters	36%	49%	39%	29%	51%	49%	28%

4th	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	11%	23%	24%	13%	17%	19%	17%
Approache	22%	14%	18%	24%	12%	18%	24%

Meets	30%	17%	17%	42%	13%	13%	35%
Masters	37%	46%	41%	21%	58%	50%	25%

5th	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	12%	19%	20%	18%	23%	29%	15%
Approache	12%	6%	9%	16%	6%	6%	14%
Meets	26%	16%	20%	25%	12%	17%	26%
Masters	50%	59%	51%	42%	58%	49%	46%

Science:

5th	District STAAR 2025	District Interim 2025	Campus Interim 2025	Campus STAAR 2025	District Interim 2026	Campus Interim 2026	Campus STAAR 2026
DNM	24%	28%	27%	32%	37%	22%	22%
Approache	36%	38%	35%	18%	17%	24%	43%
Meets	21%	18%	20%	17%	8%	5%	22%
Masters	18%	16%	18%	32%	38%	49%	14%

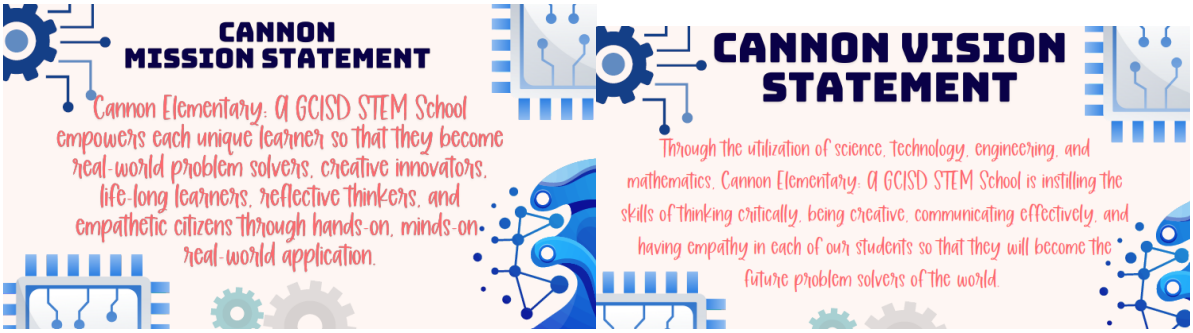
Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

★ = Priority

School Processes & Programs

Summary



Strengths

Life at Cannon

Cannon Elementary: A GCISD STEM School is the district's only elementary school with a focus on STEM-based instruction. As a STEM (Science, Technology, Engineering & Math) campus, our curricular program integrates the concept of STEM, with a strong focus on engineering and design thinking. STEM is integrated into all content areas, utilizing an inquiry-based approach in a real-world context. Students are empowered to be lifelong learners who demonstrate creative thinking, critical thinking, and problem-solving skills in an ever-changing world, because their future matters today! Cannon students have the opportunity to make authentic connections with experts in STEM careers. Through our Engineers in the Classroom program, students are inspired to learn more about investigating solutions for real-world problems and global issues.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	A rising complexity and volume of special education needs among our student body have led to increased staff workload, emotional exhaustion, and burnout. Without targeted support, resources, and streamlined processes, this strain threatens teacher retention, instructional quality, and the overall well-being of both educators and students.	The lack of systemic district support and intervention strategies for escalating student behaviors, combined with the absence of an adapted/modified math curriculum for special education and tier-three learners, forces educators to adapt the curriculum individually and manage acute behaviors without sufficient structural support.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Cannon special education students are not meeting STAAR standards at rates similar to general education students.	Tier I instruction and lesson planning do not meet the rigor of the TEKS due to academic gaps. Interventions and accommodations must be targeted and individualized to address identified academic needs. Ongoing professional development is lacking.
2 ★	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, resources, and knowledge on how to use and implement them are evolving. Ongoing district professional development is lacking.
3 ★	The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.
4 ★	The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.
5 ★	Students across the campus are demonstrating limited growth and achievement in mathematics.	Limited math growth due to two primary instructional gaps: the lack of a rigorous, holistic core mathematics resource and the absence of a structured, high-intensity math intervention model.

6 ★	Special Education student proficiency rates on benchmark assessments and state standards/ assessments remain stagnant, and achievement gaps continue to widen.	The lack of a systematic math intervention framework leaves educators without clear protocols, targeted resources, or structured time to remediate learning gaps effectively for struggling math students.
7 ★	A rising complexity and volume of special education needs among our student body have led to increased staff workload, emotional exhaustion, and burnout. Without targeted support, resources, and streamlined processes, this strain threatens teacher retention, instructional quality, and the overall well-being of both educators and students.	The lack of systemic district support and intervention strategies for escalating student behaviors, combined with the absence of an adapted/modified math curriculum for special education and tier-three learners, forces educators to adapt the curriculum individually and manage acute behaviors without sufficient structural support.
8 ★	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **Campus goals**

Accountability Data

- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

Implement the extended PLC process with kindergarten-fifth-grade teams with fidelity to ensure alignment with the district Curriculum and the continuous improvement process for integrated STEM Ed design and delivery, using STEM-integrated design and Special Education co-teaching principles.

Strategy's Expected Result/Impact: By June 2027, 80% of Cannon students will meet or exceed typical growth on iReady math and reading EOY diagnostic, which is approximately a 15% increase from 2026.
By June 2027, 60% of Cannon students will meet or exceed stretch growth on iReady math and reading EOY diagnostic, which is approximately a 15% increase from 2026.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

100% of Cannon teachers & students will apply the Engineering Design Process to daily Math and Science Problem Solving, utilizing questions from the iReady teacher toolkit, standards mastery & prerequisite skills.

Strategy's Expected Result/Impact: Cannon's 2027 Closing the Gap, Domain III, score for 3rd-5th grade math will increase from a 22% meets grade level to at least a 37% meets grade level, representing a 15% increase mathematics mastery by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Teachers

Problem Statements: Student Achievement 1, 2, 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

100% of Cannon teachers & students will apply the Engineering Design Process to writing process tasks (ie, CER, ECRs, SCRs)

Strategy's Expected Result/Impact: Cannon's 3rd-5th-grade students' scoring meets or above grade-level on the reading STAAR tests will increase by 15%.
3rd Reading from 59% to 74%
4th Reading from 60% to 75%
5th Reading from 72% to 87%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

100% of Cannon teachers will increase cross-curricular STEM Design Challenges to include two small (module/unit) and 1/2 big in the fall, and two small (module/unit) and two big in the spring (Engineering week, and spring book challenge).

Strategy's Expected Result/Impact: Cannon's 2026 TEA Relative Performance, Domain II, score will increase from 70 (C) to 80 (B) by the end of the 2026-2027 school year.

Cannon's 3rd-5th-grade students scoring at or above grade level on the reading and math STAAR tests will increase by 15%.
3rd Reading from 59% to 74%; 3rd Math from 39% to 54%
4th Reading from 60% to 75%; 4th Math from 47% to 62%
5th Reading from 72% to 87%; 5th Math from 50% to 65%

By June 2028, Cannon's 5th-grade students' scores on the science STAAR test will increase, with each performance level increasing by 15%.
Meets from 22% to 37%
Masters from 14% to 30%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Teachers

Problem Statements: Student Learning 1 - Student Achievement 4 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

100% of students in K-5 will track their own data goals for academic math and reading growth in iReady, and 100% of teachers will implement student data conferences/chats during the 2026-2027 school year.

Strategy's Expected Result/Impact: By June 2027, 80% of Cannon students will meet or exceed typical growth on iReady math and reading EOY diagnostic, which is approximately a 15% increase from 2026.
By June 2027, 60% of Cannon students will meet or exceed stretch growth on iReady math and reading EOY diagnostic, which is approximately a 15% increase from 2026.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Students across the campus are demonstrating limited growth and achievement in mathematics.	Limited math growth due to two primary instructional gaps: the lack of a rigorous, holistic core mathematics resource and the absence of a structured, high-intensity math intervention model.
2	Students across the campus are demonstrating limited growth and achievement in mathematics.	Limited math growth due to two primary instructional gaps: the lack of a rigorous, holistic core mathematics resource and the absence of a structured, high-intensity math intervention model.

2	Special Education student proficiency rates on benchmark assessments and state standards/assessments remain stagnant, and achievement gaps continue to widen.	The lack of a systematic math intervention framework leaves educators without clear protocols, targeted resources, or structured time to remediate learning gaps effectively for struggling math students.
3	Special Education student proficiency rates on benchmark assessments and state standards/assessments remain stagnant, and achievement gaps continue to widen.	The lack of a systematic math intervention framework leaves educators without clear protocols, targeted resources, or structured time to remediate learning gaps effectively for struggling math students.
4	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

100% of Cannon teachers will implement EDP/STEM Habits of Mind learning opportunities with students to establish classroom learning expectations and enhance STEM Fluency Skills (Critical thinking, problem solving, communication, resiliance, etc.)

Strategy's Expected Result/Impact: Cannon's 2026 TEA Relative Performance, Domain II, score will increase from 70 (C) to 80 (B) by the end of the 2026-2027 school year.

By June 2028, Cannon's 5th-grade students' scores on the science STAAR test will increase, with each performance level increasing by 15%.
Meets from 22% to 37%
Masters from 14% to 30%

Third-fifth grade Cannon special education students scoring at or above grade level in 2026 will increase by 15% in the school's performance distribution for STAAR accountability in math, reading, and science in 2027.

Fourth-fifth grade Cannon students' "dropping" performance levels from the previous year in STAAR will decrease by 20% for the school's performance distribution in STAAR accountability for math and reading in 2027.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Teachers

Problem Statements: Student Learning 1 - Student Achievement 4 - Curriculum, Instruction, and Assessment 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Continue to drive the Campus STEM mission utilizing the four STEM pillars: Curriculum, Culture, Community, and College and Career Pathways to ensure high-quality Pre K-5 STEM Education Implementation.

Strategy's Expected Result/Impact: Third-fifth grade Cannon students scoring "Does not meet" grade level grade performance in 2026 will decrease by 20% for the school's performance distribution in STAAR accountability for math and fifth-grade science in 2027.

Third-fifth grade Cannon students scoring "Meets" or Masters" grade level grade performance in 2026 will increase by 15% for the school's performance distribution in STAAR accountability for reading, math, and science in 2027.
3rd Reading from 59% to 74%; 3rd Math from 39% to 54%
4th Reading from 60% to 75%; 4th Math from 47% to 62%
5th Reading from 72% to 87%; 5th Math from 50% to 65%
5th Science - Masters from 14% to 30%

Staff Responsible for Monitoring: Dr. Tina Garrett

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Students will participate in embedded STEM-integrated enrichment opportunities, such as our annual STEMapalooza, STEM book challenges, National Engineers Week, Career Day, and Family Engineering Night, to increase exposure to STEM-related college and career pathways.

Strategy's Expected Result/Impact: Students and parents will have increased awareness and understanding of STEM
careers and increased parent engagement and involvement.

Third-fifth grade Cannon students scoring "Meets" or Masters" grade level grade performance in 2026 will increase by 15% for the school's performance distribution in STAAR accountability for reading, math, and science in 2027.
3rd Reading from 59% to 74%; 3rd Math from 39% to 54%
4th Reading from 60% to 75%; 4th Math from 47% to 62%
5th Reading from 72% to 87%; 5th Math from 50% to 65%
5th Science - Masters from 14% to 30%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
4	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Cannon students are not earning meets or masters on the STAAR at the same level as comparison campuses.	Tier I instruction and lesson planning do not meet at the rigor of the TEKS. Pre-existing academic gaps become the focus in Tier I instruction. Tier II systems, structures, and resources, and knowledge on how to use and implement are evolving. Ongoing district professional development is lacking.

Performance Objective 3

1.3 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 Source: 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

100% of Cannon teachers will increase cross-curricular STEM Design Challenges to include two small (module/unit) and 1/2 big in the fall, and two small (module/unit) and two big in the spring (Engineering week, and spring book challenge).

Strategy's Expected Result/Impact: By increasing student engagement and learning opportunities, campus attendance will increase from 97 to 98% for the 2026-2027 school year.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Implement Math Student Support Specialist Poisition: embedded small-group tutoring for at-risk students in 3rd, 4th, and 5th
grades, based on Spring 2026 STAAR data and iReady BOY and MOY data to ensure the closing of academic gaps in mathematics.

Strategy's Expected Result/Impact: Cannon's 2027 Closing the Gap, Domain III, score for 3rd-5th grade math will increase from a 22% meets grade level to at least a 37% meets grade level, representing a 15% increase mathematics mastery by the end of the 2026-2027 school year.

Cannon's 3rd-5th-grade students scoring at or above grade level on the math STAAR tests will increase by 15%.
3rd Math from 39% to 54%
4th Math from 47% to 62%
5th Math from 50% to 65%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 3

Provide a systemic campus-wide Cub Pride (Partnership, Respect, Integrity, Dependability, Empathy) multi-
tiered support system (MTSS) for social and behavioral support.

Strategy's Expected Result/Impact: By effectively aligning progress monitoring to support students' academic and behavioral needs, 70% of identified MTSS students will meet their iReady Typical Growth goal in both math and reading.

By effectively aligning progress monitoring to support students' academic and behavioral needs, 50% of identified MTSS students will meet their iReady Stretch Growth goal in both math and reading.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The special education identification rate within Cannon stands at 28%--nearly double the state and national averages (~15%). Comprehensive audits confirm that the evaluation process itself is legally compliant, accurate, and unbiased; students placed in special education do meet the formal clinical criteria for disability services.	High rates of unaddressed early childhood trauma and external socioeconomic stressors contribute to genuine, documented developmental, emotional, and behavioral delays before kindergarten. A high rate of incoming transfer students who either enroll with active Individualized Education Programs (IEPs) or present with severe, unaddressed skill gaps resulting from educational disruption.

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Implement Applied STEM Computational Thinking for all K-5 students every week through specials rotations

Strategy's Expected Result/Impact: Cannon's 3rd-5th-grade students scoring at or above grade level on the reading and math STAAR tests will increase by 15%.
3rd Reading from 59% to 74%; 3rd Math from 39% to 54%
4th Reading from 60% to 75%; 4th Math from 47% to 62%
5th Reading from 72% to 87%; 5th Math from 50% to 65%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Heather Hagar Applied STEM Specials Teacher

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Implement extracurricular opportunities, including increased Robotics groups, STEMbassador leadership, library ambassadors,
Choir, and Art Ambassadors

Strategy's Expected Result/Impact: Cannon's 2026 TEA Relative Performance, Domain II, score will increase from 70 (C) to 80 (B) by the end of the 2026-2027 school year.

By June 2028, Cannon's 5th-grade students' scores on the science STAAR test will increase, with each performance level increasing by 15%.
Meets from 22% to 37%
Masters from 14% to 30%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal
Specials Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

100% of Cannon teachers will implement EDP/STEM Habits of Mind learning opportunities with students to establish classroom learning expectations and enhance STEM Fluency Skills (Critical thinking, problem solving, communication, resiliance, etc.)

Strategy's Expected Result/Impact: Cannon's 2027 TEA Relative Performance, Domain II, score will increase from 70 (C) to 80 (B) by the end of the 2026-2027 school year.

Campus attendance will increase from 97 to 98% for the 2026-2027 school year.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Implement prevention campaigns- Red Ribbon Week, Career Day, etc.

Strategy's Expected Result/Impact: 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 Responsible for Monitoring: Mandy Coburn, Counselor

Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Performance Objective 1

2.1 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 Source: Gallup Surveys

Strategy 1

Cannon will participate in the GCISD Job fair.; The Cannon leadership team will participate in the spring for
GCISD recruitment

Strategy's Expected Result/Impact: 100% of open 2027-28 positions will be filled with highly qualified candidates.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

Build trusting relationships with our staff and community stakeholders by engaging them to empower our
campus culture, processes, and experiences - Feedback to Action.

Strategy's Expected Result/Impact: Campus staff surveys will provide specific areas of strengths and needed adjustments.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Provide staff with ongoing coaching and professional development to continuously improve responsive,
rigorous, and relationship-centered service.

Strategy's Expected Result/Impact: Aligned campus professional development plan, ensuring all staff feel seen,
heard, and valued.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

Provide teachers with campus-based feedback and growth opportunities to improve their teaching practices and
focus on individual professional growth.

Strategy's Expected Result/Impact: Cannon's overall satisfaction will increase from 88% to 90%

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Facilitate campus instructional walks weekly to ensure timely feedback for teachers and a rigorous learning environment with high-quality instruction.

Strategy's Expected Result/Impact: Evaluate walkthrough data for validation and professional development planning.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Sustain a campus systematic approach to Professional Learning Community (PLC) data disaggregation and STEM-integrated instructional design.

Strategy's Expected Result/Impact: Calibration of lesson plans to ensure fidelity and alignment to instructional content and rigor.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

Implement roundtable family input opportunities and utilization of the feedback.

Strategy's Expected Result/Impact: Increased parent engagement and involvement.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

Encourage Cannon family participation in district committees; .Cannon will have representation in all district-
level committees (DEC, SHAQ, FRLA, Leadership GCISD, etc..)

Strategy's Expected Result/Impact: Increased Cannon participation in GCISD Community Committees

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

Implement extracurricuar opportunities including Robotics, STEMbassador leadership, library ambassadors,
Choir, Art, etc...

Strategy's Expected Result/Impact: By May of 2027, increase participation in extracurricular activities by 10%.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

100% of Cannon teachers will implement EDP/STEM Habits of Mind learning opportunities with students to establish classroom learning expectations and enhance STEM Fluency Skills (Critical thinking, problem solving, communication, resiliance, etc.)

Strategy's Expected Result/Impact: Campus attendance will increase from 97 to 98% for the 2026-2027 school year.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Encourage Cannon family participation in district committees; .Cannon will have representation in all district-
level committees (DEC, SHAQ, FRLA, Leadership GCISD, etc..)

Strategy's Expected Result/Impact: Increased Cannon participation in GCISD Community Committees

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

Implement increased strategic movement within all specials classes - yoga, music & movement, art & movement

Strategy's Expected Result/Impact: By May of 2027, create a baseline for students' Increased instructional stamina due to frequent brain breaks

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

Develop greater understanding among the staff and community regarding the budget development process and
utilization of District funds. Integrate talking points and justifications during community events, CEC, faculty meetings,
fundraising events , campus newsletter

Strategy's Expected Result/Impact: By May of 2027, create a baseline for staff understanding of budget restrictions.

Staff Responsible for Monitoring: Dr, Tina Garrett, principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 2

4.2 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

Take advantage of grant opportunities for Education Foundation grants to enhance innovative learning
experiences; "Establish Ed Foundation staff rep to keep the staff informed of opportunities
Create a campus committee to brainstorm, write, vet, and approve grant ideas with campus leadership.

Strategy's Expected Result/Impact: Apply for 100% of the opportunities offered by Ed Foundation for grants

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

Adhere to all processes and protocols, as required by Finance. Solicit feedback from Finance department around
most common mistakes to make targeted improvements.

Strategy's Expected Result/Impact: By May 2027, Cannon will average fewer than 2 returned/ erroneous purchasing/
procurement events per month to ensure efficiency and adherence to the policies and procedures.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 4

4.4 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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

Implement collaborative processes with administrative assistant and principal for work order entry and
communication to ensure facility upkeep and longevity.
1. Determine key communicator for campus with GCISD Operations Department
2. Add work order status report to weekly leadership meeting
3. Provide training to teachers about work order process (report to who, entered in system, what to report, details to
provide)

Strategy's Expected Result/Impact: By May of 2027, create a baseline for staff understanding of budget restrictions.

Staff Responsible for Monitoring: Dr. Tina Garrett, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD

Colleyville Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 11:54 AM

Mission Statement

At Colleyville Elementary School, our mission is to foster a safe, inclusive, and supportive environment that empowers students and staff to learn, cultivate meaningful relationships, and pursue excellence.

Vision

At Colleyville Elementary School, our vision shines through our core values:

Perseverance - We foster a community of resilient individuals who, despite facing challenges, are consistently driven to succeed.

Relationships - We are committed to creating connections and interactions that foster a respectful, nurturing environment for all.

Integrity - We strive to do what is right, even when it’s difficult, and no one is watching.

Communication - We strive to ensure open communication among all stakeholders, fostering clarity, consistency, and effectiveness to support the success of all students.

Empathy - Our goal is to cultivate a community where kindness, compassion, and understanding are valued.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 6

Goals 8

Goal 1 : Student Achievement and Post Secondary Readiness 9

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 14

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 17

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 21

Comprehensive Needs Assessment

Demographics

Summary

Colleyville Elementary serves approximately 570 students in Pre-K through 5th grade.

Our student population includes:

- 10% economically disadvantaged students
- 4% emergent bilingual students
- 18% students receiving special education services
- 22% gifted/talented students

Enrollment has increased by approximately 200 students from the previous year. These demographics provide important context for our campus academic goals and inform our focus on ensuring that all students have access to high-quality instruction, targeted support, and opportunities for growth.

Strengths

Colleyville Elementary serves approximately 570 students in Pre-K through 5th grade. Our campus community includes a diverse range of learners and families, with approximately 200 new students joining CES this year. We are committed to creating a welcoming and inclusive environment where students, staff, and families feel connected and valued.

CES provides students with opportunities to explore their interests and develop new skills through a variety of extracurricular clubs and enrichment opportunities, including choir, student council, chess, art, science, ambassadors, and running club. These opportunities allow students to build relationships, discover interests, and strengthen their connection to the school community.

Student Learning

Summary

Colleyville Elementary received an A rating from TEA in the 25-26 school year. With schools combined, we are reviewing data and students' needs during MTSS and PLCs. Teachers and staff use data to drive instruction based on combined scores from our new student population.

Strengths

-CES Meets and Masters
-4th BES ELA M&M growth
-4th CES Math M&M growth - cohort up 15%

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	We will focus on our High Focus Groups while reviewing data and strengthening skills of our staff in the areas of Tier 1 instruction, as well as support and enrichment.	We will start with power standards and agree on expectations for success in standard alignment (e.g., discussions during MTSS on who is on a Tier). We will hold weekly PLCs with a focus on our High Focus Groups. Breaking down data by HFG to monitor all students in all areas. Coaching support for teachers new to content/grade levels and/or history of student needs based on data.

★ = Priority

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

75% of students in Grades K-5 will meet their annual typical growth goal in Reading and Math.

Strategy's Expected Result/Impact: (data will be updated after MOY iREADY Inform)

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

45% of students in Grades K-5 will meet their annual stretch growth goal in Reading and Math.

Strategy's Expected Result/Impact: (data will be updated after MOY iREADY Inform)

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

All K-5 students will write at least 1 academic goal using iReady and will monitor their progress in a tracking notebook/folder a minimum of 3 times during the academic year.

Strategy's Expected Result/Impact: Students will take ownership of their learning and be able to communicate their growth and progress with their parents. Teachers will prepare students to be able to explain their progress to goal mastery and completion.

Staff Responsible for Monitoring: Classroom teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

During PLCs and Professional Learning, the administration and teachers will focus on strategies, best practices, and instruction to increase the academic growth score for our high-focus group, specifically our Economically Disadvantaged and Special Education populations.

Strategy's Expected Result/Impact: STAAR Growth: 54% to 61% in reading
44% to 66% in math

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 5

During PLCs and Professional Development, work to align Power Standards to improve Tier 1 instruction with a heightened response to intervention based on data.

Strategy's Expected Result/Impact: Improve our STAAR Relative Performance score from 73 to 83

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Support Staff

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

All CES staff will promote CCMR with the Wednesday staff dress calendar and college spotlights on the announcements.

Strategy's Expected Result/Impact: Students will be aware of different colleges, military specialties, and trade careers that can be available to them as they are envisioning their academic path.

Staff Responsible for Monitoring: Counselor, Librarian

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 3

1.3 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 Source: 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

Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering dropout rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA

Requirement].

Strategy's Expected Result/Impact: Improve school culture as evidence by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution.

Staff Responsible for Monitoring: Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

The PBIS Committee will routinely collect data on student behavior, analyze the data, and make recommendations for campus policies/procedures to make targeted improvements for behavioral concerns in campus common areas.

Strategy's Expected Result/Impact: Identify the most prevalent misbehaviors, behaviors that interfere most with student learning, or behaviors that have the greatest negative impact on the school environment.

Staff Responsible for Monitoring: Assistant Principal, PBIS Committee

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Utilize data to identify extracurricular activities that have potential to motivate students to attend school more regularly as well as instill a sense of belonging at our school.

Strategy's Expected Result/Impact: All CES students will have opportunities to be involved in extracurricular activities (ex. Baseball Card Club, Choir, Running Club, STUCO, Cheer Club, Cooking Club, Brain Boosters, and Chess Wizards) as well as expose our students to different extracurricular activities through the fine arts and athletic programs at the secondary level.

Staff Responsible for Monitoring: Club Sponsors, Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Enriching educational opportunities will be provided within the school day to develop students' skills and talents, explore special interests, and allow students to perform/demonstrate/exhibit the products of their work.

Strategy's Expected Result/Impact: Student participation or attendance in a CES/GCISD events (Pep Rallies, Multicultural Night, Student Showcase, Science Night, Theater/Band Performances) demonstrating content knowledge, confidence, and communication skills.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Performance Objective 1

2.1 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 Source: Gallup Surveys

Strategy 1

Campus morale boosters to unite staff and encourage them to connect and collaborate.

Strategy's Expected Result/Impact: Boost morale and connect staff - we have a unique situation to consolidate two schools and bring everyone together.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 2

CES Sunshine Committee will contribute treats and other "boosters" for teachers.

Strategy's Expected Result/Impact: Expected outcome: Recognition for teacher efforts on a consistent basis and help set the baseline for future campus and teacher retention goals.

Staff Responsible for Monitoring: Counselor, Sunshine Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

Conduct BOY, MOY, and EOY anonymous staff surveys to evaluate campus pulse, culture, and climate.

Strategy's Expected Result/Impact: Provide the Administration Team with feedback on the overall temperament of the staff and campus policy/procedure and establish baseline data for future goal setting. Review results from the surveys with staff to ensure members feel heard and identify solutions in progress.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

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 Source: 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

100% of CES staff will engage in Professional Learning Communities to align and review instructional practices as well as engage in professional learning with CES's administration and district instructional coaches.

Strategy's Expected Result/Impact: Teachers will attend weekly PLC meetings facilitated by the administration. Team Leaders will eventually facilitate these meetings.

Staff Responsible for Monitoring: Principal, Assistant Principal, Team Leads

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

CES will provide opportunities, such as parent orientation, PTA Executive meetings, and curriculum nights, for all stakeholders to provide feedback and have discussions with campus leaders to maximize communication opportunities.

Strategy's Expected Result/Impact: Provide access to the planning and collaboration settings that will guide overall student success.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

CES will collaborate with our PTA to increase staff membership to 100% and reach 570 memberships among parents and community stakeholders to support the "every child one voice" campaign.

Strategy's Expected Result/Impact: Increased staff, parent, and community involvement.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

CES will distribute regular communications via newsletters through Parent Square, social media, and email to share campus information, events, and activities.

Strategy's Expected Result/Impact: Consistent communication to all staff and families

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Administrative Assistant, Librarian, Classroom Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

CES campus leadership, PTA, and the CEC will collaborate to identify partnerships with local businesses that will benefit campus initiatives and community engagement.

Strategy's Expected Result/Impact: Increase the connection between CES and new area business partnerships that positively impact our school community.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Administrative Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

All students in Pre K - 5th will participate in One School One Book in order to facilitate and promote student engagement and a culture of literacy within the school and home.

Strategy's Expected Result/Impact: 80% of students will participate.
Family engagement will build a love of literacy and foster a love of reading with students.
100% of families will receive a book.

Staff Responsible for Monitoring: Librarian, Principal, Families

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

All CES family members will be encouraged to complete the district Volunteer Background Check and will be invited to participate in volunteer opportunities on campus, including but not limited to being a classroom reader, copy room volunteer, library volunteer, etc.

Strategy's Expected Result/Impact: Increase purposeful parent interactions on campus during the school day and increase the number of parent volunteers by 5%

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Administrative Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

CES will follow guidelines from Texas and GCISD Board Policy regarding required Physical Education minutes for students in K-5 including PreK movement minutes.

Strategy's Expected Result/Impact: Ensure appropriate instructional minutes are instituted due to changes in the master schedule.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, PE Teacher

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

Solicit stakeholder input and feedback on the development and utilization of campus budget funds. This will be done through CEC, Lead Team, and campus staff meetings.

Strategy's Expected Result/Impact: Transparency, collaboration, and ensuring alignment of 100% of campus expenditures with stated campus goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 2

4.2 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

Follow all established district processes and procedures for expenditures on curriculum materials, campus supplies, and professional development.

Strategy's Expected Result/Impact: Streamline process for district level approval.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

Solicit stakeholder feedback about facility needs and long term program plans, and participate in long term facility management and bond planning committees when appropriate.

Strategy's Expected Result/Impact: Informed participation in district long term planning.

Staff Responsible for Monitoring: Principal, Assistant Principal, DEC members

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Performance Objective 4

Federal Grants will be administered according to the individual program guidelines to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

Evaluation Data Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals.

Strategy's Expected Result/Impact: Appropriately utilize federal funds to increase student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD

Glenhope Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:07 AM

Mission Statement

Glenhope Elementary Mission Statement:

Glenhope's mission is to challenge students to be global citizens who are innovative life-long learners, critical thinkers, effective collaborators and communicators.

Vision

"Everyone gets what they need!"

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Goals 17

Goal 1 : Student Achievement and Post Secondary Readiness 18

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 24

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 26

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 31

Plan Notes 33

Comprehensive Needs Assessment

Demographics

Summary

26-27

Glenhope Elementary serves 576 enrolled students in grades Pre-K–5th. The student body consists of 60.9% White, 16.1% Asian, 11.1% Hispanic, 7.4% Two or More Races, 4.1% African American, and 0.6% American Indian students. The campus houses specialized student cohorts, including 55.6% Gifted and Talented (ASPIRE Academy), 12.0% Special Education—comprising 41.5% intellectual disabilities, 23.1% physical disabilities, 16.9% autism, and 15.0% behavioral disabilities—8.1% Economically Disadvantaged, 9.9% Section 504, 5.4% Dyslexia, and 3.3% Emergent Bilingual students. This school year, the campus expanded its specialized programs by adding RISE, ECSE, and Pre-K.

25-26

- **Total Enrollment:** Glenhope serves **545 total students** (540 in total membership) in grades KG–05.
- **Gender Distribution: 59.6% Male** (325 students) and **40.4% Female** (220 students).
- **Racial & Ethnic Distribution:**
    - **White:** 60.7% (331 students)
    - **Asian:** 16.0% (87 students)
    - **Hispanic:** 11.2% (61 students)
    - **Two or More Races:** 7.5% (41 students)
    - **African American:** 4.0% (22 students)
    - **American Indian:** 0.6% (3 students)
- **Special Populations & Cohorts:**
    - **Gifted and Talented:** 55.0% (300 students), driven largely by the campus ASPIRE Academy.
    - **Special Education:** 12.7% (69 students).
    - **At-Risk:** 9.9% (54 students).
    - **Economically Disadvantaged:** 8.1% (44 students).
    - **Military-Connected:** 5.9% (32 students).
    - **Dyslexia:** 5.3% (29 students).
    - **Section 504:** 3.9% (21 students).
    - **Emergent Bilingual / English Learners:** 3.3% (18 students).
    - **Title I / Homeless / Immigrant:** 0.7% each (4 students each).

Attendance, Mobility, & Discipline

- **Attendance Rate: 97.1%**, significantly outperforming both district (96.1%) and state (93.6%) averages.
- **Low Mobility & Attrition:** Overall student mobility is **4.4%** (23 students), well below the state average of 15.7%.

Student attrition stands at **8.9%**.

- **Discipline: 0.0% disciplinary placements** (0 students) during the prior school year.

Staff Profile, Qualifications, & Ratios

- **Total Staff: 46.6 FTEs**, comprising 43.6 Professional Staff (36.6 Teachers, 4.0 Professional Support, 3.0 Campus Administrators) and 3.0 Educational Aides.
- **Student-to-Teacher Ratio: 14.7 to 1**.
- **Teacher Experience:**
    - **Average Total Experience: 11.6 years** (matching state average), with an average of **6.8 years** tenure within GCISD.
    - **Experience Breakdown:** 2.7% Beginning Teachers, 30.0% 1–5 Years, 21.0% 6–10 Years, 29.9% 11–20 Years, and 16.4% 21–30 Years.
- **Teacher Advanced Degrees: 30.5%** of teachers hold a Master's Degree; 69.5% hold a Bachelor's Degree.
- **Teacher Demographics:** 83.6% White, 10.9% Hispanic, 2.7% African American, and 2.7% Two or More Races. Female teachers account for 89.9% and Male teachers 10.1%.
- **Population Served by Teachers:** 73.0% Regular Education, 25.2% Gifted & Talented Education, and 1.4% Special Education.

Strengths

- The campus maintains a diverse academic population with high enrollment in advanced academic programming (55.6% GT/ASPIRE).
- Student mobility remains low at 7.8% compared to the state average of 15.7%.
- Attendance and retention rates remain high across all general education grade levels

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Historically siloed programs and dual-option meeting formats created fragmented communication across grade levels.	Previous campus structures lacked shared intervention blocks and intentional cross-program collaboration routines.
2	A programmatic and social silo exists between ASPIRE and general education student populations, compounded by the addition of Pre-K, ECSE, and RISE programs.	Operational structures and physical campus layouts historically encouraged separate learning environments rather than shared community spaces and inclusive programming.

★ = Priority

Student Learning

Summary

Glenhope earned an **Overall TEA Accountability Rating of A (95)**, with Domain I (Student Achievement) at 95, Domain II (School Progress) at 95, and Domain III (Closing the Gaps) at 94. The campus earned **all 6 of 6 Distinction Designations**: Academic Achievement in ELA/Reading, Mathematics, and Science, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.

Reading/Language Arts (RLA), Mathematics, and Science. Overall performance across all subjects reached 94% Approaches Grade Level or Above, 84% Meets Grade Level or Above, and 64% Masters Grade Level, resulting in a STAAR Component Score of 81.

- **Subject Performance Breakdown:**
  - **Reading/Language Arts:** 95% Approaches, 87% Meets, and 67% Masters.
  - **Mathematics:** 95% Approaches, 85% Meets, and 64% Masters.
  - **Science:** 87% Approaches, 73% Meets, and 55% Masters.

- **Demographic & Student Group Performance (All Subjects):**
  - **Gifted & Talented Students:** Achieved 100% Approaches, 97% Meets, and 82% Masters
  - **Racial/Ethnic Groups:**
    - Asian students reached 100% Approaches / 97% Meets / 84% Masters
    - White students reached 93% Approaches / 83% Meets / 62% Masters
    - Hispanic students achieved 91% Approaches / 76% Meets / 54% Masters
    - African American students achieved 97% Approaches / 79% Meets / 45% Masters
    - Two or More Races achieved 93% Approaches / 77% Meets / 59% Masters

- **Special Populations:**

- Current Special Education students (108 tests) scored 74% Approaches, 48% Meets, and 25% Masters.
- Economically Disadvantaged students (68 tests) scored 85% Approaches, 63% Meets, and 31% Masters
- Emergent Bilingual (Current & Monitored, 47 tests) achieved 94% Approaches, 87% Meets, and 66% Masters
- High Focus students (187 tests) scored 81% Approaches, 60% Meets, and 36% Masters

- **Mobility & Enrollment Status:**
  - Continuously Enrolled students (614 tests) achieved 95% Approaches / 86% Meets / 67% Masters
  - Non-Continuously Enrolled students (121 tests) scored 87% Approaches / 74% Meets / 48% Masters

Strengths

- **Overall Exemplary Academic Performance:** The campus earned an Overall Accountability Rating of **95 (A)**, driven by a **95 (A)** in Student Achievement and a **95 (A)** in School Progress.
- **Sweep of All Eligible Distinction Designations:** The campus earned **6 out of 6 eligible distinction designations**, placing in the top quartile (Q1) statewide for Academic Achievement in RLA, Mathematics, Science, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.
- **High Core Academic Passing Rates:** On STAAR assessments across all grade levels and subjects, **94%** of tests reached Approaches Grade Level, **84%** reached Meets Grade Level, and **64%** reached Masters Grade Level.
- **Exceptional Upper-Grade Mathematics Performance:** Grade 6 Mathematics demonstrated top-tier performance with **93%** of students achieving the Masters Grade Level standard.
- **High Postsecondary Readiness Metrics: 84%** of all STAAR test results were at Meets Grade Level or Above, and **81%** of students achieved Meets Grade Level or Above in *both* Reading and Mathematics simultaneously.
- **Strong Overall Academic Growth Trajectory:** The campus achieved a raw Academic Growth score of **89** in both Reading/Language Arts and Mathematics, tying for **#1 in its 40-campus comparison group**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Special Education (SPED) student achievement lags significantly behind the campus average, with only 48% reaching Meets Grade Level and 25% reaching Masters Grade Level across all subjects (dropping to 20% Meets/Masters in 5th Grade Science)	Tier-1 instruction lacks consistently integrated scaffolded accommodations, specialized science vocabulary support, and co-teaching alignment needed to help SPED students access grade-level TEKS rigor, as well as daily extension opportunities to push general education students scoring at high "Meets" into "Masters".
2	Grade 3 students lagging in top-tier performance, specifically in Mathematics (55.0% Masters) and RLA (82% Meets), limit the campus's ability to build a wider buffer for Postsecondary Readiness indicators and long-term Academic Growth trajectories.	Lack of early-year diagnostic progress monitoring and small-group Tier-1 differentiation in K-3 classrooms designed to push students scoring at "High Meets" into the "Masters" tier before spring STAAR assessments.

★ = Priority

School Processes & Programs

Summary

Staff members report feeling heard, respected, and valued under campus administration. High engagement levels and administrative responsiveness have directly contributed to high staff retention commitments for the upcoming school year. Onboarding new specialized personnel (Pre-K, ECSE, RISE, ASPIRE) will be a primary focus.

Instructional practices focus heavily on high expectations, deep engagement, strong instruction, and on or above level instructional materials. Staying in the "Power Zone," and aggressive monitoring. PLCs meet regularly to focus on TEKS rigor and collaborative short constructed response (SCR) exit tickets.

Glenhope experienced a major positive shift in morale and stability. Staff buy-in for school-wide PBIS systems (*Gator Way* and CHAMPS) is high across core classrooms, Specials, cafeteria, and hallways, backed by proactive administrative support on discipline.

Glenhope maintains high community pride and an overall **95 (A)** rating with strong attendance (97.2%). Staff and community feedback indicates a lingering cultural divide between ASPIRE and non-ASPIRE programs.

Strengths

- **High Staff Satisfaction:** Veteran teachers described the year as the "best year EVER," feeling appreciated in unprecedented ways.
- **Strong Retention:** The majority of staff indicated plans to stay at Glenhope for the upcoming school year.
- **Formative Assessment Practices:** High teacher proficiency in utilizing grade-level assignments and aggressive monitoring to track mastery.
- **Data-Driven Decision Making:** Implementation of "Academic Growth Maps" (dot strategy) and weekly *GatorAID* intervention plans.
- **Get Better Faster Coaching with feedback**
- **Positive Climate Shift:** Staff rated Glenhope near-perfect (4.8 out of 5) as a place to work and learn.

- **School-Wide PBIS (CHAMPS):** Full buy-in across grade levels, administration, and Specials teams, with structural resets improving cafeteria, hallway, and assembly routines.

- **Exemplary Campus-Wide Student Attendance:** The campus maintains a **97.2% attendance rate**, earning top-quartile (Q1) placement across all eligible distinction categories and demonstrating high overall student engagement and daily family commitment across both programs.

- **High Academic Standards & Tradition of Success:** The campus community shares a deep pride in academic excellence, evidenced by an **Overall 95 (A) Rating** and a sweep of **all 6 eligible TEA Distinction Designations**.
- **Specialized Academic Opportunities:** The co-existence of the high-achieving ASPIRE academy alongside a strong general education program provides a rich, multifaceted learning environment with diverse instructional talents and resources on a single elementary campus.
- **Proactive Investments in Unified School Culture:** Campus leadership is actively taking steps to build community and bridge program divides, including purchasing whole-school engagement tools—such as a unified **House System**—to unite all students and staff regardless of academic track.
- **Strong Community Partnership & Support:** Active parent and community involvement supports high expectations

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Professional development needs remain around Tier 1 differentiation and Tier 2 diverse learner support.	Staff survey feedback highlights requests for targeted training on differentiated instruction strategies during Tier 1 and working with diverse learners during Tier 2.
2	Need for deeper, consistent alignment of PLC meetings with TEKS rigor across all content areas.	Inconsistent collaborative creation and routine analysis of SCR exit tickets across all teams and programs.
3	Inconsistent execution of CHAMPS routines in common transition areas across a minority of teams.	Lack of calibrated campus-wide refresher training for common area expectations during mid-year transitions.
4	Staff and community stakeholders perceive a persistent cultural and academic divide between the ASPIRE (gifted academy) and non-ASPIRE programs, which is reflected in stark performance tier disparities between G/T students and Non G/T or High Focus student groups and impacts overall campus climate.	Campus instructional schedules, professional learning communities (PLCs), and student activities historically operate in silos, providing limited opportunities for cross-program teacher collaboration, shared professional development, and intentional integration of all students in campus-wide climate initiatives.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Results Driven Accountability (RDA)**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**
- [x] **Community Based Accountability System (CBAS)**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Observation Survey results**

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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.

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

Strategy 1

Ensure daily, systematic, high-quality reading instruction in grades 3-5 by creating and analyzing short constructed response exit tickets in our Professional Learning Community (PLC).

Strategy's Expected Result/Impact: By the release of the 2027 STAAR scores, Glenhope Elementary will increase the percentage of Special Education (Current) students scoring At Meets Grade Level or Above across all subjects from 48% to 60%, and At Masters Grade Level from 25% to 35%, while maintaining high Meets-to-Masters trajectory school-wide.

3rd Grade Reading: Increase Meets from 82% to 88%; increase Masters from 64% to 70%.
4th Grade Reading: Maintain/Increase Meets from 93% to 95%; increase Masters from 63% to 70%.
5th Grade Reading: Increase Meets from 84% to 90%; increase Masters from 74% to 78%.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Strategy 2

Ensure daily, systematic, high-quality math instruction by creating and analyzing exit tickets in our Professional Learning Community (PLC). This process will help us align on common vocabulary and promote higher-level questioning.

Strategy's Expected Result/Impact: By the release of the 2027 STAAR scores, Glenhope Elementary will increase the percentage of Special Education (Current) students scoring At Meets Grade Level or Above across all subjects from 48% to 60%, and At Masters Grade Level from 25% to 35%, while maintaining high Meets-to-Masters trajectory school-wide.
3rd Grade Math: Increase Meets from 71% to 80%; increase Masters from 55% to 65%.
4th Grade Math: Increase Meets from 88% to 92%; increase Masters from 59% to 68%.
5th Grade Math: Increase Meets from 85% to 90%; increase Masters from 64% to 70%.
5th Grade Science: Increase Meets from 73% to 80%; increase Masters from 55% to 65%.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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.

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

Strategy 1

The GHES gifted specialist will meet with small groups of students not currently identified as gifted and talented (GT) on a weekly basis to provide them with reading and mathematics enrichment opportunities.

Strategy's Expected Result/Impact: Students who participate will increase a performance level on iready/STAAR.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem
Louisa Hilton

Formative Reviews

September	February	April	June

Strategy 2

By the end of the school year, our campus will implement an annual "Career Exploration Day" to introduce all students to a diverse range of professions and military opportunities. This initiative aims to build foundational awareness of future pathways and inspire a sense of purpose from an early age.

Strategy's Expected Result/Impact: Students will have an opportunity to learn about various careers.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem
Lauren Canafax

Formative Reviews

September	February	April	June

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 Source: 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

100% of staff will use CHAMPS expectations and routines in their classrooms. Walkthroughs will note evidence of CHAMPs expectations and procedures observed.

Strategy's Expected Result/Impact: Decrease interruptions to instructional time, improve school culture and create safe environments for all students and staff. School administrators will conduct frequent, informal walkthroughs using a standardized checklist focused on observing CHAMPS implementation. The feedback provided will be specific, actionable, and delivered in a supportive, non-evaluative manner. The goal is to identify areas of strength and provide targeted support for areas needing improvement.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Strategy 2

Our goal is to celebrate students who consistently demonstrate the "Gator Way" -- being kind to everyone, respectful every day, and responsible in every way.

Strategy's Expected Result/Impact: Each week, teachers will nominate students who exemplify these qualities. These students will be recognized and celebrated during lunch, providing a positive example for the entire school community and reinforcing the values we hold.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem
Lauren Canafax

Formative Reviews

September	February	April	June

Strategy 3

GHES will implement a multi-tiered system of support (MTSS) for social and behavioral needs at GHES. We will be proactive and data-driven approach to student at the individual level.

Strategy's Expected Result/Impact: We will meet once a month as a grade level and look at students data at the individual level. We will determine early intervention, as students receive support at the first sign of struggle, preventing issues from escalating. This will improve student outcomes by fostering a positive school climate, but also ensuring that school resources are used efficiently.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Strategy 4

At the end of each 9-week period, total attendance percentages are calculated by House. The House with the highest attendance rate receives dedicated House Points toward the overall school championship. Unannounced high-energy days featuring morning music, greeting posters, and targeted rewards. Students present on these days earn incentives like Gator Bucks or restaurant coupons.

Strategy's Expected Result/Impact: Moving from 97.4% to 98.0% represents closing a small gap in daily attendance (approx. 1 additional day present per student over a term).

Staff Responsible for Monitoring: Alishia Ilic
Lauren Canafax

Formative Reviews

No Progress

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

GHES will implement "Gatorville" once per nine weeks to boost student involvement. Every student will participate with this being during the day and let students choose what they would like to do out of the 20 options.

Strategy's Expected Result/Impact: 100% of students will participate in Gatorville once a month.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

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 Source: 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

Counselor will work with students who might be struggling with peer relationships, academic performance and attendance in small groups or individually.

Strategy's Expected Result/Impact: Students will have a safe place to receive tools needed in order to succeed academically, socially and emotionally and in addition a reduction in office referrals.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Strategy 2

GHES will implement a consistent schoolwide Gator Wagon to reinforce positive behavior and demonstration of school values and expectations.

Strategy's Expected Result/Impact: The Gator Wagon will make weekly rounds, allowing students to use their earned Gator Bucks to purchase small, desirable items.
GHES will hold four PBIS reward school wide events.
GHES will start the PBIS store for students to shop.

Staff Responsible for Monitoring: Alishia Ilic

Formative Reviews

No Progress

September	February	April	June

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 Source: Campus based instrument provided to teachers for feedback.

Strategy 1

GHES will create and distribute a staff survey after the first semester to collect feedback or suggestions for improvement of school dynamics.

Strategy's Expected Result/Impact: GHES Leadership will implement 2 action items from staff feedback by the end of 2027.

Staff Responsible for Monitoring: Alishia Ilic
Lauren Canafax
Nicki Clem
Megan Arnold

Formative Reviews

September	February	April	June

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

GHES Admin team will recognize and celebrate the staff through Edugator of the Week, staff recognition shoutouts in the Newsletter, birthday emails for all staff, and weekly thank you cards for GHES and district staff.

Strategy's Expected Result/Impact: Staff ratings on EOY staff survey would indicate they have been recognized and feel appreciated by administration.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem
Megan Arnold
Lauren Canafax

Formative Reviews

September	February	April	June

Strategy 2

GHES will provide professional growth pathway opportunities for teachers. This could be leading a part of a PLC, demonstrating a new strategy at a faculty meeting or mentoring a teacher.

Strategy's Expected Result/Impact: More teachers will grow in their leadership.

Formative Reviews

September	February	April	June

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 Source: U

Strategy 1

Utilize the Get Better Faster Coaching process with all new teachers.

Strategy's Expected Result/Impact: Students will show growth in universal screeners and STAAR.

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem
Instructional Coaches

Formative Reviews

September	February	April	June

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.

Evaluation Data Source: None

Strategy 1

GHES will be hosting five "Coffee with the Principal" sessions this year, each with a specific theme, to gather targeted feedback and build stronger connections with the community. This information will be utilized for direct engagement to better understand your perceptions and collaboratively improve our school.

Strategy's Expected Result/Impact: Host 5 events that are Coffee with the Principal

Staff Responsible for Monitoring: Alishia Ilic
Nicki Clem

Formative Reviews

September	February	April	June

Strategy 2

GHES has a parent feedback survey open in our weekly parent newsletter to collect feedback and questions from parents. This will help us identify areas for improvement.

Strategy's Expected Result/Impact: Check the survey weekly and respond to parents and bring this information to leadership team to determine what can be done better.

Formative Reviews

September	February	April	June

Performance Objective 2

Community Engagement and Partnerships: Increase awareness of engagement and partnership

opportunities between the district/campuses and our community.

Strategy 1

GHES will share a weekly newsletter that highlights specific opportunities for parents to connect and gain information about GHES and GCISD.

Strategy's Expected Result/Impact: Weekly opportunities will be shared in newsletter sent every Sunday

Staff Responsible for Monitoring: Alishia Ilic

Formative Reviews

September	February	April	June

Strategy 2

GHES staff will work collaboratively to partner with PTA to create volunteer opportunities for parents and grandparents.

Strategy's Expected Result/Impact: Increased school/home connections.

Formative Reviews

September	February	April	June

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

Campus leadership and PTA leaders will regularly seek opportunities for business partnerships and support through sponsored programs or donations for students and staff.

Strategy's Expected Result/Impact: By May 2027, GHES will have 3 new area business partnerships that positively impact our school community.

Staff Responsible for Monitoring: Lauren Canafax

Formative Reviews

September	February	April	June

Performance Objective 4

All students will have a successful transition back to in-person learning 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. Additionally, student attendance will return to or exceed pre-pandemic levels.

Evaluation Data Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

AP and counselor will continue to track attendance and make regular contact with families at 10 days, 14 days and 8 unexcused days absence.

Strategy's Expected Result/Impact: Our attendance rate for 26-27 will be 97.5%.

Formative Reviews

September	February	April	June

Strategy 2

Establish a campus-wide house system by assigning all students and staff to a house to foster a strong cross-grade community, unity, and belonging. Weekly character traits aligned with school-wide expectations will be recognized during morning announcements through student points and accolades, while bi-weekly House Huddles will allow students to put these traits into practice through service and team-building activities. House points and participation metrics will be continuously tracked and displayed using a digital dashboard or visual tracking board in a central hallway to maintain engagement and school spirit.

Strategy's Expected Result/Impact: increase in student feelings of belonging and safety compared to the previous school year.

Staff Responsible for Monitoring: Alishia Ilic
Jennifer Cottle

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

In combination with PTA, GHES will provide multiple opportunities for parents to be involved and volunteer (Lunch Room Duty, Library Helper, Art Helper, Lunch with a Loved One, Copy Room Helper).

Strategy's Expected Result/Impact: We will have more families feeling more connected to the campus and aware of the instructional practices that support students. Utilizing more hands in the classroom to meet the needs of students will help 90% of our students to meet their iReady goals in both reading and math.

Staff Responsible for Monitoring: Alishia Ilic

Formative Reviews

September	February	April	June

Strategy 2

GHES teachers will hold BOY conferences in order to provide parents with information on the universal screeners.

Strategy's Expected Result/Impact: Parents will learn strengths and weakness and have a better understanding of how GCISD uses universal screeners.
100% of families will receive a BOY and EOY parent conference.

Formative Reviews

September	February	April	June

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 Source: 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

Students will exercise regularly, discuss goals for themselves, and do BOY and EOY testing for pacer.

Strategy's Expected Result/Impact: 95% of Glenhope 5th grade students will increase their EOY Pacer score to target levels.

Staff Responsible for Monitoring: Michael Maupin
Paige Sweatt

Formative Reviews

September	February	April	June

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

The campus principal will present the campus budget to the CEC and solicit input/ feedback for the next year.

Strategy's Expected Result/Impact: Agenda and feedback from CEC.

Formative Reviews

September	February	April	June

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

GHES will utilize district approval process to procure materials and resources that align with district and campus goals.

Strategy's Expected Result/Impact: Campus needs are met in a timely and efficient manner

Formative Reviews

September	February	April	June

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

Strategy 1

Solicit stakeholder feedback about facility needs and long term program plans, and participate in long term facility management and bond planning committees when appropriate.

Strategy's Expected Result/Impact: Stakeholders will have increased opportunities to provide input on facility needs and program planning, resulting in greater transparency, stronger community trust, and informed recommendations that support long-term facility management.

Staff Responsible for Monitoring: Alishia Ilic

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals.

Strategy's Expected Result/Impact: Federal funds will be aligned to identified campus needs and priorities in the CIP, leading to improved implementation of strategies, measurable progress toward stated goals, and documented compliance with federal requirements.

Formative Reviews

September	February	April	June

Plan Notes

Plan Notes

The interim assessments for STAAR did seem to more accurately predict student performance on the actual test, but there were still big differences. For grades 3,4,5 the accuracy of which students would not meet was only about 44% (we had 68 students who DNM on interim and 30 of those approached or higher). **We need to be sure for next year that any student who does not meet on the interim begins to receive RTI intervention until the test is given and that we are tracking progress on those students.**

Enhancing teacher recognition-develop and implement structured recognition programs to celebrate staff achievements and contributions.

increase staff involvement -create more opportunities for staff to participate in decision making processes ensuring their voices are heard and valued.

- Calendared monthly Grade level mixers to require A/T to mix for next year

Planned change to newsletter format to consolidate principal, other admin and grade levels information in one spot, based on suggestions

- Developing a Panel (Teacher, Parents,students etc) to discuss issues related to Aspire/Traditional and create a plan of action to remedy concerns
- Writing a survey for student perception of the A/T issue. Not completed. Very tough.
- Added agenda item for Learning Leader to consider mixed seating at lunch to further mix A/T
- Actively removed labels, signs and other markers for “ASPIRE” or “Traditional” (Maps, Mailboxes, Class lists, Yearbook, etc)
- Planned Learning Leader Agenda to discuss other ways to integrate/lessen the divide between A/T

When writing STAAR goals, consider combining met/master except for CCMR point. Keep that just masters

Grapevine-Colleyville ISD

Grapevine Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 12:01 PM

Mission Statement

At Grapevine Elementary, we shoot for the STARS. We define that as:

S - setting goals

T - taking risks

A - accepting differences

R - regulating our learning

S - supporting all learners

Vision

At Grapevine Elementary, we put kids first!

Value Statement

At Grapevine Elementary, we believe setting goals empowers learners. We believe risk-taking leads to innovation. We believe diversity strengthens our learning community. We believe positive relationships promote learning. We believe all stakeholders have a responsibility to support learners.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Goals 15

Goal 1 : Student Achievement and Post Secondary Readiness 16

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 33

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 39

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 48

Goal Tables 51

Targeted Support Strategies 52

Comprehensive Needs Assessment

Demographics

Summary

GES Campus Profile & Demographic Overview

At Grapevine Elementary School, we serve a diverse student body of 508 students spanning Pre-Kindergarten through 5th grade. Our grade-level enrollment is structured as follows:

- **Pre-K:** 38 students
- **Kindergarten:** 76 students
- **1st Grade:** 72 students
- **2nd Grade:** 86 students
- **3rd Grade:** 80 students
- **4th Grade:** 76 students
- **5th Grade:** 80 students

Student Demographics & Population Breakdown

GES takes pride in fostering an inclusive community. Our student population reflects a vibrant mix of racial, cultural, and socioeconomic backgrounds, alongside targeted special programs support:

Demographic Category	Student Percentage
White	47%
Hispanic	20%
Asian	14%
African American	9%
Two or More Races	9%
American Indian	0.4%
Pacific Islander	0.2%

Special Programs & Student Support

- **Special Education (SPED):** 22% (111 students)
- **Economically Disadvantaged:** 18% (93 students)
- **Emergent Bilingual (EB):** 11% (54 students)
- **Gifted and Talent (GT):** 13% (65 students)
- **Section 504:** 2.6% (13 students)

Strengths

At Grapevine Elementary School, our caring and close-knit community is at the heart of everything we do. Our school brings together a wonderful variety of backgrounds, experiences, and perspectives, creating a rich learning environment where every child's unique strengths are celebrated. Through our dedicated Special Education, Emergent Bilingual, Gifted and Talented, and student support programs, we ensure that every learner receives the personal encouragement and resources they need to thrive. At Grapevine Elementary we serve approximately 25 students who lived at the Gatehouse Community which is a nonprofit organization that provides rent free housing, childcare, and career coaching to goal-oriented single mothers and women working toward permanent self-sustainability.

Above all, we are proud to be the GES Family. We focus on building strong relationships, fostering mutual respect, and creating an inclusive atmosphere where staff, students, and parents support one another every day. By standing together as a community, we ensure that every child feels welcome, valued, and ready to succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	On the RLA/Reading STAAR assessment, 100% of non-passing students in grades 3 and 4, and 90% in grade 5, are identified as receiving Special Education (SPED) services.	Lack of training for SPED teachers and staffing does not fully maximize designated SPED resource minutes to deliver targeted, IEP goal-driven reading interventions, leading to progress-monitoring systems that do not adequately measure or close individual learning gaps prior to state assessments.
2	A high concentration of intensive behavioral support needs among students residing in the Gatehouse community led to over 90% of total campus discipline referrals originating from this population, significantly limiting administrative capacity to maintain consistent daily instructional coaching and leadership.	Current campus support systems lack sufficient social-emotional resources, mental health personnel, and structured crisis-intervention protocols to meet the intense behavioral needs of Gatehouse residents, shifting administrative duties from instructional coaching to daily behavior management.

★ = Priority

Student Learning

Summary

GES Comprehensive Needs Assessment: Performance Data Overview

For the current TEA Accountability rating cycle, Grapevine Elementary School earned an overall rating of **86 (B)**, down from a **91 (A)** in 2025. While our campus continues to maintain a solid foundation of academic success, a domain-level breakdown highlights key areas of strength alongside specific target opportunities for campus growth.

TEA Accountability Rating Comparison

Accountability Domain	2025 Score	2026 Score	Change
Domain I: Student Achievement	90	89	-1
Domain II: School Progress	87	79	-8
Domain III: Closing the Gaps	92	79	-13
Overall TEA Accountability Rating	**91 (A)**	**86 (B)**	**-5**

Key Celebrations & Strengths

- **5th Grade ELA Growth:** A major point of celebration for our campus is the significant increase in students reaching the **Meets Grade Level** standard in 5th Grade English Language Arts (ELA). This growth demonstrates the impact of targeted instructional strategies and strong vertical alignment leading into 5th grade.
-

Key Areas for Growth & Action Steps

- **4th Grade Academic Performance:** The data reveals a decline in the percentage of 4th-grade students achieving **Meets Grade Level** across both **ELA and Mathematics**.
- **Focus Items for GES CIP:** Priority focus will be placed on strengthening core Tier 1 instruction, implementing targeted intervention strategies in 4th-grade math and reading, and closely monitoring student academic growth throughout the year to improve Domain II (School Progress) and Domain III (Closing the Gaps) scores.

Strengths

Reading:

*__Cohort Growth:__ This year's 5th graders moved from 29% Masters in 4th grade to 48% Masters (+19%).

*__Increase Across All Grades in Masters:__ 3-5 grades increased its percentage of students hitting the Masters standard (+3%, +3%, and +2%).

Math:

*__Cohort Growth:__ Last year's 4th-grade math cohort increased by an 8% passing rate gain as they transitioned to 5th grade.

*__Increase in Masters:__ Despite a small drop in overall passing, 5th-grade math saw a +6% increase in Masters.

*__4th Grade Passing Rate:__ 4th Grade Math increased the passing rate by 1% to 75%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Grapevine Elementary School saw a measurable regression in 4th-grade Math and RLA STAAR performance compared to the same cohort's 3rd-grade STAAR results, directly contributing to the campus's score drop in School Progress (from 87 to 79) and Closing the Gaps (from 92 to 79).	Tier 1 core instruction in 4th grade lacks sufficient differentiation, small-group guided instruction, and rigorous alignment to the increased complexity of 4th-grade TEKS, causing students who previously met standards in 3rd grade to fall behind.
2	A percentage of students served through Special Education continue to perform below state standard on STAAR reading and math assessments, highlighting a need to restructure how specialized instruction is delivered during pull-out and push-in support times.	Resource minutes are currently utilized primarily for completion of general education daily assignments rather than protected, data-driven instructional blocks focused on closing specific IEP skill gaps and building foundational grade-level mastery.

★ = Priority

School Processes & Programs

Summary

At Grapevine Elementary School, strengthening daily Tier 1 instruction across all classrooms remains a top priority. To create a supportive, structured learning environment, our campus has implemented the **CHAMPS** behavior management framework school-wide, establishing clear, consistent behavioral expectations for every activity and transition. Aligning with our Positive Behavioral Interventions and Supports (PBIS) initiative, students earn **STAR Bucks** coupon incentives to celebrate positive choices, personal growth, and everyday successes. Additionally, teachers intentionally embed **Kagan Cooperative Learning Strategies** into daily lesson plans, encouraging active engagement, collaboration, and high-level critical thinking for every student. Through this powerful combination of positive behavior management and dynamic instructional strategies, GES ensures that core instruction is engaging, predictable, and supportive of the whole child.

Strengths

At Grapevine Elementary School, our dedicated teachers and campus staff are the heart of our academic community. Our educators bring unwavering passion, deep professional expertise, and a true family-first mindset to their classrooms every day. They excel at building meaningful relationships with students, creating safe, welcoming spaces where children feel encouraged to take learning risks and stretch their potential.

Beyond strong classroom management and high-quality Tier 1 instruction, the GES team shines in its collaborative spirit. Our teachers work tirelessly as Professional Learning Communities (PLCs) to analyze data, tailor instruction to individual needs, and mentor one another. Supported by an active school community and strong family partnerships, our staff's collective commitment ensures that GES remains a place where every child is known, supported, and empowered to excel academically and socially.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Daily Tier 1 core reading and math instruction does not consistently meet the diverse academic needs of all learners, resulting in missed opportunities for real-time intervention and enrichment prior to Tier 2/3 pull-out support.	Campus instructional practices have historically prioritized whole-group instruction over small-group station models, leaving teachers without consistent frameworks, station management routines, or formative data-tracking tools to run effective station rotations.
2	Campus data demonstrates an underutilization of available adult learning partners (administrators and community volunteers) to deliver targeted academic acceleration, resulting in missed opportunities to elevate students in focused populations (Hispanic, African American, SPED, EB, Eco Dis) to "Meets" and "Masters" performance levels.	A formal framework for onboarding, training, and tracking community and administrative push-in support does not currently exist, preventing the campus from systematically aligning mentor time with specific student TEKS gaps and enrichment goals.
3	Daily classroom instruction is predominantly teacher-led, providing insufficient student-to-student talk time and structured writing opportunities, which limits academic language development for Emergent Bilinguals and hampers critical thinking for all students.	Campus-wide instructional expectations lack a standardized daily framework requiring teachers to intentionally plan and monitor structured student language production (speaking, listening, reading, and writing) in every core content area.

★ = Priority

Perceptions

Summary

At Grapevine Elementary School, we firmly believe that strong partnerships—both with our families and within our staff—are essential to every student's success.

Family Engagement & Partnerships

We are deeply committed to maintaining transparent, frequent communication with our families through **weekly campus and classroom newsletters**, keeping parents informed and connected to daily learning. Beyond regular updates, we actively seek family voice and collaboration through **Middle of Year (MOY) and End of Year (EOY) surveys**, using this invaluable feedback to continuously refine and elevate our campus programs. We welcome and celebrate family involvement across all aspects of our school community—offering robust **volunteer opportunities**, hosting interactive **Fall Learning Walks** where parents experience classroom instruction firsthand, and bringing families together for campus-wide events throughout the year.

Staff Communication, Leadership & Collaboration

Just as we prioritize family connection, we foster a culture of open communication, shared leadership, and continuous growth among our staff. Internal transparency is maintained through detailed **weekly staff newsletters**, keeping everyone aligned on expectations, operations, and celebrations. To ensure every teacher has a voice in our school's direction, we hold **monthly Learning Leader meetings** to review upcoming events, gather feedback, and engage in meaningful collaborative discussions. Furthermore, we empower our educators by **utilizing staff members to lead professional development**, recognizing the rich expertise within our building and cultivating a professional learning community where teachers learn from, inspire, and support one another.

By working hand-in-hand with both our staff and our families, the GES Family creates a unified, supportive network that empowers every child to thrive both academically and socially.

Strengths

At Grapevine Elementary School, our vibrant Parent Teacher Association (PTA) is an indispensable cornerstone of our school community. Driven by incredible creativity, passion, and a heart for service, our PTA members dedicate countless volunteer hours to enrich the educational experience for every student. From organizing engaging, high-impact student programs and campus events to securing vital local business donations, their active participation brings energy and essential resources to GES.

Our PTA continuously goes above and beyond to uplift our staff, hosting thoughtful teacher appreciation celebrations that ensure our educators feel valued, supported, and loved year-round. Above all, the GES PTA exemplifies what it means to truly give back—fostering an inclusive, generous community where families, local businesses, and educators come together to make Grapevine Elementary a wonderful place for our children to learn and grow.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Student mastery of foundational reading and math concepts is limited by inconsistent reinforcement of academic skills at home, driven by parents wanting to support their children but feeling unprepared or unfamiliar with current grade-level standards.	The campus has not consistently provided hands-on, accessible learning events that break down academic concepts, model home-based strategies, and provide physical learning tools directly to parents to empower home academic support.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ High Priority

Academic Growth & Development

Evaluation Data Source: i-Ready BOY, MOY, & EOY Data, STAAR Interim. STAAR

Strategy 1

1.1.1- Increase academic achievement and access to grade-level instruction for students receiving special education services by strengthening the implementation and monitoring of IEP accommodations, specially designed instruction, and progress-monitoring practices.

Strategy's Expected Result/Impact: By May 2027, the campus will reduce the overall proportion of Special Education students scoring Did Not Meet on STAAR RLA and Math by at least 20 percentage points across grades 3-5 through the implementation of specialized tier-3 intervention programs, scaffolded grade-level core instruction, and monthly ARD committee progress tracking.

1.) Strengthen IEP implementation:
Ensure teachers have a clear understanding of each student's accommodations, modifications, and instructional needs.
Conduct periodic checks to monitor implementation.
2.) Use data to drive instruction:
Review SPED student data during PLCs/MTSS meetings.
Identify students who are not demonstrating adequate progress and determine instructional responses.
3.) Strengthen collaboration:
Increase collaboration between general education teachers, SPED teachers, interventionists, and administrators.
Use student-specific data to plan targeted support.
4.) Monitor student progress:
Establish a consistent progress-monitoring system for identified SPED students.
Review progress at least each grading period and adjust interventions as needed.

Evidence/Measures:
i-Ready growth data
STAAR performance
Common formative assessments
IEP progress-monitoring data
Accommodation implementation checks
MTSS documentation

Staff Responsible for Monitoring: Principal, AP, SPED Case Managers, 3-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 2

1.1.2- Strengthen high-leverage Tier 1 core instruction and targeted classroom enrichment to increase the percentage of students achieving the STAAR Masters Grade Level standard across all tested grade levels and subjects.

Strategy's Expected Result/Impact: 2025-2026 School Year
Reading-
3rd 43% Masters
4th 34% Masters
5th 49% Masters
Math-
3rd 31% Masters
4th 33% Masters
5th 29% Masters
Science
5th 26% Masters

By the end of the 2026-2027 school year, the campus will increase student achievement at the STAAR Masters Grade Level standard by expanding rigorous core instruction and differentiated acceleration, reaching the following targets:
2026-2027 School Goal
Reading Language Arts (RLA): Increase Masters performance to 48% in 3rd Grade, 51% in 4th Grade, and 65% in 5th Grade.
Mathematics: Increase Masters performance to 44% in 3rd Grade, 46% in 4th Grade, and 42% in 5th Grade.
Science: Increase 5th Grade Masters performance to 44%.

Staff Responsible for Monitoring: Principal, AP, 3-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 3

1.1.3- Establish a weekly cadence collaborative of PLC structures in grades K-5 focused on curriculum unpacking, formative assessment alignment, and data-driven instruction.

Strategy's Expected Result/Impact: 100% of core instructional teams consistently utilize the GCISD Data Protocol and Know/Show frameworks, resulting in tighter TEKS alignment, daily formative tracking via exit tickets, and immediate, data-informed re-teach cycles that eliminate learning gaps before district/state assessments.

1.) Unpack Essential/Power TEKS and construct Know/Show Charts prior to the launch of every instructional unit.
2.) Design aligned weekly exit tickets and preview upcoming TEKS Checks to ensure tight curriculum alignment.
3.) Execute the official GCISD Data Protocol post-assessment to build targeted re-teach plans and structure Tier-2 intervention/enrichment groups.

Staff Responsible for Monitoring: Principal, AP, K-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 4

1.1.4- Provide targeted support beyond Tier 1 core instruction through structured small-group intervention and extension blocks, leveraging continuous student data for high-priority demographics and enrichment for learners.

Strategy's Expected Result/Impact: Accelerated academic growth and narrowed achievement gaps for priority student populations, as well as increased extension opportunities for high-achieving students, ensuring sub-groups meet or exceed campus growth measures.

1.) Deliver targeted acceleration during dedicated daily small-group time for priority demographic and program groups.
2.) Utilize key campus partners--including the Principal, Assistant Principal, Librarian, SPED team, and PTA--to support intervention implementation, resource allocation, and student achievement.

Staff Responsible for Monitoring: Principal, AP, Librarian, PTA Volunteers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 5

1.1.5- Implement intentional, feedback-driven administrative walkthroughs monthly paired with

high-leverage (Get Better Faster) instructional coaching to consistently increase classroom rigor and improve instructional quality in the Tier 1 Instruction.

Strategy's Expected Result/Impact:
Increased instructional consistency and classroom rigor campus-wide, evidenced by 100% of teachers receiving regular walkthrough feedback in Eduphoria/Edugence and demonstrating active implementation of CHAMPS, Power Zone aggressive monitoring, station rotations, and Kagan collaborative structures.

Conduct intentional monthly classroom walkthroughs with actionable feedback documented in Eduphoria/Edugence, targeting five key high-leverage instructional practices:
1.) Clarity: Posting and referencing clear, student-friendly learning objectives.
2.) Classroom Management: Consistent implementation of the CHAMPS framework.
3.) Aggressive Monitoring: Teacher positioning in the "Power Zone" with active feedback during independent work.
4.) Differentiated Instruction: Effective utilization of station rotations and teacher-led small group intervention/enrichment.
5.) Structured Academic Student Engagement: Frequent opportunities for students to speak and write using collaborative Kagan Structures.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 6

1.1.6- To ensure strong Tier 1 instruction and the importance of internalizing the lesson plan across all classrooms, GES teachers will submit weekly lesson plans aligned with the GCISD Curriculum Management Plan, incorporating district curriculum resources and reflecting scheduled district assessments.

Strategy's Expected Result/Impact: Regular submission of lesson plans aligned with the GCISD Curriculum Management Plan will ensure consistent, standards-based instruction that is responsive to district curriculum and assessment expectations, ultimately leading to improved student learning outcomes.

1.) Instructional Alignment- 100% of lesson plans demonstrate alignment with district curriculum resources and scheduled assessments.

2.) Teacher Accountability- Timely weekly submission of lesson plans by all GES teachers as monitored by campus administration.

3.) Improved Student Performance- Increased student achievement on district assessments and formative evaluations as a result of coherent and well-planned instruction.

4.) Data-Driven Instruction- Evidence of lesson plan adjustments based on assessment data to address student needs.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 7 ☑ Targeted Support Strategy

1.1.7- 100% of GES classroom teachers will actively engage in a minimum of five grade-level MTSS/RtI meetings during the school year to collaboratively review and address students' academic and behavioral progress.

Strategy's Expected Result/Impact: Consistent participation in MTSS/RtI meetings will lead to improved student outcomes through early identification, targeted interventions, and collaborative problem-solving.

1.) Improved Academic Performance- Increase student achievement at the STAAR Masters Grade Level standard by expanding rigorous core instruction and differentiated acceleration, reaching the following targets:
Reading Language Arts (RLA): Increase Masters performance to 48% in 3rd Grade, 51% in 4th Grade, and 65% in 5th Grade.

Mathematics: Increase Masters performance to 44% in 3rd Grade, 46% in 4th Grade, and 42% in 5th Grade.

Science: Increase 5th Grade Masters performance to 44%.

2.) Behavioral Improvements- Reduction in the number of office discipline referrals

3.) Intervention Effectiveness- Documentation of data-based decision making and intervention adjustments during MTSS/RtI meetings and an increase in the number of students successfully exited from Tier 2/3 supports due to progress.

4.) Teacher Collaboration and Fidelity- Evidence of data-based discussions (Examples: meeting agendas, notes, student progress tracking)

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 8 ☑ Targeted Support Strategy

1.1.8- Students who did not meet grade-level expectations on the previous year's STAAR assessment in Reading and/or Math will receive 15-30 hours of targeted supplemental instruction during the current school year, in alignment with the requirements of HB 1416.

Strategy's Expected Result/Impact: Targeted supplemental instruction will help close learning gaps for students who did not meet grade-level expectations on the prior year's STAAR assessment, leading to improved academic performance and increased proficiency in Reading and Math.

1.) Increased STAAR Performance- Percentage of participating students demonstrating growth or meeting grade-level standards on the current year's STAAR increases compared to the previous year.

2.) Progress Monitoring Gains- Improvement in TEKS Checks & STAAR Interim and progress monitoring assessments (example: iReady) for students receiving supplemental instruction.

3.) Intervention Completion- 100% of eligible students receive the required 15-30 hours of supplemental instruction in accordance with HB 1416.

4.) Reduction in Learning Gaps- Decrease in the number of students performing below grade level in Reading and/or Math by the end of the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, 4th-5th Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 9

1.1.9- GES teachers will utilize iReady Teacher Toolbox resources weekly to enhance high-quality instructional practices and support all students in achieving their typical growth goals in iReady Reading and Math through consistent, systematic implementation in grades K-5.

Strategy's Expected Result/Impact: Consistent use of iReady Teacher Toolbox resources will enhance instructional quality, support differentiated instruction, and lead to increased student growth in Reading and Math, as measured by students meeting or exceeding their typical growth goals in iReady.

1.) Student Growth- 85% of K-5 students meeting or exceeding their typical growth targets in iReady Reading and Math by the end of the school year.

2.) Instructional Implementation- Evidence of regular integration of iReady Teacher Toolbox resources in lesson plans, walkthroughs, and PLC discussions. (2x a week for both reading and math)

3.) Differentiated Instruction- Improved alignment of instructional strategies to student data, as demonstrated through progress monitoring and instructional grouping.

4. Teacher Engagement- 100% of K-5 teachers demonstrate regular usage of iReady Teacher Toolbox as a resource to support instruction, as documented in lesson plans or instructional reflections.

Staff Responsible for Monitoring: Principal, Assistant Principal, K-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 10

1.1.10- GES students in grades 3-5 will engage in Fluency Flight for 8 minutes daily, four times per week, to build automaticity and accuracy in basic math facts.

Strategy's Expected Result/Impact: Consistent use of Fluency Flight will increase students' automaticity and accuracy with basic math facts, leading to improved computational fluency and overall math achievement for grades 3-5.

1.) Increased Math Fact Fluency- Improvement in speed and accuracy on timed math fact assessments or progress monitoring tools.

2.) Enhanced Computational Skills- Growth in performance on math assessments requiring fact fluency, such as TEKS Checks, iReady, STAAR Interim, and STAAR Math.

3.) Implementation Fidelity- 100% of grades 3-5 students complete Fluency Flight (Math Facts) practice for 8 minutes per day, 4 times per week, as recorded in usage logs.

4.) Reduction in Math Skill Gaps- Decrease in the number of students performing below grade-level expectations in math fact fluency by the end of the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, 3-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

College, Career, and Military Readiness

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

Strategy 1

1.2.1- The GT specialist will analyze student data and deliver targeted enrichment instruction to

first and second graders exhibiting indicators of potential gifted qualification based on assessment results.

Strategy's Expected Result/Impact: Targeted enrichment instruction informed by data analysis will support the academic growth of students showing potential for gifted qualification, increasing the accuracy of GT identification and readiness for advanced learning opportunities.

1.) Improved Identification- Increase in the number of students accurately identified as GT based on a comprehensive evaluation following enrichment participation.

2.) Student Growth- Demonstrated academic progress of targeted students through formative assessments and enrichment activity outcomes.

3.) Instructional Effectiveness- Documentation of targeted enrichment sessions and adjustments based on student performance data.

Staff Responsible for Monitoring: Principal, Assistant Principal, GT LEAD teacher

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

1.2.2- GES will promote college & military opportunities every Monday by having students & staff wear college/military shirts. Additionally GES will promote diverse career opportunities for students by hosting College and Career Day in November.

Strategy's Expected Result/Impact: Increased student awareness and understanding of diverse career pathways will enhance student motivation, goal-setting, and preparedness for future academic and career decisions.

1.) Student Engagement- Increased student participation in career-related activities such as College and Career Day.

2.) Career Awareness- Growth in student knowledge of various career options, measured through surveys or classroom discussions.

3.) Goal Setting- More students articulating academic and career goals aligned with their interests and strengths.

4.) Family Involvement- Increased family participation and support in career awareness events and communications.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, GT Lead, and Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3 ☑ Targeted Support Strategy

1.2.3- GES students in grades 1-5 performing at or above the 95th percentile in reading will participate in small-group reading enrichment sessions.

Strategy's Expected Result/Impact: Participation in targeted small-group reading enrichment will deepen advanced students' comprehension, critical thinking, and literacy skills, supporting continued academic growth and higher-level reading achievement.

1.) Enhanced Reading Skills- Improvement in advanced reading skills as measured by formative assessments and enrichment program evaluations.

2.) Student Engagement- High levels of participation and engagement during enrichment sessions.

3.) Academic Growth- Continued growth in reading performance on district assessments and/or standardized tests for students in the 95th percentile and above.

4.) Differentiated Instruction- Evidence of tailored instructional strategies meeting the needs of high-performing readers.

Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian, GT LEAD teacher & Classroom Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4 ☑ Targeted Support Strategy

1.2.4- GES students in grades 1-5 performing at or above the 95th percentile on grade-level mathematics assessments will have the opportunity to participate in math enrichment activities.

Strategy's Expected Result/Impact: Participation in targeted math enrichment will enhance advanced students' problem-solving skills, mathematical reasoning, and conceptual understanding, promoting continued growth and achievement in mathematics.

1.) Improved Math Performance- Growth in advanced math skills as evidenced by formative assessments and enrichment program evaluations.

2.) Student Engagement- Consistent participation and active engagement in math enrichment activities.

3.) Academic Growth- Continued high performance and growth on district and standardized mathematics assessments for students in the 95th percentile and above.

4.) Differentiated Instruction- Use of instructional strategies tailored to meet the needs of high-achieving math students.

Staff Responsible for Monitoring: Principal, Assistant Principal, GT LEAD Teacher & Classroom Teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 3

Safety & Well-Being

Evaluation Data Source: Monthly Referral Tracking
Monthly PBIS Committee Meetings
Lesson Plans
RaaWee attendance tracking and parent communication

Strategy 1

1.3.1- GES teachers and staff will implement and utilize the CHAMPS behavior management structures to promote positive social and emotional well-being among students school wide.

Strategy's Expected Result/Impact: Consistent implementation of CHAMPS will foster a positive school climate, improve student behavior, and enhance social-emotional well-being, leading to increased engagement and academic success.

1.) Improved Student Behavior- Reduction in office discipline referrals and behavioral incidents.

2.) Positive School Climate- Increased student and staff perceptions of a safe and supportive learning environment, measured through surveys.

3.) Enhanced Social-Emotional Skills- Growth in students' social skills and emotional regulation, as observed and documented by staff.

4.) Increased Student Engagement- Higher rates of participation in cooperative learning activities and classroom engagement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

1.3.2- GES learning leaders will lead the PBIS Committee, which is composed of representatives from each grade level, the specials team, special education team, and campus leadership team (principal, AP, counselor, and librarian) to systematically monitor and analyze campus progress and data related to promoting positive behaviors and student decision-making.

Strategy's Expected Result/Impact: Active leadership and collaboration within the PBIS Committee will ensure effective monitoring and data-driven decision-making, resulting in improved student behavior, increased positive choices, and a stronger campus culture.

1.) Data-Driven Improvements- Regular analysis of behavior data leads to timely interventions and adjustments in PBIS strategies.

2.) Increased Positive Behaviors- Reduction in negative behavior incidents and office referrals across campus.

3.) Enhanced Collaboration- Consistent participation of grade-level teachers, leadership, and parents in PBIS meetings.

4.) Stronger Campus Culture- Improved perceptions of school climate as measured by staff, student, and parent surveys.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Learning Leaders

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

1.3.3- GES will implement a school-wide incentive system where students regularly earn Star Bucks or positive behavior coupons from staff in classrooms and common areas for demonstrating positive behavior and exemplary STAR citizenship. These rewards can be redeemed both in the classroom and through an online "Star Store."

Strategy's Expected Result/Impact: The implementation of a school-wide incentive system will motivate and reinforce positive student behavior, promote STAR citizenship, and contribute to a more respectful and engaged school environment.

1.) Increased Positive Behavior- Higher frequency of positive behavior referrals and recognition through Star Bucks or coupons.

2.) Student Engagement- Increased student participation in the incentive program and use of the online and classroom redemption options.

3.) Improved School Climate- Enhanced perceptions of a positive and supportive school culture as reported in staff and student surveys.

4.) Reduction in Behavioral Incidents- Decrease in negative behavior referrals and disciplinary actions over time.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian, Teachers, PBIS Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

1.3.4- All GES classroom teachers will intentionally integrate cooperative learning strategies--including cooperative learning structures, team-building exercises, and class-building activities--into weekly instruction, aligned with Kagan Cooperative Learning training.

Strategy's Expected Result/Impact: Intentional daily use of cooperative learning strategies will enhance student collaboration, increase engagement, and improve academic achievement by fostering a supportive and interactive classroom environment.

1.) Increased Student Engagement- Higher levels of active participation and collaboration during lessons.

2.) Improved Academic Performance- Growth in student achievement as measured by formative assessments and classroom performance.

3.) Enhanced Social Skills- Development of teamwork, communication, and problem-solving skills among students.

4.) Teacher Implementation- 100% of classroom teachers consistently applying cooperative learning strategies weekly (a minimum of 3 times), as observed in walkthroughs or lesson plans.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

1.3.5- GES students will receive weekly recognition on KGES through STAR Spotlight awards aligned with the GES mission statement, and monthly recognition during assemblies as Student of the Month.

Strategy's Expected Result/Impact: Regular recognition of students through STAR Spotlight awards and Student of the Month assemblies will promote positive behavior, boost student motivation, and reinforce the values outlined in the GES mission statement.

1.) Increased Positive Behavior- Growth in behaviors aligned with the GES mission, as reflected in teacher referrals and observations.

2.) Enhanced Student Motivation- Higher student engagement and participation in school activities.

3.) Positive School Climate- Improved perceptions of recognition and support among students and staff, measured via surveys.

4.) Consistent Recognition- Weekly and monthly recognition events conducted as scheduled, with broad student representation (A minimum of 350 students will be recognized this school year).

Staff Responsible for Monitoring: Principal, Assistant Principal, PK-5 Grade Teachers, Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 4

Student Involvement

Evaluation Data Source: Club Attendance Rosters, Ticket Sales for PTA Events

Strategy 1

1.4.1- 100% of Grapevine Elementary students in grades 2-5 will have the opportunity to engage in age-appropriate, interest-driven extracurricular activities designed to promote awareness and encourage participation in middle school programs.

Strategy's Expected Result/Impact: Providing all 2-5 students with access to age-appropriate and interest-driven extracurricular activities will increase student engagement, foster social development, and build awareness that encourages a smooth transition to and active participation in middle school programs.

1.) Increased Student Engagement- Higher participation rates in extracurricular activities among K-5 students. (A minimum of 150 students in grades 2-5 will participate this year)

2.) Social and Emotional Growth- Development of teamwork, leadership, and interpersonal skills through activity involvement.

3.) Middle School Readiness- Increased awareness of middle school programs and opportunities, measured by student and parent surveys.

Staff Responsible for Monitoring: Principal, Assistant Principal, Club Sponsors, PTA Executive Board

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

1.4.2- 100% of GES students will have the opportunity to participate in PTA-sponsored programs each semester, specifically designed to enhance student engagement.

Strategy's Expected Result/Impact: Participation in PTA-sponsored programs will increase student engagement, foster a sense of community, and support the development of social and interpersonal skills.

1.) Increased Student Participation- High attendance rates at PTA-sponsored engagement programs each semester.

2.) Enhanced Social Skills- Improvement in students' social interaction and collaboration, as observed by staff and peers.

3.) Stronger School Community- Positive feedback from students, parents, and staff regarding the impact of PTA programs on school culture.

4.) Sustained Engagement- Continued student interest and participation in school-sponsored activities beyond PTA programs.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Executive Board

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

1.4.3-100% of GES students will have the opportunity to participate in Red Ribbon Week activities.

Strategy's Expected Result/Impact: Active participation in Red Ribbon Week will increase student awareness of substance abuse prevention, promote healthy lifestyle choices, and reinforce a positive school culture focused on wellness and responsibility.

1.) Increased Awareness- Improved student understanding of the risks associated with substance use, measured through surveys or classroom discussions.

2.) Positive Behavior Reinforcement- Observable commitment to making healthy choices during and after Red Ribbon Week activities.

3.) School-Wide Engagement- 100% student participation in planned Red Ribbon Week events and activities.

4.) Community Involvement- Increased family and community support for substance abuse prevention initiatives.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Strategy 1

1.5.1- GES faculty and staff will support all families by providing accessible registration information, addressing transportation challenges, and meeting students' social & emotional needs to positively influence daily attendance rates.

Strategy's Expected Result/Impact: Providing families with accessible registration information, transportation support, and addressing SEL needs will improve student attendance, increase family engagement, and support student well-being.

1.) Improved Attendance Rates- Increase in daily student attendance percentages.

2.) Enhanced Family Access- More families successfully complete registration and access to necessary services.

3.) Reduced Barriers to Attendance- Decrease in attendance-related issues due to transportation or unmet basic needs.

4.) Positive Student Well-Being- Improved reports of student health and readiness to learn.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

September	February	April	June

Strategy 2

1.5.2- Students identified as needing additional support due to absenteeism, academic challenges, behavioral concerns, or other factors will be eligible to participate in targeted programs and activities designed to address their needs.

Strategy's Expected Result/Impact: Providing targeted programs and activities for students facing challenges will improve attendance, academic performance, and behavior, leading to increased student success and engagement.

1.) Improved Attendance Rates- Reduction in chronic absenteeism among participating students.

2.) Enhanced Academic Achievement- Growth in grades and assessment scores for students receiving support.

3.) Better Behavioral Outcomes- Decrease in behavioral incidents and referrals.

4.) Increased Student Engagement- Higher participation and involvement in school activities.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Formative Reviews

September	February	April	June

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

Performance Objective 1

Recruitment

Evaluation Data Source: Staff Surveys

Strategy 1

2.1.1- The GES leadership team will recruit new highly qualified staff members through advertising on social media (Facebook) and attending the GCISD job fair.

Strategy's Expected Result/Impact: Active posting on Facebook of job openings and participation of the GES leadership team in the GCISD Job Fair will enhance recruitment efforts, attract qualified candidates, and support the hiring of high-quality staff to meet campus needs.

1.) Increased Candidate Pool- Growth in the number of qualified applicants for open positions.

2.) Improved Hiring Quality- Successful hiring of staff members who meet or exceed district qualifications and campus culture fit.

3.) Efficient Recruitment Process- Timely filling of vacancies through proactive recruitment efforts. (All '27-'28 open positions will be filled by June 2027)

4.) Leadership Engagement- Documented participation of GES leadership team members in job fair activities.

5.) Interview Committee- Consists of learning leader and team members.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Librarian

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

2.1.2- GES administrators will facilitate monthly cohort meetings for new hires to support onboarding and professional growth.

Strategy's Expected Result/Impact: Monthly new hire cohort meetings led by GES administrators will enhance onboarding, foster a supportive professional community, and promote the retention and growth of new staff members.

1.) Improved New Hire Support- Positive feedback from new hires regarding onboarding and support.

2.) Increased Retention Rates- Higher retention of new staff throughout the school year.

3.) Professional Growth- Evidence of new hires' participation in professional development and application of learned strategies.

4.) Community Building- Strengthened connections among new hires, administrators, and colleagues.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

Employee Retention and Employee Satisfaction

Evaluation Data Source: Staff Surveys

Strategy 1

2.2.1- The Campus Leadership Team and PTA will collaborate to support GES staff and foster a positive work environment by planning and hosting intentional monthly events for staff.

Strategy's Expected Result/Impact: Collaboration between the Campus Leadership Team and PTA to provide monthly staff events will enhance staff morale, promote a positive workplace culture, and increase job satisfaction and retention.

1.) Improved Staff Morale- Positive feedback from staff surveys regarding workplace environment and support.

2.) Increased Staff Engagement- High participation rates in monthly staff events.

3.) Stronger Workplace Culture- Observable improvements in collaboration, communication, and overall staff satisfaction.

4.) Staff Retention- Reduction in staff turnover rates due to increased job satisfaction.

Staff Responsible for Monitoring: GES Leadership Team and PTA members & Volunteers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

2.2.2- The GES leadership team, in collaboration with the Sunshine Committee, will intentionally design and coordinate staff engagement opportunities monthly to foster strong relationships across campus. Activities will include socials, team-building events, dress-up days, treat carts, and friendly competitions.

Strategy's Expected Result/Impact: Strategic planning and implementation of staff engagement activities by the GES leadership team and Sunshine Committee will strengthen campus relationships, boost staff morale, and foster a positive, collaborative work environment.

1.) Enhanced Staff Morale- Increased positive feedback from staff surveys regarding workplace culture and engagement.

2.) Stronger Team Cohesion- Higher participation rates in team-building activities and campus events.

3.) Improved Staff Collaboration- Observable increases in teamwork and supportive interactions among staff members.

4.) Positive Work Environment- Sustained improvements in campus climate as reported by staff.

Staff Responsible for Monitoring: Leadership Team and Sunshine Committee

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

2.2.3- Campus leadership will promote teacher voice by providing a minimum of two opportunities annually for GES faculty and staff to share their input, with the goal of enhancing campus culture.

Strategy's Expected Result/Impact: Providing structured opportunities for faculty and staff to share their perspectives will foster a more inclusive and collaborative campus culture, leading to increased staff engagement and shared ownership of school improvement efforts.

1.) Increased Staff Engagement- Higher participation rates in feedback opportunities and campus discussions.

2.) Improved Campus Culture- Positive shifts in staff perceptions of collaboration and inclusivity, measured through surveys.

3.) Enhanced Decision-Making- Incorporation of teacher input in campus planning and initiatives.

4.) Stronger Staff-Leadership Relationships- Increased trust and communication between staff and campus leadership.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

2.2.4- Campus and district leadership will actively encourage paraprofessionals to participate in the Grow Your Own Program, supporting those interested in advancing into professional roles.

Strategy's Expected Result/Impact: Encouraging paraprofessionals to participate in the Grow Your Own Program will increase opportunities for professional growth, support career advancement, and help build a stronger, homegrown pipeline of qualified educators.

1.) Increased Participation- Growth in the number of paraprofessionals enrolling in and completing the Grow Your Own Program.

2.) Career Advancement- Higher rates of paraprofessionals transitioning into certified professional roles.

3.) Staff Retention- Improved retention of paraprofessionals motivated by professional development opportunities.

4.) Strengthened Educator Pipeline- Expanded pool of qualified, campus-connected educators prepared to meet staffing needs.

Staff Responsible for Monitoring: Principal, AP

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 5

2.2.5-GES will establish a comprehensive staff recognition system to celebrate staff contributions and promote a culture of appreciation.

Strategy's Expected Result/Impact: Weekly Recognition: Highlight staff achievements in the "Grapevine Gazette" staff newsletter and through personal appreciation cards from campus leadership.

Monthly Recognition: Formally honor the "GES Staff Member of the Month" at monthly campus assemblies to staff who exemplify our GES mission statement and family values.

Implementing a comprehensive staff recognition system will enhance staff morale, increase job satisfaction, and foster a positive and supportive workplace culture at GES.

1.) Improved Staff Morale- Positive feedback from staff surveys regarding recognition and appreciation.

2.) Increased Staff Engagement- Higher participation rates in recognition programs and related activities.

3.) Stronger Workplace Culture- Observable improvements in collaboration, communication, and overall staff satisfaction.

4.) Staff Retention- Reduced turnover rates linked to increased job satisfaction and recognition.

Staff Responsible for Monitoring: Principal, AP, Sunshine Committee, Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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].

Strategy 1

2.3.1- 100% of GES teachers will engage in ongoing, job-embedded professional learning opportunities aligned with the goals of the Campus Improvement Plan

Strategy's Expected Result/Impact: Engagement in continuous, job-embedded professional learning will enhance teacher effectiveness, support the implementation of campus goals, and lead to improved student outcomes.

1.) Improved Teacher Practice- Observable growth in instructional strategies aligned with professional learning goals.

2.) Increased Teacher Collaboration- Higher levels of collaboration and shared learning among staff.

3.) Enhanced Student Achievement- Positive trends in student performance data linked to improved instruction.
*As a result of professional development, the number of students who receive Masters on STAAR test- Reading Language Arts (RLA): Increase Masters performance to 48% in 3rd Grade, 51% in 4th Grade, and 65% in 5th Grade.
Mathematics: Increase Masters performance to 44% in 3rd Grade, 46% in 4th Grade, and 42% in 5th Grade.
Science: Increase 5th Grade Masters performance to 44%.

4.) Sustained Professional Growth- Consistent participation in professional learning activities throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

Parents and Families Satisfaction and Engagement

Evaluation Data Source: Family Surveys, Family Participation

Strategy 1

3.1.1- All students and families will have the opportunity to participate in One School, One Book, a campus-wide initiative designed to foster a shared reading experience across the school community.

Strategy's Expected Result/Impact: Participation in One School, One Book will strengthen the home-school connection, promote a love of reading, and foster a sense of community by engaging students and families in a shared literacy experience.

1.) Increased Family Engagement- High participation rates in reading activities and related events, as measured by sign-ins, surveys, or book discussions.

2.) Improved Reading Motivation- Greater student interest in reading, as reported by teachers and families.

3.) Strengthened School Community- Positive feedback from families and students on the shared reading experience.

4.) Literacy Support at Home- Increased evidence of at-home reading routines and discussions connected to the selected book.

Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

3.1.2- GES will strengthen the school-home partnership by actively engaging families as essential partners in their child's education through an annual learning walk, offering opportunities to observe and celebrate student learning and instructional practices in real time.

Strategy's Expected Result/Impact: Annual learning walks will deepen the school-home partnership by increasing family engagement, building trust in the instructional process, and fostering a shared commitment to student success.

1.) Increased Family Engagement- Growth in the number of families participating in learning walks and related feedback opportunities.

2.) Improved Home-School Communication- Strengthened relationships and more meaningful dialogue between families and educators.

3.) Greater Transparency and Trust- Positive parent feedback regarding classroom instruction and student learning experiences.

4.) Celebration of Teaching and Learning- Families report increased awareness and appreciation of teacher expertise and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

3.1.3- GES will increase family engagement and support continuous improvement by administering a family feedback survey twice per year (mid-year and end-of-year) to gather input, celebrate school successes, and identify areas for growth.

Strategy's Expected Result/Impact: Bi-annual family feedback surveys will strengthen the school-home partnership by increasing family engagement, building trust through transparent communication, and fostering a shared investment in school improvement and student success.

1.) Increased Family Engagement - Growth in the number of families participating in surveys and related school activities.

2.) Improved Home-School Communication - Stronger, more consistent two-way communication between families and school staff, guided by shared insights.

3.) Greater Transparency and Trust - Families report feeling heard and valued, with feedback informing visible changes in school practices.

4.) Celebration of Successes - Families report increased awareness and appreciation of school achievements, staff efforts, and student progress as shared through survey results and follow-up communications.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

3.1.4- Build strong school-home partnerships that extend academic support into the home through interactive campus-wide curriculum events.

Strategy's Expected Result/Impact: Increase family engagement and academic support at home by hosting two interactive campus curriculum nights--a Fall Literacy Night and a Spring Math Night.
1.) Fall Literacy Night-October (During Book Fair Week): At-home reading strategies, book giveaways, & foundational phonics/comprehension workshops
2.) Spring Math Night- February (During Book Fair Week): Hands-on math games, problem-solving strategies, & curriculum-aligned home practice

Staff Responsible for Monitoring: Principal, AP, Librarian, Counselor, PTA

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

Community Engagement and Partnerships

Strategy 1

3.2.1- All campus-wide and grade-level newsletters will be distributed through Google Sites to ensure families have accessible translation options in their preferred home languages.

Strategy's Expected Result/Impact: Distributing newsletters via Google Sites with built-in translation options will improve communication, increase accessibility for families of all language backgrounds, and strengthen family engagement in school activities and learning.

1.) Improved Communication Access- More families are able to read and engage with school communications in their preferred language. (There are 9 languages spoken with our GES families)

2.) Increased Family Engagement- Higher participation in school events and activities due to clearer, more inclusive communication.

3.) Positive Feedback from Families- Increased satisfaction on family surveys regarding the clarity and accessibility of school communications.

4.) Consistent Communication Practices- 100% of campus and grade-level newsletters delivered through Google Sites weekly on Sundays.

Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

3.2.2- The campus will leverage social media platforms, including the GES Facebook page and grade-level groups, to share and celebrate the school's story, highlight student learning, and strengthen community connections.

Strategy's Expected Result/Impact: Utilizing social media to share the campus story will increase transparency, build stronger school-community connections, and enhance family engagement by regularly showcasing student learning, achievements, and campus events.

1.) Increased Community Engagement- Growth in followers, likes, comments, and shares on campus social media platforms.

2.) Improved Family Awareness- Families report feeling more informed and connected to school activities and classroom learning.

3.) Positive School Perception- Enhanced public perception of the school, as measured through surveys and community feedback.

4.) Consistent Communication- Regular and intentional posting of high-quality content aligned with campus values and goals.

Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September **February** **April** **June**

Performance Objective 3

Corporate and Business-Based Partnerships

Strategy 1

3.3.1- Campus leadership and PTA representatives will actively pursue community and business partnerships to secure sponsorships, donations, and program support that benefit GES students and staff.

Strategy's Expected Result/Impact: Building partnerships with local businesses and community organizations will increase resources and support for students and staff, strengthen community ties, and enhance the overall educational experience at GES.

1.) Increased Community Support- Growth in the number and variety of business partnerships, sponsorships, or donations received.

2.) Expanded Opportunities for Students and Staff- More programs, events, or incentives funded through community support.

3.) Improved Community Relations- Stronger relationships with local businesses and organizations, evidenced by ongoing collaboration.

4.) Positive Feedback- Staff and families report appreciation for increased community involvement and support.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Executive Board

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September **February** **April** **June**

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

3.4.1- GES students in kindergarten through fifth grade will set iReady reading & math goals and

work consistently toward achieving them through regular weekly use of the program.

Strategy's Expected Result/Impact: Regular use of iReady Reading and Math, paired with goal setting, will promote student ownership of learning, support individualized reading growth, and lead to improved reading proficiency across all grade levels.

1.) Increased Student Growth in Reading and Math- Growth toward or beyond typical/targeted progress as measured by iReady diagnostics.

2.) Consistent Program Usage- Students meeting weekly usage targets (Passing 2 lessons a week with a goal of 30-49 minutes a week of usage)

3.) Improved Student Engagement- Higher levels of student motivation and ownership through personal goal tracking.

4.) Closing of Achievement Gaps- Accelerated growth for struggling readers through targeted, adaptive instruction.

Staff Responsible for Monitoring: Principal, Assistant Principal, Librarian, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

3.4.2- The campus attendance committee will collaborate with the district Attendance Task Force to implement and adhere to the updated guidelines outlined in the Truancy Prevention Measures.

Strategy's Expected Result/Impact: Proactive Intervention & Tracking:
Track attendance trends bi-weekly to identify at-risk students early and conduct parent outreach/ conferences to address attendance barriers.

Collaboration between the campus attendance committee and the district Attendance Task Force will ensure consistent implementation of Truancy Prevention Measures, leading to improved student attendance, early identification of at-risk students, and increased family engagement in addressing attendance barriers.

1.) Improved Attendance Rates- Increase in overall student attendance and decrease in chronic absenteeism.

2.) Early Intervention- Timely identification and support for students with attendance concerns.

3.) Consistent Implementation- Alignment with district protocols and accurate documentation of truancy prevention steps.

4.) Increased Family Involvement- Greater participation of families in attendance meetings and support plans.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Data Secretary

Formative Reviews

September	February	April	June

Strategy 3

3.4.3- AT GES we will maintain an overall campus attendance rate of 96.5% or higher by incentivizing consistent attendance and celebrating student commitment. All GES staff will promote regular student attendance by implementing individual and campus-wide incentive programs.

Strategy's Expected Result/Impact: Implementing attendance incentives at the individual and campus levels will motivate students to attend school consistently, resulting in improved daily attendance rates and increased student engagement.

Nine-Week Recognition Programs:
Recognize and reward students achieving 100% attendance each nine-week grading period with customized Perfect Attendance Certificates and public recognition.

High-Yield Attendance Incentives:
Host four school-wide "Surprise Attendance Events" (one per nine-week period) to build excitement and encourage continuous daily attendance.

1.) Increased Student Attendance- Growth in average daily attendance rates and reduction in tardies or unexcused absences.

2.) Positive Student Motivation- Higher student participation in incentive programs and recognition activities.

3.) Improved Classroom Engagement- Greater consistency in instructional time and classroom participation.

4.) Enhanced School Climate- Stronger sense of belonging and accountability among students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Data Secretary, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

3.5.1- All GES families will be encouraged to complete the district's Volunteer Background Check and will be invited to participate in a variety of on-campus volunteer opportunities, including field trip chaperones, classroom support, small group instruction, reading to students, and assisting with copy room tasks.

Strategy's Expected Result/Impact: Encouraging families to complete background checks and engage in campus volunteer opportunities will strengthen the school-home connection, increase family involvement, and support student learning and classroom operations.

1.) Increased Volunteer Participation- Growth in the number of approved volunteers and hours logged on campus.

2.) Enhanced Family Engagement- Greater family presence and involvement in daily school activities.

3.) Improved Student Support- Additional assistance provided in classrooms, benefiting both students and teachers.

4.) Stronger School Community- Positive feedback from staff and families about the value and impact of volunteer involvement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant, Teachers, PTA Executive Board

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

3.5.2- Campus communication will include three times a year (BOY, MOY, and EOY) for families on how to support their child's academic progress at home, with a focus on individual student goals and homework assignments.

Strategy's Expected Result/Impact: Providing families with regular guidance on supporting academic goals and homework at home will strengthen the home-school partnership, increase student accountability, and contribute to improved academic achievement.

1.) Improved Academic Performance- Growth in student achievement tied to increased home support and goal tracking.

2.) Increased Family Engagement- Higher levels of family involvement in academic conversations and homework routines.

3.) Consistent Communication- Monthly distribution of clear, actionable information to families regarding student progress and support strategies.

4.) Positive Feedback from Families- Families report greater confidence and clarity in how to support their child's learning at home.

Staff Responsible for Monitoring: Principal, Librarian, Assistant Principal, Counselors, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: 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

3.6.1- Grapevine Elementary will adhere to policy guidelines to ensure students in grades K-5 receive the required weekly PE minutes, and Pre-K students receive designated movement minutes.

Strategy's Expected Result/Impact: Adhering to required PE and movement minutes will promote students' physical health, support their development of motor skills, and contribute to improved focus and readiness for learning.

1.) Compliance with PE and Movement Minutes- Documentation showing students receive mandated minutes weekly.

2.) Improved Physical Health and Fitness- Positive changes in student fitness assessments and activity levels.

3.) Enhanced Student Engagement- Increased attention and participation in academic activities following physical activity.

4.) Positive Feedback from Staff and Families- Recognition of the benefits of consistent physical activity on student well-being.

Staff Responsible for Monitoring: Principal, Assistant Principal, PE Coach

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

Transparent Financial Stewardship

Strategy 1

4.1.1- The annual GES budget will be presented at the spring CEC meeting to gather input and feedback from stakeholders.

Strategy's Expected Result/Impact: Presenting the annual GES budget to stakeholders at the spring CEC meeting will promote transparency, encourage collaborative decision-making, and foster shared ownership of campus financial priorities.

1.) Increased Stakeholder Engagement- Active participation and meaningful feedback from CEC members during the budget presentation.

2.) Enhanced Transparency- Clear understanding of budget allocation and priorities among stakeholders.

3.) Collaborative Planning- Incorporation of stakeholder input into budget decisions and resource allocation.

4.) Stronger Community Trust- Positive perceptions of fiscal responsibility and openness in campus communications.

Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant

Formative Reviews

September	February	April	June

Strategy 2

4.1.2- GES staff will be provided opportunities, both formal and informal, to offer input on the annual allocation of campus budget funds.

Strategy's Expected Result/Impact: Providing GES staff with formal and informal opportunities to give input on budget allocation will increase transparency, foster a sense of ownership, and ensure resource decisions align with instructional and campus needs.

1.) Increased Staff Engagement- Active participation of staff in budget feedback sessions and surveys.

2.) Improved Transparency- Greater staff understanding of budget processes and decisions.

3.) Aligned Resource Allocation- Budget priorities reflect staff input and campus instructional goals.

4.) Enhanced Staff Morale- Staff feel valued and empowered through involvement in financial decision-making.

Staff Responsible for Monitoring: Principal, Assistant Principal, Administrative Assistant

Formative Reviews

September	February	April	June

Strategy 3

4.1.3- Campus leaders will collaborate closely with PTA leadership to ensure coordinated efforts and maintain transparency in all fundraising activities.

Strategy's Expected Result/Impact: Close collaboration between campus leaders and PTA leadership will ensure transparent and effective fundraising efforts, maximizing resources and fostering trust among families and staff.

1.) Coordinated Fundraising Efforts- Streamlined planning and execution of fundraising activities without overlap or confusion.

2.) Increased Transparency- Clear communication with families and staff about fundraising goals, processes, and outcomes.

3.) Maximized Resources- Higher funds raised through well-organized campaigns benefiting students and staff.

4.) Strengthened Community Trust- Positive feedback from stakeholders on the transparency and collaboration of fundraising efforts.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA Executive Board

Formative Reviews

September	February	April	June

Performance Objective 2

Strategy 1

4.2.1- Teachers will be encouraged to apply for campus and district grant opportunities to secure high-quality resources for their classrooms.

Strategy's Expected Result/Impact: Encouraging teachers to apply for grants will increase access to quality instructional resources, enhance classroom learning experiences, and support innovative teaching practices.

1.) Increased Grant Applications-
Growth in the number of grant submissions by teachers each year.

2.) Enhanced Classroom Resources- More classrooms equipped with supplemental materials and technology funded through grants.

3.) Improved Instructional Practices- Teachers implement new strategies and resources acquired via grant funding.

4.) Positive Impact on Student Learning- Observable improvements in student engagement and achievement linked to grant-supported resources.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	7	1.1.7- 100% of GES classroom teachers will actively engage in a minimum of five grade-level MTSS/RtI meetings during the school year to collaboratively review and address students' academic and behavioral progress.
1	1	8	1.1.8- Students who did not meet grade-level expectations on the previous year's STAAR assessment in Reading and/or Math will receive 15-30 hours of targeted supplemental instruction during the current school year, in alignment with the requirements of HB 1416.
1	2	3	1.2.3- GES students in grades 1-5 performing at or above the 95th percentile in reading will participate in small-group reading enrichment sessions.
1	2	4	1.2.4- GES students in grades 1-5 performing at or above the 95th percentile on grade-level mathematics assessments will have the opportunity to participate in math enrichment activities.

Grapevine-Colleyville ISD



Heritage Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:10 AM

Mission Statement

Heritage Elementary School's mission is to focus on the unique characteristics of each student to create self-directed learners who are empowered to collaborate in a risk-free environment through purposeful learning to achieve improved performance in all student groups.

Vision

In partnership with the community, Heritage Elementary School will promote a climate of academic excellence while developing the social and emotional potential of every child.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 6

School Processes & Programs 9

Goals 11

Goal 1 : Student Achievement and Post Secondary Readiness 12

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 24

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 27

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 32

Comprehensive Needs Assessment

Demographics

Summary

Heritage Elementary serves approximately 590 students in Pre-K through 5th grade.

Our student population includes:

- 11% economically disadvantaged students
- 12% emergent bilingual students
- 13% students receiving special education services
- 14% gifted/talented students

Enrollment has increased by approximately 50 students from the previous year. These demographics provide important context for our campus academic goals and inform our focus on ensuring that all students have access to high-quality instruction, targeted support, and opportunities for growth.

Strengths

Heritage Elementary serves approximately 590 students in Pre-K through 5th grade. Our campus community includes a diverse range of learners and families, with approximately 50 new students joining HES this year. We are committed to creating a welcoming and inclusive environment where students, staff, and families feel connected and valued.

HES provides students with opportunities to explore their interests and develop new skills through a variety of extracurricular clubs and enrichment opportunities, including choir, drama, chess, art, leadership and running club. These opportunities allow students to build relationships, discover interests, and strengthen their connection to the school community.

Staff retention is also a strength of our campus. HES has a very low teacher turnover rate, reflecting a positive school culture and a strong commitment to supporting and retaining high-quality educators. Our focus remains on building strong relationships, providing meaningful learning experiences, and creating a school community where every student and staff member can thrive.

Student Learning

Summary

Heritage Elementary received an overall score of 93 and an A rating. We received 4 distinctions: Academic Achievement in REading/Language arts, Academic Achievement in Mathematics, Academic Achievement in Science and Post Secondary Readiness.

The performance results by overall subject area were as follows:

Reading:

Approaches or above: 95%

Meets or above: 87%

Masters: 60%

Math:

Approaches or above: 90%

Meets or above: 78%

Masters: 48%

Science:

Approaches or above: 92%

Meets or above 68%

Masters: 49%

Reading iReady

66% of kinder students met their typical iReady Goals.

55% of first grade students met their typical iReady Goals

56% of second grade students met their typical iReady Goals

86% of third grade students met their typical iReady Goals

69% of fourth grade students met their typical iReady Goals

66% of fifth grade students met their typical iReady Goals

Math iReady

70% of kinder students met their typical iReady Goals.

55% of first grade students met their typical iReady Goals

71% of second grade students met their typical iReady Goals

86% of third grade students met their typical iReady Goals

49% of fourth grade students met their typical iReady Goals

71% of fifth grade students met their typical iReady Goals

Strengths

Reading instruction continues to be a strength across all grade levels at HES. Teachers consistently use small-group instruction to target specific areas of student need and provide focused, differentiated support. Academic vocabulary is intentionally reinforced throughout instruction to strengthen students' understanding and ability to apply new learning.

Fifth grade Science demonstrated significant growth this year. This improvement can be attributed to intentional instructional practices, including a strategic focus on academic vocabulary and engaging, hands-on learning experiences. Teachers intentionally connected vocabulary and content to real-world experiences, giving students opportunities to apply their learning and deepen their understanding of science concepts.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Mathematics achievement continues to be an area of need at HES. On the 2026 STAAR assessment, 15 fourth-grade students were not successful on the mathematics assessment. Of these 15 students, 9 received special education services, highlighting a need to strengthen math outcomes and ensure that instruction and intervention effectively meet the needs of all learners.	A contributing root cause is the need to strengthen students' ability to apply mathematical concepts and problem-solving strategies independently. While teachers provide targeted instruction and support, students need additional opportunities to develop understanding, practice math skills, and apply their learning. The new math curriculum will provide opportunities for students to practice.

 = Priority

School Processes & Programs

Summary

HES provides professional development opportunities that are intentionally aligned with district priorities, campus goals, and identified staff needs. Whenever possible, we utilize teacher leaders to facilitate professional learning, model effective instructional practices, and share expertise with colleagues. This helps build leadership capacity within the campus while making professional learning relevant and practical for teachers.

Our leadership team plays an important role in identifying professional learning needs and providing ongoing feedback. We regularly seek input from teacher leaders and staff to ensure professional development is responsive to campus needs and supports continued growth in curriculum and instruction.

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

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

Strategy 1

100% of Kinder - 5th grade teachers will implement iready in order to support student growth in reading.

Strategy's Expected Result/Impact: 25 - 26 Data
Kinder 66% typical 34% stretch
First 55% typical 35% stretch
Second 56% typical 33% stretch
Third 86% typical 70% stretch
Fourth 69% typical 44% stretch
Fifth 66% typical 38% stretch

Goal for 25 -26
85% of all students will meet their typical goal in i ready reading.
60% of all students will reach their stretch goal in i ready reading.

Staff Responsible for Monitoring: Principal
Assistant Principal
Kinder - 5th Grade Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 2

100% of Kinder - 5th grade teachers will implement iready in order to support student growth in iready math.

Strategy's Expected Result/Impact: 25 -26 Data
Kinder - 70% typical 48% stretch
First - 55% typical 32% stretch
Second - 71% typical 36% stretch
Third - 86% typical 59% stretch
Fourth - 49% typical 24% stretch
Fifth - 71% typical 49% stretch

Goal for 26-27
80% of kinder - 5th grade students will meet their typical growth goal in math.
50% of kinder - 5th grade students will meet their stretch goal in math.

Staff Responsible for Monitoring: Principal
Assistant Principal
K-5th grade teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

September	February	April	June

Strategy 3

All K-5 students will write at least 1 academic goal using iready and will monitor their progress in a tracking notebook/folder a minimum of 3 times. year.

Strategy's Expected Result/Impact: Students will take ownership of their learning by communicating their growth and progress with their parents. Teachers will intentionally prepare students to explain their progress so they can share their learning journey at home.

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

September	February	April	June

Strategy 4

HES will ensure that 100% of teachers in grades Kinder -5th will successfully implement small groups in reading using the framework outlined in HMH and I ready grouping strategies.

Strategy's Expected Result/Impact: All Kinder - 5th grade students will receive reading instruction/ practice on their level and will demonstrate growth on i ready and STAAR.

3rd Grade Reading
25-26 data and new goal for 26-27
Approaches - 99% to 100%
Meets - 84% to 88%
Masters - 59% to 62%

4th Grade Reading
25-26 data and new goal for 26-27 using 3rd grade data
Approaches - 99% - 100%
Meets - 84% - 88%
Masters - 59% to 65%

5th Grade Reading
25-26 data and new goal for 26-27 using 4th grade data
Approaches - 91% to 98%
Meets - 85% to 90%
Masters - 51% to 60%

Staff Responsible for Monitoring: Principal
Assistant Principal
3rd - 5th Grade teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

Heritage Elementary (kinder - 5th) math teachers will particpate in professional development focusing on Tier 1 hands on math instruction.

Strategy's Expected Result/Impact: Kinder - 2nd Grade EOY math i ready
Goal for 26-27 is for 85% of students will meet their typical iReady math.

3rd Grade
25-26 STAAR data and goal for 26-27 STAAR
Approaches 95% - 98%
Meets 87% - 90%
Master 48% - 55%

4th Grade
 25-26 STAAR data and goal for 26 -27 STAAR (using 3rd grade data for new goals)
Approaches - 83% - 98%
Meets - 70% - 90%
Master - 38% - 50%

5th Grade - used 4th grade cohort
25-26 STAAR data and goal for 26-27 STAAR using 4th grade data
Approaches - 92% - 95%
Meets - 73% - 90%
Master - 53% - 55%

Staff Responsible for Monitoring: Principal
Assistant Principal
3rs- 5th Grade Teachers

Formative Reviews

September	February	April	June

Strategy 6

HES will implement an interactive campus science word wall that supports students' mastery of academic vocabulary by engaging them in hands-on, visual, and collaborative learning experiences.

Strategy's Expected Result/Impact:
1. Teachers will collaborate during PLCs to select and post high-leverage vocabulary words from each science unit once a month.
2. Students will engage with the word wall through interactive activities on the announcements with incentives for the winning class.

Staff Responsible for Monitoring: Principal
Science Learning Leaders

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 7

Students who were not successful on the previous year's STAAR assessment in Reading and/or Math will be provided 15-30 hours of supplemental instruction during the current school year as required by SB1416 .

Strategy's Expected Result/Impact: Students who did not pass STAAR will achieve at least approaches or higher on this year's reading and/or math STAAR.
On 26-27 STAAR:
3rd math- 2 students did not meet
3rd reading - 1 students did not meet
4th math - 15 students did not meet
4th reading - 7 students did not meet

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 8

Heritage Elementary teachers will utilize a digital data tracker to analyze universal screeners and progressive monitoring during PLC's in order to increase student performance on i ready & STAAR.

Strategy's Expected Result/Impact: 100% of student in grades 3rd-5th will increase by a performance level and masters will stay the same on STAAR reading and math.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 9

Increase student mastery of 5th grade science TEKS through collaborative team teaching and purposeful use of the science lab to provide hands-on, inquiry-based learning experiences.

Strategy's Expected Result/Impact: 5th grade teachers will implement a team-teaching model to maximize teacher expertise and instructional time. Teachers will schedule regular use of the science lab for hands-on investigations aligned to TEKS.
Lesson planning will intentionally incorporate lab-based experiences at least once per unit.. Teachers will meet weekly in PLCs to review data, adjust instruction, and share best practices for lab utilization.

Staff Responsible for Monitoring: 5th Grade STAAR science scores will improve from 48% masters to 55% masters on the 26-27 STAAR.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 10

By the end of the 2026-2027 school year, 100% of HES teachers will consistently implement aggressive monitoring as evidenced through classroom observations, walkthrough data, and student work. Teachers will monitor student progress during instruction, provide timely feedback, and adjust instruction to ensure students are actively engaged and progressing toward mastery of student goals.

Strategy's Expected Result/Impact: Consistent implementation of aggressive monitoring will allow teachers to identify student misunderstandings in real time and provide immediate feedback and support. Students will receive more timely, targeted instruction. As a result, we expect to see increased student engagement, stronger academic growth, and improved student performance across all grade levels and content areas.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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].

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

Strategy 1

HES will host an all-day Career Day in the spring, providing students with the opportunity to explore a variety of careers in an engaging and interactive way. Students will learn from community professionals and participate in hands-on experiences that allow them to see, try, and connect with different career paths.

Strategy's Expected Result/Impact: Our goal is to make career exploration fun and meaningful while helping students begin to discover their interests, strengths, and possibilities for the future.

Staff Responsible for Monitoring: Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Heritage Elementary will wear college colors once a month on the first Wednesday of the month. On Friday announcements, a teacher will state their college, explain why they chose that college, and share any other relevant details they would like the students to know.

Strategy's Expected Result/Impact: Students will have an increased awareness of colleges.

Staff Responsible for Monitoring: Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

The GT specialist will push into fifth-grade math classroom (2 times per week) to provide enrichment and support for students performing at or above grade level. This will allow the classroom teacher to provide more targeted small-group instruction and intervention for students who need additional support.

Strategy's Expected Result/Impact: Students who participate will increase a performance level on iready/STAAR.

Staff Responsible for Monitoring: GT Specialist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

The HES gifted specialist will communicate monthly through a GT newsletter to parents with an update of learning and activities.

Strategy's Expected Result/Impact: Parents will be informed and engaged in the GT community.

Staff Responsible for Monitoring: GT Specialist

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 5

Heritage Elementary will effectively support and communicate with students and families as they navigate important academic decisions by providing timely information, guidance, and opportunities related to middle school course selection. The counselor will intentionally connect with students and parents to help them understand available options and make informed decisions that support each student's individual strengths, interests, and future goals.

Strategy's Expected Result/Impact: Students and parents will have helpful information regarding middle school pathways/opportunities.

Staff Responsible for Monitoring: Counselor

Formative Reviews

September	February	April	June

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 Source: 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

Heritage Elementary will provide a physically and emotionally safe learning environment that is free from bullying and in which expectations are clearly communicated.

Strategy's Expected Result/Impact: Decreased number of office referrals and bullying reports.

Staff Responsible for Monitoring: Assistant Principal
Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

HES will continue to reinforce and evaluate the new behavior system through the MTSS process.

Strategy's Expected Result/Impact: HES will have consistent discipline expectations throughout the school. Staff and students will use the same language, routines and procedures and there will be a reduction in office referrals.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

HES will implement a consistent schoolwide ticket system to reinforce positive behavior and demonstration of school values and expectations.

Strategy's Expected Result/Impact: Students will demonstrate improved behavior and engagement, leading to an increase in instructional time and stronger school culture.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

HES will continue to work with PTA and staff to offer afterschool clubs for students such as Garden Club, Drama Club, Theater, Chess, Play Club and Cheer Club.

Strategy's Expected Result/Impact: Students will have the opportunity to participate in organizations to help them feel a part of the school community.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Selected 5th graders will participate in a leadership program with the assistant principal in order to promote good citizenship as well as student voice.

Strategy's Expected Result/Impact: Students will learn leadership skills and be a voice for other students in making an impact on the school and community.

Staff Responsible for Monitoring: Assistant Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

All pre k - 5 grade students will learn about a different character trait each month through the Purposeful People Character Curriculum.

Strategy's Expected Result/Impact: HES students will feel a sense of community using common language to highlight a different character traits that demonstrate character. The counselor will share a School/Home Challenge working along side our PTA to enhance connections.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Counselor will work with students who might be struggling with peer relationships, academic performance and attendance in small groups or individually.

Strategy's Expected Result/Impact: Students will have a safe place to receive tools needed in order to succeed academically, socially and emotionally and in addition a reduction in office referrals.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Counselor will contact all new families to HES and offer new student lunches to further connections throughout the year.

Strategy's Expected Result/Impact: New families will feel welcomed and connected at HES.

Staff Responsible for Monitoring: Principal
Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Gallup Surveys

Strategy 1

100% of the HES staff will complete the district survey.

Strategy's Expected Result/Impact: HES staff will use the data and feedback to make decisions based on student needs.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

HES will work to create a positive and warm working environment by providing opportunities for team building and morale incentives such as pay day treats, lunches and duty free opportunities.

Strategy's Expected Result/Impact: The staff will feel recognized and valued at HES and this will be reflected on district surveys.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

HES will provide professional growth pathway opportunities for teachers. This could be leading a part of a PLC, demonstrating a new strategy at a faculty meeting or mentoring a teacher.

Strategy's Expected Result/Impact: More teachers will grow in their leadership even in small ways.

Staff Responsible for Monitoring: Principal
Assistant Principal
Team Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

100% of HES teachers will set professional goals and monitor their progress through the evaluation system to improve their instruction.

Strategy's Expected Result/Impact: Students will show growth in universal screeners and STAAR.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

September	February	April	June

Strategy 2

All HES teachers will participate in content based PLC's.

Strategy's Expected Result/Impact: Teachers will collaborate to analyze data and target instruction to meet student needs.

Staff Responsible for Monitoring: Principal
Assistant principal

Formative Reviews

September	February	April	June

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

The HES counselor will work with PTA or community organization to host several student/parent programs throughout the year (1 fall/ 1 spring).

Strategy's Expected Result/Impact: Provide families with an understanding of child anxiety and strategies to support their student.

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

September	February	April	June

Strategy 2

By the end of the 2026-2027 school year, Heritage Elementary will strengthen the transition and sense of belonging for newly enrolled families by providing intentional opportunities for connection, communication, and involvement. Campus leaders will collect BOY and EOY feedback from new families to monitor their experiences, identify areas for improvement, and measure growth in family engagement and connectedness.

Strategy's Expected Result/Impact: Administer a BOY survey to all newly enrolled families to establish a baseline.
Use survey feedback to identify barriers and opportunities for increased family engagement.
Provide intentional opportunities for new families to connect with staff, other families, and campus events throughout the year.
Administer an EOY survey to measure changes in families' sense of connection, belonging, and engagement.
Use survey results to identify next steps for the following school year.

Staff Responsible for Monitoring: Principal
Counselor

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

In combination with the PTA, HES will share a weekly newsletter that highlights specific opportunities for parents to connect and gain information about HES and GCISD.

Strategy's Expected Result/Impact: The HES community will have an awareness of events, programs and opportunities in GCISD.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

HES staff will work collaboratively to partner with PTA to create volunteer opportunities for parents and grandparents.

Strategy's Expected Result/Impact: Increased school/home connections.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Campus leadership and PTA will regularly seek opportunities for business partnerships and support through sponsored programs or donations for students and staff.

Strategy's Expected Result/Impact: Positive relationships between HES community and additional opportunities for students and staff.

Staff Responsible for Monitoring: Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

All students in Pre K - 5th will participate in One School One Book in order to facilitate and promote student engagement and a culture of literacy with the school and home.

Strategy's Expected Result/Impact: HES students will be excited and engaged in the same book and have targeted comprehension/vocabulary discussions each week based on their grade level.

Staff Responsible for Monitoring: Principal
Librarian

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

All Pre K - 5th grade students will have the opportunity to participate in a variety of Family Engagement activities such as: Family Art Night, Book Character Pumpkins, Family Flashlight Reading, Family Nights at local restaurants, Spring Fling, Field Day.

Strategy's Expected Result/Impact: Families will feel connected and supported and HES>

Staff Responsible for Monitoring: Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

In combination with PTA, HES will provide multiple opportunities for parents to be involved and volunteer (Lunch Room Duty, Library Helper, Art Helper, Lunch with a Loved One, Copy Room Helper).

Strategy's Expected Result/Impact: HES parents will have multiple opportunities to participate in their child's learning.

Staff Responsible for Monitoring: Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

HES teachers will hold BOY conferences in order to provide parents with information on the universal screeners.

Strategy's Expected Result/Impact: Parents will learn strengths and weakness and have a better understanding of how GCISD uses universal screeners.

Staff Responsible for Monitoring: Principal

Formative Reviews

September	February	April	June

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 Source: 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

All HES students in Kinder - 5th will track their laps and participate in Fitness Friday once a month. Families will also be invited to the HMS track during their child's specials time to participate.

Strategy's Expected Result/Impact: Students will be able to monitor their fitness goals each month.

Staff Responsible for Monitoring: Principal
PE Teacher

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Solicit stakeholder input and feedback on the development and utilization of campus budget funds. This will be done with CEC, PTA and HES staff.

Strategy's Expected Result/Impact: Stakeholders will have an understanding and be apart of the campus budget. 100% of purchases will be aligned with campus goals.

Staff Responsible for Monitoring: Principal
Executive Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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

HES will follow all established district processes and procedures for expenditures on curriculum materials, campus supplies and professional development.

Strategy's Expected Result/Impact: HES will be in compliance for all materials and supplies.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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

Strategy 1

Solicit stakeholder feedback about facility needs and long term program plans, and participate in long term facility management and bond planning committees when appropriate.

Strategy's Expected Result/Impact: Stakeholders will have increased opportunities to provide input on facility needs and program planning, resulting in greater transparency, stronger community trust, and informed recommendations that support long-term facility management.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals.

Strategy's Expected Result/Impact: Federal funds will be aligned to identified campus needs and priorities in the CIP, leading to improved implementation of strategies, measurable progress toward stated goals, and documented compliance with federal requirements.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD

O.C. Taylor Elementary

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent:
Comparative Academic Growth, Top 25 Percent:
Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 12:04 PM

Mission Statement

We build a strong community by fostering meaningful relationships, providing rigorous and engaging learning experiences, and cultivating leadership opportunities. Through these efforts, we empower every student to grow, lead, and achieve excellence, ensuring our Tigers are prepared to be the leaders of tomorrow.

Vision

Striving to achieve excellence as we build community and empower tomorrow's leaders.

Value Statement

O.C. Taylor...
Going beyond traditional practices
to inspire today's students and empower tomorrow's leaders.

We believe...

...children come first.

...parents, community, and staff work together for the good of the child.

...effective teaching addresses the needs of the whole child.

...teacher development is an ongoing, life-long process that is focused on helping students meet their full potential.

...we provide the foundation for students to be successful in life.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Goals 15

Goal 1 : Student Achievement and Post Secondary Readiness 16

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 29

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 34

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 43

Comprehensive Needs Assessment

Demographics

Summary

O.C. Taylor Elementary serves approximately 574 students in grades K–5. The student population is 70.38% White, 12.72% Hispanic, 8.19% Asian, 4.70% Two or More Races, 3.83% African American, and 0.17% American Indian. The campus serves a diverse range of learners and student needs, with 19.86% identified as Gifted and Talented, 20.03% receiving Special Education services, 12.02% identified as At-Risk, 10.45% identified with Dyslexia, and 3.83% receiving Section 504 services.

The campus also serves students with varying economic, linguistic, and housing circumstances. 6.62% of students are economically disadvantaged, including 4.88% identified as receiving free lunch and 1.74% receiving reduced-price lunch. Approximately 3.66% of students are identified as Emergent Bilingual/ESL or are receiving monitored language services, while 2.26% are identified as living in temporary residence under McKinney-Vento provisions. The student population is 53.66% male and 46.34% female.

O.C. Taylor's demographic profile reflects a campus serving both a significant population of students requiring specialized support and a substantial population of students requiring advanced academic opportunities. Nearly one in five students is identified as Gifted and Talented, while approximately one in five receives Special Education services. This combination creates a campus instructional context in which effective Tier 1 differentiation must address a broad range of readiness levels within the same classrooms. The campus's focus on action-oriented PLCs, i-Ready data, targeted intervention, and the Advanced Learner Framework/TEAM model provides structures for responding to this range of academic needs while maintaining high expectations for all students.

Strengths

Strong Academic Diversity: O.C. Taylor serves a broad range of learners, including 19.86% Gifted and Talented students and 20.03% students receiving Special Education services, creating a campus culture that values both advanced learning and individualized support.

- **Established Systems for Differentiation:** The campus has developed instructional structures, including the Advanced Learner Framework, targeted intervention, and data-driven PLCs, to address varying levels of student readiness within the same classroom.

- **High Expectations Across Learner Groups:** Despite the range of academic needs represented on campus, O.C. Taylor maintains consistently high expectations, reflected in the campus's **94 overall accountability rating** and strong STAAR performance.

- **Strong General Education Foundation:** The relatively low percentages of students identified as economically disadvantaged (6.62%) and Emergent Bilingual (3.66% including monitored students) allow the campus to maintain a strong focus on academic achievement while still providing targeted supports for students who need them.

- **Diverse Student Population:** O.C. Taylor serves students from multiple racial and ethnic backgrounds, providing opportunities for students to learn within a diverse school community while maintaining a strong sense of campus identity and community.

- **Capacity to Serve Varied Learner Needs:** The campus has experience supporting students across multiple specialized populations, including GT, Special Education, Dyslexia, Section 504, At-Risk, and Emergent Bilingual students, giving staff a broad foundation for differentiated instruction and student support.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	O.C. Taylor's overall student performance is strong, but demographic performance data reveals persistent achievement gaps for Special Education and Economically Disadvantaged students compared with the campus overall. The greatest differences occur at the Masters levels, limiting the campus's ability to ensure consistently high levels of achievement across all student groups.	While campus systems provide intervention, differentiation, and enrichment opportunities, these supports are not yet consistently resulting in accelerated achievement for identified student groups. Greater alignment of student-level data, targeted instructional support, progress monitoring, and acceleration opportunities is needed to address individual learning needs.

★ = Priority

Student Learning

Summary

Demographic & Student Group Performance

O.C. Taylor demonstrated strong performance across several student groups in 2025–2026, while the data also identifies specific populations where continued targeted support can strengthen overall achievement and the campus's Closing the Gaps performance.

All Subjects

Across all subjects, **93% of OCT students achieved Approaches Grade Level or Above, 80% achieved Meets Grade Level or Above, and 50% achieved Masters Grade Level.**

- **Gifted/Talented:** 100% Approaches, 97% Meets, and 83% Masters.
- **Emergent Bilingual - Current:** 100% Approaches, 83% Meets, and 33% Masters.
- **Emergent Bilingual - Current & Monitored:** 94% Approaches, 78% Meets, and 50% Masters.
- **Special Education - Current:** 77% Approaches, 49% Meets, and 17% Masters.
- **Special Education - Former:** 94% Approaches, 72% Meets, and 39% Masters.
- **Continuously Enrolled:** 93% Approaches, 78% Meets, and 50% Masters.
- **Non-Continuously Enrolled:** 96% Approaches, 86% Meets, and 51% Masters.
- **Highly Mobile:** 50% Approaches, 33% Meets, and 17% Masters.
- **Economically Disadvantaged:** 77% Approaches, 54% Meets, and 23% Masters.
- **Non-Economically Disadvantaged:** 95% Approaches, 82% Meets, and 53% Masters.
- **Homeless:** 50% Approaches, 33% Meets, and 17% Masters.

Reading/Language Arts

Reading demonstrates particularly strong performance among several student groups.

- **Gifted/Talented:** 100% Approaches, 99% Meets, and 84% Masters.
- **Emergent Bilingual - Current & Monitored:** 100% Approaches, 85% Meets, and 62% Masters.
- **Special Education - Current:** 71% Approaches, 45% Meets, and 19% Masters.
- **Special Education - Former:** 100% Approaches, 75% Meets, and 38% Masters.
- **Continuously Enrolled:** 93% Approaches, 82% Meets, and 54% Masters.
- **Non-Continuously Enrolled:** 97% Approaches, 90% Meets, and 57% Masters.
- **Economically Disadvantaged:** 82% Approaches, 55% Meets, and 18% Masters.
- **Non-Economically Disadvantaged:** 95% Approaches, 86% Meets, and 59% Masters.

Mathematics

Mathematics also demonstrates strong performance among several student populations.

- **Gifted/Talented:** 100% Approaches, 99% Meets, and 87% Masters.
- **Emergent Bilingual - Current & Monitored:** 100% Approaches, 92% Meets, and 46% Masters.
- **Special Education - Current:** 81% Approaches, 50% Meets, and 14% Masters.
- **Special Education - Former:** 100% Approaches, 75% Meets, and 50% Masters.
- **Continuously Enrolled:** 94% Approaches, 80% Meets, and 49% Masters.
- **Non-Continuously Enrolled:** 97% Approaches, 87% Meets, and 57% Masters.
- **Economically Disadvantaged:** 77% Approaches, 55% Meets, and 27% Masters.
- **Non-Economically Disadvantaged:** 97% Approaches, 84% Meets, and 52% Masters.

Science

Science represents a more significant area of opportunity across several student groups.

- **Gifted/Talented:** 100% Approaches, 90% Meets, and 67% Masters.

- **Emergent Bilingual - Current & Monitored:** 67% Approaches, 33% Meets, and 33% Masters.
- **Special Education - Current:** 80% Approaches, 60% Meets, and 20% Masters.
- **Continuously Enrolled:** 84% Approaches, 61% Meets, and 37% Masters.
- **Non-Continuously Enrolled:** 91% Approaches, 73% Meets, and 18% Masters.
- **Non-Economically Disadvantaged:** 88% Approaches, 64% Meets, and 34% Masters.

Strengths

Student Learning Strengths

1. Strong overall student achievement across content areas
O.C. Taylor students demonstrated strong overall performance, with **93% of all students achieving Approaches Grade Level or Above, 79% achieving Meets Grade Level or Above, and 50% achieving Masters Grade Level** across all subjects.

2. Strong Reading/Language Arts performance
Reading is a significant campus strength, with **94% of students achieving Approaches, 83% Meets, and 55% Masters**. Performance is particularly strong among continuously enrolled, non-continuously enrolled, and Gifted/Talented students.

3. Strong Mathematics achievement
Mathematics demonstrates similarly strong performance, with **95% Approaches, 81% Meets, and 50% Masters** overall. Gifted/Talented students achieved **100% Approaches, 99% Meets, and 87% Masters**, while non-continuously enrolled students achieved **97% Approaches and 87% Meets**.

4. High performance among Gifted/Talented students
Gifted/Talented students are a clear strength across all subjects, achieving **100% Approaches, 97% Meets, and 83% Masters** overall. This demonstrates strong capacity for advanced academic achievement and supports continued emphasis on enrichment, extension, and acceleration.

5. Strong performance among continuously and non-continuously enrolled students
Both groups demonstrated strong achievement across all subjects. Continuously enrolled students achieved **93% Approaches, 78% Meets, and 50% Masters**, while non-continuously enrolled students achieved **96% Approaches, 86% Meets, and 51% Masters**.

6. Strong performance among Emergent Bilingual students in Reading and Mathematics
Emergent Bilingual students demonstrated particularly strong performance in Reading and Mathematics. The Current & Monitored EB group achieved **100% Approaches in Reading and Mathematics**, with **85% Meets in Reading and 92% Meets in Mathematics**.

7. Strong performance at the Meets and Masters levels
OCT's performance is not limited to students simply reaching Approaches. The campus has substantial numbers of students demonstrating deeper mastery, with **80% of all students at Meets or above and 50% at Masters across all subjects**.

8. Strong foundation for advanced learning and acceleration
The high performance of G/T students, combined with the overall campus achievement levels, provides a strong foundation for OCT's **Advanced Learning Framework** work. The campus has a substantial population of students who can benefit from consistent opportunities for extension, enrichment, productive struggle, and acceleration.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	O.C. Taylor students demonstrate strong overall achievement, but a significant percentage of students are not yet reaching the Meets and Masters levels across content areas. Continued improvement is needed to increase the depth of student learning and move more students beyond basic grade-level proficiency.	Tier 1 instruction is not yet consistently differentiated to provide all students with sufficient opportunities for higher-level thinking, productive struggle, academic discourse, and application of grade-level content. While students are generally demonstrating proficiency, instructional practices and opportunities for extension and depth are not yet consistently pushing students from Approaches
2	Achievement gaps persist among Special Education and Economically Disadvantaged students, particularly at the Meets and Masters levels. These differences indicate a need for more consistent, targeted instructional and intervention practices that accelerate learning for students who are not yet performing at the same level as their peers.	The campus has not yet consistently closed achievement gaps for Special Education and Economically Disadvantaged students, particularly at the Meets and Masters levels. Targeted instructional supports, acceleration opportunities, and consistent monitoring of student progress need to be strengthened to ensure these students make sufficient academic gains.

★ = Priority

School Processes & Programs

Summary

O.C. Taylor staff members report feeling supported, respected, and valued by campus administration. Strong relationships, open communication, and administrative responsiveness contribute to a positive staff culture and provide a strong foundation for staff retention and continued campus improvement. With several staffing changes and new personnel joining the campus, continued attention to onboarding, team development, and role clarity will remain important.

Instructional practices at O.C. Taylor emphasize high expectations, student engagement, rigorous grade-level instruction, and the use of on-level instructional materials. Teachers are encouraged to maintain strong proximity to students, actively monitor learning, and provide timely feedback during instruction. PLCs meet regularly to examine student data, align instruction to TEKS expectations, and develop common instructional responses, including the use of short constructed response opportunities to monitor student understanding.

O.C. Taylor has established a strong culture of student support and positive behavior through consistent expectations, relationship-based practices, and proactive administrative support. Staff demonstrate a strong commitment to maintaining a safe, respectful, and engaging learning environment across classrooms, Specials, common areas, and campus events.

O.C. Taylor maintains strong community pride and a high level of academic achievement, earning an overall **94 (A)** accountability rating. Student achievement remains a significant campus strength, with strong performance across student groups and particularly strong outcomes among Gifted/Talented students. Attendance and student engagement remain important components of maintaining this level of performance.

Strengths

- **Strong Staff Support and Collaboration:** O.C. Taylor has established systems that promote communication, collaboration, and support among staff. Leadership structures, PLCs, and ongoing administrative feedback provide opportunities for teachers to collaborate around instruction, student needs, and campus priorities.
- **Strong Instructional Practices:** Campus instructional practices emphasize high expectations, student engagement, rigorous grade-level instruction, and the use of on-level instructional materials. Teachers use active monitoring and formative assessment practices to identify student understanding and adjust instruction.
- **Data-Driven PLC Processes:** PLCs provide a structured process for teams to analyze student performance, identify areas of need, plan targeted instruction, and monitor progress. The continued refinement of PLCs toward more targeted, action-oriented conversations is a key strength of the campus instructional model.
- **Formative Assessment and Progress Monitoring:** Teachers regularly use formative assessment, student work, iReady data, and other campus assessment information to monitor student learning. These practices provide teams with opportunities to identify students needing additional support, enrichment, or acceleration.
- **Coaching and Feedback:** Walkthroughs, coaching, and administrative feedback provide ongoing opportunities for teachers to strengthen instructional practices. Feedback is increasingly connected to campus instructional priorities, student engagement, rigor, and evidence of student learning.
- **Strong Academic Culture:** O.C. Taylor has a long-standing culture of high academic expectations and student achievement. The campus earned an overall **94 (A)** accountability rating, demonstrating the effectiveness of many existing instructional and academic systems.
- **Advanced Learner Framework and Differentiation:** The campus has developed the **Advanced Learner Framework (ALF)** and Tiered Enrichment & Acceleration Model to create more consistent opportunities for advanced learners while maintaining appropriate rigor and productive struggle within Tier 1 instruction.
- **Targeted Support for Student Groups:** Campus systems increasingly use student-level data to identify and support students who need additional intervention or acceleration. This includes attention to Special Education and Economically Disadvantaged students as the campus works to strengthen achievement at the Meets and Masters levels.
- **Strong Student Engagement and Campus Traditions:** Established programs and traditions, including family events, student leadership opportunities, enrichment activities, and campus-wide events, contribute to student connection and a strong sense of belonging.

- **Positive Behavior and Student Support Systems:** O.C. Taylor uses proactive behavior supports, restorative practices, counseling supports, and administrative intervention to promote a safe, respectful, and supportive learning environment.
- **Strong Attendance and Student Engagement:** Student attendance remains an important campus strength and reflects strong family commitment to regular school participation. Continued monitoring of attendance and early intervention for students experiencing attendance concerns supports student success.
- **Strong Family and Community Partnerships:** PTA, CEC, Dad's Club, volunteers, and community partners provide meaningful support for campus programs and student experiences. These partnerships contribute to the strong sense of community and pride at O.C. Taylor.
- **Commitment to Continuous Improvement:** O.C. Taylor has strong foundational systems already in place, allowing the campus to focus on refinement rather than wholesale program changes. The primary opportunity is to make existing processes more consistent, targeted, and responsive so that strong overall achievement translates into increased performance at the Meets and Masters levels for all student groups.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Consistent implementation of Tier 1 instructional practices, including differentiation, rigorous questioning, productive struggle, academic discourse, and active student engagement, remains an area for continued campus improvement.	Campus walkthrough and coaching data indicate variability in the implementation of agreed-upon Tier 1 instructional practices across classrooms, creating opportunities to strengthen consistency in instructional rigor and student engagement.
2	Need for deeper, more consistent alignment of PLC processes with student-level data, TEKS rigor, and specific instructional responses across grade levels and content areas.	PLC teams have established regular data-analysis structures, but the process is not yet consistently resulting in clearly identified student needs, targeted instructional responses, and progress-monitoring actions for all students.
3	Achievement gaps persist for Special Education and Economically Disadvantaged students, particularly at the Meets and Masters levels, despite strong overall campus achievement.	Existing intervention, differentiation, and acceleration practices are not yet consistently resulting in accelerated outcomes at the levels we want for these student groups, creating a need for more intentional student-level planning, progress monitoring, and instructional adjustment.
4	Need to increase the percentage of students demonstrating Masters performance while maintaining O.C. Taylor's strong overall academic achievement.	Students do not yet consistently experience the depth of rigor, application, higher-order thinking, and productive struggle necessary to move from basic grade-level proficiency toward higher levels of mastery.

★ = Priority

Perceptions

Summary

Communication and Family Engagement
O.C. Taylor prioritizes clear, consistent communication and strong family partnerships. The campus uses newsletters, social media, campus events, PTA, CEC, and multiple volunteer opportunities to keep families informed and connected to the school community. Family engagement is supported through established traditions and events that provide opportunities for families to participate in and celebrate student learning.

Staff Feedback and Campus Climate
O.C. Taylor benefits from a committed staff and a strong culture of collaboration and support. Campus leadership uses staff feedback, walkthroughs, PLCs, and ongoing communication to identify needs and refine campus practices. Continued attention to staff support, onboarding, collaboration, and consistent implementation of campus expectations will be important as the campus continues to improve.

Instructional Culture and Student Learning
The campus maintains high expectations for student achievement and emphasizes rigorous Tier 1 instruction, student engagement, formative assessment, and data-informed decision making. PLCs, instructional coaching, iReady data, and student work provide structures for teachers to examine student learning and adjust instruction. Continued refinement of these systems will focus on increasing the consistency of rigorous instruction and moving more students from Approaches to Meets and from Meets to Masters.

Community Partnerships
O.C. Taylor has strong community pride and benefits from active support from families, PTA, Dad's Club, volunteers, and community partners. These relationships provide resources, experiences, and opportunities that enhance the student experience and contribute to a strong campus community.

Strengths

O.C. Taylor's greatest perceptual strength is its strong sense of community, high expectations, and commitment to student success. Families, staff, and community partners share a strong connection to the campus and support a culture that values academic achievement, student engagement, and positive relationships.

The campus benefits from responsive and supportive campus leadership, with established structures for staff communication, collaboration, professional learning, PLCs, and instructional feedback. Staff have multiple opportunities to provide input and work collaboratively to address campus and student needs.

Family and community engagement are significant assets. PTA, CEC, Dad's Club, volunteers, and campus events provide meaningful opportunities for families to participate in the life of the school. These partnerships strengthen campus traditions and contribute to the pride associated with O.C. Taylor.

The campus also has a strong instructional foundation, supported by high academic expectations, data-driven PLCs, formative assessment, instructional coaching, and the Advanced Learner Framework. O.C. Taylor's 94 (A) accountability rating reflects the strength of these systems and the academic commitment of the campus community.

As O.C. Taylor continues to grow, the campus is positioned to build on these strengths by increasing consistency in Tier 1 instruction, strengthening outcomes for identified student groups, and deepening family and community partnerships.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff perceptions of campus systems and expectations may vary as new and returning staff members continue to develop a shared understanding of O.C. Taylor's instructional priorities, procedures, and campus culture.	Recent staffing and leadership changes have resulted in varying levels of familiarity with established campus systems, creating a need for intentional onboarding, calibration, communication, and opportunities for staff to develop shared ownership of campus priorities.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

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

Strategy 1

O.C. Taylor will establish and implement a campus-wide Tier 1 instructional model that ensures all students receive rigorous, standards-aligned, grade-level instruction with intentional opportunities for productive struggle, academic discourse, higher-order thinking, formative assessment, differentiation, and extension. Campus leadership will establish common instructional look-fors and use walkthroughs, student work, lesson evidence, and coaching cycles to monitor implementation and continuously strengthen Tier 1 instruction.

Strategy's Expected Result/Impact: By the end of the school year, at least 90% of observed classrooms will demonstrate proficiency in at least 4 of the 5 OCT Tier 1 Instructional Look-Fors, with at least 80% of classrooms demonstrating all 5 look-fors during walkthroughs. The percentage of classrooms meeting the established Tier 1 proficiency threshold will increase by at least 15 percentage points from the BOY baseline. Student achievement data will demonstrate corresponding growth in grade-level mastery, with Reading and Mathematics performance increasing by at least 3 percentage points from the established baseline.

Staff Responsible for Monitoring: Campus Principal

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will implement collaborative, data-driven PLCs that follow a consistent continuous-improvement cycle: identify essential standards and success criteria, analyze student evidence, identify specific misconceptions and learning gaps, determine root causes, develop targeted Tier 1 instructional responses, implement those responses, administer common formative assessments, and use results to reteach, intervene, enrich, or accelerate instruction. PLCs will use iReady, STAAR, common assessments, student work, and other relevant evidence to make instructional decisions.

Strategy's Expected Result/Impact: At least 90% of documented PLC cycles will demonstrate all components of the OCT instructional-response cycle. At least 80% of identified instructional gaps will have a documented instructional response and follow-up evidence. At least 75% of students receiving a targeted response will demonstrate measurable improvement on the subsequent common assessment or progress-monitoring measure.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will use MTSS and Tiger Time as a flexible acceleration system in which students are regrouped based on current academic evidence and instructional need. Students may receive targeted intervention, additional grade-level support, enrichment, or acceleration based on demonstrated need and readiness.

Strategy's Expected Result/Impact: At least 90% of students receiving targeted MTSS/Tiger Time support will have progress-monitoring data reviewed every 4-6 instructional weeks. At least 70% will meet their identified growth target or demonstrate mastery of the targeted skill. Students demonstrating mastery will be regrouped into grade-level, enrichment, or acceleration opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principal, K-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor will implement the Advanced Learner Framework (ALF)/Tiered Enrichment/ Acceleration Model to ensure students demonstrating readiness for increased cognitive demand receive consistent opportunities for enrichment and acceleration. Tier 1 classrooms will provide extension pathways for all students, while targeted advanced learning opportunities will be provided based on academic evidence and demonstrated readiness.

Strategy's Expected Result/Impact: By EOY, 100% of classrooms will demonstrate at least one documented extension or acceleration pathway during walkthroughs. At least 80% of students identified for targeted advanced learning will demonstrate mastery or above-grade-level performance on designated extension tasks or common assessments. Reading and Mathematics Masters performance will increase by at least 5 percentage points from baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

O.C. Taylor will intentionally increase the percentage of students progressing from Meets to Masters by embedding higher-order questioning, Depth and Complexity, rigorous tasks, academic discourse, application, justification, and transfer into Tier 1 instruction regularly.

Strategy's Expected Result/Impact: Reading and Mathematics Masters performance will increase by at least 5 percentage points from the established baseline. At least 80% of students demonstrating grade-level mastery on interim/common assessments will receive documented opportunities for advanced reasoning, application, analysis, or transfer.

Staff Responsible for Monitoring: Principal, Assistant Principal, K-5 Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 6

O.C. Taylor will provide targeted accelerated instruction to students identified through STAAR results, universal screeners, classroom assessments, MTSS processes, and other academic evidence. Accelerated instruction will be aligned to identified standards and skill gaps and will include progress monitoring and frequent opportunities to demonstrate mastery.

Strategy's Expected Result/Impact: 100% of students identified for accelerated instruction will have a documented plan aligned to specific standards or skill gaps. At least 75% will demonstrate measurable growth, and at least 60% will demonstrate mastery of the targeted skill by the end of the instructional cycle.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 7

O.C. Taylor will strengthen academic outcomes for students receiving special education services through coordinated implementation of specially designed instruction, effective accommodations, rigorous Tier 1 access, targeted intervention, and ongoing progress monitoring.

Strategy's Expected Result/Impact: At least 80% of SPED students will demonstrate measurable annual academic growth in Reading and/or Mathematics. The percentage of SPED students performing Approaches or above will increase by at least 5 percentage points from baseline, with a campus target of at least 70%. At least 25% of applicable SPED students will improve by at least one STAAR performance category.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 8

O.C. Taylor will use iReady data as an instructional diagnostic to identify prerequisite skill gaps, unfinished learning, and opportunities for acceleration. Teachers will translate iReady data into targeted instructional responses through Tier 1, small groups, Tiger Time, and individualized practice.

Strategy's Expected Result/Impact: At least 90% of teachers will demonstrate documented use of iReady data to identify instructional priorities and corresponding responses. At least 80% of K-5 students will achieve Typical Growth and at least 50% will achieve Stretch Growth. At least 75% of students identified below grade level will demonstrate measurable growth toward grade-level performance.

Staff Responsible for Monitoring: Principal, Assistant Principal and Learning Liaison

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 9

O.C. Taylor will intentionally develop mathematical fluency and automaticity through regular opportunities for fact and skill fluency practice while maintaining an emphasis on conceptual understanding, mathematical reasoning, and application.

Strategy's Expected Result/Impact: At least 90% of students in grades 2-5 will participate in the established fluency routine at least four days per week. At least 80% will demonstrate measurable growth on campus fluency measures, and Mathematics STAAR performance will increase by at least 3 percentage points from baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 10

O.C. Taylor leadership will monitor the alignment among standards, planned instruction, delivered instruction, formative assessment, and student work through PLCs, instructional walkthroughs, coaching conversations, and collaborative planning.

Strategy's Expected Result/Impact: Campus leadership will conduct at least two formal instructional walkthrough cycles per grade level each semester. At least 90% of identified instructional action steps will demonstrate evidence of implementation during follow-up observations. The percentage of classrooms meeting the established Tier 1 proficiency threshold will increase by at least 15 percentage points from the BOY baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 11

O.C. Taylor will increase student cognitive engagement by intentionally designing instruction utilizing high-yield collaborative structures (e.g., Kagan Structures, lead4ward Instructional Strategies) that require students to think, explain, discuss, solve, justify, apply, analyze, and create.

Strategy's Expected Result/Impact: By EOY, at least 85% of observed classrooms will demonstrate evidence of active cognitive engagement through embedded Kagan or lead4ward structures. Student engagement survey results will increase by at least 5 percentage points from the BOY baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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].

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

Strategy 1

O.C. Taylor will strengthen college, career, and military readiness foundations by providing students with consistent opportunities to engage in rigorous, above-grade-level, and application-based learning through Tier 1 instruction, enrichment, Avance Learner Framework, and advanced academic opportunities. Teachers will use student achievement data, iReady data, classroom evidence, and demonstrated readiness to provide appropriate extension, acceleration, and opportunities for students to apply increasingly complex thinking and problem-solving skills.

Strategy's Expected Result/Impact: By EOY, at least 90% of observed classrooms will demonstrate evidence of higher-order thinking, application, or extension opportunities, and 80% of students identified as ready for advanced learning will demonstrate mastery or above-grade-level performance on designated extension tasks or assessments. Campus Masters performance in Reading and Mathematics will increase by at least 5 percentage points from the established baseline.

Staff Responsible for Monitoring: GT Specialist, Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will intentionally expose students to a broad range of college, career, and military pathways through curriculum connections, College and Career Day, community partnerships, classroom guest speakers, career exploration, and authentic learning experiences. Experiences will intentionally expand students' understanding of diverse careers, including professional, technical, skilled-trade, public-service, military, entrepreneurial, and emerging career pathways.

Strategy's Expected Result/Impact: By EOY, 100% of students in grades 1-5 will participate in at least three documented college, career, or military awareness experiences during the school year, including at least one experience connected directly to classroom learning. At least 85% of students will be able to identify at least two career pathways and describe at least one skill or educational requirement associated with each.

Staff Responsible for Monitoring: Principal, Counselor, Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will establish a consistent campus culture that connects students' current academic effort, habits, and achievement to future educational and career opportunities. Through Tiger Time News, classroom discussions, visual representations of colleges and career pathways, campus events, student goal-setting, and recognition of academic growth and achievement, students will develop an understanding that their current learning and choices contribute to future opportunities.

Strategy's Expected Result/Impact: By EOY, at least 85% of students in grades 3-5 will demonstrate increased awareness of college, career, and military pathways as measured by a campus-developed future-readiness survey. At least 80% of students will be able to identify a personal academic goal and explain at least one connection between their current academic performance and a future educational or career opportunity.

Staff Responsible for Monitoring: Principal, Counselor, Librarian

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor will increase opportunities for students to apply academic knowledge to authentic,

real-world problems through project-based learning, problem-based tasks, STEM experiences, financial literacy, entrepreneurship, design challenges, interdisciplinary learning, and career-connected applications. Teachers will intentionally connect grade-level standards to situations that require students to collaborate, communicate, solve problems, make decisions, and create solutions.

Strategy's Expected Result/Impact: By EOY, 100% of teachers in grades 2-5 will facilitate at least two documented authentic problem-solving or career-connected experiences, with at least 80% of students successfully completing a problem-solving artifact that demonstrates standard mastery and solution justification.

Formative Reviews

September	February	April	June

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 Source: 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

O.C. Taylor will implement a proactive, campus-wide attendance system that clearly communicates attendance expectations to students and families, identifies attendance concerns early, and provides targeted communication and support for students demonstrating patterns of absenteeism or tardiness. Campus leadership will regularly monitor attendance trends and use attendance data to identify students and groups requiring additional support.

Strategy's Expected Result/Impact: O.C. Taylor will increase the annual campus attendance rate to at least 97.5% and reduce the percentage of students identified as chronically absent by at least 10% from the established BOY baseline.

Staff Responsible for Monitoring: Assistant Principal, Counselor, Data Clerk

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor leadership will conduct systematic weekly reviews of attendance data to identify trends, students requiring intervention, and barriers affecting attendance. The leadership team

will use this information to coordinate timely family communication, student support, and appropriate campus interventions.

Strategy's Expected Result/Impact: 100% of students identified through weekly attendance reviews as demonstrating an attendance concern will have a documented action step within five school days. At least 90% of identified students will demonstrate improved attendance following intervention or be appropriately escalated for additional support.

Staff Responsible for Monitoring: Assistant Principal, Counselor, Data Clerk

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will implement consistent campus-wide Tier 1 behavior expectations across classrooms and common areas using district-approved, research-based practices. Staff will explicitly teach, model, reinforce, and monitor behavioral expectations so students understand productive choices and classroom routines, thereby preserving instructional time and reducing preventable classroom disruptions.

Strategy's Expected Result/Impact: By EOY, at least 90% of observed classrooms will demonstrate implementation of the campus Tier 1 behavior expectations, and office discipline referrals will decrease by at least 15% from the established baseline (25-26= 50 office referrals).

Staff Responsible for Monitoring: Assistant Principal, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor will implement a coordinated multi-tiered behavioral support system that integrates campus Restorative Practices, PBIS, and MTSS processes to identify behavioral needs, provide increasingly intensive supports, monitor student progress, and teach students productive decision-making skills.

Strategy's Expected Result/Impact: At least 90% of students receiving Tier 2 or Tier 3 behavioral support will have a documented intervention and progress-monitoring plan, and at least 80% of those students will demonstrate improvement in the targeted behavior by EOY. Campus-wide office discipline referrals will decrease by at least 15%.

Staff Responsible for Monitoring: Assistant Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 5

O.C. Taylor will implement a consistent recognition system that reinforces productive choices, positive behavior, student responsibility, and alignment with the campus GREAT Tiger values. Recognition will be used as one component of the campus-wide behavior system to reinforce desired behaviors and strengthen student belonging and engagement.

Strategy's Expected Result/Impact: O.C. Taylor will increase documented positive behavior recognitions by at least 10% from the BOY baseline while maintaining or increasing the percentage of students receiving recognition throughout the year. Students receiving behavioral support will also have opportunities to be recognized for demonstrated growth and productive choices.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

O.C. Taylor will maintain, grow, and strategically expand a diverse range of co-curricular and extracurricular opportunities that allow students to explore interests, develop talents, build relationships, and experience success beyond the traditional classroom setting. Club and activity offerings will include opportunities across academic, artistic, athletic, creative, leadership, service, STEM, and other areas of student interest.

Strategy's Expected Result/Impact: O.C. Taylor will offer at least 8 distinct co-curricular or extracurricular opportunities during the school year across at least five different interest categories. At least 90% of 4th-5th grade students will have access to at least one activity aligned to an identified interest, and at least 80% of students who participate in an activity will report that the experience allowed them to explore an interest, develop a skill, or build a positive connection at school.

Staff Responsible for Monitoring: Principal, Counselor, Club Sponsors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will implement a systematic process to identify students who have not yet participated in a school-sponsored co-curricular or extracurricular activity and intentionally connect those students with an appropriate opportunity. Campus leadership, counselors, teachers, club sponsors, and PTA will monitor participation data and remove barriers that prevent students from participating.

Strategy's Expected Result/Impact: These opportunities will foster a sense of belonging, enhance social and emotional development, and contribute to a well-rounded educational experience, while also building stronger connections between students, families, and the school community.

Staff Responsible for Monitoring: Principal, PTA President

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will collaborate with PTA to provide accessible, engaging, school-sponsored experiences that promote student participation, belonging, leadership, creativity, and connection to the school community. PTA-sponsored opportunities will complement campus clubs and activities and provide additional pathways for students to become meaningfully involved in campus life.

Strategy's Expected Result/Impact: 100% of OCT students will be offered at least two PTA-sponsored or campus-sponsored student engagement opportunities during the school year, and at least 75% of students will participate in at least one of those opportunities.

Staff Responsible for Monitoring: Principal, Assistant Principal, PTA

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor will intentionally use co-curricular and extracurricular participation as a mechanism for strengthening student belonging, peer relationships, confidence, and connection to the campus. Staff will monitor student participation and use student feedback to determine whether activities are contributing to a positive sense of belonging and engagement.

Strategy's Expected Result/Impact: By EOY, at least 85% of students participating in school-sponsored activities will report that their activity helped them feel connected to OCT, develop a positive relationship, or explore an interest.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

O.C. Taylor faculty and staff will focus on a different character trait each month which aligns with our GREAT Tiger values to teach students in class and through our morning Tiger Time News. Students will be identified and celebrated at the end of each month for exhibiting these values.

Strategy's Expected Result/Impact: All OCT students will feel a greater sense of community and will treat each other with greater empathy and kindness which will reduce discipline referrals.

Staff Responsible for Monitoring: Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

OCT Counselor will work with students who might be struggling with peer relationships, academic performance, and attendance in an individual or small group setting.

Strategy's Expected Result/Impact: By June 2026, at least 80% of participating students will demonstrate measurable improvement in social-emotional skills, peer interactions, or attendance, as tracked through counselor records, teacher feedback, and progress monitoring data. This will also result in a overall decrease in discipline referrals.

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

The OCT Counselor will identify new students and others who would benefit from building connections to have lunch together once a week.

Strategy's Expected Result/Impact: New students will feel welcomed and all students will build new connections/friendships.

Staff Responsible for Monitoring: Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor faculty and students will participate in various bullying prevention and awareness trainings/activities throughout the school year to reduce bullying among students and improve the overall climate and environment of OCT.

Strategy's Expected Result/Impact: 100% of OCT teachers will be trained in the GCISD bullying procedures and regulations for reporting. 100% of OCT students will be offered bullying instruction via October guidance lessons.

Staff Responsible for Monitoring: Principal, Assistant Principal Counselor, OCT teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Gallup Surveys

Strategy 1

O.C. Taylor will intentionally communicate and demonstrate the campus's strengths as an employer through a positive, collaborative, supportive, and professionally engaging work environment. Campus leadership will highlight instructional collaboration, professional growth, staff recognition, teacher leadership, and the positive aspects of the OCT culture to current and prospective employees.

Strategy's Expected Result/Impact: At least 90% of staff will report that O.C. Taylor is a positive, supportive, and collaborative place to work on the annual staff survey, with employer-culture indicators maintaining or increasing from the BOY baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will provide a structured onboarding and induction process for newly hired staff that communicates campus expectations, instructional priorities, operational procedures, and cultural norms while establishing early relationships and support systems. New staff will receive intentional check-ins throughout their first year.

Strategy's Expected Result/Impact: 100% of new staff will complete a documented campus onboarding process, and 100% will receive at least two formal leadership check-ins during their first semester. At least 90% of new staff will report that they feel prepared, supported, and connected to the OCT campus by the end of the first semester.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

O.C. Taylor will intentionally cultivate a positive, supportive, and appreciative work environment through consistent staff recognition, authentic relationship-building, staff appreciation opportunities, and celebrations of individual and collective contributions to student success. Campus leadership will use multiple recognition structures throughout the year to ensure staff members feel valued, supported, and connected to the OCT community.

Strategy's Expected Result/Impact: At least 90% of staff will report that they feel valued, appreciated, and supported at OCT on the EOY staff survey, with positive workplace-culture indicators increasing by at least 5 percentage points from the BOY baseline where improvement is needed.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor campus leadership will establish consistent opportunities for staff voice and feedback and will use staff input to identify areas of strength, concerns, and opportunities for improvement. Leadership will communicate themes identified through staff feedback and provide documented responses or action steps when appropriate.

Strategy's Expected Result/Impact: O.C. Taylor will provide at least three formal opportunities for staff feedback during the school year. At least 85% of staff will report that campus leadership listens to and responds appropriately to staff feedback, and at least 90% of identified high-priority concerns will receive a documented response or action step.

Staff Responsible for Monitoring: Principal, Assistant Principal, Learning Liaison, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will create meaningful opportunities for teachers and staff to contribute to campus leadership through PLC facilitation, professional learning, campus committees, clubs, mentoring, instructional leadership, and other roles aligned to campus priorities. These opportunities will build staff capacity, strengthen professional ownership, and increase opportunities for staff to contribute their expertise to campus improvement.

Strategy's Expected Result/Impact: At least 25% of OCT teachers and staff will participate in a formal leadership or capacity-building opportunity during the school year, and at least 90% of identified teacher leaders will complete their assigned responsibilities. At least 80% of participating staff will report increased professional capacity or leadership confidence.

Staff Responsible for Monitoring: Principal, Learning Liaison

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

O.C. Taylor will provide job-embedded opportunities for professional growth through coaching, collaborative planning, PLCs, professional learning, peer observation, and individualized development opportunities aligned to staff goals and campus instructional priorities. Leadership will work with staff to identify professional growth needs and connect staff members with appropriate opportunities to strengthen their practice and career capacity.

Strategy's Expected Result/Impact: At least 90% of staff will participate in at least one documented job-embedded professional learning or coaching cycle each semester, and at least 85% of staff will report that OCT provides meaningful opportunities to grow professionally.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

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].

Strategy 1

100% of OCT teachers will establish and monitor professional growth goals aligned to student needs, campus instructional priorities, and the evaluation system. Teachers will use student data, walkthrough evidence, student work, and feedback to monitor progress toward their goals and adjust instructional practices throughout the year.

Strategy's Expected Result/Impact: 100% of OCT teachers will establish a professional growth goal, review progress at least three times during the school year, and provide evidence of at least one instructional adjustment connected to the goal. At least 85% of teachers will demonstrate documented progress toward their professional goal by EOY.

Staff Responsible for Monitoring: Principal, Assistant Principal, OCT Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will make student engagement within Tier 1 instruction a consistent focus of walkthroughs, feedback, and coaching. Campus leaders will use common instructional look-fors to identify evidence of student engagement, provide specific feedback, and support teachers in implementing high-engagement instructional practices.

Strategy's Expected Result/Impact: By EOY, at least 90% of observed classrooms will demonstrate evidence of active student engagement during Tier 1 walkthroughs, and at least 80% of classrooms will demonstrate all identified OCT Tier 1 engagement look-fors. At least 90% of teachers will receive documented instructional feedback related to student engagement each semester.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, K-5 Teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor administrators and instructional leaders will establish a common understanding of effective Tier 1 instruction through regular calibration of walkthrough evidence, student work, and instructional expectations. Leadership will use common look-fors to provide consistent, actionable feedback and identify campus-wide professional learning needs.

Strategy's Expected Result/Impact: Campus administrators and instructional leaders will conduct at least two formal instructional calibration sessions per semester. By EOY, leadership will demonstrate at least 90% agreement when applying the OCT Tier 1 instructional look-fors to common classroom evidence.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 4

O.C. Taylor will use walkthrough trends, student achievement data, PLC evidence, teacher feedback, student work, and campus instructional priorities to identify professional learning needs. Professional development will be differentiated, and directly connected to identified instructional needs rather than delivered as isolated training events.

Strategy's Expected Result/Impact: 100% of major campus professional-learning experiences will be connected to an identified instructional need or campus priority, and at least 85% of participating teachers will demonstrate implementation of the targeted practice through walkthrough, coaching, PLC, or student-work evidence within the semester.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

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

O.C. Taylor will use the Campus Excellence Committee (CEC) as a meaningful structure for family and community voice by providing opportunities for stakeholders to review campus performance, understand campus priorities, provide feedback, and contribute to discussions regarding campus improvement.

Strategy's Expected Result/Impact: O.C. Taylor will conduct at least one formal CEC meeting following the release of annual accountability results and will document at least three actionable stakeholder feedback themes or questions. At least 90% of identified actionable themes will receive a documented campus response or action step.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Collaborate with the OCT PTA to modify our parent satisfaction/engagement survey that is administered annually.

Strategy's Expected Result/Impact: Families will feel valued and have the opportunity to provide feedback. Their feedback will be utilized to further improve our systems and processes for the future.

Staff Responsible for Monitoring: Principal, PTA President

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will collaborate with PTA and campus stakeholders to administer an annual parent and family satisfaction/engagement survey that establishes baseline data, identifies strengths and areas for improvement, and measures changes in family satisfaction and engagement over time.

Strategy's Expected Result/Impact: At least 50% of OCT families will participate in the annual family satisfaction/engagement survey, and at least 85% of responding families will report overall satisfaction with OCT. At least three survey indicators will establish baseline data for comparison with future years.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Strategy 4

O.C. Taylor will establish a consistent process for reviewing, prioritizing, responding to, and communicating family feedback. Leadership will identify actionable themes from surveys, CEC meetings, PTA feedback, and other family engagement opportunities and will communicate appropriate responses or action steps to families.

Strategy's Expected Result/Impact: 100% of high-priority family feedback themes identified through surveys, CEC, PTA, or other formal feedback opportunities will receive a documented response, action step, or explanation. At least 80% of identified actionable themes will result in a documented campus improvement or adjustment when within campus control.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

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

Strategy 1

O.C. Taylor will implement a consistent and coordinated communication system that proactively informs families and community members about campus events, volunteer opportunities, student experiences, partnership opportunities, and GCISD initiatives through the weekly newsletter, campus website, social media, and other appropriate communication channels.

Strategy's Expected Result/Impact: There will be an increased awareness of OCT and GCISD events and opportunities which leads to increased participation.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will intentionally connect students and families with community-based experiences that expand awareness of local organizations, careers, civic opportunities, service, and real-world learning. Campus events such as Career Day, Veterans Day, and other community experiences will be intentionally planned to strengthen connections between OCT and the broader community.

Strategy's Expected Result/Impact: This is expected to lead to increased involvement, greater collaboration between home and school, and a more supportive, united school culture.

Staff Responsible for Monitoring: O.C. Taylor will provide at least 4 documented community-connected student experiences during the school year, with at least 75% of students participating in at least one community-connected experience and at least 20 community members or organizations contributing to student learning or campus experiences.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will intentionally use digital communication and social media to highlight student learning, campus accomplishments, community partnerships, student experiences, and opportunities for families and community members to engage with OCT. Content will communicate not only what is happening on campus, but how community members can participate or contribute.

Strategy's Expected Result/Impact: By highlighting achievements, events, and daily activities, the school will foster a stronger connection with parents and the local community, leading to greater participation in school activities, enhanced school pride, and improved communication between the school and its stakeholders.

Staff Responsible for Monitoring: Principal , Assistant Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

O.C. Taylor will intentionally identify, develop, and maintain relationships with local businesses and organizations whose resources, expertise, services, or community connections can support student learning, staff development, campus programming, and the strategic priorities of O.C. Taylor.

Strategy's Expected Result/Impact: These partnerships will enhance the educational experience for our students, provide additional funding for school activities, and foster a sense of community involvement and investment in the success of OCT.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will develop business sponsorship and resource opportunities that provide additional support for student programs, enrichment opportunities, staff recognition, campus events, and instructional priorities while ensuring all contributions follow GCISD policies and procedures.

Strategy's Expected Result/Impact: O.C. Taylor will demonstrate growth in business/community partnerships that provide meaningful resources, experiences, services, or support for students, staff, and campus programs. Partnerships and their contributions will be documented throughout the school year and reviewed for continued impact and sustainability.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

All K-5 students will have the opportunity to participate in a variety of Family Engagement opportunities such as: Grandparents Day Lunch, Tiger Fest, Trunk or Treat, Snow Hill, Spring Movie Night, Neon Night, Family Nights (at various restaurants), Field Day, and more.

Strategy's Expected Result/Impact: OCT families will feel more connected and supported by the school.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor will proactively identify students whose attendance patterns may interfere with successful grade-level transition and connect students and families with appropriate campus supports. Leadership will monitor attendance trends and coordinate with counselors, teachers, and families to address barriers that may affect students' ability to consistently access instruction and remain connected to the school community.

Strategy's Expected Result/Impact: O.C. Taylor will maintain a campus attendance rate of at least 97.5% and reduce chronic absenteeism by at least 10% from the established baseline. At least 90% of students receiving an attendance intervention will demonstrate improved attendance or receive an appropriate escalation of support.

Staff Responsible for Monitoring: Assistant Principal, Counselor, Data Clerk

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will use academic achievement, progress-monitoring, and intervention data to identify students at risk of not successfully transitioning to the next grade level. Teachers and campus leadership will provide timely intervention, enrichment, and targeted support to address academic gaps and monitor student progress toward grade-level expectations.

Strategy's Expected Result/Impact: The percentage of students failing one or more core academic subjects at the end of each grading period will remain below 5%, and at least 85% of students identified as academically at risk will demonstrate documented academic growth or meet the identified intervention goal by EOY.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Strategy 4

O.C. Taylor will intentionally strengthen student belonging by providing meaningful opportunities for students to build relationships with peers and adults, participate in campus activities, contribute to the school community, and experience success beyond traditional academic settings. Student voice and participation data will be used to identify students who may need additional opportunities to strengthen their connection to OCT.

Strategy's Expected Result/Impact: At least 90% of students will report that they feel connected to at least one adult and/or group at OCT, and at least 95% of students will participate in at least one school-sponsored activity or engagement opportunity during the school year, with a goal of reaching 100%.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

O.C. Taylor will collaborate with PTA to provide diverse and accessible opportunities for parents and families to volunteer and participate in the life of the school, including campus committees, student activities, classroom support, events, and other opportunities aligned to family interests and campus needs.

Strategy's Expected Result/Impact: By offering diverse ways for parents to participate the school will foster stronger relationships between families and staff, create a more supportive learning environment, and enhance students' sense of community.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor teachers will conduct beginning-of-year (BOY) conferences to provide parents with detailed information about the universal screeners their students have completed, including insights into their performance and areas of focus for the upcoming school year.

Strategy's Expected Result/Impact: Improved collaboration and communication between teachers and families. This proactive approach will help parents gain a clear understanding of their child's academic strengths and areas for improvement, allowing them to support learning at home. 100% of parents will be contacted by teachers.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

O.C. Taylor will proactively communicate volunteer opportunities to families through PTA communication, newsletters, campus social media, classroom communication, and other appropriate channels. Campus leadership and PTA will intentionally recruit volunteers for identified campus and student needs rather than relying solely on families to seek out opportunities.

Strategy's Expected Result/Impact: O.C. Taylor will ensure that available volunteer and parent-engagement opportunities are consistently communicated to families throughout the school year, with participation monitored to identify opportunities requiring additional outreach or adjustment.

Staff Responsible for Monitoring: Principal, PTA President

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Strategy 4

O.C. Taylor will provide meaningful opportunities for parents to contribute to campus planning, decision-making, events, and school improvement through the CEC, PTA, Dad's Club, committees, and other leadership opportunities. Parent input will be considered when developing and refining campus programs and engagement opportunities.

Strategy's Expected Result/Impact: O.C. Taylor will maintain multiple avenues for parent leadership and shared decision-making throughout the school year and will document how parent input contributes to campus programs, events, or engagement strategies.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

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 Source: 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

O.C. Taylor Elementary will ensure that students receive required physical education and physical activity opportunities in accordance with district and state requirements, including required PE minutes for students in grades K-5 and movement opportunities for Pre-K students. Campus leadership and the PE Coach will monitor implementation throughout the school year.

Strategy's Expected Result/Impact: OCT students will experience improved physical fitness, enhanced motor skills, and increased overall well-being. This consistency in physical activity will also support better focus and engagement in the classroom, contributing to their holistic development.

Staff Responsible for Monitoring: Principal, PE Coach

Formative Reviews

September	February	April	June

Strategy 2

O.C. Taylor students and families will be invited to participate in Run Club on Fridays .

Strategy's Expected Result/Impact: Students and their families will actively participate in long distance runs, encouraging a healthy lifestyle while tracking and working towards personal fitness goals. This collaborative approach will foster a sense of accountability, promote overall well-being, and strengthen the connection between school, home, and personal health.

Staff Responsible for Monitoring: Principal, Club Sponsor, PTA

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

O.C. Taylor Campus Excellence Committee and department learning leaders will guide the OCT budget creation and adjustments during regular meetings and budget reviews.

Strategy's Expected Result/Impact: A more strategic and transparent allocation of resources that aligns with campus priorities and student needs. This process will ensure that financial decisions are data-driven, collaborative, and focused on enhancing instructional programs, supporting staff, and improving overall student outcomes.

Staff Responsible for Monitoring: Principal, Executive Assistant

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

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

O.C. Taylor staff will utilize the GCISD approval processes to acquire quality instructional resources and materials that align with campus priorities and needs.

Strategy's Expected Result/Impact: Resources will be aligned with district standards, support diverse learning needs, and contribute to improved instructional practices and student outcomes at O.C. Taylor.

Staff Responsible for Monitoring: Principal, Administrative Assistant, OCT Staff

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

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

Strategy 1

OCT Administration will assess the campus facilities, technology, equipment, and operational needs of the campus ensuring that all resources are effectively aligned with its educational goals and support optimal teaching and learning environments.

Strategy's Expected Result/Impact: This comprehensive evaluation will help identify and address areas needing improvement, leading to better-maintained facilities, up-to-date technology, and suitable equipment.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

Should federal grant funding become available for OCT, the funds will be distributed in alignment with campus goals and the Campus Improvement Plan (CIP).

Strategy's Expected Result/Impact: Financial resources will be directed toward initiatives that address specific needs, enhance educational programs, and support the overall campus improvement plan.

Staff Responsible for Monitoring: Principal, OCT Teachers

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD



Silver Lake Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 12:05 PM

Mission Statement

Silver Lake aims to be “THE place to be” for reinventing education. We do this by fostering a/an:

Learner-centered platform where students receive personalized instruction based on their needs

Appreciation for diversity where all students, parents and staff are treated with respect

Knowledgeable staff that is constantly developing their skills to meet the needs of students

Environment that is safe, fun, and nurturing

Vision

Silver Lake aims to be **"THE PLACE TO BE"** for redefining education.

Value Statement

At Silver Lake we value and believe that it is our role as a community to bring learning to life for our students by creating experiences that allow students to take ownership of their learning. These shared classroom experiences are the foundation for making connections to previous learning and paving the way so that new learning is sparked.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 15

Goal 1 : Student Achievement and Post Secondary Readiness 16

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 26

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 31

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 39

Title I Summary 42

Title I Personnel 43

Funding Summary 44

211 - ESEA Title I, Part A 45

Addendums 46

Comprehensive Needs Assessment

Demographics

Summary

Demographic Data Analysis

Silver Lake Elementary is a newly consolidated elementary campus with a total current enrollment of **538 students**. The consolidation brought together two school communities, resulting in an increase of approximately **140 to 200 additional students** compared to the individual campus populations from the previous school year.

Our student population reflects a rich cultural, linguistic, and socioeconomic diversity:

- **Ethnicity & Race:**
  - **Hispanic:** 54.14%
  - **White:** 27.75%
  - **African American:** 11.18%
  - **Two or More Races:** 3.85%
  - **Asian:** 3.08%
- **Special Programs & Subgroups:**
  - **Economically Disadvantaged (Free/Reduced Lunch):** 63%
  - **Special Education (SpEd):** 25%
  - **Emergent Bilingual (Bilingual Program):** 25%
  - **English as a Second Language (ESL):** 10%
  - **Gifted and Talented (GT):** 9%

Strengths

Demographics Strengths

- **Rich Cultural Diversity:** Our vibrant, multi-ethnic student body fosters an inclusive environment where students are exposed to diverse perspectives and backgrounds daily.
- **Dual-Language & Language Programs:** Serving a combined 35% of students across Bilingual (25%) and ESL (10%) programs allows us to provide targeted language acquisition pathways and celebrate multilingualism across all grade levels.
- **Proactive Special Education Support:** With 25% of students receiving Special Education services, our campus maintains dedicated specialized staff to support high-quality inclusive practices and Tier 3 interventions.

Demographics Needs Statements

- **Need 1 (Campus Unity & Inclusion):** Due to consolidating campuses and absorbing 140–200 additional students per building baseline, there is a critical need to establish unified campus-wide behavioral expectations, operational routines, and a shared culture of belonging (*Begin with WE*) for students, families, and staff.
- **Need 2 (Targeted Academic & Language Interventions):** With 63% of students qualifying for Free/Reduced Lunch and 35% receiving language support services (Bilingual/ESL), there is a need for robust, differentiated Tier 1 core instruction

paired with structured MTSS intervention blocks to address academic achievement gaps in reading and mathematics.

- **Need 3 (Special Education & General Education Collaboration):** Given the high Special Education population (25%), teachers require ongoing professional collaboration during PLCs to ensure IEP accommodations, differentiated Tier 1 instruction, and co-teaching models are tightly aligned with grade-level TEKS.

Student Learning

Summary

- **Strengths:**
    - **Diagnostic Data Usage:** Systematic administration and analysis of beginning-of-year (BOY) benchmark assessments (i-Ready, STAAR baselines, CLI) across K–5 grade levels to establish instructional starting points.
    - **Dual-Language Assessment Tracking:** Dedicated tracking of academic growth and language acquisition in both English and Spanish for dual-language/emergent bilingual students.
    - **Data-Driven Goal Setting:** Clear integration of student performance data into BOY Goal-Setting Conferences, linking teacher practice goals to measurable Student Learning Objectives (SLOs).
- **Needs:**
    - **Subgroup & Dual-Language Performance:** Need to increase percentage of emergent bilingual students and specialized student groups reaching Meets and Masters levels on STAAR and showing expected growth on TELPAS.
    - **Intervention & Progress Monitoring:** Need for consistent, frequent progress monitoring within MTSS/RTI tiers to prevent early academic failure and reduce retention risk.
    - **Rigor in Tier 1 Instruction:** Need to accelerate learning for students performing below grade level on local BOY diagnostics through targeted, high-rigor core instruction supported by Get Better Faster (GBF) coaching.

Strengths

At Silver Lake Elementary, evaluating student performance data across state and local measures is essential to guiding instructional decision-making for our ~540 students. Analysis of beginning-of-year (BOY) diagnostic benchmarks (i-Ready, STAAR baseline assessments, CLI) reveals foundational strengths in teacher data literacy and collaborative PLC structures. However, performance data highlights critical target areas for academic growth:

- **State Assessments (STAAR):** While baseline performance shows solid progress, targeted support is required to move more students from the Approaches level into Meets and Masters Grade Level standards, particularly in reading and mathematics across third through fifth grades.
- **English Language Proficiency (TELPAS):** As a bilingual campus, tracking language acquisition alongside academic content is vital. TELPAS data indicates a need for explicit, language-rich instruction across all content areas to ensure emergent bilingual students meet annual growth targets in Listening, Speaking, Reading, and Writing.
- **Local Benchmarks & Grades:** BOY diagnostics and classroom grades identify students requiring immediate Tier 2 and Tier 3 interventions. Frequent progress monitoring through our MTSS framework will ensure timely support and reduce retention risks.
- **Special Populations:** Data-driven instructional plans are being aligned for students receiving Special Education, Section 504, and Gifted & Talented services to ensure specialized needs are met with high expectations.

To address these achievement targets, Silver Lake is pairing rigorous Tier 1 instruction with the Get Better Faster (GBF) coaching model and administrator goal-setting conferences. By maintaining a relentless focus on data and actionable instruction, Silver Lake aims to maximize academic growth for every student group.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Campus math performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 73% as compared to 84%, Meets or Higher 52% as compared to 62%, Masters 18% as compared to 31%.	Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in mathematics.
2 ★	Campus reading performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 78% as compared to 89%, Meets or Higher 56% as compared to 74%, Masters 23% as compared to 40%.	Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in reading.
3 ★	Teachers want to be able to provide unique experiences for students to be able to reach all students on campus.	Silver Lake has many emergent bilingual and at risk students that need high engagement strategies to learn and perform.

★ = Priority

School Processes & Programs

Summary

Silver Lake Elementary operates as a newly consolidated, bilingual campus serving approximately 540 students with organizational systems designed to maximize instructional time, safety, and community unity.

- **Curriculum & Professional Learning:** Tier 1 instruction across general education and dual-language classrooms is grounded in TEKS-aligned district curricula. Professional development is job-embedded through weekly grade-level PLCs and administrator-led Get Better Faster (GBF) coaching cycles that pair teacher practice goals with Student Learning Objectives (SLOs).
- **Leadership & Decision-Making:** Campus leadership operates through collaborative PLC structures, grade-level leads, and administrative accountability partnerships established during BOY Goal-Setting Conferences.
- **Organization, Context, & Support Services:** Master schedules prioritize uninterrupted core learning blocks, MTSS/RTI intervention periods, and efficient morning routines (7:20–7:35 AM) to support breakfast service and timely arrivals.
- **Communication & Family Engagement:** Multi-channel bilingual communication keeps families connected via weekly newsletters and digital platforms. Safety processes are fully integrated into daily operations through Raptor visitor screening and pre-printed Fast Passes for campus events.
- **Technology Integration:** Classrooms utilize student technology, interactive displays, and digital diagnostic platforms (i-Ready/Skyward) to monitor progress and deliver blended learning opportunities.

By aligning our schedules, communication systems, and coaching processes around shared campus goals, Silver Lake ensures an efficient, safe, and welcoming environment for all students and families.

Strengths

Strengths:

- **Structured Schedules:** Strategic master scheduling protecting uninterrupted Tier 1 instructional blocks, dedicated PLC time, and morning arrival/breakfast routines (7:20–7:35 AM).
- **Instructional Leadership & Coaching:** Job-embedded professional development led through Get Better Faster (GBF) coaching cycles, administrator observation feedback, and collaborative BOY Goal-Setting Conferences.
- **Communication & Safety Systems:** Multi-tiered communication channels (bilingual weekly newsletters, Fast Pass conference RSVPs, Skyward reporting) and tight safety protocols using Raptor visitor screening.

Needs:

- **Operational Efficiency:** Need to continually optimize morning drop-off logistics to maximize student instructional time and eliminate late arrivals.
- **Unified Systems & Technology:** Need to streamline technology integration and administrative processes across merging staff teams post-consolidation.
- **Equitable Family Access:** Need to expand translated digital tools and co-curricular engagement opportunities for dual-language families.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.

★ = Priority

Perceptions

Summary

- **Strengths:**
    - **Operational Efficiency & Transparency:** Clear, structured routines for morning arrival (7:20–7:35 AM), drop-off line management, and prompt office sign-ins, with weekly tardy reporting published in family communications.
    - **Proactive Safety & Event Management:** Streamlined parent event operations, including pre-registered "Fast Pass" badge systems integrated with Raptor security checks to ensure campus safety during parent-teacher conferences.
    - **Commitment to Staff Morale & Growth:** Intentional staff appreciation traditions, transparent administrative feedback, and structured Get Better Faster (GBF) coaching partnerships established during BOY Goal-Setting Conferences.
- **Needs:**
    - **Staff & Community Unification:** Need to continue fostering staff cohesion, shared values, and a unified PTA identity following recent campus consolidation.
    - **Two-Way Bilingual Feedback:** Need to systematically gather parent, staff, and student survey feedback in both English and Spanish to evaluate engagement and campus climate.
    - **Punctuality & Cultural Urgency:** Need to shift community perception around the academic impact of tardiness to ensure all students arrive on time and ready to learn.

Strengths

Silver Lake Elementary conducts business with a strong commitment to operational efficiency, campus safety, and a culture of high expectations. As a newly consolidated campus serving approximately 540 bilingual and general education students, administrative processes are designed to foster trust, clear communication, and community unity.

- **Culture & Climate:** Campus leadership prioritizes a supportive environment where staff members feel valued and recognized. Implementation of the Get Better Faster (GBF) coaching framework and collaborative goal-setting conferences provides teachers with structured growth opportunities, directly supporting teacher satisfaction and retention.
- **Parent Engagement & Participation:** Family feedback and conference attendance reflect strong parent investment. By utilizing accessible RSVP processes and pre-printed Fast Passes integrated with Raptor security screening, the campus successfully balances warm family welcoming with strict safety protocols.
- **Communication & Operational Systems:** Multi-channel bilingual communications ensure equitable access for all families. Operational systems—such as morning drop-off lines, arrival cutoff procedures at 7:35 AM, and attendance tracking—are routinely reviewed and communicated to parents to protect instructional time and establish shared expectations.
- **Community Unification:** Following consolidation, the campus continues to actively unite staff members and parent groups into a single, cohesive Silver Lake Stars community.

By pairing efficient operational management with intentional culture-building and two-way bilingual communication, Silver Lake maintains a safe, organized, and highly effective school environment.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.
2 ★	Teachers want to be able to provide unique experiences for students to be able to reach all students on campus.	Silver Lake has many emergent bilingual and at risk students that need high engagement strategies to learn and perform.
3 ★	Campus math performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 73% as compared to 84%, Meets or Higher 52% as compared to 62%, Masters 18% as compared to 31%.	Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in mathematics.
4 ★	Campus reading performance, as measured by the STAAR with all grade levels combined, is lower than the district performance at all performance levels - Approaches or Higher 78% as compared to 89%, Meets or Higher 56% as compared to 74%, Masters 23% as compared to 40%.	Silver Lake students need personalized interventions, language supports, and learning acceleration in order to close the gap with their district peers in reading.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

PK-5 teachers and campus administration will participate in Professional Learning Community meetings designed to unpack standards, align instruction to rigor of standard, design formative assessments to assess mastery of standard, and analyze student performance data (DDI).

Strategy's Expected Result/Impact: Enhancement in tier 1 instruction, resulting in students performing on grade level according to Universal Screener Data.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

During Data-Driven Instruction PLCs, select teachers will analyze exit ticket, Module Assessment, and TEKS Check data to: review and monitor student performance, adjust the curriculum and instructional practices to ensure master of the learning objective.

Strategy's Expected Result/Impact: TEKS Check and Module Assessment data for the 26-27 school year will show an increase in student achievement based on 25-26 school year assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal, and Campus Coach.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Silver Lake teachers will attend and apply training on I-Ready assessments and resources to ensure that differentiated instruction is provided for each child at the correct level.

Strategy's Expected Result/Impact: Silver Lake will improve student performance as demonstrated through the I-Ready Inform Assessment administered at BOY, MOY, EOY. Campus goal of 70% of students reaching Typical growth in reading and math and 40% of students reading Stretch Growth in Reading and Math will be attained.

Staff Responsible for Monitoring: Principal; Assistant principal, K-5 classroom teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

Student Support Specialists in Reading and Math will support student learning through small group targeted skill focus and push-in support.

Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading and math skills that are at or above grade level will increase.

Staff Responsible for Monitoring: Principal

Funding Sources: Sara Farag 211 - ESEA Title I, Part A, , Heidi Nesta 211 - ESEA Title I, Part A,

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

September	February	April	June

Strategy 5

Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials (HB1416).

Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task wil high-quality materials and trained teachers/ tutors will demonstrate significant growth in reading and math in order to meet or exceed rigorous state grade-level standards.

Staff Responsible for Monitoring: Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

September	February	April	June

Strategy 6

Selected staff members will extend the learning day for students in grades 3-5 by offering tutorials that are focused on needed instructional areas and enrich and extend classroom learning.

Strategy's Expected Result/Impact: Increased student achievement in reading and math in grades 3-5 by May 2027 as measured by STAAR.
SLE 2027 STAAR GOAL

	% App/Me/Ma	% Me/ Ma	% Ma
3rd Math	78	65	37
3rd Reading	81	60	30
4th Math	80	63	35
4th Reading	86	63	40
5th Math	84	57	28
5th Reading	85	73	48
5th Science	70	40	20

Staff Responsible for Monitoring: Campus principal, assistant principal, grades 3rd-5th teachers

Formative Reviews

No Progress

September	February	April	June

Strategy 7

Silver Lake Elementary will partner with the Bilingual Services Department to provide structured opportunities for Emergent Bilingual students to practice academic language, strengthen literacy skills, and accelerate progress toward English Language proficiency.

Strategy's Expected Result/Impact: Increase in TELPAS proficiency and increase in the number of students who exit services.

Staff Responsible for Monitoring: Campus principal, Assistant principal; classroom teachers

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

Silver Lake 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.

Strategy's Expected Result/Impact: At least one student in each grade level (1-5) will complete the Telescoping exame. At least one additional student will qualify for Telescoping for the 27-28 school year.

Staff Responsible for Monitoring: classroom teachers; counselor; campus Student Support Specialists

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Silver Lake Elementary 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 STEMS in middle school, electives in the Fine Arts, and math Telescoping and GT Lead in Elementary.

Strategy's Expected Result/Impact: Teachers and counselors have an share information regarding programs that provide individualized learning opportunities for students. All students are on the right academic track and have extracurricular classes that support their interests.

Staff Responsible for Monitoring: classroom teachers; campus principal, counselor

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 3

Silver Lake Elementary will participate in College Colors Day throughout the school year to promote college awareness to students. Each nine weeks, when report cards are posted, students and staff will be encouraged to wear college colors.

Strategy's Expected Result/Impact: Students are introduced to a variety of colleges.

Staff Responsible for Monitoring: Counselor

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

Silver Lake will utilize a Star Bucks incentive system to recognize students that exhibit the CHAMPS and campus-wide 4-Be Behavior Expectations as outlined in our district PBIS plan.

Strategy's Expected Result/Impact: A system of rewards has elements that are implemented consistently across campus rated a "3" or higher on the PBIS Benchmark of Quality

Staff Responsible for Monitoring: Classroom teachers; PBIS committee

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake will utilize CHAMPS and the 4 Be Behavior Expectations campus wide in order to create common Tier 1 expectations for behavior across all settings.

Strategy's Expected Result/Impact: Decrease in discipline referrals

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

A campus PBIS Committee will meet regularly to analyze the effectiveness of positive behavior intervention and supports and make recommendations to staff for adjustments.

Strategy's Expected Result/Impact: 90% of classrooms will show evidence of implementation as measured by PBIS classroom data.

Staff Responsible for Monitoring: PBIS Committee; counselor; Assistant principal

Formative Reviews

No Progress

September	February	April	June

Strategy 4

By May 2026, Silver Lake will meet or exceed 90% school-wide PBIS implementation as measured on the end of year Benchmark of Quality (BoQ).

Strategy's Expected Result/Impact: A decrease in discipline referrals; create a baseline for referrals and monitor the number of referrals.

Staff Responsible for Monitoring: PBIS Committee; counselor; assistant principal

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 5

Students in grades PK-5 will set individualized annual learning goals and track their progress in personal data folders, with tools and practices differentiated by grade level.

Strategy's Expected Result/Impact: Students will demonstrate increased ownership of their learning by setting, monitorings, and reflecting on personal academic goals.

Staff Responsible for Monitoring: classroom teachers

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

All students will participate in 3 campus wide learning experiences at Silver Lake.

Strategy's Expected Result/Impact: Student, teacher, and family engagement.

Staff Responsible for Monitoring: Campus XD Committee

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September **February** **April** **June**

Strategy 2

Silver Lake students in grades 3 through 5 will have an opportunity to participate in after school clubs that provide performance opportunities and experience in the Fine Arts.

Strategy's Expected Result/Impact: Silver Lake will gather baseline participation data for future goal setting and opportunities for students.

Staff Responsible for Monitoring: campus administrators and Specials teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Strategy 3

The Student Council club will be utilized to encourage student voice and leadership.

Strategy's Expected Result/Impact: Student feedback and voice for campus committees and strategic planning.

Staff Responsible for Monitoring: Principal, Librarian, Counselor

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Strategy 4

Silver Lake Elementary will cultivate a culture of literacy on the campus by encouraging students and their families to engage in Reading Challenges.

Strategy's Expected Result/Impact: Using baseline data from 25-26, goal to increase student participation in the reading challenge by 10%.

Staff Responsible for Monitoring: classroom teachers; librarian

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

Silver Lake will host a monthly Star Rally that recognize students and staff members of the month, celebrate attendance, and encourage a positive and supportive campus culture.

Strategy's Expected Result/Impact: Monthly Star Rallies have a positive impact on school culture

Staff Responsible for Monitoring: campus principal, assistant principal, Counselor; classroom teachers

Formative Reviews

September **February** **April** **June**

Strategy 2

Student attendance will be tracked campus-wide and celebrated in a variety of ways.

Strategy's Expected Result/Impact: Silver Lake will reach 96.5% attendance rate for the 26-27 school year.

Staff Responsible for Monitoring: campus administrators; classroom teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September **February** **April** **June**

Strategy 3

Silver Lake will create a system for inducting and welcoming new students into the school's culture and helping them feel a part of the school.

Strategy's Expected Result/Impact: New students feel connected and invested in the school.

Staff Responsible for Monitoring: campus leadership team

Formative Reviews

No Progress

September	February	April	June

Strategy 4

Silver Lake faculty and staff will support all families by ensuring family access to registration information, transportation needs, and physioogical needs to positive impact student attendance rates.

Strategy's Expected Result/Impact: Families have access to Skyward registration process, district transportation information, and students have access to nutrition services on campus.

Funding Sources: Bilingual Parent Liaison 211 - ESEA Title I, Part A, , Student Support Advocate (C. Guzman) 211 - ESEA Title I, Part A,

Formative Reviews

No Progress

September	February	April	June

Strategy 5

Students in need of additional support based on absenteeism, low-achievement, behavior obstacles, etc. will be eligible for additional programs and activities.

Strategy's Expected Result/Impact: Students considered at-risk are identified in Skyward and eligible for mentor programs such as PALs and tutoring supports as needed.

Staff Responsible for Monitoring: Counselor; Student Advocate

Formative Reviews

No Progress

September	February	April	June

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

Performance Objective 1

Recruitment: Establish metrics to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Source: District approved climate and culture survey.

Strategy 1

Silver Lake will collaborate with district and ESC 11 leaders to design a mentoring program for first-year teachers that builds leadership capacity within current classroom teachers.

Strategy's Expected Result/Impact: Silver Lake will retain experienced staff, and enhance the instructional program for students.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach

Formative Reviews

September	February	April	June

Strategy 2

Build capacity in staff by encouraging participation in district committees and leadership opportunities such as Future Ready Leadership Academy.

Strategy's Expected Result/Impact: Participating staff feel connected to the district and staff retention increases.

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September	February	April	June

Strategy 3

Silver Lake Elementary will actively recruit high-quality candidates through participation in Job Fairs and postings on Social Media pages.

Strategy's Expected Result/Impact: Increased number of candidates applying for hard to fill positions.

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September	February	April	June

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

100% of Silver Lake staff will have the opportunity to provide feedback and input via campus surveys.

Strategy's Expected Result/Impact: Transparency, trust, accountability, and ownership of school culture and climate

Staff Responsible for Monitoring: all staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake Elementary staff will continue reviewing and training on Educators Thriving to enhance staff wellness.

Strategy's Expected Result/Impact: Increase in teacher attendance and improve upon staff culture and climate as reported in the principal and district-provided surveys.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Silver Lake staff will review and discuss district and campus level data from surveys in an effort to make positive changes to improve engagement and campus culture.

Strategy's Expected Result/Impact: Create a baseline in 26-27 to measure engagement in future years.

Staff Responsible for Monitoring: All staff

Formative Reviews

No Progress

September	February	April	June

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].

Strategy 1

Silver Lake Elementary administration and staff will participate in Get Better Faster walkthroughs and feedback conversations in order to increase the staff feedback cycle; promote staff efficacy, and improve instruction.

Strategy's Expected Result/Impact: Teachers receiving on time feedback and support to improve student performance on Universal Screeners and STAAR. Staff feel supported and receive regular feedback on their work.

Staff Responsible for Monitoring: Principal, Assistant Principal, campus coach; district coaches; classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake staff will utilize instructional planning and strategies as learning in Get Your Teach On professional development to increase student engagement and performance.

Strategy's Expected Result/Impact: An increase in universal screener data and STAAR scores.

Staff Responsible for Monitoring: Principal, assistant principal, instructional coach; classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Dual Language and Bilingual teachers will participate in campus Emergent Bilingual professional development to properly support the bilingual students of Silver Lake Elementary.

Strategy's Expected Result/Impact: Improvement in TELPAS proficiency ratings; alignment of EB growth as compared to native-English speakers

Staff Responsible for Monitoring: Principal, assistant principal; instructional coaches; classroom teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

Ongoing job-embedded professional learning will be provided for staff members as it relates to their role and capacity to impact instruction.

Strategy's Expected Result/Impact: Capacity building in instructional leaders

Staff Responsible for Monitoring: campus principal; instructional coach

Formative Reviews

No Progress

September	February	April	June

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 improve parent and family satisfaction.

Strategy 1

The Bilingual Parent Liaison will continue to grow the family engagement programming by providing resources and potential campus support for families.

Strategy's Expected Result/Impact: Families engaging student success and familiarity with the campus to properly advocate for their child's needs.

Staff Responsible for Monitoring: Principal, Bilingual Parent Liaison

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake will employ a Bilingual Parent Liaison to assist in parent, family, and community engagement.

Strategy's Expected Result/Impact: An increase in community awareness and support for campus needs.

Staff Responsible for Monitoring: Principal

Funding Sources: Bilingual Parent Liaison 211 - ESEA Title I, Part A,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September **February** **April** **June**

Strategy 3

Silver Lake will support parent and family programming and engagement with appropriate tools and supplies for our family engagement room and events.

As a Title I, Part A schoolwide campus, we 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]. Additionally, parents and families will experience programming throughout the year that fosters strong school-home partnerships [Title I Requirement].
Strategy's Expected Result/Impact

Strategy's Expected Result/Impact: Impactful family engagement events and classes. As evidenced by sign in sheets, minutes, and agendas, we will achieve effective outreach for all parents and family members, as well as, implement programs, activities, and procedures that include the meaningful involvement of parents and family members in our Title I, Part A programs. Building a strong school-home partnership will enhance student outcomes.

Staff Responsible for Monitoring: Principal, Bilingual Parent Liaison, Administrative Assistant

Problem Statements: School Processes & Programs 1 - Family and Community Engagement 1

Funding Sources: Take Home Folders 211 - ESEA Title I, Part A, $749.75

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September **February** **April** **June**

Strategy 4

After selected campus events, Silver Lake Elementary will survey families to solicit feedback in order to increase participation.

Strategy's Expected Result/Impact: Increased family participation in events

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 5

Campus staff will serve on a Family Engagement Committee with a purpose to create and implement strategies and activities designed to increase family engagement at Silver Lake.

Strategy's Expected Result/Impact: Create a baseline for family participation at events

Staff Responsible for Monitoring: campus principal, campus Family Engagement Committee

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Parents and community should feel that the school system is here to meet their needs to help support their students.	They are unaware of how to engage with our campus, and what to ask for.

Performance Objective 2

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

Strategy 1

Silver Lake Elementary will participate in community events such as Career Day and Veterans Day.

Strategy's Expected Result/Impact: Increased awareness of engagement from community

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

Silver Lake Elementary will partner with community members and businesses, such as the GCISD Education Foundation, to provided needed resource to the school, staff, students, and families.

Strategy's Expected Result/Impact: Identified campus needs are identified and met

Staff Responsible for Monitoring: campus leadership team

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 3

Silver Lake Elementary will partner with the PTA to increase membership and involvement.

Strategy's Expected Result/Impact: The 2026-2027 PTA membership will increase 5% from the previous year

Staff Responsible for Monitoring: campus principal; SLE PTA membership coordinator

Formative Reviews

No Progress

September **February** **April** **June**

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

The school counselor will plan for and provide a career day centered on businesses and community members.

Strategy's Expected Result/Impact: Opportunity for partnerships and awareness of our campus and community.

Staff Responsible for Monitoring: Principal, Counselor

Formative Reviews

September	February	April	June

Performance Objective 4

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Silver Lake Elementary will utilize a Bilingual Campus Parent Liaison to increase parent and family engagement.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal

Funding Sources: 211 - ESEA Title I, Part A,

TEA Priorities: Improve low-performing schools

Formative Reviews

September	February	April	June

Strategy 2

Weekly campus and grade level newsletters will include information about upcoming school-wide events, weekly learning objectives in each grade level, and ways parents can support student learning at home and attendance at school.

Strategy's Expected Result/Impact: Families have access to information needed in order to connect with the school and their student's learning.

Staff Responsible for Monitoring: campus principal; classroom teachers.

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 3

Teachers in grades PK-5 will host family conferences withint he first 12 weeks of the school year.

Strategy's Expected Result/Impact: Partnership between teacher and the family is increased; parents have an awareness of their student's academic level/ progress. Create a baseline for participation in parent-teacher conferences.

Staff Responsible for Monitoring: classroom teachers

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 4

Silver Lake Elementary will host events throughout the school year in which families can obtain information about the classroom, grade level, and school.

Strategy's Expected Result/Impact: Events including Curriculum Night, Open House, and family-teacher conferences will increase parents' involvement at school and inform them of ways they can support student learning at home.

Staff Responsible for Monitoring: campus principal; classroom teachers.

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 5

Each campus-level 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.

Strategy's Expected Result/Impact: Families and community members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders.

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September	February	April	June

Strategy 6

Silver Lake Elementary will host Coffee with the Principal at least five times per year to encourage parent involvement and share information about the campus with attendees.

Strategy's Expected Result/Impact: Create a baseline for monitoring the effectiveness of Coffee with the Principal

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

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 Source: 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

Silver Lake's school nurse will work with local dentistry to provide an informational session on dental hygiene with students.

Strategy's Expected Result/Impact: Students will build upon opportunities and understanding of healthcare and hygiene habits.

Staff Responsible for Monitoring: Counselor, School Nurse

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake will partner with a local church to provide weekend snacks for students who qualify.

Strategy's Expected Result/Impact: Increased attendance rates and health of students.

Staff Responsible for Monitoring: Counselor

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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

The Campus Excellence Committee will discuss the campus budget and finances to provide input and feedback on financial actions that support academic learning.

Strategy's Expected Result/Impact: 100% of expenditures will align to campus goals.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Strategy 2

Silver Lake Elementary will communicate the purpose for funds raised with fundraising events on campus.

Strategy's Expected Result/Impact: Increased transparency in fundraising

Staff Responsible for Monitoring: campus principal

Formative Reviews

No Progress

September	February	April	June

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

Silver Lake will review current and potential instructional resources to properly equip teachers with materials that meet the expectations of the district and the needs of the students.

Strategy's Expected Result/Impact: Providing proper learning materials to support curriculum and instruction.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

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

Strategy 1

Silver Lake Elementary will use the building to its full potential and maximize instructional opportunities for students.

Strategy's Expected Result/Impact: Maximized instructional time for students

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

Silver Lake staff will follow the process for using Federal Funds such as ESSA funds.

Strategy's Expected Result/Impact: Campus aquires resources to benefit the needs of all students.

Staff Responsible for Monitoring: campus principal; administrative assistant

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Heidi Nesta	Student Math Learning Support Specialist		1
Itzy Burgos	Bilingual Campus Parent Liaison		1
Jannet Manga de Ocha	Instructional Paraprofessional		1

Funding Summary

Funding Summary

211 - ESEA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Sara Farag	--	$0.00
1	1	4	Heidi Nesta	--	$0.00
1	5	4	Bilingual Parent Liaison	--	$0.00
1	5	4	Student Support Advocate (C. Guzman)	--	$0.00
3	1	2	Bilingual Parent Liaison	--	$0.00
3	1	3	Take Home Folders	--	$749.75
3	4	1		--	$0.00
				Sub-Total	$749.75

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system. The Texas accountability minimum size criteria are 10 assessments or students for the all student group or any subgroup for every indicator.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students.

State & District ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2027-28 through 2031-32	53%	43%	48%	67%	53%	78%	54%	63%	44%	33%	41%
	2032-33 through 2036-37	62%	54%	59%	74%	63%	82%	63%	70%	55%	47%	53%
	2037-38	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2027-28 through 2031-32	55%	43%	50%	66%	54%	85%	58%	62%	47%	36%	50%
	2032-33 through 2036-37	64%	55%	60%	73%	63%	88%	66%	70%	58%	49%	60%
	2037-38	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (HS/K-12 & AEA)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2022-23 through 2026-27	44%	32%	36%	62%	43%	74%	45%	58%	33%	13%	20%
	2027-28 through 2031-32	53%	43%	47%	68%	53%	78%	54%	65%	44%	28%	33%
	2032-33 through 2036-37	62%	54%	58%	74%	63%	82%	63%	72%	55%	43%	46%
	2037-38	72%	66%	68%	81%	72%	87%	73%	79%	67%	57%	60%
Mathematics	Baseline Rates	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2022-23 through 2026-27	38%	26%	35%	48%	37%	72%	41%	44%	32%	15%	31%
	2027-28 through 2031-32	48%	38%	46%	57%	48%	77%	51%	53%	43%	29%	43%
	2032-33 through 2036-37	58%	50%	57%	66%	59%	82%	61%	62%	54%	43%	55%
	2037-38	69%	63%	68%	74%	69%	86%	71%	72%	66%	58%	66%
EL Progress												
	Baseline Rates											34%
	2022-23 through 2026-27											34%
	2027-28 through 2031-32											36%
	2032-33 through 2036-37											38%
	2037-38											40%
Graduation Rate: 4-Year Longitudinal Rate												
	Baseline Rates	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2022-23 through 2026-27	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80.0%
	2027-28 through 2031-32	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86.0%
	2032-33 through 2036-37	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92.0%
	2037-38	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2022-23 through 2026-27	44%	32%	35%	59%	44%	74%	46%	56%	31%	19%	28%
	2027-28 through 2031-32	53%	43%	46%	66%	53%	78%	55%	63%	43%	33%	40%
	2032-33 through 2036-37	62%	54%	57%	73%	62%	82%	64%	70%	55%	47%	52%
	2037-38	72%	66%	68%	80%	72%	87%	73%	78%	66%	60%	64%

Campus ESSA Goals (Middle Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Mathematics	Baseline Rates	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2022-23 through 2026-27	47%	32%	39%	61%	47%	85%	52%	56%	35%	21%	36%
	2027-28 through 2031-32	56%	43%	49%	68%	56%	88%	60%	63%	46%	34%	47%
	2032-33 through 2036-37	65%	54%	59%	75%	65%	91%	68%	70%	57%	47%	58%
	2037-38	74%	66%	70%	81%	74%	93%	76%	78%	68%	61%	68%
EL Progress												
	Baseline Rates											44%
	2022-23 through 2026-27											44%
	2027-28 through 2031-32											46%
	2032-33 through 2036-37											48%
	2037-38											50%

Campus ESSA Goals (Elementary Schools)												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline Rates	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2022-23 through 2026-27	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
	2027-28 through 2031-32	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
	2032-33 through 2036-37	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
	2037-38	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Mathematics	Baseline Rates	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2022-23 through 2026-27	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
	2027-28 through 2031-32	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
	2032-33 through 2036-37	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
	2037-38	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
EL Progress												
	Baseline Rates											49%
	2022-23 through 2026-27											49%
	2027-28 through 2031-32											51%
	2032-33 through 2036-37											53%
	2037-38											55%

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State:

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12s; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --
(aa) the specific weight of the indicators in such differentiation

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score: STAAR Component Only	10%
High Schools, K-12s, and AEAs	Academic Achievement	50%
	Federal Graduation Status or Academic Growth Status1	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness or Student Domain Score: STAAR Component Only2	30%

1 If Federal Graduation Status is not available, Academic Growth Status is used.
2 If College, Career, and Military Readiness is not available, Student Achievement Domain Score: STAAR Component Only is used.

(bb) the methodology by which the State differentiates all such schools. Total points for each component are determined by multiplying the percentage of evaluated indicators met by the corresponding weight and rounding to one decimal place. The Closing the Gaps domain score is the sum of the total points rounded to the nearest whole number and is further used to differentiate all public schools. See the accountability manual for details: Chapter 4-2024 Closing the Gaps Domain

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students.Texas uses the Closing the Gaps domain to identify campuses that have consistently under-performing student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered 'consistently underperforming'. Data from 2022, 2023, and 2024 are considered consecutive years for 2024 Targeted Support and Improvement (TSI) identification. Any campus not identified for Comprehensive Support and Improvement (CSI) that has at least one consistently underperforming student group is identified for TSI. TSI identifies both Title I and non-Title I campuses. Campuses are evaluated annually for TSI identification. See the accountability manual for details: Chapter 10-2024 Identification of Schools for Improvement

(dd) the methodology by which the State identifies a school for comprehensive support and improvement. Texas annually ranks all Title I campuses based on Closing the Gaps scaled scores. First, Texas determines the bottom five percent of Closing the Gaps outcomes by rank ordering the scaled scores of Title I campuses by schooltype - elementary, middle, high school/K-12, and alternative education accountability. Texas then determines which campuses fell in the bottom five percent for each school type. Title I campuses that rank in their school type's bottom five percent are identified for CSI. Additionally, if any Title I or non-Title I campus does not attain a 66.7 percent six-year federal graduation rate for all students group, the campus is identified for CSI. Any Title I campus identified for Additional Targeted Support (ATS) for three consecutive years will be identified for CSI the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans. Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2023-2024 school year: Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools.

Part (i)(VI) the exit criteria established by the State, including the length of years established. Campuses that do not rank in their school type's bottom five percent of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified are considered as having successfully exited. Campuses previously identified as CSI based solely on a graduation rate must have a four or six-year federal graduation rate of at least 66.7 percent for two consecutive years to exit CSI status. To exit ATS, the Closing the Gaps score for the consistently underperforming student group must surpass the score used in the year of ATS identification to identify the lowest performing five percent of each school type. A campus identified for TSI because of one consistently underperforming subgroup will exit the TSI status if the subgroup becomes not consistently underperforming subgroup. Consistently underperforming is defined as missing the targets in at least the same three indicators for three consecutive years.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																					
Grade 3																					

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	72%	84%	**79%**	*	73%	91%	-	*	*	*	66%	94%	53%	88%	62%	83%	74%	-	*	-	*
	CWD	48%	59%	**53%**	-	40%	83%	-	-	*	-	27%	100%	53%	-	25%	67%	38%	-	-	-	-
	CWOD	78%	91%	**88%**	*	85%	94%	-	*	*	*	83%	92%	-	88%	78%	88%	87%	-	*	-	*
	EL	62%	64%	**62%**	-	62%	-	-	-	-	-	61%	*	25%	78%	62%	73%	53%	-	*	-	-
	Male	70%	82%	**83%**	*	82%	93%	-	-	*	*	69%	95%	67%	88%	73%	83%	-	-	*	-	*
	Female	75%	86%	**74%**	-	65%	89%	-	*	-	-	63%	92%	38%	87%	53%	-	74%	-	-	-	-
Mathematics	All Students	68%	78%	**79%**	*	71%	95%	-	*	*	*	66%	94%	59%	86%	59%	81%	77%	-	*	-	*
	CWD	46%	53%	**59%**	-	50%	83%	-	-	*	-	36%	100%	59%	-	38%	67%	50%	-	-	-	-
	CWOD	74%	85%	**86%**	*	79%	100%	-	*	*	*	79%	92%	-	86%	68%	85%	86%	-	*	-	*
	EL	61%	55%	**59%**	-	59%	-	-	-	-	-	61%	*	38%	68%	59%	58%	60%	-	*	-	-
	Male	70%	78%	**81%**	*	72%	100%	-	-	*	*	63%	95%	67%	85%	58%	81%	-	-	*	-	*
	Female	66%	78%	**77%**	-	70%	88%	-	*	-	-	68%	91%	50%	86%	60%	-	77%	-	-	-	-
Grade 4																						
Reading	All Students	79%	88%	**73%**	*	64%	95%	-	*	-	*	63%	89%	41%	82%	64%	70%	77%	-	*	-	*
	CWD	55%	63%	**41%**	*	20%	80%	-	-	-	*	20%	71%	41%	-	14%	38%	*	-	-	-	*
	CWOD	85%	93%	**82%**	*	76%	100%	-	*	-	*	75%	95%	-	82%	77%	83%	81%	-	*	-	-
	EL	68%	55%	**64%**	-	64%	-	-	-	-	-	66%	*	14%	77%	64%	61%	67%	-	*	-	-
	Male	77%	86%	**70%**	*	57%	92%	-	*	-	*	54%	94%	38%	83%	61%	70%	-	-	*	-	*
	Female	81%	91%	**77%**	-	71%	100%	-	-	-	-	75%	82%	*	81%	67%	-	77%	-	*	-	-
Mathematics	All Students	67%	76%	**62%**	*	57%	75%	-	*	-	*	54%	75%	24%	74%	55%	56%	71%	-	*	-	*
	CWD	42%	41%	**24%**	*	10%	60%	-	-	-	*	10%	43%	24%	-	0%	15%	*	-	-	-	*
	CWOD	73%	83%	**74%**	*	70%	80%	-	*	-	*	67%	86%	-	74%	69%	73%	74%	-	*	-	-
	EL	62%	44%	**55%**	-	55%	-	-	-	-	-	55%	*	0%	69%	55%	56%	53%	-	*	-	-
	Male	69%	75%	**56%**	*	52%	62%	-	*	-	*	46%	71%	15%	73%	56%	56%	-	-	*	-	*
	Female	65%	77%	**71%**	-	63%	100%	-	-	-	-	65%	82%	*	74%	53%	-	71%	-	*	-	-
Grade 5																						
Reading	All Students	78%	87%	**74%**	*	65%	87%	-	*	-	*	67%	84%	67%	76%	50%	73%	76%	-	*	-	*
	CWD	48%	57%	**67%**	-	69%	*	-	-	-	-	73%	*	67%	-	71%	70%	60%	-	-	-	-
	CWOD	84%	93%	**76%**	*	63%	90%	-	*	-	*	65%	89%	-	76%	44%	74%	79%	-	*	-	*
	EL	70%	62%	**50%**	-	53%	*	-	-	-	-	52%	40%	71%	44%	50%	50%	50%	-	*	-	-
	Male	75%	84%	**73%**	*	67%	77%	-	*	-	*	68%	77%	70%	74%	50%	73%	-	-	-	-	*
	Female	80%	90%	**76%**	-	62%	100%	-	*	-	-	65%	100%	60%	79%	50%	-	76%	-	*	-	-
Mathematics	All Students	75%	86%	**70%**	*	63%	78%	-	*	-	*	62%	81%	47%	76%	52%	70%	70%	-	*	-	*
	CWD	52%	54%	**47%**	-	46%	*	-	-	-	-	45%	*	47%	-	57%	50%	40%	-	-	-	-
	CWOD	80%	92%	**76%**	*	69%	81%	-	*	-	*	68%	86%	-	76%	50%	76%	75%	-	*	-	*
	EL	70%	67%	**52%**	-	55%	*	-	-	-	-	52%	50%	57%	50%	52%	53%	50%	-	*	-	-
	Male	75%	84%	**70%**	*	68%	67%	-	*	-	*	68%	73%	50%	76%	53%	70%	-	-	-	-	*
	Female	75%	87%	**70%**	-	55%	91%	-	*	-	-	57%	100%	40%	75%	50%	-	70%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	56%	69%	**38%**	*	24%	61%	-	*	-	*	22%	61%	27%	41%	6%	40%	36%	-	*	-	*
	CWD	34%	39%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	40%	0%	-	-	-	-
	CWOD	61%	75%	**41%**	*	25%	62%	-	*	-	*	24%	62%	-	41%	4%	40%	43%	-	*	-	*
	EL	43%	28%	**6%**	-	6%	*	-	-	-	-	4%	17%	14%	4%	6%	11%	0%	-	*	-	-
	Male	59%	69%	**40%**	*	32%	54%	-	*	-	*	27%	52%	40%	40%	11%	40%	-	-	-	-	*
	Female	54%	68%	**36%**	-	14%	70%	-	*	-	-	17%	80%	0%	43%	0%	-	36%	-	*	-	-
Grade 6																						
Mathematics	All Students	70%	85%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	44%	56%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	75%	89%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	60%	53%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	70%	85%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	70%	84%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
Grade 3																						
Reading	All Students	47%	65%	**59%**	*	49%	78%	-	*	*	*	40%	81%	29%	69%	35%	60%	58%	-	*	-	*
	CWD	25%	35%	**29%**	-	20%	50%	-	-	*	-	9%	67%	29%	-	0%	44%	13%	-	-	-	-
	CWOD	52%	73%	**69%**	*	59%	88%	-	*	*	*	54%	84%	-	69%	50%	65%	74%	-	*	-	*
	EL	34%	36%	**35%**	-	35%	-	-	-	-	-	39%	*	0%	50%	35%	36%	33%	-	*	-	-
	Male	44%	63%	**60%**	*	53%	79%	-	-	*	*	38%	79%	44%	65%	36%	60%	-	-	*	-	*
	Female	50%	67%	**58%**	-	45%	78%	-	*	-	-	42%	83%	13%	74%	33%	-	58%	-	-	-	-
Mathematics	All Students	41%	56%	**56%**	*	42%	77%	-	*	*	*	34%	81%	29%	65%	22%	67%	43%	-	*	-	*
	CWD	24%	32%	**29%**	-	20%	50%	-	-	*	-	9%	67%	29%	-	0%	56%	0%	-	-	-	-
	CWOD	44%	63%	**65%**	*	50%	88%	-	*	*	*	46%	84%	-	65%	32%	70%	59%	-	*	-	*
	EL	32%	26%	**22%**	-	22%	-	-	-	-	-	17%	*	0%	32%	22%	33%	13%	-	*	-	-
	Male	44%	62%	**67%**	*	50%	93%	-	-	*	*	38%	90%	56%	70%	33%	67%	-	-	*	-	*
	Female	37%	50%	**43%**	-	35%	50%	-	*	-	-	32%	64%	0%	59%	13%	-	43%	-	-	-	-
Grade 4																						
Reading	All Students	50%	68%	**50%**	*	43%	70%	-	*	-	*	41%	64%	24%	58%	36%	42%	61%	-	*	-	*
	CWD	24%	22%	**24%**	*	10%	60%	-	-	-	*	10%	43%	24%	-	0%	15%	*	-	-	-	*
	CWOD	56%	77%	**58%**	*	51%	73%	-	*	-	*	50%	71%	-	58%	46%	53%	63%	-	*	-	-
	EL	39%	34%	**36%**	-	36%	-	-	-	-	-	41%	*	0%	46%	36%	33%	40%	-	*	-	-
	Male	47%	63%	**42%**	*	35%	54%	-	*	-	*	31%	59%	15%	53%	33%	42%	-	-	*	-	*
	Female	53%	73%	**61%**	-	50%	100%	-	-	-	-	55%	73%	*	63%	40%	-	61%	-	*	-	-
Mathematics	All Students	44%	54%	**38%**	*	28%	60%	-	*	-	*	28%	54%	12%	46%	24%	35%	42%	-	*	-	*
	CWD	24%	17%	**12%**	*	0%	40%	-	-	-	*	0%	29%	12%	-	0%	15%	*	-	-	-	*
	CWOD	49%	62%	**46%**	*	35%	67%	-	*	-	*	36%	62%	-	46%	31%	43%	48%	-	*	-	-
	EL	38%	22%	**24%**	-	24%	-	-	-	-	-	28%	*	0%	31%	24%	22%	27%	-	*	-	-
	Male	47%	54%	**35%**	*	26%	46%	-	*	-	*	27%	47%	15%	43%	22%	35%	-	-	*	-	*
	Female	41%	53%	**42%**	-	29%	86%	-	-	-	-	30%	64%	*	48%	27%	-	42%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 5																						
Reading	All Students	53%	71%	**52%**	*	38%	70%	-	*	-	*	38%	72%	33%	56%	19%	50%	55%	-	*	-	*
	CWD	25%	32%	**33%**	-	38%	*	-	-	-	-	36%	*	33%	-	43%	30%	40%	-	-	-	-
	CWOD	59%	79%	**56%**	*	37%	76%	-	*	-	*	38%	79%	-	56%	12%	56%	57%	-	*	-	*
	EL	41%	34%	**19%**	-	20%	*	-	-	-	-	19%	20%	43%	12%	19%	17%	21%	-	*	-	-
	Male	51%	68%	**50%**	*	41%	54%	-	*	-	*	36%	64%	30%	56%	17%	50%	-	-	-	-	*
	Female	56%	74%	**55%**	-	33%	90%	-	*	-	-	39%	90%	40%	57%	21%	-	55%	-	*	-	-
Mathematics	All Students	49%	66%	**49%**	*	40%	65%	-	*	-	*	36%	69%	27%	55%	21%	43%	58%	-	*	-	*
	CWD	26%	28%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	30%	20%	-	-	-	-
	CWOD	54%	74%	**55%**	*	46%	67%	-	*	-	*	41%	71%	-	55%	23%	47%	64%	-	*	-	*
	EL	41%	34%	**21%**	-	23%	*	-	-	-	-	19%	33%	14%	23%	21%	16%	29%	-	*	-	-
	Male	50%	68%	**43%**	*	39%	50%	-	*	-	*	32%	55%	30%	47%	16%	43%	-	-	-	-	*
	Female	47%	64%	**58%**	-	40%	82%	-	*	-	-	39%	100%	20%	64%	29%	-	58%	-	*	-	-
Science	All Students	27%	40%	**15%**	*	10%	22%	-	*	-	*	7%	27%	13%	16%	3%	18%	12%	-	*	-	*
	CWD	16%	19%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	14%	20%	0%	-	-	-	-
	CWOD	29%	44%	**16%**	*	8%	24%	-	*	-	*	3%	31%	-	16%	0%	17%	14%	-	*	-	*
	EL	15%	8%	**3%**	-	3%	*	-	-	-	-	4%	0%	14%	0%	3%	5%	0%	-	*	-	-
	Male	30%	42%	**18%**	*	14%	23%	-	*	-	*	9%	26%	20%	17%	5%	18%	-	-	-	-	*
	Female	23%	37%	**12%**	-	5%	20%	-	*	-	-	4%	30%	0%	14%	0%	-	12%	-	*	-	-
Grade 6																						
Mathematics	All Students	38%	61%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	19%	27%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	42%	67%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	27%	23%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	40%	62%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	36%	61%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Masters Grade Level																						
Grade 3																						
Reading	All Students	20%	34%	**20%**	*	14%	35%	-	*	*	*	6%	35%	6%	24%	4%	26%	13%	-	*	-	*
	CWD	6%	13%	**6%**	-	0%	17%	-	-	*	-	0%	17%	6%	-	0%	11%	0%	-	-	-	-
	CWOD	23%	40%	**24%**	*	19%	41%	-	*	*	*	8%	40%	-	24%	6%	31%	17%	-	*	-	*
	EL	13%	12%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	6%	4%	0%	7%	-	*	-	-
	Male	18%	35%	**26%**	*	18%	43%	-	-	*	*	6%	42%	11%	31%	0%	26%	-	-	*	-	*
	Female	22%	33%	**13%**	-	10%	22%	-	*	-	-	5%	25%	0%	17%	7%	-	13%	-	-	-	-
Mathematics	All Students	15%	25%	**20%**	*	8%	32%	-	*	*	*	9%	32%	0%	27%	4%	19%	20%	-	*	-	*
	CWD	7%	9%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	29%	**27%**	*	11%	44%	-	*	*	*	13%	40%	-	27%	5%	26%	27%	-	*	-	*
	EL	10%	6%	**4%**	-	4%	-	-	-	-	-	4%	*	0%	5%	4%	0%	7%	-	*	-	-
	Male	17%	29%	**19%**	*	11%	29%	-	-	*	*	6%	30%	0%	26%	0%	19%	-	-	*	-	*
	Female	12%	20%	**20%**	-	5%	38%	-	*	-	-	11%	36%	0%	27%	7%	-	20%	-	-	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 4																						
Reading	All Students	22%	40%	**20%**	*	15%	35%	-	*	-	*	13%	32%	6%	25%	6%	23%	16%	-	*	-	*
	CWD	6%	5%	**6%**	*	0%	20%	-	-	-	*	0%	14%	6%	-	0%	8%	*	-	-	-	*
	CWOD	26%	47%	**25%**	*	19%	40%	-	*	-	*	17%	38%	-	25%	8%	30%	19%	-	*	-	-
	EL	14%	10%	**6%**	-	6%	-	-	-	-	-	7%	*	0%	8%	6%	11%	0%	-	*	-	-
	Male	20%	37%	**23%**	*	17%	38%	-	*	-	*	12%	41%	8%	30%	11%	23%	-	-	*	-	*
	Female	24%	44%	**16%**	-	13%	29%	-	-	-	-	15%	18%	*	19%	0%	-	16%	-	*	-	-
Mathematics	All Students	20%	28%	**14%**	*	6%	30%	-	*	-	*	4%	29%	6%	16%	0%	14%	13%	-	*	-	*
	CWD	7%	6%	**6%**	*	0%	20%	-	-	-	*	0%	14%	6%	-	0%	8%	*	-	-	-	*
	CWOD	23%	32%	**16%**	*	8%	33%	-	*	-	*	6%	33%	-	16%	0%	17%	15%	-	*	-	-
	EL	15%	8%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	-	*	-	-
	Male	22%	31%	**14%**	*	9%	23%	-	*	-	*	4%	29%	8%	17%	0%	14%	-	-	*	-	*
	Female	17%	24%	**13%**	-	4%	43%	-	-	-	-	5%	27%	*	15%	0%	-	13%	-	*	-	-
Grade 5																						
Reading	All Students	28%	45%	**25%**	*	15%	48%	-	*	-	*	16%	38%	13%	27%	9%	25%	24%	-	*	-	*
	CWD	8%	10%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	29%	10%	20%	-	-	-	-
	CWOD	32%	53%	**27%**	*	14%	52%	-	*	-	*	15%	43%	-	27%	4%	29%	25%	-	*	-	*
	EL	17%	16%	**9%**	-	10%	*	-	-	-	-	7%	20%	29%	4%	9%	11%	7%	-	*	-	-
	Male	25%	41%	**25%**	*	19%	46%	-	*	-	*	18%	32%	10%	29%	11%	25%	-	-	-	-	*
	Female	30%	49%	**24%**	-	10%	50%	-	*	-	-	13%	50%	20%	25%	7%	-	24%	-	*	-	-
Mathematics	All Students	19%	34%	**14%**	*	6%	30%	-	*	-	*	7%	25%	0%	18%	3%	18%	9%	-	*	-	*
	CWD	7%	11%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	21%	39%	**18%**	*	9%	33%	-	*	-	*	9%	29%	-	18%	4%	24%	11%	-	*	-	*
	EL	12%	10%	**3%**	-	3%	*	-	-	-	-	0%	17%	0%	4%	3%	5%	0%	-	*	-	-
	Male	21%	39%	**18%**	*	11%	42%	-	*	-	*	9%	27%	0%	24%	5%	18%	-	-	-	-	*
	Female	17%	29%	**9%**	-	0%	18%	-	*	-	-	4%	20%	0%	11%	0%	-	9%	-	*	-	-
Science	All Students	11%	17%	**5%**	*	2%	13%	-	*	-	*	0%	12%	0%	6%	0%	7%	3%	-	*	-	*
	CWD	5%	10%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	12%	19%	**6%**	*	3%	14%	-	*	-	*	0%	14%	-	6%	0%	9%	4%	-	*	-	*
	EL	5%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	13%	20%	**7%**	*	0%	23%	-	*	-	*	0%	13%	0%	9%	0%	7%	-	-	-	-	*
	Female	9%	14%	**3%**	-	5%	0%	-	*	-	-	0%	10%	0%	4%	0%	-	3%	-	*	-	-
Grade 6																						
Mathematics	All Students	13%	27%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	CWD	5%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	15%	30%	*	-	*	*	-	-	-	-	-	*	-	*	-	*	*	-	-	-	-
	EL	7%	7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	14%	30%	*	-	-	*	-	-	-	-	-	*	-	*	-	*	-	-	-	-	-
	Female	12%	24%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	*	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Grades																						
All Subjects	All Students	73%	85%	**68%**	50%	59%	83%	-	100%	*	67%	57%	82%	45%	74%	49%	67%	69%	-	46%	-	71%
	CWD	46%	54%	**45%**	*	38%	71%	-	-	*	*	33%	68%	45%	-	31%	47%	41%	-	-	-	*
	CWOD	77%	89%	**74%**	60%	66%	86%	-	100%	*	71%	64%	85%	-	74%	54%	73%	74%	-	46%	-	80%
	EL	61%	55%	**49%**	-	50%	0%	-	-	-	-	50%	44%	31%	54%	49%	50%	48%	-	55%	-	-
	Male	71%	83%	**67%**	50%	60%	78%	-	100%	*	67%	55%	79%	47%	73%	50%	67%	-	-	63%	-	71%
	Female	74%	87%	**69%**	-	58%	90%	-	100%	-	-	58%	89%	41%	74%	48%	-	69%	-	20%	-	-
Reading	All Students	74%	87%	**75%**	60%	67%	91%	-	100%	*	*	65%	89%	53%	82%	58%	75%	76%	-	50%	-	*
	CWD	44%	56%	**53%**	*	45%	77%	-	-	*	*	41%	76%	53%	-	36%	56%	47%	-	-	-	*
	CWOD	80%	91%	**82%**	*	74%	94%	-	100%	*	*	73%	92%	-	82%	65%	81%	82%	-	50%	-	*
	EL	59%	54%	**58%**	-	60%	*	-	-	-	-	59%	50%	36%	65%	58%	60%	57%	-	60%	-	-
	Male	70%	84%	**75%**	60%	67%	88%	-	*	*	*	63%	88%	56%	81%	60%	75%	-	-	*	-	*
	Female	78%	91%	**76%**	-	66%	96%	-	*	-	-	68%	91%	47%	82%	57%	-	76%	-	*	-	-
Mathematics	All Students	70%	82%	**70%**	60%	63%	83%	-	100%	*	*	60%	84%	43%	78%	55%	69%	73%	-	50%	-	*
	CWD	45%	51%	**43%**	*	36%	69%	-	-	*	*	31%	65%	43%	-	32%	41%	47%	-	-	-	*
	CWOD	75%	87%	**78%**	*	72%	87%	-	100%	*	*	70%	88%	-	78%	62%	78%	78%	-	50%	-	*
	EL	62%	56%	**55%**	-	56%	*	-	-	-	-	56%	50%	32%	62%	55%	55%	55%	-	60%	-	-
	Male	71%	82%	**69%**	60%	64%	78%	-	*	*	*	58%	80%	41%	78%	55%	69%	-	-	*	-	*
	Female	70%	83%	**73%**	-	63%	92%	-	*	-	-	63%	91%	47%	78%	55%	-	73%	-	*	-	-
Science	All Students	73%	81%	**38%**	*	24%	61%	-	*	-	*	22%	61%	27%	41%	6%	40%	36%	-	*	-	*
	CWD	49%	55%	**27%**	-	23%	*	-	-	-	-	18%	*	27%	-	14%	40%	0%	-	-	-	-
	CWOD	77%	84%	**41%**	*	25%	62%	-	*	-	*	24%	62%	-	41%	4%	40%	43%	-	*	-	*
	EL	61%	56%	**6%**	-	6%	*	-	-	-	-	4%	17%	14%	4%	6%	11%	0%	-	*	-	-
	Male	74%	81%	**40%**	*	32%	54%	-	*	-	*	27%	52%	40%	40%	11%	40%	-	-	-	-	*
	Female	72%	82%	**36%**	-	14%	70%	-	*	-	-	17%	80%	0%	43%	0%	-	36%	-	*	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	47%	66%	**45%**	25%	35%	63%	-	84%	*	56%	32%	64%	24%	51%	23%	44%	47%	-	31%	-	29%
	CWD	22%	29%	**24%**	*	19%	43%	-	-	*	*	15%	42%	24%	-	10%	28%	15%	-	-	-	*
	CWOD	51%	71%	**51%**	30%	40%	68%	-	84%	*	71%	37%	69%	-	51%	27%	49%	54%	-	31%	-	40%
	EL	31%	28%	**23%**	-	23%	0%	-	-	-	-	24%	16%	10%	27%	23%	22%	24%	-	36%	-	-
	Male	45%	64%	**44%**	25%	35%	58%	-	78%	*	56%	29%	60%	28%	49%	22%	44%	-	-	50%	-	29%
	Female	48%	68%	**47%**	-	34%	71%	-	90%	-	-	34%	72%	15%	54%	24%	-	47%	-	0%	-	-
Reading	All Students	52%	72%	**53%**	40%	42%	73%	-	100%	*	*	40%	73%	29%	61%	30%	50%	58%	-	33%	-	*
	CWD	23%	31%	**29%**	*	24%	46%	-	-	*	*	19%	47%	29%	-	14%	28%	29%	-	-	-	*
	CWOD	58%	79%	**61%**	*	48%	79%	-	100%	*	*	47%	78%	-	61%	35%	58%	64%	-	33%	-	*
	EL	34%	30%	**30%**	-	30%	*	-	-	-	-	33%	8%	14%	35%	30%	28%	32%	-	40%	-	-
	Male	48%	67%	**50%**	40%	42%	63%	-	*	*	*	34%	67%	28%	58%	28%	50%	-	-	*	-	*
	Female	57%	78%	**58%**	-	43%	88%	-	*	-	-	45%	82%	29%	64%	32%	-	58%	-	*	-	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	42%	61%	**48%**	20%	37%	68%	-	88%	*	*	33%	69%	22%	55%	23%	48%	48%	-	33%	-	*
	CWD	22%	26%	**22%**	*	15%	46%	-	-	*	*	9%	47%	22%	-	5%	31%	6%	-	-	-	*
	CWOD	46%	66%	**55%**	*	44%	74%	-	88%	*	*	40%	74%	-	55%	28%	53%	58%	-	33%	-	*
	EL	31%	28%	**23%**	-	23%	*	-	-	-	-	22%	29%	5%	28%	23%	22%	23%	-	40%	-	-
	Male	43%	61%	**48%**	20%	38%	65%	-	*	*	*	31%	65%	31%	53%	22%	48%	-	-	*	-	*
	Female	40%	60%	**48%**	-	35%	73%	-	*	-	-	34%	76%	6%	58%	23%	-	48%	-	*	-	-
Science	All Students	42%	58%	**15%**	*	10%	22%	-	*	-	*	7%	27%	13%	16%	3%	18%	12%	-	*	-	*
	CWD	21%	30%	**13%**	-	15%	*	-	-	-	-	18%	*	13%	-	14%	20%	0%	-	-	-	-
	CWOD	45%	61%	**16%**	*	8%	24%	-	*	-	*	3%	31%	-	16%	0%	17%	14%	-	*	-	*
	EL	24%	22%	**3%**	-	3%	*	-	-	-	-	4%	0%	14%	0%	3%	5%	0%	-	*	-	-
	Male	44%	59%	**18%**	*	14%	23%	-	*	-	*	9%	26%	20%	17%	5%	18%	-	-	-	-	*
	Female	40%	57%	**12%**	-	5%	20%	-	*	-	-	4%	30%	0%	14%	0%	-	12%	-	*	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	33%	**17%**	0%	10%	32%	-	32%	*	11%	8%	29%	4%	20%	4%	19%	14%	-	0%	-	29%
	CWD	6%	9%	**4%**	*	3%	11%	-	-	*	*	3%	8%	4%	-	4%	5%	3%	-	-	-	*
	CWOD	21%	36%	**20%**	0%	12%	37%	-	32%	*	14%	9%	34%	-	20%	4%	24%	17%	-	0%	-	40%
	EL	9%	8%	**4%**	-	4%	0%	-	-	-	-	3%	6%	4%	4%	4%	4%	3%	-	0%	-	-
	Male	18%	32%	**19%**	0%	12%	35%	-	22%	*	11%	8%	30%	5%	24%	4%	19%	-	-	0%	-	29%
	Female	19%	34%	**14%**	-	7%	27%	-	40%	-	-	7%	28%	3%	17%	3%	-	14%	-	0%	-	-
Reading	All Students	21%	39%	**22%**	0%	14%	39%	-	25%	*	*	12%	35%	8%	26%	7%	25%	18%	-	0%	-	*
	CWD	6%	8%	**8%**	*	6%	15%	-	-	*	*	6%	12%	8%	-	9%	9%	6%	-	-	-	*
	CWOD	24%	43%	**26%**	*	17%	45%	-	25%	*	*	14%	41%	-	26%	6%	30%	21%	-	0%	-	*
	EL	10%	9%	**7%**	-	7%	*	-	-	-	-	6%	8%	9%	6%	7%	9%	5%	-	0%	-	-
	Male	18%	34%	**25%**	0%	18%	43%	-	*	*	*	13%	38%	9%	30%	9%	25%	-	-	*	-	*
	Female	24%	43%	**18%**	-	11%	35%	-	*	-	-	11%	30%	6%	21%	5%	-	18%	-	*	-	-
Mathematics	All Students	17%	30%	**16%**	0%	7%	32%	-	50%	*	*	6%	30%	2%	21%	2%	18%	15%	-	0%	-	*
	CWD	6%	9%	**2%**	*	0%	8%	-	-	*	*	0%	6%	2%	-	0%	3%	0%	-	-	-	*
	CWOD	19%	33%	**21%**	*	10%	38%	-	50%	*	*	9%	36%	-	21%	3%	23%	18%	-	0%	-	*
	EL	10%	9%	**2%**	-	2%	*	-	-	-	-	1%	7%	0%	3%	2%	2%	2%	-	0%	-	-
	Male	18%	32%	**18%**	0%	10%	33%	-	*	*	*	6%	30%	3%	23%	2%	18%	-	-	*	-	*
	Female	15%	28%	**15%**	-	5%	31%	-	*	-	-	6%	30%	0%	18%	2%	-	15%	-	*	-	-
Science	All Students	15%	25%	**5%**	*	2%	13%	-	*	-	*	0%	12%	0%	6%	0%	7%	3%	-	*	-	*
	CWD	5%	10%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-	-	-	-
	CWOD	17%	27%	**6%**	*	3%	14%	-	*	-	*	0%	14%	-	6%	0%	9%	4%	-	*	-	*
	EL	5%	5%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-	*	-	-
	Male	16%	26%	**7%**	*	0%	23%	-	*	-	*	0%	13%	0%	9%	0%	7%	-	-	-	-	*
	Female	14%	24%	**3%**	-	5%	0%	-	*	-	-	0%	10%	0%	4%	0%	-	3%	-	*	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2023-24 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	76	*	69	89	-	*	-	*	70	70	65
CWD	70	*	70	75	-	-	-	*	67	70	77
CWOD	78	*	69	92	-	*	-	*	71	-	61
EL ✧	65	-	66	*	-	-	-	-	68	77	65
Male	79	*	73	90	-	*	-	*	72	74	69
Female	73	-	66	88	-	*	-	-	68	61	60
Mathematics											
All Students	61	*	58	62	-	*	-	*	57	51	52
CWD	51	*	42	64	-	-	-	*	42	51	48
CWOD	64	*	63	61	-	*	-	*	62	-	53
EL ✧	52	-	53	*	-	-	-	-	54	48	52
Male	64	*	64	57	-	*	-	*	62	52	57
Female	57	-	51	69	-	*	-	-	51	47	45

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2023

The six-year graduation rates for the class of 2022 will be updated in March, 2025.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL✧	Homeless ✧	Foster Care ✧
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2023.													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL ✧	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Ever in grades 9-12.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2024 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
177	23	13%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
✧ Indicates data reporting does not meet for Minimum Size.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicators of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	43	25	35	59	-	72	*	45	32	24	25
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2023-2027)	46%	34%	39%	59%	44%	73%	46%	55%	35%	26%	37%
Target Met	Y		Y	Y					Y	Y	N
Interim Goals (2028-2032)	55%	45%	49%	66%	53%	78%	55%	63%	46%	38%	48%
Target Met	Y		N	Y					N	N	N
Interim Goals (2033-2037)	64%	56%	59%	73%	62%	83%	64%	71%	57%	50%	59%
Target Met	N		N	Y					N	N	N
Long-Term Goals	73%	67%	70%	80%	72%	87%	73%	78%	68%	63%	69%
Target Met	N		N	N					N	N	N
Mathematics											
Interim Goals (2023-2027)	49%	33%	44%	60%	47%	82%	51%	55%	40%	29%	45%
Target Met	Y		N	Y					N	N	N
Interim Goals (2028-2032)	58%	44%	53%	67%	56%	85%	59%	63%	50%	41%	54%
Target Met	N		N	Y					N	N	N
Interim Goals (2033-2037)	67%	55%	62%	74%	65%	88%	67%	71%	60%	53%	63%
Target Met	N		N	N					N	N	N
Long-Term Goals	75%	67%	72%	80%	74%	91%	76%	78%	70%	65%	73%
Target Met	N		N	N					N	N	N
English Learner Language Proficiency Status											
Interim Goals (2023-2027)											49%
Target Met											Y
Interim Goals (2028-2032)											51%
Target Met											Y
Interim Goals (2033-2037)											53%
Target Met											Y
Long-Term Goals											55%
Target Met											N
Federal Graduation Status											
Interim Goals (2023-2027)	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.7%	79.7%	80%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Target Met											
Interim Goals (2028-2032)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.5%	85.8%	86%
Target Met											
Interim Goals (2033-2037)	95.4%	94.1%	94.7%	96.6%	94.4%	97.5%	94.7%	95.6%	94.3%	91.9%	92%
Target Met											
Long-Term Goals	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%	98%
Target Met											

Blank cell indicates there are no data available in the group.

+ STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science for the 2023-24 school year. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-	100%	-
Reading	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
Mathematics	All Students	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	*	100%	100%	-	-	*	*	100%	100%	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	100%	*	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
	CWD	**100%**	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	*	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-
	EL	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-	-
	Female	**100%**	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	100%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	-	0%	-
Reading	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Mathematics	All Students	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	*	0%	0%	-	-	*	*	0%	0%	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	0%	*	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	0%	-	-
	Female	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
Science	All Students	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-
	CWD	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	**0%**	*	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-
	EL	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-	-

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	Female	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	0%	-
SAT/ACT All Subjects	All Students	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	6	0	4	2	0	0	0	0	0		
	Female	2	0	1	1	0	0	0	0	0		
	Total	8	0	5	3	0	0	0	0	0		
Out-of-School Suspensions												
	Male	1	0	1	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	1	0	1	0	0	0	0	0	0		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	37	4	21	9	-8	-8	1	2	15	13	2
	Female	45	4	35	6	-8	-8	-8	-8	21	8	1
	Total	82	8	56	15	-8	-8	1	2	36	21	3

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	-5
On the basis of race	-5
On the basis of disability	-5
On the basis of sexual orientation	-5
On the basis of religion	-5

Part (viii)(II) This section provides information from the 2020-21 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

Preschool Programs

	Total Students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Male	21	2	16	2	0	0	1	0	14	2
Female	21	1	15	4	0	1	0	0	15	1
Total	42	3	31	6	0	1	1	0	29	3

Accelerated Coursework

	Total Students		African American		Hispanic		White		Indian or Alaska Native		Asian		Pacific Islander		Two or More Races		EL		Students with Disabilities	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Advanced Placement Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs																				
Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

Blank cell indicates the student group is not applicable to this report.
- Indicates there are no data available in the group.
-3 Indicates skip logic failure.
-5 Indicates Action Plan/Quick Plans.
-8 Indicates EDFacts missing data.
-9 Indicates not applicable / skipped.
-11 Indicates suppressed data at the campus/district level.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

	All School	
	Number	**Percent**
Inexperienced Teachers, Principals, and Other School Leaders	9.0	21.4%
Teachers Teaching with Emergency or Provisional Credentials	1.0	2.5%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.9	9.8%

- Indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year (2022-23).

To be updated by June 30th, 2025.

		State & Local and Federal	State & Local			Federal		
	Enrollment	**Total**	**Site**	**District Allocation**	**Total**	**Site**	**District Allocation**	**Total**
Business/central/other support services		$292		$291	$291		$1	$1
Food services		$457		$5	$5	$333	$119	$452
Instruction		$7,615	$6,909	$132	$7,041	$428	$146	$574
Support services, general administration		$138		$138	$138			
Support services, instructional staff		$525	$493	$18	$511		$14	$14
Support services, operation and maintenance of plant		$1,074	$322	$492	$814	$232	$28	$260
Support services, pupils		$604	$478	$11	$489	$17	$98	$115
Support services, school administration		$536	$524	$12	$536		$0	$0
Support services, student transportation		$250		$246	$246		$4	$4
Total	**462**	**$11,490**	**$8,725**	**$1,345**	**$10,070**	**$1,010**	**$410**	**$1,420**

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2023-24 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	6,625	2%	12	1%	*	2%
Mathematics	6,620	2%	12	2%	*	2%
Grade 4						
Reading	6,491	2%	*	0%	-	-
Mathematics	6,491	2%	*	0%	-	-
Grade 5						
Reading	6,033	1%	12	1%	*	1%
Mathematics	6,033	2%	12	1%	*	1%
Science	6,033	2%	12	1%	*	1%
Grade 6						
Reading	5,586	1%	13	1%	-	-
Mathematics	5,586	1%	13	1%	-	-
Grade 7						
Reading	5,233	1%	9	1%	-	-
Mathematics	5,227	2%	9	2%	-	-
Grade 8						
Reading	4,985	1%	10	1%	-	-
Mathematics	4,985	1%	10	1%	-	-
Science	4,984	1%	10	1%	-	-
End of Course						
English I	5,119	1%	14	1%	-	-
English II	4,683	1%	9	1%	-	-
Algebra I	5,112	1%	14	1%	-	-
Biology	5,027	1%	14	1%	-	-
All Grades						
All Subjects	100,862	1%	193	1%	5	1%
Reading	44,764	1%	83	1%	*	1%
Mathematics	40,054	1%	74	1%	*	1%
Science	16,044	1%	36	1%	*	1%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2022 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	42	37	58	63	30	33	7	9
		Black	51	56	49	44	19	17	3	3
		Hispanic	52	50	48	50	20	21	3	4
		White	26	27	74	73	44	42	10	11
		American Indian	*	57	*	43	*	18	*	3
		Asian	8	17	92	83	71	58	31	24
		Pacific Islander	*	50	*	50	*	23	*	6
		Two or More Races	28	32	72	68	41	38	8	11
		EcoDis	54	52	46	48	18	19	3	3
		Students with Disabilities	77	73	23	27	7	10	1	2
		English Language Learners	57	67	43	33	16	10	2	1
	Mathematics	Overall	22	25	78	75	38	36	8	8
		Black	33	45	67	55	21	15	2	1
		Hispanic	27	36	73	64	27	22	3	3
		White	10	14	90	86	57	48	13	10
		American Indian	*	41	*	59	*	22	*	4
		Asian	3	9	97	91	73	63	27	24
		Pacific Islander	*	38	*	62	*	22	*	3
		Two or More Races	10	22	90	78	58	38	23	9
		EcoDis	31	38	69	62	24	20	3	2
		Students with Disabilities	51	56	49	44	18	14	2	2
		English Language Learners	31	48	69	52	26	14	3	2
Grade 8	Reading	Overall	34	30	66	70	23	31	2	4
		Black	45	47	55	53	17	16	1	1
		Hispanic	41	39	59	61	16	21	1	2
		White	24	22	76	78	30	38	2	5
		American Indian	*	45	*	55	*	18	*	2
		Asian	8	14	92	86	60	56	11	12
		Pacific Islander	*	35	*	65	*	25	*	2
		Two or More Races	28	27	72	73	32	35	5	6
		EcoDis	42	42	58	58	16	19	1	1
		Students with Disabilities	74	69	26	31	5	7	1	n/a
		English Language Learners	53	68	47	32	10	5	n/a	n/a
	Mathematics	Overall	39	38	61	62	24	26	5	7
		Black	54	62	46	38	11	9	2	1
		Hispanic	46	51	54	49	16	14	2	2
		White	28	26	72	74	36	35	8	9
		American Indian	*	55	*	45	*	13	*	2

State Level: 2022 Percentages at NAEP Achievement Levels										
			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 8	Mathematics	Asian	10	14	90	86	57	58	27	27
		Pacific Islander	*	50	*	50	*	17	*	5
		Two or More Races	26	37	74	63	30	28	3	7
		EcoDis	49	54	51	46	15	13	2	2
		Students with Disabilities	81	77	19	23	4	5	n/a	1
		English Language Learners	60	76	40	24	8	4	1	n/a

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2022 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	89%
		English Learners	95%
	Mathematics	Students with Disabilities	87%
		English Learners	95%
Grade 8	Reading	Students with Disabilities	89%
		English Learners	97%
	Mathematics	Students with Disabilities	93%
		English Learners	97%

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2021-22 school year enrolled in a Texas public postsecondary education institution in the 2022-23 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondaryeducation in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information - Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K - 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2022-23 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	11%	16%	12%	9%	-	10%	*	17%	10%	18%	11%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xv): Section 1003 Fund

This section provides a list of all the LEAs and schools that received funds under Section 1003, including the amount of funds each school received and the types of strategies implemented in each school with such funds for the 2022-23 school year.

Section 1003 Funds for the 2023-24 school year will be updated by the end of June, 2025.

There is no data for this campus.

Part (xvi): Count of 1st Year English Learners Excluded from the State Accountability

This section provides number of recently arrived English learners exempted from the ELA/Reading assessments and whose results are excluded from the 2023-24 State accountability.

There is no data for this campus.

Grapevine-Colleyville ISD

Timberline Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 12:06 PM

Mission Statement

Timberline's Mission Statement

We are leaders at Timberline.
Together 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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Priority Problem Statements 11

Goals 13

Goal 1 : Student Achievement and Post Secondary Readiness 14

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 21

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 24

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 29

Funding Summary 32

211 - ESEA Title I, Part A 33

Comprehensive Needs Assessment

Demographics

Summary

Timberline Elementary serves a total of 518 students with a diverse student population. Hispanic students represent the majority on campus at 80%, with White (9%) and African American (7%) students forming the next largest demographic groups. Students identifying as Asian (2%) and Two or More Races (2%) round out our dynamic campus community.

Timberline Elementary serves a total of 518 students ranging from Early Education (EE) through 5th grade. Our enrollment reflects a remarkably strong early childhood presence, with 89 students enrolled in our EE and Pre-K programs—including a newly added general education Pre-K 3 classroom—providing a strong foundation for our special education, general education and multilingual learners. Enrollment stays steady across lower elementary from Kindergarten through 3rd grade, averaging roughly 64 students per grade level. Our upper elementary grades represent our largest cohorts, highlighted by a notable peak in 5th grade with 103 students.

Enrollment Breakdown:

- **Early Childhood (EE & PK):** 89 students (EE: 12 | PK: 77)
- **Lower Elementary (K–3rd):** 254 students (KG: 56 | 1st: 60 | 2nd: 70 | 3rd: 68)
- **Upper Elementary (4th–5th):** 175 students (4th: 72 | 5th: 103)

Economic & Student Subgroup Demographics:

- **Economically Disadvantaged (Free & Reduced Lunch):** 78% (approx. 404 students)
- **At-Risk:** 58% (approx. 300 students)
- **Multilingual Learners:** 60% total (Bilingual: 50% | ESL: 10%)
- **Special Education Services:** 25%
- **Dyslexia Services:** 9%
- **Gifted & Talented:** 10%
- **Section 504 Support:** 3%
- **McKinney-Vento (Unsheltered/Homeless):** 3%
- **Campus Mobility Rate:** 15.4%
- **Gender Breakdown:** Male: 54% | Female: 46%

Strengths

Timberline Elementary's primary strength lies in its dynamic student body, where a rich 60% multilingual community and robust special education and intervention systems foster an exceptionally inclusive and supportive learning environment. This unique demographic blend drives a deep culture of collaboration, ensuring tailored academic support and strong growth for every student population across campus.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Timberline needs additional support for teachers with less experience, as well as, strategies to promote retention of high performing instructional staff.	The percentage of teachers with 0 to 5 years of experience at Timberline is 25.5% as compared to the state at 28.3%
2	Timberline students identified as economically disadvantaged are not achieving at the same rate as their non-economically disadvantaged peers and often lack the skills of grit and perseverance.	Students from poverty often begin school lacking the skill set needed to self-regulate and often experience emotional challenges that impact their school experience.
3	Timberline teachers want to be able to provide unique learning experiences to help all students show substantial academic and social growth.	Timberline has many emergent bilingual students and/or at-risk students that need high levels of engagement and intentional instructional strategies to help them learn and perform.
4	Timberline students and families benefit from multiple opportunities throughout the year to learn about opportunities for support, interventions, and campus processes.	The mobility rate at Timberline is 14.2% as compared to the district rate of 8.3% as reported on the most recent Texas Academic Performance Report (TAPR).

★ = Priority

Student Learning

Summary

An analysis of the 2026 STAAR results highlights continued opportunities for growth in foundational literacy and mathematics at Timberline Elementary, particularly for students identified as economically disadvantaged.

While the majority of students are performing at or above grade level, performance gaps remain evident across both core content areas:

- **Reading Language Arts:** Unmet standard rates across STAAR grade levels, **23% of 3rd graders**, **20% of 4th graders**, and **28% of 5th graders** not meeting grade-level expectations on the 2026 STAAR assessment.
- **Mathematics:** Unmet standard rates in STAAR grade levels: **23% of 3rd graders**, **33% of 4th graders**, and **33% of 5th graders** performing below state standards on the 2026 STAAR assessment.

A key contributing factor to these outcomes is the achievement gap between economically disadvantaged students and their non-economically disadvantaged peers. Observations indicate that students from economically disadvantaged backgrounds often face additional challenges with academic stamina, grit, and perseverance when encountering rigorous grade-level tasks.

Moving forward, Timberline Elementary will prioritize targeted academic interventions alongside explicit social-emotional learning focused on building resilience, goal-setting, and productive struggle to ensure equitable academic growth for all students.

Strengths

Timberline Elementary demonstrated significant multi-year growth and positive achievement trends across all measured grade levels from 2025 to 2026. The most dramatic improvements occurred in 5th grade STAAR results, where the percentage of students meeting state standards rose by **20 percentage points in Reading** and **19 percentage points in Math** . These year-over-year gains reflect the strength and effectiveness of targeted classroom instruction, tiered intervention strategies, and dedicated teacher support in accelerating student learning campus-wide.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Timberline students identified as economically disadvantaged are not achieving at the same rate as their non-economically disadvantaged peers and often lack the skills of grit and perseverance.	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.

★ = Priority

School Processes & Programs

Summary

Curriculum and Instruction

Timberline Elementary delivers rigorous Tier One instruction through the implementation of High-Quality Instructional Materials (HQIM) across every core subject. Our academic programming provides consistency, tight alignment to the TEKS, and robust support for all learners—including our multilingual and special education populations. We structure our master schedule to prioritize core instructional blocks with a strong emphasis on engaging all students, small-group instruction, and holding students accountable for speaking in complete sentences to build academic vocabulary and oral language proficiency.

Staff Collaboration and Community

Our instructional momentum and behavioral programs are driven by an exceptionally dedicated staff committed to meeting the needs of our diverse student population. Every Monday, our teachers engage in powerful Professional Learning Communities (PLCs) to analyze data, track i-Ready lesson passage and growth, and unpack TEKS to plan instruction aligned to power standards. Utilizing the i-Ready Teacher Toolkit, staff collaborate to deliver targeted interventions for specific skills. While building and growing our community partnerships with parents and local organizations, our campus maintains a deeply collaborative and welcoming environment that prioritizes strong communication, student growth and supportive connections between school and home.

Campus Culture and Behavior

At Timberline Elementary, campus culture is rooted in an inclusive and supportive environment where every student belongs. To maintain a structured and positive learning atmosphere, we utilize the CHAMPS model within our Positive Behavioral Interventions and Supports (PBIS) framework. CHAMPS serves as our core behavioral process, ensuring expectations for conversation, help, activity, movement, and participation are clearly communicated, proactively taught, and consistently reinforced. This systemic approach maximizes instructional time while fostering a safe, encouraging space that nurtures students' social-emotional development.

Strengths

Timberline Elementary Strengths Summary

- **Rigorous & Targeted Instruction:** Consistent implementation of High-Quality Instructional Materials (HQIM) paired with small-group instruction, a focus on active student engagement, and high expectations for oral language development and complete sentences.
- **Data-Driven Staff Collaboration:** Strong weekly Monday PLCs dedicated to unpacking power standards, analyzing i-Ready growth data, and using the i-Ready Teacher Toolkit to deliver targeted skill interventions.
- **Structured & Inclusive Campus Culture:** A highly supportive, inclusive school environment reinforced by the CHAMPS PBIS framework, which establishes clear behavioral expectations and maximizes learning time.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers want to be able to provide unique learning experiences to help all students show substantial academic and social growth.	Timberline has many emergent bilingual students and/or at-risk students that need high levels of engagement and intentional instructional strategies to help them learn and perform.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Timberline students identified as economically disadvantaged are not achieving at the same rate as their non-economically disadvantaged peers and often lack the skills of grit and perseverance.	Students from poverty often begin school lacking the skill set needed to self-regulate and often experience emotional challenges that impact their school experience.
2 ★	Teachers want to be able to provide unique learning experiences to help all students show substantial academic and social growth.	Timberline has many emergent bilingual students and/or at-risk students that need high levels of engagement and intentional instructional strategies to help them learn and perform.
3 ★	STAAR 2026 results showed that 23% of third graders, 20% of fourth graders and 28% of fifth graders did not meet standard in Reading. STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading.	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.
4 ★	STAAR 2026 results showed that 23% of third graders, 33% of fourth graders and 33% of fifth graders did not meet standard in Math. STAAR 2025 results showed that 35% of third graders, 45% of fourth graders and 52% of fifth graders did not meet standard in Math.	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.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR Iterims, Local TEKS Checks & module assessments

Strategy 1

Timberline ELAR/SLAR teachers in grades 3-5 will collaborate during weekly DDI & Power Standard Planning PLCs using GCISD curriculum materials, HMH resources, TEKS clarifiers, and lead4ward documents to design exit tickets & internalize lesson plans. 2nd grade ELAR/SLAR teachers will start the process in January 2027.

Strategy's Expected Result/Impact: Increased alignment between instruction, curricular content and tasks resulting in increased outcomes on module assessments, iReady scores and STAAR results

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal and Instructional Coaches

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Timberline Math teachers in grades K-5 will collaborate during weekly DDI & Power Standard Planning PLCs using GCISD curriculum materials, SAVVAS Envision resources, TEKS clarifiers, and lead4ward Power Standards to design exit tickets and internalize lesson plans.

Strategy's Expected Result/Impact: Increased alignment between instruction, curricular content and tasks resulting in increased outcomes on unit tests, iReady scores and STAAR results

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal and Instructional Coaches

Formative Reviews

No Progress

September	February	April	June

Strategy 3

Timberline Science teachers in grades 2-5 will collaborate during Power Standard Planning PLCs throughout the school year using GCISD curriculum materials, McGraw-Hill resources and GCISD Science Unit Guides to unpack the standards and internalize lesson plans.

Strategy's Expected Result/Impact: Increased student achievement in reading and math on STAAR in 2027. Timberline goals for STAAR 2027: 5th grade- Reading %App/Me/Ma: 85%, %Me/Ma-70%, %Ma-30%; Math %App/Me/Ma: 80%, %Me/Ma-50%, %Ma-30%

Staff Responsible for Monitoring: Principal, Associate Principal and Director of Science

Formative Reviews

No Progress

September	February	April	June

Strategy 4

Identified students in grades 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].

Strategy's Expected Result/Impact: Increased student achievement in reading and math on STAAR in 2027. Timberline goals for STAAR 2027:
Reading:
3rd grade- %App/Me/Ma: 85%, %Me/Ma-60%, %Ma-30%
4th grade - %App/Me/Ma: 85%, %Me/Ma-60%, %Ma-30%
5th grade- %App/Me/Ma: 85%, %Me/Ma-70%, %Ma-30%
Math:
3rd grade- %App/Me/Ma: 85%, %Me/Ma-60%, %Ma-30%
4th grade - %App/Me/Ma: 85%, %Me/Ma-60%, %Ma-30%
5th grade- %App/Me/Ma: 80%, %Me/Ma-50%, %Ma-30%

Staff Responsible for Monitoring: Principal, Associate Principal and Assistant Principal

Problem Statements: Student Achievement 1

Funding Sources: Extra Duty Pay for certified teachers to provide interventions & after school tutoring 211 - ESEA Title I, Part A, $14,050

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

September	February	April	June

Strategy 5

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.

Strategy's Expected Result/Impact: 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 25-26.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Student Support Specialist and classroom teachers

Formative Reviews

No Progress

September	February	April	June

Strategy 6

Timberline teachers in grades K-5 will provide interventions to Tier II and Tier III students using lessons from the iReadyTeacher Toolkit .

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Student Support Specialist and classroom teachers

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	STAAR 2026 results showed that 23% of third graders, 20% of fourth graders and 28% of fifth graders did not meet standard in Reading. STAAR 2025 results showed that 33% of third graders, 26% of fourth graders and 48% of fifth graders did not meet standard in Reading.	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.

Performance Objective 2 ☑ HB3 Goal

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].

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

Strategy 1

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.

Strategy's Expected Result/Impact: Additional students will qualify for math Telescoping for the 27-28 school year.

Staff Responsible for Monitoring: Principal, Assistant Principal, classroom teachers; GT Lead teacher; Counselor

Formative Reviews

No Progress

September	February	April	June

Strategy 2

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.

Strategy's Expected Result/Impact: 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 are enrolled in extracurricular classes that support their interests.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselor, Student Advocate, GT Specialist, Classroom Teachers

Formative Reviews

No Progress

September	February	April	June

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 Source: 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

100% of Timberline staff will implement a PBIS system to foster campus wide expectations and implement CHAMPS daily.

Strategy's Expected Result/Impact: A decreased number of discipline referrals and DAEP placements in the spring semester as compared to 25-26 data.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Instructional Coach

Formative Reviews

No Progress

September	February	April	June

Strategy 2

The campus Learning Leader/Tiger Task Force) will meet bi-monthly to analyze the effectiveness of positive behavior intervention and supports and make recommendations to staff for adjustments.

Strategy's Expected Result/Impact: 90% of classrooms will consistently show evidence of implementation as measured by PBIS Classroom/CHAMPS walks data.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Learning Leaders

Formative Reviews

No Progress

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Strategy 1

100% of Timberline K-5 students will participate in goal setting, tracking lead measures and celebrating their progress in a Tiger Tracker folder.

Strategy's Expected Result/Impact: Increased awareness of how tracking lead measures & accountability positively impacts progress towards meeting iReady goals.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Student Support Specialist & classroom teachers

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

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, gardening, and fine arts.

Strategy's Expected Result/Impact: Increased number of students participating in after school clubs from 25-26 data.

Staff Responsible for Monitoring: Staff member club facilitators

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

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.

Strategy's Expected Result/Impact: A decreased number of students will receive a high-risk rating on our GCISD risk assessment protocols.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselor & Student Advocate.

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

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].

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Director of Counseling, Principal, Associate Principal and Assistant Principal

Formative Reviews

No Progress

September	February	April	June

Strategy 3

Timberline students will participate in extended learning opportunities such as field trips and visiting programs to build their schema and deepen their learning. Costs will be offset using the sizeable donation from CISCA Cares in the spring of 2026.

Strategy's Expected Result/Impact: Field trips provide direct, multi-sensory experiences that build crucial background knowledge and vocabulary--the very foundation required for reading comprehension and academic achievement.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal and classroom teachers.

Formative Reviews

No Progress

September	February	April	June

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 Source: Employee Engagement Surveys

Strategy 1

Teachers new to GCISD and Timberline will participate in a campus based mentoring program which incorporates meeting regularly with a campus mentor and Instructional Coach.

Strategy's Expected Result/Impact: 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 26-27 new hires will return for the 27-28 school year.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, & Instructional Coach

Formative Reviews

No Progress

September	February	April	June

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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

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.

Strategy's Expected Result/Impact: Results on the 2026-2027 GCISD Employee Engagement Survey will show an increase in the mean engagement rates from the 2025-2026 Employee Engagement Survey results.

Staff Responsible for Monitoring: Principal, Associate Principal and Assistant Principal.

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

The Timberline Leadership team will participate in year two of an Instructional Leadership Development program with Engage2Learn coach Crystal Cross. This training, mentoring, and practice will continue to improve the observation and feedback cycle using a common coaching framework.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Associate Principal and Assistant Principal.

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

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.

Strategy's Expected Result/Impact: Increased student performance on local and state assessments.

Staff Responsible for Monitoring: Principal & Associate Principal

Problem Statements: School Organization 1

Formative Reviews

No Progress

September	February	April	June

Strategy 3

The role of the 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.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Student Support Specialists

Problem Statements: School Organization 1

Title I: 2.5.1

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
1	Timberline students identified as economically disadvantaged are not achieving at the same rate as their non-economically disadvantaged peers and often lack the skills of grit and perseverance.	Students from poverty often begin school lacking the skill set needed to self-regulate and often experience emotional challenges that impact their school experience.

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.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

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.

Strategy's Expected Result/Impact: 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

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Counselor, Student Advocate, Bilingual Parent Liaison and Action teams(TES staff)

Problem Statements: School Organization 2

Funding Sources: materials for Title I family event 211 - ESEA Title I, Part A, $4,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

September	February	April	June

Strategy 2

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 [Title I Requirement].

Strategy's Expected Result/Impact: Timberline will meet this compliance item in a way that has meaning for students, parents, and staff.

Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Director of Bilingual Services & Principal

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying School Organization

	Problem Statement	Root Cause
2	Teachers want to be able to provide unique learning experiences to help all students show substantial academic and social growth.	Timberline has many emergent bilingual students and/or at-risk students that need high levels of engagement and intentional instructional strategies to help them learn and perform.

Performance Objective 2

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

Strategy 1

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.

Strategy's Expected Result/Impact: 10% increase in PTA memberships from 25-26 and general PTA meetings.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, PTA President; PTA Membership Chair

Formative Reviews

No Progress

September	February	April	June

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

Timberline Elementary will host a Career Day in order to introduce students to a variety of careers.

Strategy's Expected Result/Impact: Students are introduced to and learn about a variety of careers.

Staff Responsible for Monitoring: Associate Principal, Counselor and Student Advocate

Formative Reviews

No Progress

September	February	April	June

Strategy 2

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.

Strategy's Expected Result/Impact: Increased partnerships in the community will provide additional opportunities for students and staff and less financial strain on the campus and district.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal, Bilingual Parent Liaison & PTA Executive Board

Formative Reviews

No Progress

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

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.

Strategy's Expected Result/Impact: Daily attendance rates will increase to 97% and an increased number of students/families will report and excuse their absences.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor & Student Advocate

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Timberline will employ additional Academic supportt staff in order to foster success in academic achievement and preparation for the next grade level.

Strategy's Expected Result/Impact: Student academic growth will be observable throughout the year, as well as, evident in the beginning of year universal assessments in subsequent years.

Staff Responsible for Monitoring: Principal, Associate Principal & Assistant Principal

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

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].

Strategy's Expected Result/Impact: Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus leaders.

Staff Responsible for Monitoring: Principal

Formative Reviews

No Progress

September	February	April	June

Strategy 2

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].

Strategy's Expected Result/Impact: Families will report an increased understanding of school processes.

Staff Responsible for Monitoring: Principal, Associate Principal & Assistant Principal

Formative Reviews

No Progress

September	February	April	June

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 Source: 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

Timberline will partner with local churches to provide weekend food and/or tutoring snacks for students who qualify.

Strategy's Expected Result/Impact: Increased attendance rates and overall improved health of students.

Staff Responsible for Monitoring: Counselor & Student Advocate

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

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

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.

Strategy's Expected Result/Impact: Transparent budget creation, financial allocations and fundraising practices.

Staff Responsible for Monitoring: Principal, Administrative Assistant and Campus Excellence Committee members

Formative Reviews

No Progress

September	February	April	June

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

Timberline staff will utilize the GCISD approval processes to acquire quality instructional resources and materials.

Strategy's Expected Result/Impact: All materials, resources and supplies will align to GCISD board policies.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal & Administrative Assistant

Formative Reviews

No Progress

September **February** **April** **June**

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

Strategy 1

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].

Strategy's Expected Result/Impact: 100% completion rate of all drills during the 26-27 school year.

Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principal and School Resource Officer.

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

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].

Strategy's Expected Result/Impact: Resources will be concentrated in areas of highest need.

Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar & Principal and Administrative Assistant

Formative Reviews

No Progress

September	February	April	June

Funding Summary

Funding Summary

211 - ESEA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Extra Duty Pay for certified teachers to provide interventions & after school tutoring	--	$14,050.00
3	1	1	materials for Title I family event	--	$4,000.00
				Sub-Total	$18,050.00

Grapevine-Colleyville ISD



Colleyville Middle

Accountability Rating: A

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:04 AM

Mission Statement

The mission of Colleyville Middle School is to ensure high levels of learning and personal growth for all students by fostering an inclusive, rigorous environment grounded in **C**OLT Pride: **P**erseverance, **R**espect, **I**ntegrity, **D**iscipline, and **E**xcellence.

Vision

To empower every student to achieve personal and academic excellence, leading with COLT Pride into a dynamic future.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Data Documentation for CNA 8

Improvement Planning Data 9

Accountability Data 9

Student Data: Assessments 9

Student Data: Student Groups 10

Student Data: Behavior and Other Indicators 10

Employee Data 10

Parent/Community Data 11

Support Systems and Other Data 11

Goals 12

Goal 1 : Student Achievement and Post Secondary Readiness 13

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 19

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 21

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 25

Comprehensive Needs Assessment

Demographics

Summary

Who Are We? Campus Profile & Overview
School Community & Campus Rating

- **Campus & District:** Colleyville Middle School (CMS) is a Grade 6–8 middle school campus in Grapevine-Colleyville ISD (Tarrant County).
- **Accountability Rating:** CMS earned a 2025 Texas Education Agency (TEA) Campus Accountability Rating Score of **B**.
- **Total Student Enrollment: 610 students** (Grade 6: 26.7%, Grade 7: 36.9%, Grade 8: 36.4%).

Student Demographics (Race, Ethnicity, & Gender)

- **White:** 69.5% (424 students)
- **Hispanic:** 12.6% (77 students)
- **Asian:** 9.0% (55 students)
- **African American:** 4.3% (26 students)
- **Two or More Races:** 4.1% (25 students)
- **American Indian:** 0.3% (2 students)
- **Pacific Islander:** 0.3% (1 student)
- **Gender Breakdown:** 51.0% Female (311 students), 49.0% Male (299 students)

Attendance, Mobility, Dropouts, & Discipline

- **Attendance Rate: 96.7%**, significantly outperforming the state average (93.9%).
- **Chronic Absenteeism: 4.0%**, well below the state average of 18.0%.
- **Mobility Rate:** Low student mobility at **8.3%** (state average is 16.4%).
- **Annual Dropout Rate (Grades 7–8): 0.0%**.
- **Disciplinary Placements: 0.0%** of students received DAEP/disciplinary placements.

Special Programs & Advanced Course Enrollment

- **Gifted and Talented (GT): 24.3%** (148 students enrolled in GT programming).
- **Career & Technical Education (CTE): 32.5%** (378 students participating in middle school CTE coursework).
- **Section 504 Support: 13.4%** (82 students).
- **Special Education: 11.8%** (72 students receiving specialized services).
- **Dyslexia Program: 9.8%** (60 students receiving support).
- **Economically Disadvantaged: 7.5%** (46 students).
- **At-Risk Identification: 31.4%** (139 students).
- **Emergent Bilingual / English Learners (EB/EL): 3.0%** (18 students).
- **Military-Connected: 6.3%** (35 students).
- **CCMR Indicators:** High school completion and CCMR indicators are non-applicable at the middle school level.

Staffing, Teacher Experience, & Paraprofessionals

- **Total Campus Staff:** 57.9 Full-Time Equivalents (FTEs).
  - **Professional Staff:** 86.6% (50.1 FTEs)
  - **Teachers:** 72.4% (41.9 FTEs)
  - **Professional Support Staff:** 9.1% (5.2 FTEs, including 2.0 full-time counselors and 1.0 part-time librarian)
  - **Educational Aides / Paraprofessionals:** 13.4% (7.7 FTEs providing instructional classroom support)
  - **Campus Leadership:** 5.2% (3.0 administrative FTEs)
- **Student-to-Teacher Ratio: 14.6 to 1**.
- **Average Core Class Sizes:** ELA (15.7), Math (15.2), Science (14.5), Social Studies (15.0).
- **Teacher Experience:** Average of **12.6 total years of experience** (state avg: 11.2 years) and **6.3 years with GCISD**.
  - Over **73% of teachers** have 6+ years of experience.
  - Only **4.8%** are beginning teachers.
- **Teacher Advanced Degrees: 33.7%** hold an advanced degree (31.3% Master's, 2.4% Doctorate).

Strengths

- **Comprehensive Scope:** It addresses all required Campus Improvement Plan (CIP) components in one structured place—covering campus demographics, special programs, attendance, staff credentials, discipline, and class sizes.
- **Data Precision:** It integrates exact numbers and percentages directly from official PEIMS/TAPR reports, providing an authoritative baseline for stakeholder review.
- **Scannable Hierarchy:** The use of distinct, bolded category headers and itemized bullet points makes complex campus metrics quick to read and analyze.
- **Contextual Alignment:** It highlights specific campus benchmarks—such as zero middle school dropouts, strong GT enrollment, and high attendance—that directly showcase campus culture and areas of organizational strength.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Problem Statement: Nearly one-third of the student body (31.4% / 139 students) is identified as At-Risk under state criteria, despite the campus having low economic disadvantage (7.5%) and low mobility (8.3%).	Root Cause: A significant number of students trigger state at-risk status due to non-mastery or low growth on specific state assessments (specifically STAAR Mathematics), requiring systematic early-warning tracking and structured Tier 2/3 academic interventions during Colt Time.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**
- [x] **Technology and resource allocation data**

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

Utilize iReady diagnostic tools to gather student data that will be used to provide appropriate interventions for CMS students in both Reading and Math. Interventions will be provided during Colt Time and/or intervention classes.

Strategy's Expected Result/Impact: CMS students will complete iReady BOY assessments during the first two weeks of the school year. Teachers will be attending iReady Professional Development. All CMS students will complete the iReady BOY assessment, and their teachers will use the data from it to populate intervention groups and assign/monitor MyPath intervention tools and lessons. Most students will work on MyPath iReady lessons for 45 minutes a week per subject and focus on passing 1-2 lessons a week per subject. Students identified for additional support will work on teacher-assigned lessons from the Teacher Toolbox. Expected to close instructional gaps and increase student achievement.

Staff Responsible for Monitoring: Teachers, Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Strategy 2

Effectively hold weekly PLC meetings with all ELA teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: Increase 6th Reading Scores in Meets & Masters by 4% (Meets 87%/Masters 61%)
Increase 7th Reading Scores in Meets & Masters by 4% (Meets 85%/Masters 62%)
Increase 8th Reading Scores in Meets & Master by 4% (Meets 92%/Masters 71%)

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Strategy 3

Effectively hold weekly PLC meetings with all Math teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: Increase 6th Math Scores in Meets & Masters by 8% (Meets 69%/Masters 32%)
Increase 7th Math Scores in Meets & Masters by 8% (Meets 31%/Masters 10%)
Increase 8th Math Scores in Meets & Masters by 8% (Meets 75%/Masters 30%)
Increase Algebra Scores in Meets & Masters by 8%(Meets 92%/Masters 73%)

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

CMS will earn a Distinction Designation for Academic Achievement in Reading/Language Arts by meeting 50% or higher of the distinction targets in the 2026-2027 school year.

Strategy's Expected Result/Impact: Reading/Language Arts by meeting 50% or higher of the distinction targets in the 2026-2027

Staff Responsible for Monitoring: All staff

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 5

CMS will earn a Distinction Designation for Comparative Growth by being in the Top 25% of its comparability group. In 2026, CMS missed being in the Top 25% by 5 points.

Strategy's Expected Result/Impact: Increased student achievement and student outcomes.

Staff Responsible for Monitoring: All staff.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 6

CMS will improve its Relative Performance score from a C to a B or higher.

Strategy's Expected Result/Impact: Strategy: Target STAAR Math Interventions for At-Risk Students during Colt Time and through small groups during TEIR one instruction.

Staff Responsible for Monitoring: Math teachers and campus leadership.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

The Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by
creating a college and career-ready environment through added visuals. AVID will support teachers and all students with the continued implementation of a school-wide organization through the use of planners.

Strategy's Expected Result/Impact: All students will receive training and guidelines for planner use. CMS Planners will be provided for each student.

Staff Responsible for Monitoring: AVID program coordinator, AVID site team, and administrators.

TEA Priorities: Connect high school to career and college

Formative Reviews

September	February	April	June

Strategy 2

CMS will implement AVID and WICOR strategies in all classes. Staff will receive training on effective AVID strategies during monthly staff meetings. Admin and AVID Site Team will look for AVID strategies being used during campus learning walks and peer observations.

Strategy's Expected Result/Impact: Increased rigor in classroom instruction and best practices that will contribute to increased student outcomes.

Staff Responsible for Monitoring: AVID program coordinator, AVID site team, and administrators.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 3

1.3 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 Source: 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

Campus committees formed common expectations for all common areas in the school. Posters

were created and hung throughout the building. The students were taught the expectations during Colt Talks the first week of school.

Strategy's Expected Result/Impact: Common expectations and language will decrease interruptions and off-task behavior. The expected result will be a 10% decrease in Lunch Detentions and a 15% decrease in office referrals.

Staff Responsible for Monitoring: All CMS Staff and the campus leadership team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

By the end of the school year, increase positive student behaviors by implementing a weekly staff-led recognition program. Staff members will nominate students for a Colt Pride award, highlighting those who demonstrate Perseverance, Respect, Integrity, Discipline, and Excellence. Weekly recognition will include a Colt Pride sticker and a social media spotlight.

Strategy's Expected Result/Impact: Decrease discipline referrals and contribute to a positive campus culture.

Staff Responsible for Monitoring: All staff.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Ensure that all students have equal opportunities to participate in UIL teams, fine arts programs, and campus clubs, and actively monitor their involvement. Organize band, choir, and theatre recruitment trips to OCT, CES, BES.

Strategy's Expected Result/Impact: Create and implement a comprehensive campus dot map that highlights all student organizations, clubs, and groups that students participate in, including UIL academic and sports teams as well as campus clubs. In April of 2027, create a student survey for students to complete during Colt Time. A survey will be used to gather data on the percentage of students involved in extra-curricular activities. Data will be used to set goals for participation in 2027-2028.

Staff Responsible for Monitoring: Fine Arts Department and Campus Leadership

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

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

Performance Objective 1

2.1 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 Source: Gallup Surveys

Strategy 1

By May of 2027, we will reduce teacher attrition by 10% by fostering a positive staff climate. This will be accomplished by implementing a weekly recognition program that awards four "door signs" to staff members who exemplify campus goals and by recognizing a teacher and a staff member of the month at all scheduled staff meetings. Implement a Friday staff shoutout email that opens up praise for all staff members to highlight each other.

Strategy's Expected Result/Impact: Promote positive staff culture and reduce teacher attrition by 10%.

Staff Responsible for Monitoring: Campus leadership team.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

CMS will use a campus climate survey to gather data on staff engagement, overall satisfaction, and school culture.

Strategy's Expected Result/Impact: The overall culture of staff engagement will have a direct effect on both student and staff involvement and performance throughout the school year. During professional development sessions, PLCs, staff meetings, and leadership meetings, the school's core values--positivity, growth mindset, teamwork, and strengths--will be revisited and assessed. This process will help pinpoint focus areas and strategies to improve key factors identified in the campus survey.

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

In partnership with the PTA executive committee, CMS leadership will conduct a thorough review of the strategies used to achieve the high ratings from the previous school year, using this as baseline data. This analysis will provide a foundation for improving overall parent, family, and community satisfaction, as outlined in the National PTA School of Excellence survey, which led to CMS being recognized as a National PTA School of Excellence.

Strategy's Expected Result/Impact: The partnership will deepen the school community's ties to the institution, enriching the experiences of staff, parents, and students. This collaboration will play a key role in fostering an engaging school environment that supports student success, with the aim of achieving improvements across 100% of the survey questions.

Staff Responsible for Monitoring: PTA Executive Staff and school administration.

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

The campus website will be kept updated and reviewed weekly during leadership meetings for accuracy of information. In addition, the CMS Social Media platforms will be consistently used to promote campus activities as well as community partnerships.

Strategy's Expected Result/Impact: Provide timely and accurate information to all CMS stakeholders.

Staff Responsible for Monitoring: Administration and Campus Website Liaison.

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

Develop a partnership between CMS and members of our business community.

Strategy's Expected Result/Impact: Provide timely and accurate information to all CMS stakeholders.

Staff Responsible for Monitoring: By May 2027, CMS will have 2 new area business partnerships that positively impact our school community.

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Overall student attendance will continue to be monitored in order to have the utmost success with overall student academic performance, in addition to meeting overall state requirements for attendance compliance.

Strategy's Expected Result/Impact: Student attendance continued to increase or exceed pre-pandemic levels with at least a 98% attendance rate.

Staff Responsible for Monitoring: The CMS Attendance clerk, counselors, and administrators will evaluate the overall attendance of all students and reinforce positive attendance rates for all students.

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

By March, CMS will increase parent and community involvement by establishing a dedicated Dads' Club volunteer group. This group will consistently assist with morning student drop-off and will engage with staff and students at quarterly events. This will be measured by an increase in the number of dads volunteering, as well as positive feedback from staff and students regarding the improved school climate.

Strategy's Expected Result/Impact: Dads' Club members and CMS administration.

Formative Reviews

September	February	April	June

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 Source: 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

By the end of the school year, CMS will promote student physical wellness by meeting all state requirements for the annual FitnessGram assessment. Additionally, in partnership with the PTA, the school will host a Health and Wellness Day each semester. These initiatives will be measured by students' successful completion of the FitnessGram, with data from physical education, pre-athletics, and athletics being used to inform wellness initiatives and promote positive academic outcomes.

Strategy's Expected Result/Impact: Students will meet the requirements for physical activity, and other indicators recommended by the GCISD school health advisory council. Also, CMS will host at least one Health and Wellness Day each semester.

Staff Responsible for Monitoring: Counselors, physical education teachers, coaches, PTA members, and CMS administration.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

By the end of the school year, we will develop and adopt a fiscally responsible annual budget that strategically allocates resources to enhance student academic achievement and support extracurricular activities. The budget will reflect a data-driven approach, with allocations tied to specific, measurable outcomes in both academic and extracurricular programs, ensuring alignment with the district's and community's commitment to excellence and results.

Strategy's Expected Result/Impact: The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year are done with fidelity.

Staff Responsible for Monitoring: Principal, Finance office, personnel, and Administrative Assistant.

Formative Reviews

September	February	April	June

Performance Objective 2

4.2 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.

Performance Objective 3

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

Strategy 1

By the end of the school year, we will complete a comprehensive evaluation of all campus and

departmental facilities, technology, equipment, and functional needs. This assessment will result in a prioritized action plan to address identified gaps and deficiencies, ensuring all resources are aligned to support academic and operational objectives for the upcoming fiscal year.

Strategy's Expected Result/Impact: Supporting teachers with their instructional needs for students' overall well-being and academic advancement.

Staff Responsible for Monitoring: Administration including the Administrative Assistant, and department leaders.

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Cross Timbers Middle

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:05 AM

Mission Statement

We promote good citizenship and prepare, motivate and encourage each wolf to reach his or her full potential through the strength of the **PACK**:

Promoting high expectations for

ALL wolves through

Commitment to culture, community, and

Kindness

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Achievement 6

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Goals 15

Goal 1 : Student Achievement and Post Secondary Readiness 16

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 29

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 31

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 35

Comprehensive Needs Assessment

Demographics

Summary

The makeup of the CTMS Wolf Pack as of August 26, 2027:

Total wolves = 813

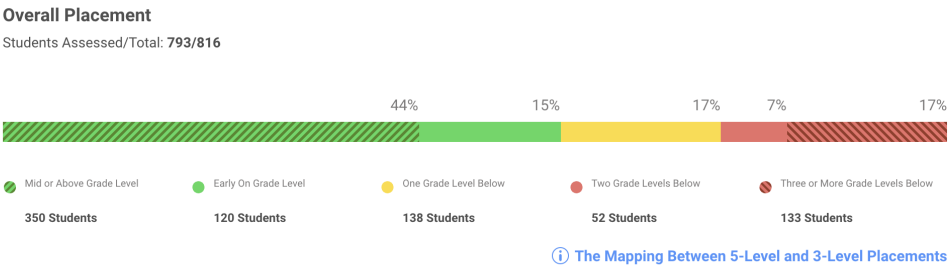
- Asian 9.47%
- African American 5.29%
- Hispanic 30.63%
- American Indian 0.12%
- Pacific Islander 0.37%
- White 46.99%
- Two or more 7.13%
- 504 10.57%
- Emergent Bilingual 19.06%
- Special Education 16.35%
- Economically Disadvantaged 29.88%

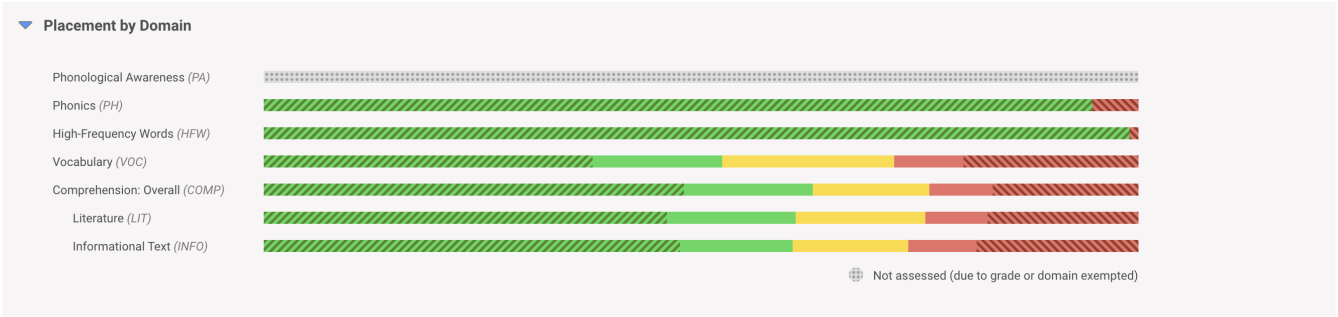
Student Achievement

Summary

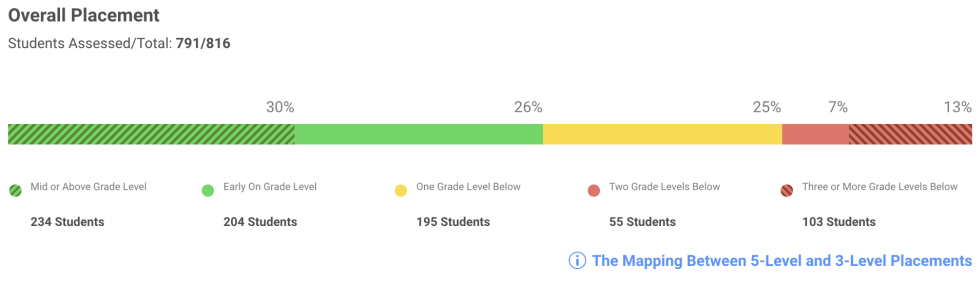
Data from BOY i-Ready Inform August 2026:

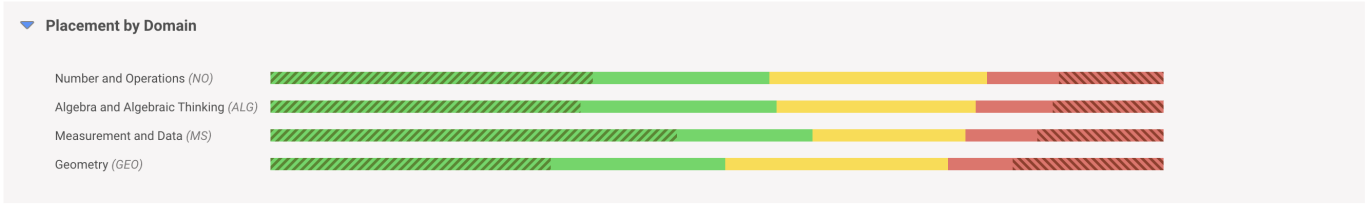
Reading





Math:





Data from the 2025-2026 school year:

Comparison Charts 2025 to 2026

	Rating	2025 Percentages	2026 Percentages
6th Grade Math	DNM	23.80%	17.00%
	Approaches	23.80%	27.00%
	Meets	24.67%	27.00%
	Masters	27.70%	30.00%
6th Grade ELA	DNM	12.43%	16.00%
	Approaches	12.31%	9.00%
	Meets	15.67%	17.00%
	Masters	58.58%	57.00%
7th Grade Math	DNM	58.92%	63.00%
	Approaches	16.96%	14.00%
	Meets	17.85%	15.00%
	Masters	6.25%	7.00%
7th Grade ELA	DNM	17.97%	14.00%
	Approaches	11.98%	10.00%
	Meets	24.34%	22.00%
	Masters	45.69%	54.00%
8th Grade Math	DNM	17.81%	9.00%
	Approaches	19.25%	14.00%
	Meets	21.83%	31.00%
	Masters	41.09%	46.00%
8th Grade ELA	DNM	15.57%	11.00%
	Approaches	17.75%	14.00%
	Meets	18.11%	21.00%
	Masters	48.55%	54.00%
Algebra	DNM	1.68%	0.00%
	Approaches	10.08%	5.00%
	Meets	15.96%	27.00%
	Masters	72.26%	71.00%
8th Grade Science	DNM	22.84%	13.00%
	Approaches	21.85%	14.00%
	Meets	31.12%	37.00%
	Masters	24.17%	46%
8th Grade Social Studies	DNM	38.90%	25.00%
	Approaches	25.81%	28.00%
	Meets	13.81%	21.00%
	Masters	21.45%	25.00%
Biology	DNM	0.00%	0.00%
	Approaches	4.91%	3.00%
	Meets	44.26%	20.00%
	Masters	50.81%	77.00%

Average Score and Performance Distribution, by Assessment: GRAPEVINE-COLLEYVILLE ISD, 2025-2026

Filtered By **Campus:** CROSS TIMBERS MIDDLE | **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

Features & Tools

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2026 STAAR Grade 8 Mathematics Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 Math	304	1997	Percent: 9% 14% 31% 46%; Count: 26 44 94 140	04/30/2026
Spring 2026 STAAR Grade 7 Mathematics Online and ASL Forms	STAAR Summative	7	STAAR 3-8 Spring 2026 Math	97	1730	Percent: 63% 14% 15% 7%; Count: 61 14 15 7	04/29/2026
Spring 2026 STAAR Grade 6 Mathematics Online and ASL Forms	STAAR Summative	6	STAAR 3-8 Spring 2026 Math	221	1805	Percent: 17% 27% 27% 30%; Count: 37 59 59 66	04/29/2026
Spring 2026 STAAR Algebra I Online and ASL Forms	STAAR Summative	EOC	STAAR EOC Spring 2026 Math	171	4763	Percent: 5% 24% 71%; Count: 8 41 122	04/28/2026

Average Score and Performance Distribution, by Assessment: GRAPEVINE-COLLEYVILLE ISD, 2025-2026

Filtered By **Campus:** CROSS TIMBERS MIDDLE | **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

Features & Tools

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2026 STAAR Grade 8 Reading Language Arts Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 RLA	260	1798	Percent: 11% 14% 21% 54% Count: 28 37 55 140	04/17/2026
Spring 2026 STAAR Grade 7 Reading Language Arts Online and ASL Forms	STAAR Summative	7	STAAR 3-8 Spring 2026 RLA	269	1771	Percent: 14% 10% 22% 54% Count: 38 28 59 144	04/17/2026
Spring 2026 STAAR Grade 6 Reading Language Arts Online and ASL Forms	STAAR Summative	6	STAAR 3-8 Spring 2026 RLA	263	1772	Percent: 16% 9% 17% 57% Count: 43 24 46 150	04/17/2026

Average Score and Performance Distribution, by Assessment: GRAPEVINE-COLLEYVILLE ISD, 2025-2026

Filtered By **Campus:** CROSS TIMBERS MIDDLE | **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

Features & Tools

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2026 STAAR Grade 8 Social Studies Online and ASL Forms	STAAR Summative	8	STAAR 3-8 Spring 2026 Sci & SS	260	3959	Percent: 25% 28% 21% 25% Count: 66 74 55 65	04/23/2026

TELPAS

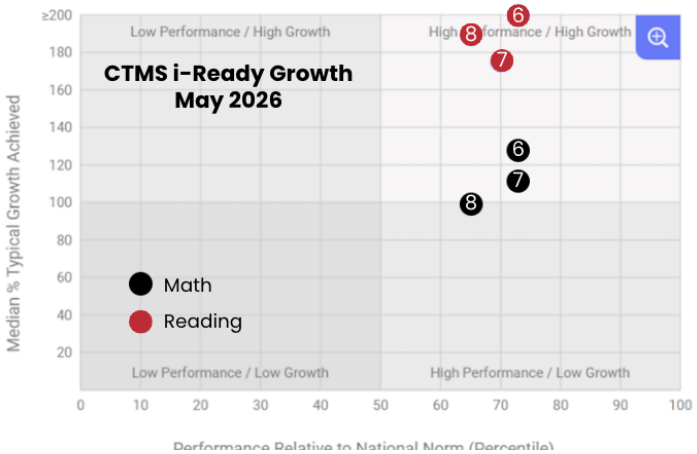
4.87% of wolves who took TELPAS in 2026 qualified for reclassification (6 out of 123).

TEA Texas Education Agency | TEXAS ASSESSMENT | Reporting

Average Score and Performance Distribution, by Assessment: GRAPEVINE-COLLEYVILLE ISD, 2025-2026

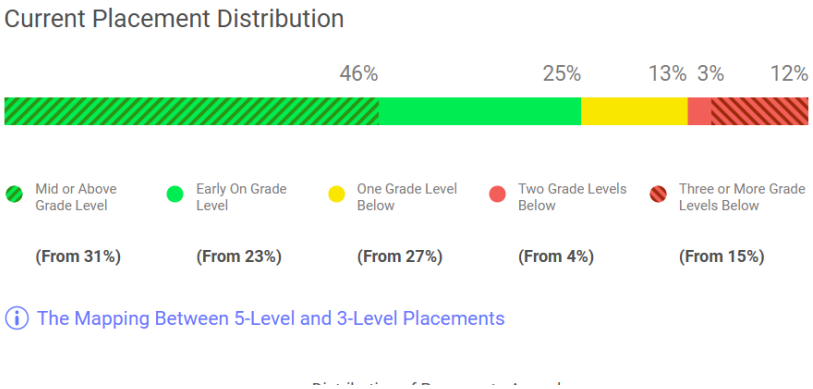
Filtered By **Campus:** CROSS TIMBERS MIDDLE | **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Grade 6	TELPAS	6	TELPAS 2026	47	n/a	Percent: 2% 9% 60% 28% 2% Count: 1 4 28 13 1	03/05/2026
TELPAS Grade 8	TELPAS	8	TELPAS 2026	43	n/a	Percent: 16% 19% 56% 9% Count: 7 8 24 4	02/18/2026
TELPAS Grade 7	TELPAS	7	TELPAS 2026	33	n/a	Percent: 6% 64% 27% 3% Count: 2 21 9 1	02/18/2026

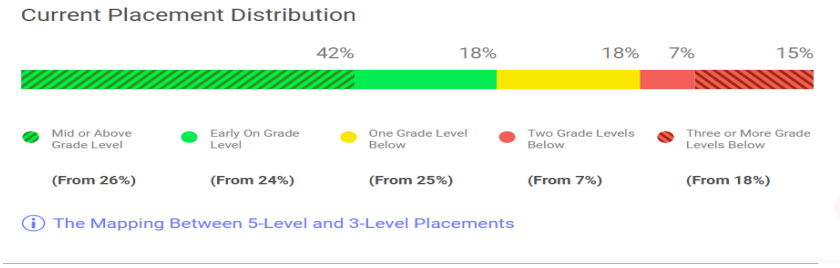


Performance Relative to National Norm (Percentile)

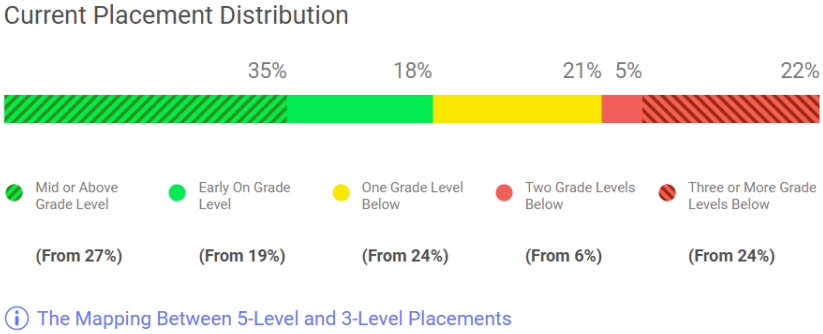
6th Grade Math



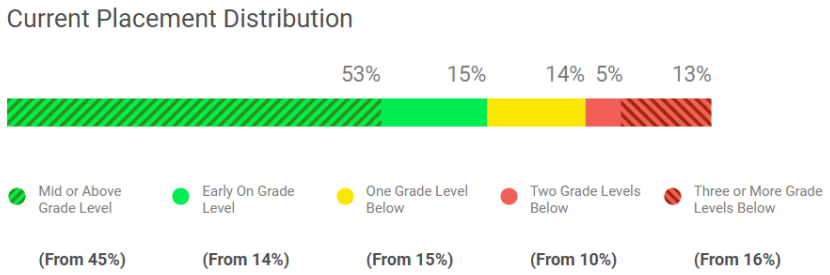
7th Grade Math



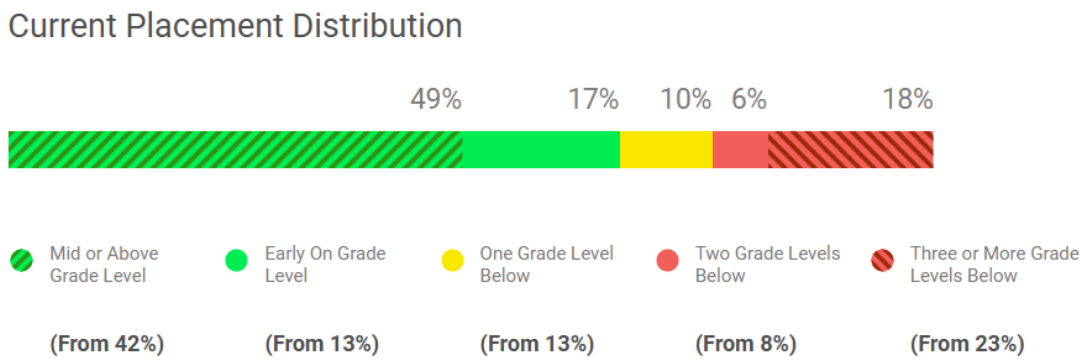
8th Grade Math



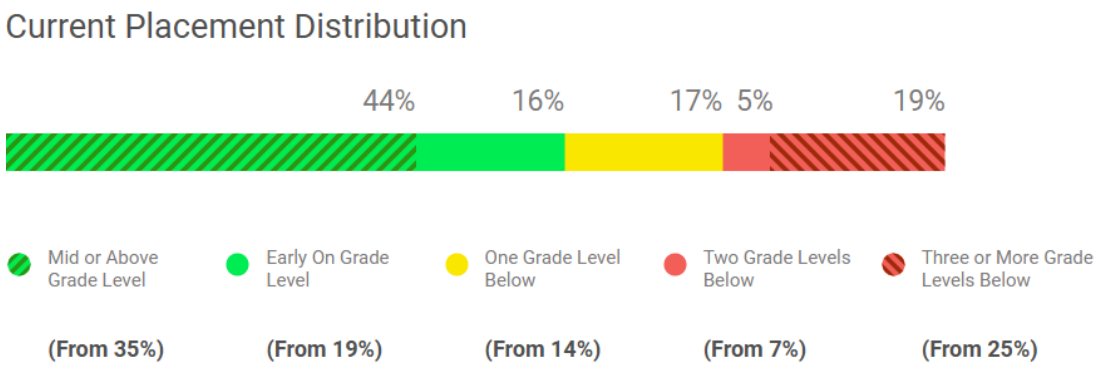
6th Reading

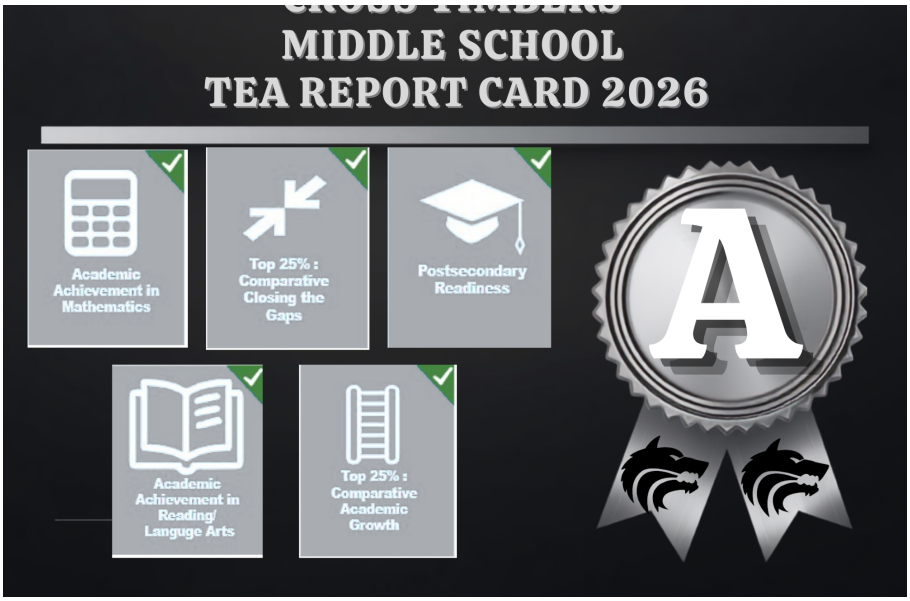


7th Grade Reading



8th Grade Reading





Strengths

- State Assessments
  - Earned 5 distinctions
  - Growth from B to A
- i-Ready
  - High growth & high performance at EOY 2026
  - 50% of the campus is at or above grade-level

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Of the 123 students who took the TELPAS assessments, only six students were eligible to reclassify.	

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- ☑ **Accountability Distinction Designations**

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

Provide extended time in math and ELA for identified sixth grade wolves by offering a block and a half course, 70 minutes daily. More time in core content, receiving tier I instruction, will increase exposure to and result in mastery of grade-level standards.

Strategy's Expected Result/Impact: Wolves in the extended time courses will show growth on i-Ready Inform from BOY to EOY.
Wolves in the extended time courses will earn at least 1 point on their STAAR growth measure.

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Sally Osborne, ELA Teacher and Team Lead
Melissa Cooper, Math Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create space in the master schedule	Jamie Halliburton, principal	Before start of 2026-2027 school year	✓
2	Identify wolves to engage in the classes	Jamie Halliburton, Principal Cinthia Morales, Assistant Principal Mandy Rutherford, Assistant Principal Patricia Salazar, Counselor Yesenia Casas, Counselor Sally Osborne, ELA Teacher and Team Lead Melissa Cooper, Math Teacher	Before start of 2026-2027 school year	✓

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

Utilize i-Ready as diagnostic and intervention tools in RTI classes as well as in Wolf Time for both Reading and Math.

Strategy's Expected Result/Impact: By May 2027:
* 90% of the wolf pack will reach their i-Ready My Plan targeted growth goal in reading and math
* 55% of the wolf pack will reach their i-Ready My Plan stretch goals in reading and math

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Cinthia Morales, Assistant Principal of CTMS
Mandy Rutherford, Assistant Principal of CTMS
Wolf Time Teachers

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Purposefully place wolves in RTI classes and Wolf Time Groups based on data from 2025-2026 as well as BOY assessment	Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Mandy Rutherford, Assistant Principal of CTMS	At the start of the school year	✓
2	Train the entire staff on Wolf Time expectations, teacher responsibilities, and intended outcomes	Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Mandy Rutherford, Assistant Principal of CTMS	August & Septemb er 2026	
3	Conduct Wolf Time walks to support the use of i-Ready	Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Mandy Rutherford, Assistant Principal of CTMS	Bi-weekly	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 3

Utilize the DDI process with all ELA teachers, taking time to dissect power standards, create HOWLs, debrief on assessments, and outline how to teach standards to the rigor of the TEKS

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Cinthia Morales, Assistant Principal of CTMS
Mandy Rutherford, Assistant Principal of CTMS
Sally Osborne, CTMS ELA CLL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create PLT & DDI schedules	Mandy Rutherford Sally Osborne	August 2026	✓
2	Weekly PLT meetings with ELA team based on aforementioned schedule	Mandy Rutherford Sally Osborne	August 2026-May 2026	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 4

Utilize the DDI process with all math teachers, taking time to dissect power standards, create HOWLs, and debrief on assessments.

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Cinthia Morales, Assistant Principal of CTMS
Mandy Rutherford, Assistant Principal of CTMS
Kaiti Calvert, CTMS Math CLL

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create PLT & DDI schedules	Jamie Halliburton Kaiti Calvert	August 2026	✓
2	Weekly DDI meetings with math team based on aforementioned schedule	Jamie Halliburton Kaiti Calvert	August 2026-2027	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 5

Utilize Summit K12 for all English language learning wolves who are either new comers (enrolled in US schools for three or less years) and/or score at the beginner or intermediate level on TELPAS during ELLA classes and Wolf Time.

Strategy's Expected Result/Impact: Emergent bilingual identified wolves will grow at least one proficiency level from BOY to EOY as evidenced on TELPAS scores.

TELPAS	2026 Results.	2027 Goals
Advanced High.	5%	30%
Advanced	37%	40%
Intermediate	47%	15%
Beginner	11%	15%

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Cinthia Morales, CTMS Assistant Principal & LPAC Lead
Mandy Rutherford, Assistant Principal
Gigi Gonzalez, CTMS ELLA Teacher
Maria Leonard, CTMS Summit K12 Wolf Time Teacher
Reina Lopez, CTMS Summit K12 Wolf Time Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Identify wolves for ELLA classes and Summit K12 Wolf Time	Jamie Halliburton, Cinthia Morales, Mandy Rutherford	August 2026	✓

Formative Reviews

No Progress

September	February	April	June

Strategy 6

Continue to implement and use 7 Steps for a Language Rich Interactive Classroom across the campus.

Strategy's Expected Result/Impact: Emergent bilingual identified wolves will grow at least one proficiency level from BOY to EOY as evidenced on TELPAS scores.

TELPAS	2026 Results.	2027 Goals
Advanced High.	5%	30%
Advanced	37%	40%
Intermediate	47%	15%
Beginner	11%	15%

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Cinthia Morales, CTMS Assistant Principal & LPAC Lead
Mandy Rutherford, Assistant Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Whole staff training reviewing the first 6 steps	Jamie Halliburton Cinthia Morales Mandy Rutherford Juana White	August 2026	✓
2	Whole staff training reviewing the first 6 steps	Jamie Halliburton Cinthia Morales Mandy Rutherford	September 2026	
3	Whole staff training on step 7	Jamie Halliburton Cinthia Morales Mandy Rutherford	November 2026	
4	Whole staff review of all 7 steps	Jamie Halliburton Cinthia Morales Mandy Rutherford	January 2026	

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

Wolf Time will be used to provide all wolves the opportunity to engage in AVID strategies through AVID Advisory Lessons to promote CCMR goals, Skyward grade checks, planner checks, and binder checks.

Strategy's Expected Result/Impact: 100% of the wolf pack will be exposed to AVID strategies by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Sean Clary, AVID Site Coordinator

Formative Reviews

No Progress

September	February	April	June

Strategy 2

In alignment with the O for organization of AVID's WICOR, all wolves will use planners to organize time, commitments, and work assignments.

Strategy's Expected Result/Impact: Less missing work failures on the three week failure reports
Increase in student responsibility
Increase in home/school communication

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Sean Clary, AVID Coordinator

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Gather input on what needs to be in the planner	Jamie Halliburton Campus Learning Leaders	May 2026	✓
2	Obtain sponsorship for planners	Jamie Halliburton PTA Board	May 2026	✓
3	Order planners	Sheila Richards	May 2026	✓
4	Train wolves on how to use planners	All Wolf Time teachers	August 2026	✓
5	Weekly planner checks in Wolf Time	All Wolf Time teachers	August 2026 - May 2026	

Formative Reviews

No Progress

September **February** **April** **June**

Performance Objective 3

1.3 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 Source: 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

All classroom teacher will engage in the vocabulary strand of the MS CLASS grant, implementing at least 12 new vocabulary best practices strategies in the classroom throughout the school year.

Strategy's Expected Result/Impact: By May of 2027, wolves will show at least a 10% growth towards grade-level in overall reading on i-Ready inform from BOY to EOY on overall placement and in the vocabulary strand.

Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal
Cinthia Morales, CTMS Assistant Principal
Mandy Rutherford, CTMS Assistant Principal
CLLs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Selection of CLLs	Jamie Halliburton	May 2026	✓
2	Summer professional development	Jamie Halliburton	July 2026	✓
3	Calendar (second tab) out weekly MS CLASS PLC/CLC meetings and plan	Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Mandy Rutherford, CTMS Assistant Principal CLLs	July 2026	✓
4	Host weekly PLCs to introduce and review strategies	CLLs	Weekly	
5	Monthly check ins with MS CLASS coaches	CLLs	Monthly	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 2

Provide special education study skills class as an ELA extension or mascot time option to provide an opportunity for wolves to learn and apply executive functioning skills to improve their educational and personal habits in the school setting.

Strategy's Expected Result/Impact: By the end of the 2026 school year, wolves in this class will learn:
* First 9 Weeks: Organizational Systems, Time Management, Goal Setting, Self Advocacy
* Second 9 Weeks: Strategies for retention, Vocabulary Strategies, Note Taking Strategies, Study Habits
* Third 9 Weeks: Unit topics/skills: Test Taking Strategies, Writing and Assignment Completion, Self-Advocacy
* Fourth 9 Weeks: Unit topics/skills: Executive Functioning Skills, Time Management, Self-Advocacy

Measurable results:
* Decrease in wolves on the progress report and report card failure lists run every three weeks
* Increase in self efficacy as reported in PLAAF statements and ARD notes

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Vanessa Hatcher, Special Education Teacher and Team Lead
Morgan Hanover, Special Education Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Design the course	Morgan Hanover, Special Education Teacher	Before start of 2026-2027 school year	✓
2	Identify students who would benefit from the class based on data	Special education team ARD committees	Before start of 2026-2027 school year & throughout the school year during data checks	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 3

Provide a student support course during Wolf Time for any wolf, not served through ASPIRE or special education, failing one or more core class(es). The course is focused on recovery, organization, and academic support.

Strategy's Expected Result/Impact: Disrupt the cycle of course failure due to disorganization, missing assignments, lack of monitoring, and limited support.

Viewable results:
* Improved organization
* Increased assignment completion
* Grade recovery
* Improved communication with teachers
* Increased confidence
* Fewer repeated failures

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Patricia Salazar, Counselor
Yesenia Casas, Counselor
Stephanie Maupin, Course creator and teacher of 7th grade course
Bree Moody, Teacher of 6th grade course
Naomi Connelly, Teacher of 7th grade course

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create course description and expecations	Stephanie Maupin, Course creator and teacher of 7th grade course	Before start of 2026-2027 school year	✓
2	Each three weeks, review failure list and rotate wolves in the classes	Jamie Halliburton, Principal Cinthia Morales, Assistant Principal Mandy Rutherford, Assistant Principal Patricia Salazar, Counselor Yesenia Casas, Counselor	At the end of each grading cycle	

Formative Reviews

No Progress

September **February** **April** **June**

Strategy 4

CHAMPS will be used in all classrooms to communicate the PBIS expectations for the wolf pack.

Strategy's Expected Result/Impact: Clear communication of expectations will result in an increase in learning time and a decrease of classroom phase 1 behavioral referrals.

Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal
Cinthia Morales, CTMS Assistant Principal
Mandy Rutherford, CTMS Assistant Principal
Pattie Salazar, CTMS Counselor
Yesenia Casas, CTMS Counselor
Jennifer Lemke, CTMS Student Advocate

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

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 Source: 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

Create an attendance committee that meets weekly consisting of Principal, Assistant Principals, School Counselor, Attendance Clerk, and Teacher Representative to review students with attendance concerns; monitor attendance interventions and progress; identify barriers and determine appropriate supports; assign follow-up actions and responsibilities; and monitor chronic absenteeism and strengthen positive attendance practices.

Strategy's Expected Result/Impact: Increase CTMS's ADA to 97%
Decrease chronic absences

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Patricia Salazar, Counselor
Yesenia Casas, Counselor
Gigi Gonzalez, Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Organize committee and schedule meetings	Cinthia Morales, Assistant Principal	Before start of 2026-2027 school year	✓

Formative Reviews

No Progress

September **February** **April** **June**

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

Performance Objective 1

2.1 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 Source: Employee Engagement Surveys

Strategy 1

Mentor teachers will be assigned to all first year teachers at CTMS. Support for the mentors will be provided TMT and MS CLASS grants.

Strategy's Expected Result/Impact: Retention of new hires
Capacity building in mentor teachers

Staff Responsible for Monitoring: Jamie Halliburton, Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Select mentor teachers	Jamie Halliburton	Before start of school year	✓
2	Attend TMT trainings	Jamie Halliburton	Through out the school year	
3	Attend MS CLASS mentor training	Jamie Halliburton	Monthly	
4	Schedule weekly meetings with mentees	Mentors	Weekly	

Formative Reviews

No Progress

September **February** **April** **June**

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

Build capacity by having core content campus learning leaders GBF coach members of their teams.

Strategy's Expected Result/Impact: Retention of staff
Growth in craft

Staff Responsible for Monitoring: Jamie Halliburton, Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Create master schedule affording core CLLs time to observe and coach teammates	Jamie Halliburton	By August 2026	✓
2	Create expectations for CLL period	Jamie Halliburton	By August 2026	✓
3	Weekly coaching cycle for the four core contents	CLLs	Weekly	

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

Engage in the GCISD created family survey to focus on customer service for the pack.

Strategy's Expected Result/Impact: Understand stakeholders satisfaction with the CTMS through survey results.
Use survey results to adjust CIP, as needed.

Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Encourage pack families to engage in the survey through emails, newsletters, and social media.	Jamie Halliburton	During survey window	
2	Bring the results of the survey to both CEC and CLL to review trends, both positive and opportunities.	Jamie Halliburton	Meeting after results are returned to campus principals	

Formative Reviews

No Progress

September **February** **April** **June**

Performance Objective 2

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

Performance Objective 3

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

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Staff will review data with wolves and alpha team to provide appropriate guidance and placement in course selection for the coming school year.

Strategy's Expected Result/Impact: Wolves will be placed in the appropriate classes and levels
Fewer course change request

Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal
Cinthia Morales, CTMS Assistant Principal
Mandy Rutherford, CTMS Assistant Principal
Pattie Salazar, CTMS Counselor
Yesenia Casas, CTMS Counselor

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Host monthly Leading the Pack/ Liderando la Manada meetings with our families featuring different monthly foci:
- Skyward/Day in the life/Communication/PTASkyward/Day in the life/Communication/PTA
- PTA Meeting & Classroom Visits
- Safety (Mental Health/e-bike/social media/attendance)
- TELPAS/i-Ready/Interims
- Course Selection
- STAAR
- Parent Choice
- Parent Celebration

Strategy's Expected Result/Impact: Increased parent engagement
Increased understanding of the happenings at CTMS

Staff Responsible for Monitoring: Cinthia Morales, Assistant Principal
Jamie Halliburton, Principal
Mandy Rutherford, Assistant Principal
Patricia Salazar, Counselor
Yesenia Casas, Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Select topics for Leading the Pack/ Liderando la Manada meetings	Cinthia Morales, Assistant Principal Jamie Halliburton, Principal	Before school starts	✓
2	Select dates for Leading the Pack/ Liderando la Manada meetings	Cinthia Morales, Assistant Principal Jamie Halliburton, Principal	Before school starts	✓
3	Create communications	Cinthia Morales	Before each meeting	

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

Create an attendance committee that meets weekly consisting of Principal, Assistant Principals,

School Counselor, Attendance Clerk, and Teacher Representative to review students with attendance concerns; monitor attendance interventions and progress; identify barriers and determine appropriate supports; assign follow-up actions and responsibilities; and monitor chronic absenteeism and strengthen positive attendance practices.

Strategy's Expected Result/Impact: Increase CTMS's ADA to 97%
Decrease chronic absences

Staff Responsible for Monitoring: Jamie Halliburton, Principal
Cinthia Morales, Assistant Principal
Mandy Rutherford, Assistant Principal
Patricia Salazar, Counselor
Yesenia Casas, Counselor
Gigi Gonzalez, Teacher

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Organize committee and schedule meetings	Cinthia Morales, Assistant Principal	Before start of 2026-2027 school year	✓

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

CTMS Campus Excellence Committee and campus learning leaders will guide the CTMS budget creation and adjustments during regular meetings and budget reviews

Strategy's Expected Result/Impact: By April 2027, the creation of the 2027-2028 school budget will contain accurate projections based on current year needs and expenses.

Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS
Sheila Richards, Administrative Assistant to the Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Schedule CEC Meetings	Jamie Halliburton	Six times throughout the 2026-2027 school year	✓
2	Create CEC Agendas	Jamie Halliburton	Six times throughout the 2026-2027 school year	
3	Develop the campus budget based on historical data and current campus needs	Jamie Halliburton Sheila Richards	Spring 2027	

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

4.2 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.

Performance Objective 3

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

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD

Grapevine Middle

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 12:02 PM

Mission Statement

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

Vision

At Grapevine Middle School we share the GCISD vision:

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

Value Statement

At Grapevine Middle School we prepare students for the future by exemplifying The Pony Way:

Be Respectful, Be Responsible, Be a Problem Solver

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Learning 8
- School Processes & Programs 11
- Perceptions 14

Goals 16

- Goal 1 : Student Achievement and Post Secondary Readiness 17
- Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 25
- Goal 3 : Parents, Families, and Community Satisfaction and Engagement 27
- Goal 4 : Strong Financial Stewardship and Internal System Efficiency 31

Comprehensive Needs Assessment

Demographics

Summary

Who Are We? Campus Profile & Overview: Grapevine Middle School School Community & Campus Rating

- Campus & District: Grapevine Middle School (GMS) is a Grade 6–8 middle school campus in Grapevine-Colleyville ISD (Tarrant County).
- Accountability Rating: GMS earned a 2025 Texas Education Agency (TEA) Campus Accountability Rating Score of B (Score: 83).
- Total Student Enrollment: 618 students (Grade 6: 31.2%, Grade 7: 34.0%, Grade 8: 34.8%).

Student Demographics (Race, Ethnicity, & Gender)

- White: 41.6% (257 students)
- Hispanic: 44.0% (272 students)
- Asian: 5.0% (31 students)
- African American: 5.2% (32 students)
- Two or More Races: 3.6% (22 students)
- American Indian: 0.3% (2 students)
- Pacific Islander: 0.3% (2 students)
- Gender Breakdown: 48.7% Female (301 students), 51.3% Male (317 students)

Attendance, Mobility, Dropouts, & Discipline

- Attendance Rate: 95.7%, significantly outperforming the state average (93.9%).
- Chronic Absenteeism: 7.8%, well below the state average of 18.0%.
- Mobility Rate: Low student mobility at 9.4% (state average is 16.4%).
- Annual Dropout Rate (Grades 7–8): 0.0%.
- Disciplinary Placements: 0.5% of students received DAEP/disciplinary placements.

Special Programs & Advanced Course Enrollment

- Gifted and Talented (GT): 16.5% (102 students enrolled in GT programming).
- Career & Technical Education (CTE): 28.4% (175 students participating in middle school CTE coursework).
- Section 504 Support: 11.2% (69 students).
- Special Education: 13.1% (81 students receiving specialized services).
- Dyslexia Program: 8.6% (53 students receiving support).
- Economically Disadvantaged: 44.5% (275 students).
- At-Risk Identification: 48.2% (298 students).
- Emergent Bilingual / English Learners (EB/EL): 21.0% (130 students).
- Military-Connected: 4.2% (26 students).
- CCMR Indicators: High school completion and CCMR indicators are non-applicable at the middle school level.

Staffing, Teacher Experience, & Paraprofessionals

- Total Campus Staff: 58.4 Full-Time Equivalents (FTEs).
- Professional Staff: 87.2% (50.9 FTEs)
    - Teachers: 73.1% (42.7 FTEs)

    - **Professional Support Staff: 8.9% (5.2 FTEs, including full-time counselors and library services)**
    - **Campus Leadership: 5.2% (3.0 administrative FTEs)**
- **Educational Aides / Paraprofessionals: 12.8% (7.5 FTEs providing instructional classroom support)**
- **Student-to-Teacher Ratio: 12.0 to 1.**
- **Average Core Class Sizes: ELA (16.2), Math (15.8), Science (16.5), Social Studies (16.0).**
- **Teacher Experience: Average of 11.8 total years of experience (state avg: 11.2 years) and 6.1 years with GCISD.**
    - **Over 68% of teachers have 6+ years of experience.**
    - **5.2% are beginning teachers.**
- **Teacher Advanced Degrees: 30.5% hold an advanced degree (28.8% Master's, 1.7% Doctorate).**

Strengths

Grapevine Middle School: Demographic Strengths & Campus Overview

Comprehensive Scope

Grapevine Middle School (GMS) serves a dynamic community of 618 students in Grades 6–8 (Grade 6: 31.2%, Grade 7: 34.0%, Grade 8: 34.8%). The campus maintains an effective student-to-teacher ratio of 12.0 to 1, supported by 58.4 Total Campus Staff FTEs (50.9 Professional Staff, including 42.7 Teachers and 3.0 Administrative Leadership FTEs, alongside 7.5 Educational Aides providing targeted classroom support). Average core class sizes remain manageable across all disciplines: ELA (16.2), Math (15.8), Science (16.5), and Social Studies (16.0).

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Academic Achievement & Language Acquisition for Emergent Bilinguals Problem Statement: While Emergent Bilingual / English Learner (EB/EL) students make up 21.0% (130 students) of the campus population and 48.2% (298 students) are identified as At-Risk, academic performance gaps persist between EB/EL students and non-EB peers in core content areas on state assessments.	Consistent, sheltered instruction strategies and targeted language acquisition protocols have not been fully integrated across all general education core content classrooms (beyond dedicated ESL/ language blocks), limiting EB students' access to grade-level academic vocabulary and complex text comprehension.
2	Achievement Gaps for Economically Disadvantaged Students Problem Statement: With 44.5% (275 students) of the student body identified as Economically Disadvantaged, student performance data indicates a disparity in academic mastery and advanced performance (Meets/Masters) compared to the overall campus average.	Tier 1 core instruction lacks sufficient embedded differentiation, scaffolded academic interventions, and equitable access to out-of-school learning resources/tutoring options tailored to economically disadvantaged students' specific learning needs.
3	Advanced Program Participation (GT and CTE Representation) Problem Statement: While 16.5% (102 students) participate in Gifted & Talented programming and 28.4% (175 students) participate in CTE coursework, enrollment in these advanced and specialized pathways does not proportionally reflect the campus demographic composition (specifically Hispanic students at 44.0% and EB student	Current screening, identification, and course-recommendation processes rely heavily on traditional assessment indicators and teacher nominations, which may create unintentional barriers or lack targeted outreach to culturally and linguistically diverse families.
4	Chronic Absenteeism in At-Risk Student Groups Problem Statement: Although the campus chronic absenteeism rate of 7.8% is significantly lower than the state average (18.0%), chronic absences remain concentrated within the At-Risk (48.2%) and Economically Disadvantaged (44.5%) student populations.	Campus attendance tracking and early-warning interventions focus primarily on reactive disciplinary or administrative check-ins rather than proactive, family-centered support systems that address underlying barriers (such as transportation, health resources, and family obligations).

★ = Priority

Student Learning

Summary

Grapevine Middle School: Student Achievement & Academic Performance Overview 1. Campus Accountability Rating & Assessment Performance

- **TEA Accountability Score: Grapevine Middle School earned a 2025 TEA Campus Accountability Rating Score of B (Score: 83).**
- **State Assessment Performance (STAAR):**
  - **The campus consistently outperforms Texas state averages across core subjects, with students meeting grade-level standards in Reading, Mathematics, Science, and Social Studies.**
  - **Academic Growth & Progress: GMS scored an 83 in Student Achievement, an 83 in School Progress, and an 84 in Closing the Gaps.**

2. Advanced Coursework & Special Program Enrollment

- **Gifted and Talented (GT): 16.5% (102 students) are enrolled in GT programming.**
- **Career & Technical Education (CTE): 28.4% (175 students) participate in middle school CTE exploration coursework, laying early foundations for high school CCMR (College, Career, and Military Readiness) pathways.**
- **Special Education: 13.1% (81 students) receive specialized instructional services tailored via Individualized Education Programs (IEPs).**
- **Section 504 & Dyslexia: 11.2% (69 students) receive Section 504 accommodations, and 8.6% (53 students) receive structured dyslexia support.**

3. Language Acquisition & Emergent Bilingual Progress

- **Emergent Bilingual / English Learners (EB/EL): 21.0% (130 students) are identified as Emergent Bilinguals.**
- **TELPAS & Language Growth: Language acquisition monitoring focuses on moving EB/EL students toward proficiency in listening, speaking, reading, and writing, supporting academic vocabulary development in Tier 1 core instruction.**

4. Retention, Attendance, & Dropout Metrics

- **Dropout Rate (Grades 7–8): 0.0%, maintaining zero middle school dropouts.**
- **Retention Rates: Student retention remains low due to effective multi-tiered systems of support (MTSS) and targeted core interventions.**
- **Attendance & Discipline Stability:**
  - **Attendance Rate: 95.7%, significantly exceeding the state benchmark of 93.9%.**
  - **Disciplinary Placements: Low rate of 0.5% DAEP/disciplinary placements.**

5. High School & CCMR Preparedness

- **CCMR Indicators: Direct CCMR criteria (AP scores, dual credit, industry certifications, graduation rates) are non-applicable at the middle school level; however, GMS acts as a primary feeder to GCISD high schools—where the district maintains a 98.0% 4-year graduation rate and an 87.0% overall CCMR readiness score.**

Strengths

Based on state accountability data, TAPR benchmarks, and campus enrollment figures, the student learning strengths at Grapevine Middle School center around several key areas:

1. High "Closing the Gaps" Performance Relative to Student Needs

- **Strong Overall Growth: GMS earned an 84 in Closing the Gaps and an 83 in**

School Progress/Academic Growth.
- **Added Value Across Demographics: Despite serving a significantly higher percentage of Economically Disadvantaged students (44.5%) and Emergent Bilinguals (21.0%), the campus maintains strong academic growth metrics that rival campuses with far fewer high-needs populations.**

2. Mathematics Distinction & Relative Progress

- **State Distinction Designation: Grapevine Middle School earned official TEA Distinction Designations in Mathematics, as well as Top 25% Academic Growth and Top 25% Closing the Gaps.**
- **Math Growth & Acceleration: The campus demonstrates particular strength in math growth pathways, successfully moving middle school students from "Approaching" to "Meets" grade-level standards and supporting algebra acceleration.**

3. Broad Early High School & Career Path Readiness

- **Strong Middle School CTE Engagement: 28.4% (175 students) participate in Career & Technical Education (CTE) coursework. This indicates strong foundational learning in technical, business, and STEM tracks prior to entering 9th grade.**
- **Gifted & Talented Pipeline: 16.5% (102 students) are enrolled in GT coursework, showing a solid core of students achieving at advanced and "Masters Grade Level" standards across core subjects.**

4. Zero Dropout Rate & Strong Daily Engagement

- **Zero Dropouts: An Annual Dropout Rate of 0.0% for Grades 7–8 indicates that learning interventions and student tracking systems keep students engaged through middle school transition points.**
- **Consistent Attendance: At 95.7% attendance and low chronic absenteeism (7.8%), students benefit from consistent instructional time, which directly correlates with baseline academic stability.**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While Grapevine Middle School demonstrates strong academic growth and earned TEA Distinction Designations in Mathematics, math proficiency scores on state assessments drop at transition points--specifically between 6th and 7th grade--creating a gap between general math proficiency and high-level STAAR "Meets/Masters" performance.	Tier 1 core math instruction relies heavily on middle-of-the-pack pacing, resulting in insufficient real-time scaffolding for struggling students and limited continuous enrichment for students ready to transition into accelerated algebra pathways.
2	Closing the Academic Vocabulary & Achievement Gap for Emergent Bilinguals Problem Statement: Despite earning an 84 in Closing the Gaps, academic growth in Reading and Language Arts for the 21.0% (130 students) of Emergent Bilinguals continues to lag behind non-EB peers, particularly on open-ended assessment questions requiring advanced academic vocabulary and complex evaluation.	Consistent sheltered instruction techniques (such as SIOP strategies, visual anchor charts, and explicit vocabulary modeling) are not uniformly integrated across all core non-ESL classrooms, placing the burden of language acquisition heavily on specialized language blocks rather than integrating it across every discipline.
3	Representation in Advanced Academic Pathways (GT & CTE) Problem Statement: While GMS maintains solid overall enrollment in specialized pathways--including 16.5% (102 students) in GT programming and 28.4% (175 students) in CTE courses--participation rates among Economically Disadvantaged students (44.5%) and Emergent Bilinguals (21.0%) remain disproportionately lower than demographic	Identification processes and course selection counseling rely primarily on standard test performance thresholds and teacher nominations, lacking targeted, culturally responsive outreach and early identification mechanisms for underrepresented student groups.

★ = Priority

School Processes & Programs

Summary

Grapevine Middle School: Programs & Processes Campus Summary

1. Academic & Specialized Instructional Programs

- **Gifted & Talented (GT) & Advanced Academics:** Serves 16.5% (102 students) through GT coursework designed to encourage higher-order thinking and prepare students for high-level secondary tracks.
- **Career & Technical Education (CTE):** Enrolls 28.4% (175 students) in middle school CTE exploration, establishing early technical skills and alignment with district high school CCMR pathways.
- **Emergent Bilingual / Dual Language Services:** Supports 21.0% (130 students) with language acquisition programming aimed at building academic English vocabulary and reading comprehension across core content areas.
- **Special Education, Section 504, & Dyslexia Supports:** Provides structured, individualized services for Special Education (13.1%, 81 students), Section 504 accommodations (11.2%, 69 students), and Dyslexia intervention (8.6%, 53 students).

2. Campus Operational & Support Processes

- **Multi-Tiered Systems of Support (MTSS):** Implements progress monitoring and early interventions to support At-Risk students (48.2%) and Economically Disadvantaged students (44.5%), helping maintain a 0.0% annual dropout rate for Grades 7–8.
- **Professional Learning Communities (PLCs):** Core content teachers collaborate during designated instructional planning time to analyze assessment benchmarks, align Tier 1 core instruction, and refine differentiated scaffolds.
- **Campus Safety & Access Protocols:** Operates locked single-point entry systems using Raptor visitor management databases to ensure campus security.

3. Student Engagement & Co-Curricular Alignment

- **Extracurricular & Fine Arts Programs:** Offers student involvement through athletics, band, choir, and campus organizations that foster school culture and community involvement.
- **Attendance & Behavioral Systems:** Uses structured attendance tracking to achieve a 95.7% overall attendance rate and low chronic absenteeism (7.8%), supported by low disciplinary placement rates (0.5% DAEP).

Strengths

1. Robust Specialized Instructional Programming

- **High CTE Pathway Alignment: With 28.4% (175 students) enrolled in CTE courses, GMS successfully introduces middle school students to career and technical concepts early, creating seamless pathways into high school CCMR tracks.**
- **Proportional GT & Advanced Academics: Enrolling 16.5% (102 students) in Gifted & Talented coursework ensures a strong core of academically accelerated students receiving higher-order instruction.**
- **Comprehensive Inclusion Services: The campus manages a diverse mix of support programs—including 21.0% Emergent Bilinguals, 13.1% Special Education, 11.2% Section 504, and 8.6% Dyslexia services—ensuring varied learning needs are met within Tier 1 and specialized settings.**

2. High-Yield Professional Learning Communities (PLCs)

- **Data-Driven Core Instruction: Core teachers collaborate during dedicated PLC planning times to disaggregate benchmark assessment data, align Tier 1 instruction, and create targeted classroom accommodations.**
- **Faculty Stability & Expertise: The instructional staff brings deep experience (averaging 11.8 total years, with 30.5% holding advanced degrees), providing the pedagogical foundation needed to effectively run PLCs and execute multi-tiered instruction.**

3. Effective Multi-Tiered Systems of Support (MTSS)

- **Targeted Intervention for At-Risk Populations: Even with 48.2% of students identified as At-Risk and 44.5% as Economically Disadvantaged, the campus MTSS framework maintains student stability, resulting in an Annual Dropout Rate of 0.0%.**
- **Proactive Attendance & Behavior Support: Structured campus tracking systems maintain high student daily engagement (95.7% attendance rate) and keep disciplinary removals minimal (0.5% DAEP placement).**

4. Safety, Culture, & Co-Curricular Engagement

- **Campus Safety Infrastructure: GMS maintains controlled single-point entry systems and electronic visitor verification (Raptor) to protect instructional spaces.**
- **Well-Rounded Student Development: Active fine arts, athletics, and extracurricular organizations keep middle schoolers connected to campus culture outside of core academics.**

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While Grapevine Middle School maintains effective Tier 1 instruction and specialized programs, the implementation of Tier 2 multi-tiered systems of support (MTSS) for academic and behavioral interventions varies across grade-level teams, leading to delayed academic recovery for At-Risk students (48.2%) prior to major state benchmark assessments.	Campus operational procedures lack a standardized, universal progress-monitoring tracking protocol and dedicated PLC co-planning time specifically designated for general education and support staff to review real-time Tier 2 intervention data together.
2	Although GMS offers robust Gifted & Talented (16.5%) and Career & Technical Education (28.4%) programs, student identification procedures and course scheduling processes result in underrepresentation of Emergent Bilingual (21.0%) and Economically Disadvantaged (44.5%) students in advanced and CTE coursework relative to campus demographics.	Campus communication processes and course scheduling workflows rely heavily on traditional self-selection, teacher recommendations, and standard English-language parent outreach, without proactive multi-lingual family orientation or systematic universal screening procedures.

★ = Priority

Perceptions

Summary

Grapevine Middle School is committed to maintaining a positive school culture characterized by high expectations, strong relationships, effective communication, student and staff engagement, and meaningful family and community partnerships. Campus achievement outcomes indicate a strong foundation of student success; however, a comprehensive evaluation of perceptions requires continued analysis of student, staff, and parent surveys, stakeholder feedback, participation and engagement data, communication effectiveness, community partnerships, and staff retention. These data should be used to identify differences in stakeholder experiences and guide improvements that strengthen belonging, trust, communication, and engagement across the Pony community.

Strengths

Inclusive Campus Culture: The school culture centers around a unified core vision: *"We are FAMILY, This is OUR HOUSE, Great Students come from GREAT FAMILIES"*—establishing clear expectations for mutual respect, trust, and belonging across all grade levels.

Supportive Environment for Special Populations: With a high concentration of specialized programs (including 21.0% Emergent Bilinguals, 44.5% Economically Disadvantaged, and 13.1% Special Education), stakeholder feedback reflects a strong perception of equity, welcoming environments, and tailored student support.

Welcoming Campus Environment for Military & Diverse Families: GMS maintains active designations (such as the Texas Purple Star Campus award) that highlight its commitment to supporting military-connected students (4.2%) and transitioning families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although GMS reports low disciplinary placement rates (0.5% DAEP) and high attendance (95.7%), student perception data indicates that incoming 6th-grade students and newly enrolled At-Risk students (48.2%) report lower levels of campus belonging and social connection during initial transition periods compared to 7th and 8th graders.	While mentor groups exist campus-wide, orientation processes and peer-mentorship structures lack targeted, multi-week onboarding tracks specifically designed to integrate new and transitioning students into the campus culture during the first quarter of the school year.

★ = Priority

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

Utilize iReady diagnostic tools to gather student data that will be used to provide appropriate interventions for GMS students in both Reading and Math. Interventions will be provided during PonyTime and/or RTI classes.

Strategy's Expected Result/Impact: GMS students will complete iReady BOY assessments during the first two weeks of the school year. Teachers will be attending iReady Professional Development. All GMS students will complete the iReady BOY assessment, and their teachers will use the data from it to populate intervention groups and assign/monitor MyPath intervention tools and lessons. Most students will work on MyPath iReady lessons for 45 minutes a week per subject and focus on passing 1-2 lessons a week per subject. Students identified for additional support will work on teacher-assigned lessons from the Teacher Toolbox in an RTI block. Expected to close instructional gaps and increase student achievement.

Staff Responsible for Monitoring: Teachers, Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Effectively hold weekly PLC meetings with all ELA teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: 6th grade students at Grapevine Middle School achieving Meets Grade Level in Reading/Language Arts will increase from 71% on the 2026 Grade 5 STAAR to at least 75% on the 2027 Grade 6 STAAR. Additionally, the percentage of current 6th grade students at Grapevine Middle School achieving Masters Level in Reading/Language Arts will increase from 46% on the 2026 Grade 5 STAAR to at least 50% on the 2027 Grade 6 STAAR.
7th Reading Cohort Scores Increase Meets or Better from 17% to 23% and Increase Masters Percentage from 34% to 41%
8th Reading Cohort Scores Increase Meets or Better Percentage from 56% to 63% and Increase Masters Percentage from 32% to 43%

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Strategy 3

Effectively hold weekly PLC meetings with all Math teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: 6th grade students at Grapevine Middle School achieving Meets Grade Level in Math will increase from 46% on the 2026 Grade 5 STAAR to at least 50% on the 2027 Grade 6 STAAR. Additionally, the percentage of current 6th grade students at Grapevine Middle School achieving Masters Level in Math will increase from 18% on the 2026 Grade 5 STAAR to at least 25% on the 2027 Grade 6 STAAR.

7th Math Cohort Scores Increase our Approaching Percentage from 38% to 40% (decrease our DNM from 24% to 13%) and Increase our Meets or Better Percentage from 38% to 48%

8th Math Cohort Scores Increase our meets or better percentage from 19% to 29% and Decrease the number of DNM Students to 41% (increase our approaches grade level to 30% that is minus the 11% to meets or better)

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Strategy 4

Effectively hold weekly PLC meetings with all social studies teachers to strengthen our

instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: Increase 8th grade social studies performance from 52% approaches to 80% and meets or better from 29% to 45%

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Strategy 5

Effectively hold weekly PLC meetings with all science teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes.

Strategy's Expected Result/Impact: Increase Biology EOC results to 100% meets or better

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

The Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by
creating a college and career-ready environment through added visuals. AVID will support

teachers and all students by having a campus wide awareness of focused note taking.

Strategy's Expected Result/Impact: Students will have an effective way to organize and analyze notes taken in class using a campus wide structure.

Staff Responsible for Monitoring: Administration, Campus Teachers, AVID Site Team/Coordinator

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Strategy 2

The Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by
creating a college and career-ready environment through added visuals. AVID will support teachers and all students with focused note taking and the implementation of 7 Steps to a Language Rich Classroom.

Strategy's Expected Result/Impact: Impact the speaking, reading, listening, and writing portion of the English language for our EB learners.

Staff Responsible for Monitoring: Administration, Campus Teachers, AVID Site Team/Coordinator

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3

1.3 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 Source: 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

Administration will put a focus on visibility during all portions of the day to include: Cafeteria, hallways (passing periods), monitoring restrooms, visibility laps, door checks, and student

relationships.

Strategy's Expected Result/Impact: Decrease discipline referrals by 25% and days served in ISS by 25%

Staff Responsible for Monitoring: Administration and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Strategy 2

By the end of the school year, increase participation of iReady during Pony Time by implementing a "Cooking with Cassada" program. Students will be eligible to participate if they have completed the expected iReady path they have been designated for at 85% proficiency or better.

Strategy's Expected Result/Impact: Increase meaningful iReady participation campus wide.

Staff Responsible for Monitoring: Administration and Campus Pony Time Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Ensure that all students have equal opportunities to participate in UIL teams, fine arts programs, and campus clubs, and actively monitor their involvement. Organize band, choir, and theatre recruitment trips to SLE and CAN

Strategy's Expected Result/Impact: Create and implement a comprehensive campus dot map that highlights all student organizations, clubs, and groups that students participate in, including UIL academic and sports teams as well as campus clubs. In April of 2027, create a student survey for students to complete during Pony Time. A survey will be used to gather data on the percentage of students involved in extra-curricular activities. Data will be used to set goals for participation in 2027-2028.

Staff Responsible for Monitoring: Fine Arts Department and Campus Leadership

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Grapevine Middle School AVID Elective students develop the agency and leadership skills needed to actively engage in group activities.

Strategy's Expected Result/Impact: AVID Elective students model agency and leadership skills while collaborating in the Elective class, other academic classes, and activities on campus or in the community.

By May 2027, all AVID Elective students will have participated in school activities.

Staff Responsible for Monitoring: AVID Coordinator and Campus Administration

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

1.5 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 Source: 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

As dating violence will not be tolerated, counselors will provide guidance lessons to students

emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 dating violence.

Staff Responsible for Monitoring: Director of Counseling, Campus Counselors, and Campus Administration

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Grapevine Middle School counselors will provide suicide awareness and prevention strategies using the Signs of Suicide curriculum. Teachers receive suicide awareness training through Flex, and parents are given the opportunity to attend a Parent Preview training and/or view the curriculum in advance.

Strategy's Expected Result/Impact: By October 2026, every GMS student will have had the opportunity to participate in Signs of Suicide curriculum. (parents had the option to opt out their child)

By October 2026, 100% of GMS staff will have completed the Suicide Prevention training through FLEX.

Staff Responsible for Monitoring: Counselors and Campus Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Strategy 3

Grapevine Middle School counselors will conduct a guidance lesson for all students on bullying awareness/prevention and David's Law. All Grapevine Middle School staff are trained in recognizing signs of bullying and reporting concerns.

Strategy's Expected Result/Impact: By September 2026, counselors will have provided a guidance lesson for all HMS students on bullying awareness/prevention and David's Law and all staff will have completed training on recognizing signs of bullying and reporting concerns.

Staff Responsible for Monitoring: By September 2026, counselors will have provided a guidance lesson for all GMS students on bullying awareness/prevention and David's Law and all staff will have completed training on recognizing signs of bullying and reporting concerns.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

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

Performance Objective 1

2.1 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 Source: Gallup Surveys

Strategy 1

By May of 2027, we will reduce teacher attrition by 10% by fostering a positive staff climate. This will be accomplished by implementing staff appreciation events every month (WooHoo Wagon, Popcorn Cart, and Coffee Bar).

Strategy's Expected Result/Impact: Promote positive staff culture and reduce teacher attrition by 10%.

Staff Responsible for Monitoring: Campus leadership team.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

GMS will use a campus climate survey to gather data on staff engagement, overall satisfaction, and school culture.

Strategy's Expected Result/Impact: The overall culture of staff engagement will have a direct effect on both student and staff involvement and performance throughout the school year. During professional development sessions, PLCs, staff meetings, and leadership meetings, the development of new core values. This process will help pinpoint focus areas and strategies to improve key factors identified in the campus survey.

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3

2.3 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 Source: 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

Review current teacher certifications to ensure highly qualified status and continue to hire candidates who meet the standard.

Strategy's Expected Result/Impact: Ensure our students are receiving instruction from highly qualified teachers.

Staff Responsible for Monitoring: Campus Leadership

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

In partnership with the PTA executive committee, GMS leadership will conduct a thorough review of the strategies used to achieve the high ratings from the previous school year, using this as baseline data. This analysis will provide a foundation for improving overall parent, family, and community satisfaction, as outlined in the National PTA School of Excellence survey.

Strategy's Expected Result/Impact: The partnership will deepen the school community's ties to the institution, enriching the experiences of staff, parents, and students. This collaboration will play a key role in fostering an engaging school environment that supports student success, with the aim of achieving improvements across 100% of the survey questions.

Staff Responsible for Monitoring: PTA Executive Staff and school administration.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

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

Strategy 1

The campus website will be kept updated and reviewed weekly during A-Team meetings for accuracy of information. In addition, the GMS Social Media platforms will be consistently used to promote campus activities as well as community partnerships.

Strategy's Expected Result/Impact: Provide timely and accurate information to all GMS stakeholders.

Staff Responsible for Monitoring: Administration and Campus Website Liaison.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3

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

Strategy 1

Develop a partnership between GMS and members of our business community.

Strategy's Expected Result/Impact: Provide timely and accurate information to all GMS stakeholders.

Staff Responsible for Monitoring: By May 2027, GMS will have 2 new area business partnerships that positively impact our school community.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4

3.4 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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Overall student attendance will continue to be monitored in order to have the utmost success with overall student academic performance, in addition to meeting overall state requirements for attendance compliance.

Strategy's Expected Result/Impact: Student attendance continued to increase or exceed pre-pandemic levels with at least a 97% attendance rate.

Staff Responsible for Monitoring: The CMS Attendance clerk, counselors, and administrators will evaluate the overall attendance of all students and reinforce positive attendance rates for all students.

Formative Reviews

No Progress

September **February** **April** **June**

Performance Objective 5

3.5 Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

By March, GMS will increase parent and community involvement by establishing a dedicated Dads' Club volunteer group. This group will consistently assist with staff and students at quarterly events. This will be measured by an increase in the number of dads volunteering, as well as positive feedback from staff and students regarding the improved school climate.

Strategy's Expected Result/Impact: Dads' Club members and GMS administration.

Formative Reviews

No Progress

September **February** **April** **June**

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 Source: 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

By the end of the school year, GMS will promote student physical wellness by meeting all state requirements for the annual FitnessGram assessment. Additionally, in partnership with the PTA, the school will host a Health and Wellness Day each semester. These initiatives will be measured by students' successful completion of the FitnessGram, with data from physical education, pre-athletics, and athletics being used to inform wellness initiatives and promote positive academic outcomes.

Strategy's Expected Result/Impact: Students will meet the requirements for physical activity, and other indicators recommended by the GCISD school health advisory council. Also, GMS will host at least one Health and Wellness Day each semester.

Staff Responsible for Monitoring: Counselors, physical education teachers, coaches, PTA members, and GMS administration.

Formative Reviews

No Progress

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

By the end of the school year, we will develop and adopt a fiscally responsible annual budget that strategically allocates resources to enhance student academic achievement and support extracurricular activities. The budget will reflect a data-driven approach, with allocations tied to specific, measurable outcomes in both academic and extracurricular programs, ensuring alignment with the district's and community's commitment to excellence and results.

Strategy's Expected Result/Impact: The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year are done with fidelity.

Staff Responsible for Monitoring: Principal, Finance office, personnel, and Administrative Assistant.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

4.2 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.

Performance Objective 3

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

Strategy 1

By the end of the school year, we will complete a comprehensive evaluation of all campus and

departmental facilities, technology, equipment, and functional needs. This assessment will result in a prioritized action plan to address identified gaps and deficiencies, ensuring all resources are aligned to support academic and operational objectives for the upcoming fiscal year.

Strategy's Expected Result/Impact: Supporting teachers with their instructional needs for students' overall well-being and academic advancement.

Staff Responsible for Monitoring: Administration including the Administrative Assistant, and department leaders.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4

4.4 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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Grapevine-Colleyville ISD



Heritage Middle

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent: Comparative Academic Growth, Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:10 AM

Mission Statement

Heritage Middle School will empower all students to develop the knowledge and skills to be college and career ready in a global society.

Vision

Empowering scholars, building futures; a middle school of excellence.

Value Statement

Provide a safe and secure environment

Maintain high expectations for all learners

Build and maintain positive relationships

Celebrate diversity

Communicate and collaborate effectively

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Achievement 7
- School Culture and Climate 11
- Staff Quality, Recruitment, and Retention 13
- Curriculum, Instruction, and Assessment 15
- Family and Community Engagement 17
- School Organization 19
- Technology 21

Priority Problem Statements 23

Goals 26

- Goal 1 : Student Achievement and Post Secondary Readiness 27
- Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 43
- Goal 3 : Parents, Families, and Community Satisfaction and Engagement 48
- Goal 4 : Strong Financial Stewardship and Internal System Efficiency 53

Goal Tables 55

- RDA Strategies 56
- Targeted Support Strategies 56

Addendums 57

Comprehensive Needs Assessment

Demographics

Summary

HMS 2026 (as of 8/21/2026)

701 total students

Asian- 13.84%

African American- 12.84%

American Indian- 0.14%

Pacific Islander- 0.14%

2 or more races- 5.85%

White- 43.37%

Breakdown of Student Programs (as of 8/21/2026)

701 total students

504 students- 87

EB students- 72

Special Services students- 127

Eco. Disadvantged students- 173

Strengths

Heritage Middle School is a diverse school.

The root cause of identified achievement gaps is not a lack of student potential, but differences in students' individual starting points, access to prior learning experiences, language development, and support needs. The campus must continue to provide differentiated, targeted, and equitable opportunities for students to accelerate learning and reach high expectations. Heritage will use demographic, assessment, and progress-monitoring data to identify specific student groups requiring additional support and ensure that instructional practices, interventions, and campus resources are responsive to those needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Differences in academic performance, attendance, discipline, and engagement continue to exist among student groups, indicating a need to ensure that campus systems and resources effectively address the diverse needs of the Heritage Middle School student population.	As student needs and demographics change, instructional practices, interventions, student supports, and resource allocation require ongoing evaluation and adjustment to ensure equitable access to opportunities and appropriate levels of support for all students.

★ = Priority

Student Achievement

Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
HERITAGE MIDDLE (220906043) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY
✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**93**	A	
Student Achievement		**93**	A	**70%**
STAAR Performance	72	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**92**	A	**0%**
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 25.0%)		90	A	
Closing the Gaps	**79**	**93**	A	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Texas Education Agency
2026 Distinction Designation Summary
HERITAGE MIDDLE (220906043) - GRAPEVINE-COLLEYVILLE ISD - TARRANT COUNTY
✷ Confidential ✷

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	117,335.0	121,017.0	**97.0**	96.1	Q1
Accelerated Student Learning: RLA	40	69	**58.0**	42.0	Q1
Accelerated Student Learning: Mathematics	54	111	**49.0**	45.0	Q1
Grade 6 Reading Performance (Masters Grade Level)	103	219	47.0	49.0	Q2
Grade 6 Mathematics Performance (Masters Grade Level)	57	209	27.0	28.0	Q2
Grade 7 Reading Performance (Masters Grade Level)	130	242	**54.0**	53.0	Q1
Grade 7 Mathematics Performance (Masters Grade Level)	5	102	5.0	18.0	Q2
Grade 8 Reading Performance (Masters Grade Level)	123	199	**62.0**	57.0	Q1
Grade 8 Mathematics Performance (Masters Grade Level)	82	224	**37.0**	28.0	Q1
Grade 8 Science Performance (Masters Grade Level)	86	206	42.0	53.0	Q3
Grade 8 Social Studies Performance (Masters Grade	105	199	**53.0**	37.0	Q1

Level)					
Algebra I by Grade 8 - Participation	124	202	**61.0**	51.0	Q1
Algebra I by Grade 8 - Performance (Meets Grade Level)	124	202	**61.0**	48.5	Q1
Algebra I Performance (Masters Grade Level)	121	124	**98.0**	86.5	Q1
EOC Biology Performance (Masters Grade Level)	113	122	93.0	100.0	
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	1,390	1,846	**75.0**	68.5	Q1
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	304	533	**57.0**	53.5	Q1

Campuses that receive an overall rating of A, B, or C are eligible to earn distinction designations.

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group with data for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

Grade 6 Math				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	12	88	66	34
2025 Scores	15	85	54	23
2026 Scores	14	86	59	27

Grade 7 Math				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	39	61	26	5
2025 Scores	51	49	23	4
2026 Scores	44	56	31	6

Grade 8 Math				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	7	93	76	43
2025 Scores	12	88	69	38
2026 Scores	8	92	75	36

Algebra 1 EOC				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	0	100	99	93
2025 Scores	0	100	99	95
2026 Scores	0	100	100	98

Grade 6 Reading				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	10	90	70	41
2025 Scores	12	88	77	45
2026 Scores	10	90	75	46

Grade 7 Reading				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	8	92	77	55
2025 Scores	10	90	78	56
2026 Scores	9	90	76	52

Grade 8 Reading				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	4	96	80	57
2025 Scores	6	94	77	55
2026 Scores	3	96	85	61

Grade 8 Sci				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	10	90	64	19
2025 Scores	13	87	60	24
2026 Scores	9	91	71	41

Biology EOC				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	0	100	99	65
2025 Scores	0	100	100	73
2026 Scores	0	100	100	93

Grade 8 SS				
	Did Not Meets	Approaches +	Meets +	Masters
2024 Scores	7	93	75	56
2025 Scores	18	82	60	43
2026 Scores	16	84	69	52

TELPAS	2024		2025		2026	
	%	#	%	#	%	#
4	32	20	10	6	14	7
3	58	36	69	42	69	34
2	10	6	20	12	14	7
1			1	1	2	1

Strengths

Heritage Middle School received 6 of the 7 designation distinctions that they were eligible to receive in 2026.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Student achievement and growth vary across content areas, grade levels, and student groups, with continued gaps in grade-level mastery.	Tier 1 instruction, intervention, and progress monitoring are not yet consistently differentiated and adjusted based on identified student needs.

★ = Priority

School Culture and Climate

Summary

Heritage Middle School is committed to providing a safe, supportive, welcoming, and inclusive learning environment where students and staff feel valued, connected, and supported. Campus culture is centered around the shared expectations to Be Respectful, Be Responsible, and Be Safe, which provide a common framework for student behavior, decision-making, and interactions throughout the school. Heritage promotes positive relationships, student engagement, consistent expectations, and a strong sense of Bronco pride. Opportunities for student involvement through academics, athletics, fine arts, clubs, organizations, and campus activities further support student connectedness and belonging.

Strengths

Teachers communicate with parents consistently and promptly. They communicate with parents through weekly or biweekly instructional updates/information using Skyward and/or ParentSquare.

We select Students of the Month and Student Bronco Champions throughout the year, celebrating and honoring those who exhibit positive behaviors in school.

We have Bronco Champions, Teacher and Paraprofessionals of the Month, Bronco of Excellence, Bronco Pride Award, and staff shout-outs to recongize, praise and celebrate our staff at Heritage Middle School. The staff support one another and want others to succeed.

Heritage Middle School benefits from a staff committed to building positive relationships with students and creating an environment conducive to learning. The campuswide expectations to Be Respectful, Be Responsible, and Be Safe provide consistent language that can be reinforced in classrooms and common areas across the campus. Students have access to a variety of extracurricular, fine arts, athletic, and leadership opportunities that encourage involvement and connection to the school community. Staff collaboration, student recognition, campus traditions, and opportunities to celebrate student and staff successes also contribute to a positive school culture and sense of Bronco pride.

We select Students of the Month and Student Bronco Champions throughout the year, celebrating and honoring those who exhibit positive behaviors in school.

We have Bronco Champions, Teacher and Paraprofessionals of the Month, Bronco of Excellence, Bronco Pride Award, and staff shout-outs to recognize, praise, and celebrate our staff at Heritage Middle School.

Teachers communicate with parents consistently and promptly. They communicate with parents through weekly or biweekly instructional updates/information using Skyward and/or ParentSquare.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	Campus expectations to Be Respectful, Be Responsible, and Be Safe are not consistently demonstrated across all settings.	Campuswide expectations and positive behavior supports are not consistently reinforced across classrooms and common areas.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Heritage Middle School recognizes that high-quality teachers and staff are essential to student achievement, campus culture, and overall school success. The campus is committed to recruiting, developing, supporting, and retaining effective educators who maintain high expectations for students, collaborate with colleagues, build positive relationships, and respond to the diverse academic and social needs of middle school learners. Campus leadership supports continuous professional growth through professional learning, PLC collaboration, coaching and feedback, mentoring, and opportunities for staff leadership.

Strengths

Heritage Middle School benefits from a collaborative staff committed to student success and continuous improvement. PLC structures provide teachers with regular opportunities to collaborate, analyze student data, share instructional practices, and collectively respond to student needs. Staff members participate in targeted professional learning, including AVID/WICOR strategies and other campus and district initiatives designed to strengthen instruction and student engagement. Campus leadership provides ongoing feedback and support through classroom walkthroughs, T-TESS, coaching conversations, and professional development. Opportunities for staff recognition, collaboration, leadership, and involvement in campus initiatives contribute to a positive professional culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	Continued support is needed to develop, engage, and retain high-quality staff while meeting varying professional growth needs.	Staff experience and needs vary, requiring more differentiated professional learning, mentoring, coaching, and leadership opportunities.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Heritage Middle School is committed to providing rigorous, standards-aligned instruction that promotes academic growth and achievement for all students. Teachers utilize district curriculum resources, the Texas Essential Knowledge and Skills (TEKS), assessment data, and collaborative planning to design and deliver instruction responsive to student needs. Multiple measures of student performance, including STAAR, i-Ready diagnostic and progress-monitoring data, district and campus assessments, classroom assessments, and student work, are used to identify strengths and learning gaps. PLCs provide a structured opportunity for teachers to analyze data, collaborate around instructional practices, and plan intervention, enrichment, and next steps for learning.

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY iReady Inform.

2026 Math Met Typical Growth- 59%

2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY iReady Inform.

2026 Math Met Stretch Growth- 30%

2026 Reading Met Stretch Growth- 30%

Strengths

Heritage Middle School has established collaborative PLC structures that support data analysis, instructional planning, and shared responsibility for student achievement. Teachers have access to multiple sources of student performance data that allow them to monitor both achievement and academic growth throughout the school year. The campus utilizes i-Ready data and targeted intervention groups to provide additional support based on identified student needs. Teachers also incorporate AVID/WICOR strategies to increase student engagement, critical thinking, collaboration, organization, and ownership of learning. Campus and district assessments provide ongoing opportunities to evaluate mastery of grade-level TEKS and adjust instruction throughout the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1 ★	Student data are not consistently used across all content areas to drive instruction, intervention, enrichment, and progress monitoring.	Data-analysis and instructional-response practices vary across PLCs, resulting in inconsistent adjustments based on student needs.

★ = Priority

Family and Community Engagement

Summary

Heritage Middle School benefits from strong parent and community support that contributes to student success, staff recognition, campus initiatives, and a positive school culture. The campus values parents and community members as important partners and provides opportunities for them to participate in activities, celebrations, and initiatives that support students.

Strengths

Heritage's PTSA is a strong and valued campus partner, actively supporting campus programs, events, and initiatives. The PTSA works collaboratively with campus leadership and staff to enhance the student experience and demonstrates its commitment to Heritage educators through its annual pursuit of the Golden Apple Award. Strong parent and community involvement reinforces a shared commitment to student achievement, positive behavior, and student well-being.

AVID Signing Night and Parent Workshops

Parents on the AVID Site Team

Parents invited to attend AVID Showcase

Parent volunteers utilized throughout the school year

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Heritage has strong communication systems in place; however, the campus will continue to strengthen the consistency, accessibility, and effectiveness of communication through Bronco Bits, social media, the website, and the digital marquee to ensure families remain informed, connected, and engaged.	Families have varied communication preferences and access points, creating an ongoing need for Heritage to maintain consistent, timely, positive, and accessible communication across multiple platforms. Continued refinement ensures families receive information in ways that keep them informed, connected, and engaged with the campus.

★ = Priority

School Organization

Summary

Heritage Middle School is an A-rated campus with high expectations for academic achievement, student behavior, and personal growth. The campus provides a rigorous, student-centered learning environment where students are challenged and supported to reach their full potential. As an AVID National Demonstration School, Heritage has a strong campus-wide commitment to college and career readiness through the intentional implementation of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies. The campus will continue to focus on strengthening instructional consistency, closing learning gaps, accelerating student growth, and maintaining high expectations for all students. Heritage will also continue to refine its organizational structures, including MTSS, House Bill 1416 learning acceleration requirements, Mascot Time, PBIS, PLCs, and student support systems, to ensure they remain responsive to student needs and aligned with campus and district priorities.

Strengths

Heritage Middle School has strong and comprehensive organizational systems that support academic achievement, positive behavior, student well-being, and family engagement. As an AVID National Demonstration School, WICOR strategies are embedded across classrooms and utilized by both teachers and students to promote critical thinking, engagement, collaboration, organization, and academic ownership. The campus has a robust MTSS framework for identifying student needs, monitoring progress, and providing targeted support. Mascot Time provides a dedicated structure for intervention, enrichment, and learning acceleration based on student data. Strong PBIS systems promote positive behavior and a supportive school environment, while PLCs, teams, committees, and leadership structures provide opportunities for intentional collaboration and data-driven decision-making. These systems allow Heritage to maintain high expectations while providing targeted support to students who need additional assistance.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1 ★	Heritage will continue monitoring and refining MTSS, HB 1416, Mascot Time, PBIS, PLCs, and student-support systems to ensure resources are targeted effectively and support continued student growth, achievement, and well-being.	Heritage has strong systems in place, but changing student needs require ongoing data analysis, consistent implementation, and refinement to ensure supports remain effective and aligned across campus.
2 ★	Heritage will continue using data, collaboration, and feedback to strengthen MTSS, HB 1416, Mascot Time, PBIS, and AVID/WICOR systems to close learning gaps, accelerate growth, and sustain high expectations for every Bronco.	Heritage has strong systems in place, but ongoing refinement, consistent implementation, and data-driven adjustments are needed as student needs, academic expectations, and accountability requirements evolve.

★ = Priority

Technology

Summary

Heritage Middle School continues to leverage technology as an integral component of instruction, assessment, student collaboration, and personalized learning. Students regularly utilize technology for BOY, MOY, and EOY diagnostic assessments, Common District Assessments (TEKS Checks), digital instructional materials, personalized learning, research, creation, and assignment submission. Personalized learning opportunities through i-Ready My Path provide individualized reading and math instruction for 30–45 minutes weekly, while Emergent Bilingual students utilize Summit K12 for 45–60 minutes per week to support language development. Technology is also incorporated into learning acceleration during Mascot Time to provide targeted intervention and enrichment based on student needs.

Teachers utilize a variety of digital instructional and creation tools, including Pear Deck, Kahoot, Wayground, Blooket, Gimkit, Curipod, Canva, and other online resources to increase engagement, support skill development, facilitate research and creation, and provide opportunities for student collaboration. Students have access to digital instructional materials that may not be available in print, digital library databases and e-books, and opportunities to collaborate on assignments. Canvas is utilized for assignment submission and learning management, while students use technology for note-taking, word processing, typing, and completing written assignments.

A continued area of need is ensuring that technology is integrated consistently, intentionally, and purposefully across classrooms. Digitally provided instructional materials should be implemented as outlined within district curriculum and adopted resources to ensure alignment with instructional expectations. Technology should complement, rather than replace, high-quality Tier 1 instruction and should be paired with hands-on, collaborative, and authentic learning experiences whenever appropriate. Screen time should be purposeful and actively engage students in thinking, creating, communicating, problem-solving, and applying knowledge rather than primarily requiring students to watch, scroll, or passively consume content.

Heritage Middle School will also continue to develop students' age-appropriate technology and digital literacy skills, including responsible technology use, digital research, collaboration, content creation, communication, and effective use of digital tools. Staff will continue to refine their use of technology and assessment data to differentiate instruction and accelerate learning while maintaining a balance between digital learning experiences and hands-on instructional practices.

Strengths

The campus also has established structures for using technology to support learning acceleration and individualized student needs, particularly through i-Ready, Summit K12, and Mascot Time. Students regularly use technology for research, writing, collaboration, note-taking, content creation, and assignment submission, building skills that support college and career readiness. Heritage's continued emphasis on purposeful technology integration, combined with its commitment to hands-on learning and high-quality Tier 1 instruction, provides a strong foundation for developing engaged, capable, and digitally literate learners.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1 ★	Heritage has strong access to technology and digital resources; however, integration varies across classrooms. The campus will strengthen purposeful technology use, curriculum alignment, hands-on learning, and digital literacy to maximize student engagement and achievement.	Technology integration varies in consistency and intentionality across classrooms. Continued support is needed to align digital tools with curriculum, hands-on learning, active engagement, and development of student digital literacy skills.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Differences in academic performance, attendance, discipline, and engagement continue to exist among student groups, indicating a need to ensure that campus systems and resources effectively address the diverse needs of the Heritage Middle School student population.	As student needs and demographics change, instructional practices, interventions, student supports, and resource allocation require ongoing evaluation and adjustment to ensure equitable access to opportunities and appropriate levels of support for all students.
2 ★	Student achievement and growth vary across content areas, grade levels, and student groups, with continued gaps in grade-level mastery.	Tier 1 instruction, intervention, and progress monitoring are not yet consistently differentiated and adjusted based on identified student needs.
3 ★	Student data are not consistently used across all content areas to drive instruction, intervention, enrichment, and progress monitoring.	Data-analysis and instructional-response practices vary across PLCs, resulting in inconsistent adjustments based on student needs.
4 ★	Heritage has strong access to technology and digital resources; however, integration varies across classrooms. The campus will strengthen purposeful technology use, curriculum alignment, hands-on learning, and digital literacy to maximize student engagement and achievement.	Technology integration varies in consistency and intentionality across classrooms. Continued support is needed to align digital tools with curriculum, hands-on learning, active engagement, and development of student digital literacy skills.
5 ★	Campus expectations to Be Respectful, Be Responsible, and Be Safe are not consistently demonstrated across all settings.	Campuswide expectations and positive behavior supports are not consistently reinforced across classrooms and common areas.
6 ★	Heritage will continue using data, collaboration, and feedback to strengthen MTSS, HB 1416, Mascot Time, PBIS, and AVID/WICOR systems to close learning gaps, accelerate growth, and sustain high expectations for every Bronco.	Heritage has strong systems in place, but ongoing refinement, consistent implementation, and data-driven adjustments are needed as student needs, academic expectations, and accountability requirements evolve.

7 ★	Heritage will continue monitoring and refining MTSS, HB 1416, Mascot Time, PBIS, PLCs, and student-support systems to ensure resources are targeted effectively and support continued student growth, achievement, and well-being.	Heritage has strong systems in place, but changing student needs require ongoing data analysis, consistent implementation, and refinement to ensure supports remain effective and aligned across campus.
8 ★	Continued support is needed to develop, engage, and retain high-quality staff while meeting varying professional growth needs.	Staff experience and needs vary, requiring more differentiated professional learning, mentoring, coaching, and leadership opportunities.
9 ★	Heritage has strong parent and community partnerships, but continued outreach and intentional opportunities for engagement are needed to broaden participation and strengthen connections that provide additional resources, experiences, and support for students.	Families have varied communication preferences and access points, creating an ongoing need for Heritage to maintain consistent, timely, positive, and accessible communication across multiple platforms. Continued refinement ensures families receive information in ways that keep them informed, connected, and engaged with the campus.

★ = Priority

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

Academic Growth & Development: By 2027, all student groups at Heritage Middle School will meet or exceed the State's Targets in all core content areas.

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math & Science Student Performance

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

1.1.1 Ensure at least one year of growth for Heritage Middle School students in all core content areas using multiple sources of data as measurements.

Strategy's Expected Result/Impact: Outcome Measures:

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Typical Growth- 59%
2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Stretch Growth- 30%
2026 Reading Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 77% up from 74% in 2026 (5th grade).

By June 2027, the percentage of all 7th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 78% up from 75% in 2026 (6th grade).

By June 2027, the percentage of all 8th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 79% up from 76% in 2026 (7th grade).

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 58% up from 55% in 2026 (5th grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 7th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 57% up from 54% in 2026 (6th Grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 8th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 91% up from 88% in 2026 (6th Grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School who take the 8th grade STAAR will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 54% up from 51% in 2026 (7th grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Algebra 1 EOC Exam will increase to at least 100% up from 98% in 2026.
(95% mastered in 2025)

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Biology EOC Exam will increase to at least 95% up from 93% in 2026.
(73% mastered in 2025)

By June 2027, the percentage of 8th grade students at Heritage Middle School will perform at Meets Grade Level or Higher on the STAAR Science exam will increase to at least 75% up from 71% in 2026.

By June 2027, the percentage of 8th grade students at Heritage Middle School will perform at Meets Grade Level or Higher on the STAAR Social Studies exam will increase to at least 75% up from 69% in 2026.

Staff Responsible for Monitoring: HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 2

Ensure high-quality, engaging instruction in reading and math.

Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading and math skills that are at or above grade level will increase, resulting in improved preparation for the next set of grade level standards.

Progress Measures: Use ongoing data from various sources to review, monitor and adjust the curriculum, instructional resources and instructional practices.

Progress Monitor using the District Data Map to identify and support teachers with instructional coaching.

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Typical Growth- 59%
2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Stretch Growth- 30%
2026 Reading Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 77% up from 74% in 2026 (5th grade).

By June 2027, the percentage of all 7th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 78% up from 75% in 2026 (6th grade).

By June 2027, the percentage of all 8th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 79% up from 76% in 2026 (7th grade).

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 58% up from 55% in 2026 (5th grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 7th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 57% up from 54% in 2026 (6th Grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 8th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 91% up from 88% in 2026 (6th Grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School who take the 8th grade STAAR will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 54% up from 51% in 2026 (7th grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Algebra 1 EOC Exam will increase to at least 100% up from 98% in 2026.
(95% mastered in 2025)

Staff Responsible for Monitoring: HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 3

Identified students 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).

Teachers will utilize the MTSS process through evaluation, data collection, and intervention strategies to close student achievement gaps and secure academic growth.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact:
Students unsuccessful on state assessments will receive accelerated instruction as required by HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading, mathematics, and science in order to meet or exceed rigorous state grade-level standards.

Campuses must report HB1416 information through Edugence to ensure the district is prepared each summer for the TEA-required reporting through our student information system.

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Typical Growth- 59%
2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY iReady Inform.
2026 Math Met Stretch Growth- 30%
2026 Reading Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 77% up from 74% in 2026 (5th grade).

By June 2027, the percentage of all 7th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 78% up from 75% in 2026 (6th grade).

By June 2027, the percentage of all 8th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 79% up from 76% in 2026 (7th grade).

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 58% up from 55% in 2026 (5th grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 7th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 57% up from 54% in 2026 (6th Grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 8th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 91% up from 88% in 2026 (6th Grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School who take the 8th grade STAAR will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 54% up from 51% in 2026 (7th grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Algebra 1 EOC Exam will increase to at least 100% up from 98% in 2026.
(95% mastered in 2025)

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Biology EOC Exam will increase to at least 95% up from 93% in 2026.
(73% mastered in 2025)

By June 2027, the percentage of 8th grade students at Heritage Middle School will perform at Meets Grade Level or Higher on the STAAR Science exam will increase to at least 75% up from 71% in 2026.

Staff Responsible for Monitoring: HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 4

Heritage Middle School students will review at least one previously taught Math TEKS weekly based on performance data from formative and summative assessments.

Strategy's Expected Result/Impact: A specific focus on the spiral review of math content will result in students being more confident in their math skills and successful on STAAR.

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready math EOY iReady Inform.
2026 Math Met Typical Growth- 59%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math EOY iReady Inform.
2026 Math Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 58% up from 55% in 2026 (5th grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 7th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 57% up from 54% in 2026 (6th Grade).

By June 2027, the percentage of 7th grade students at Heritage Middle School who take the 8th grade STAAR and will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 91% up from 88% in 2026 (6th Grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School who take the 8th grade STAAR will perform at Meets Grade Level or Higher in Mathematics on the STAAR will increase to at least 54% up from 51% in 2026 (7th grade).

By June 2027, the percentage of 8th grade students at Heritage Middle School that mastered the grade-level Algebra 1 EOC Exam will increase to at least 100% up from 98% in 2026.
(95% mastered in 2025)

Staff Responsible for Monitoring: HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 5

At Heritage Middle School the Critical Reading Strategy (Close Read) will be utilized throughout the school year in all content areas.

Strategy's Expected Result/Impact: All HMS teachers will use the Close Read or AVID Critical Reading Strategy during Tier 1 instruction in all content areas on texts to gain a deep understanding of its language, structure, and overall meaning.

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready reading EOY iReady Inform.
2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready reading EOY iReady Inform.
2026 Reading Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 77% up from 74% in 2026 (5th grade).

By June 2027, the percentage of all 7th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 78% up from 75% in 2026 (6th grade).

By June 2027, the percentage of all 8th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 79% up from 76% in 2026 (7th grade).

Staff Responsible for Monitoring: HMS Teachers, AVID Site Coordinator- Kelsey Hughes, HMS Admin.- Sheila Shimmick- Principal, Laura Foutch- Asst. Principal, Dominic Procaccino- Asst. Principal

Formative Reviews

September	February	April	June

Strategy 6

By May 2027, Heritage Middle School will receive the Science Designation Distinction on state accountability by increasing the percentage of students receiving masters grade level performance from 42% to 53% or higher.

Strategy's Expected Result/Impact: 2025 performance minimum to receive the Science Designation Distinction was 40, and Heritage Middle School received 24.
2026 performance minimum to receive the Science Designation Distinction was 53, and Heritage Middle School received 42.

Staff Responsible for Monitoring: HMS Teachers: Sheila Shimmick- Principal, Laura Foutch- Asst. Principal, Dominic Procaccino- Asst. Principal, District Science Coaches

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

Increase the number of Heritage Middle School students who demonstrate college, career and military readiness.

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

Strategy 1

All the leavers (students unenrolled from Heritage Middle School) will be recovered by the deadline established by TEA. [State Accountability]

Strategy's Expected Result/Impact: We will identify where all students either relocated to and/or landed this school year to code them correctly.

Staff Responsible for Monitoring: School Data Secretary- Laura Bertke, Counselors- Molly Miller and Lynn Brizzi, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 2

Support CTE programs using Perkins V Funds in order to prepare workers for our local and regional economy and meet employers' needs in a variety of high-skill occupations and middle skills jobs [Perkins V Requirements].

Strategy's Expected Result/Impact: Increasing numbers of students earning industry based certifications.

Staff Responsible for Monitoring: Director of Career and Technical Education- Stephanie Speaks, Principal- Sheila Shimmick- Assistant Principals- Laura Foutch and Dominic Procaccino, All CTE Teachers, Counselors- Molly Miller and Lynn Brizzi

Formative Reviews

September	February	April	June

Strategy 3

Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].

Strategy's Expected Result/Impact: Increase the percentage of HMS students who attend college by increasing the awareness of scholarships, secondary support, and resources.

High school four-year plans written by all HMS 8th-grade students along with their counselors.

Staff Responsible for Monitoring: Director of Counseling- Mandy Ozuna, HMS Counselors- Molly Miller and Lynn Brizzi, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 4

Ensure that all teachers we hire at Heritage Middle School are certified and highly qualified for their content area. [HB3/TEA Requirement]

Strategy's Expected Result/Impact: The campus will remain in compliance with Texas Education Agency requirements.

Staff Responsible for Monitoring: Human Resources Personnel, Principal- Sheila Shimmick, Assistant Principal- Laura Foutch and Dominic Procaccino, Hiring Committee Members

Formative Reviews

September	February	April	June

Strategy 5

Heritage Middle School Counselors will teach CCMR Guidance Lessons to prepare students for future endeavors.

Strategy's Expected Result/Impact: Students will explore different colleges, career and military opportunities based on their interests and skills.
By May 2027, counselors will teach two CCMR guidance lessons per grade level.

Staff Responsible for Monitoring: Counselors- Molly Miller and Lynn Brizzi

Formative Reviews

September	February	April	June

Strategy 6

Counselors will promote and provide information regarding scholarship opportunities available

for our HMS students.

Strategy's Expected Result/Impact: Educate families and increase the amount of students applying for scholarship opportunities.

By the end of the 26-27 school year, all 8th-grade students will have the opportunity to apply for the Bobby Bragan scholarship. Counselors will promote scholarship opportunities through grade-level Canvas courses and the parent newsletter.

Staff Responsible for Monitoring: Counselors- Molly Miller and Lynn Brizzi

Formative Reviews

September	February	April	June

Strategy 7

Annually, the SAT Suite of Assessments will be administered to students as follows: PSAT 8/9 to Grade 8 students and at HMS 7th grade students will complete the Khan Academy PSAT version.

Strategy's Expected Result/Impact: Students are exposed to the question types and format of the SAT.
By May 2027, 60% of HMS 8th grade students will meet or exceed the PSAT benchmark.

During the fall of 2024, 44% of 8th grade students met or exceeded the PSAT benchmark.
During the fall of 2025, 50% of 8th grade students met or exceeded the PSAT benchmark.
During the fall of 2026, 54% of 8th grade students met or exceeded the PSAT benchmark.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 8

All Heritage Middle School teachers will utilize WICOR strategies when designing lessons and when delivering instruction, and will promote the use of AVID binders and planners to help students with organization school-wide.

Strategy's Expected Result/Impact: Focused lesson design utilizing WICOR to improve student outcomes.
All students will adopt habits that promote organization. Teachers will have regular binder and planner checks.
In 2024, Heritage Middle School was recertified as an AVID National Demonstration School. HMS will go through recertification during the 2027-2028 school year.

By May 2027, HMS will have successfully used WICOR strategies throughout the school year as evidenced in teacher lesson plans and in classroom visits/observations.

Staff Responsible for Monitoring: AVID Site Coordinator- Kelsey Hughes, Principal- Sheila Shimmick, Assistant Principal- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 9

Heritage Middle School AVID teachers and AVID Site Team will meet regularly to build consistency from 6th to 8th grades and support school-wide implementation.

Strategy's Expected Result/Impact: Laser-focused site team meetings and support in the AVID classes. Structured systems and processes to build AVID capacity schoolwide.
In 2024, Heritage Middle School was recertified as an AVID National Demonstration School. HMS will go through recertification during the 2027-2028 school year.

Staff Responsible for Monitoring: AVID Site Coordinator- Kelsey Hughes, AVID Teachers- Kareena Slayton, Kourtnie Bertram and Lindsey Baca, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 10

Heritage Middle School counselors will meet with 8th-grade students to formulate a 4-year high school plan that will help students plan and prepare for future college, career, military opportunities.

Strategy's Expected Result/Impact: Students will explore and identify their interests, talents, and skill sets to determine best-fit postsecondary opportunities; students will explore colleges, trade schools, and military opportunities based on their interests.

By February 2027, all HMS 8th grade students with counseling consent will have a complete and submitted 4-year plan with a chosen endorsement area approved by the parent or guardian.

Staff Responsible for Monitoring: Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Roy Rodriguez

Formative Reviews

September	February	April	June

Performance Objective 3

Safety & Well-Being: By 2028, all classrooms within Heritage Middle School will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and be characterized by multi-tiered systems of support.

Evaluation Data Source: 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

All Heritage Middle School staff will uphold the GCISD Student Code of Conduct to maintain a safe, nurturing environment.

Strategy's Expected Result/Impact: By May 2027, establish a baseline to measure students' perceptions of feeling safe and nurtured in the learning environment.
We will provide students with a survey in May of 2027 to set the baseline.
Decrease in the number of discipline referrals.

In 24-25 HMS discipline referrals totaled 517.
In 25-26 HMS discipline referrals totaled 486.

Staff Responsible for Monitoring: Campus Discipline Coordinators track (monthly) and monitor campus stats to make adjustments and address trends.

Campus Discipline Coordinators- Laura Foutch and Dominic Procaccino, Principal- Sheila Shimmick

Formative Reviews

September	February	April	June

Strategy 2

Heritage Middle School staff will utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges.

Strategy's Expected Result/Impact: 1. Continue to implement PBIS Tier 1 Attendance Strategies.
2. Conduct Attendance Fidelity Checks.
3. Monitor and adjust attendance strategies based on the Monthly Campus Attendance Tracking Scoreboard.

22-23 HMS attendance rate was 96.9%.
23-24 HMS attendance rate was 97.11%.
24-25 HMS attendance rate was 96.96%.
25-26 HMS attendance rate was 97.05%.

By May 2027, the overall average daily attendance at Heritage Middle School will increase from 97.05% to 97.5% or higher.

Staff Responsible for Monitoring: All HMS Staff

Formative Reviews

September	February	April	June

Strategy 3

Increased presence of Heritage Middle School staff members in the hallways, SAC, front of school, and various common spaces throughout HMS.

Strategy's Expected Result/Impact: Having a visible presence on campus will help reduce problem behaviors, increase attendance, and show students that we, as a staff, care deeply about them. By May 2027, the total number of referrals at HMS will decrease, instructional time lost to discipline will be reduced by 10%, and attendance in tier 1 instruction will improve.

In 23-24 HMS discipline referrals totaled 551.
In 24-25 HMS discipline referrals totaled 517.
In 25-26 HMS discipline referrals totaled 486.

Staff Responsible for Monitoring: All HMS Staff

Formative Reviews

September	February	April	June

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students at Heritage Middle School participate in at least one school-sponsored activity annually.

Evaluation Data Source: Student Schedules and Rosters

Strategy 1

Monitor and promote opportunities for all Heritage Middle School students to engage in experiences outside of coursework.

Strategy's Expected Result/Impact: In 2025-2026, about 90% of HMS students participated in extracurricular programs. By May 2027, we would like for 92% of all HMS students to participate in extracurricular activities.

In May 2027, we will survey all students and ask about participation in extracurricular activities.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 2

Heritage Middle School AVID Elective students develop the agency and leadership skills needed to actively engage in group activities.

Strategy's Expected Result/Impact: AVID Elective students model agency and leadership skills while collaborating in the Elective class, other academic classes, and activities on campus or in the community.

By May 2027, all AVID Elective students will have participated in school activities.

Staff Responsible for Monitoring: AVID Coordinator- Kelsey Hughes; AVID Elective Teachers- Kareena Slayton, Kourtnie Bertram, Kelsey Hughes and Lindsey Baca; Principal- Sheila Shimmick, Asst. Principals- Laura Foutch and Dominic Procaccino; HMS Teachers

Formative Reviews

September	February	April	June

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 Source: 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

As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 dating violence.

Staff Responsible for Monitoring: Director of Counseling- Mandy Ozuna, HMS Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Roy Rodriguez, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 2

Heritage Middle School counselors will provide suicide awareness and prevention strategies using the Signs of Suicide curriculum. Teachers receive suicide awareness training through Flex, and parents are given the opportunity to attend a Parent Preview training and/or view the curriculum in advance.

Strategy's Expected Result/Impact: By October 2026, every HMS student will have had the opportunity to participate in Signs of Suicide curriculum. (parents had the option to opt out their child)

By October 2026, 100% of HMS staff will have completed the Suicide Prevention training through FLEX.

Staff Responsible for Monitoring: Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Roy Rodriguez, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 3

Heritage Middle School counselors will conduct a guidance lesson for all students on bullying awareness/prevention and David's Law. All Heritage Middle School staff are trained in recognizing signs of bullying and reporting concerns.

Strategy's Expected Result/Impact: By September 2026, counselors will have provided a guidance lesson for all HMS students on bullying awareness/prevention and David's Law and all staff will have completed training on recognizing signs of bullying and reporting concerns.

Staff Responsible for Monitoring: Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Roy Rodriguez, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

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

Performance Objective 1

Recruitment, Retention, and Employee Satisfaction: Heritage Middle School will establish and monitor measurable metrics and baseline data to evaluate the effectiveness of recruitment, retention, and employee satisfaction strategies in attracting, hiring, and retaining new and returning staff members, while strengthening employee engagement and satisfaction

Evaluation Data Source: District Employee Survey

Strategy 1

Ongoing feedback will be collected from Heritage Middle School staff to guide campus functions. Additionally, HMS Learning Leaders and Grade Level Coordinators will help problem-solve and create action plans for improvement in various areas of HMS.

Strategy's Expected Result/Impact: We will have a staff that is engaged and feels valued, which will lead to staff ownership.
In March of 2027, all staff will complete an HMS survey/planning guide giving feedback on how we can improve.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Learning Leaders, Student Advocate- Roy Rodriguez, Counselors- Molly Miller and Lynn Brizzi

Formative Reviews

September	February	April	June

Strategy 2

Heritage Middle School Teacher of the Month, Paraprofessional of the Month, Bronco of Excellence, Bronco Pride Award, and Bronco Champions of the Week are used to recognize and celebrate staff members. Staff appreciation notes and Bronco Brags will be written regularly to highlight staff contributions to HMS.

Strategy's Expected Result/Impact: Create an environment that celebrates others. Staff members will receive timely affirmations for the work they are doing and feel valued and appreciated.

By March 2027, 95% or more will have reported favorably that their work gave them a feeling of personal accomplishment through the district staff survey.
Increase staff survey results from the 25-26 school year to the 26-27 school year using the district engagement survey.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Roy Rodriguez, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 3

Conduct annual data analysis from the Heritage Middle School employee engagement survey, exit interviews, and stay interviews to identify common trends with employee satisfaction.

Strategy's Expected Result/Impact: School culture that is positive and safe.

In March of 2025, 96% of employees reported favorably that they felt safe at work.
In March of 2025, 98% of employees reported favorably that they were treated with respect at work.
Increase staff survey results from the 25-26 school year to the 26-27 school year using the district engagement survey.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Roy Rodriguez, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 4

Our Heritage Middle School Sunshine Committee and administrative team will plan morale events to celebrate and honor staff throughout the school year.

Strategy's Expected Result/Impact: All staff will feel valued and celebrated.
Increase staff survey results from the 25-26 school year to the 26-27 school year using the district engagement survey.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Roy Rodriguez, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers

Formative Reviews

September	February	April	June

Performance Objective 2

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].

Strategy 1

Highly qualified mentor teachers will be assigned to new HMS teachers to support them throughout the year.

Strategy's Expected Result/Impact: New teachers feel supported, have a mentor to go to, and receive quality mentorship from a qualified teacher. By May 2027, at least 90% or more of new teachers that were offered a renewal contract will remain at HMS.

In May 2025, 60% of new teachers at HMS remained. 20% were not offered a renewal contract. 20% left GCISD.
In May 2026, only 2 new staff members left HMS. (1 left for another career and the other moved away)
By Aug. 2026, HMS lost 18% of its total teachers. (4 left for other districts, 2 retired, 2 moved, and 1 left education)

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers, and HMS mentor teachers.

Formative Reviews

September	February	April	June

Strategy 2

HMS content teachers will be trained/supported in the use of the close reading strategy (AVID-Critical Reading Strategy) to be implemented in the classrooms throughout the school year.

Strategy's Expected Result/Impact: By the end of the 26-27 school year, all HMS students will show the following growth while meeting expectations on the STAAR Reading test.

District target in 2028- 72%

By June 2027, 65% of Heritage Middle School students will meet or exceed typical growth on i-Ready reading EOY iReady Inform.
2026 Reading Met Typical Growth- 60%

By June 2027, 40% of Heritage Middle School students will meet or exceed stretch growth on i-Ready reading EOY iReady Inform.
2026 Reading Met Stretch Growth- 30%

By June 2027, the percentage of all 6th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 77 % up from 74% in 2026 (5th grade).

By June 2027, the percentage of all 7th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 78% up from 75% in 2026 (6th grade).

By June 2027, the percentage of all 8th grade students at Heritage Middle School performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR will increase to at least 79% up from 76% in 2026 (7th grade).

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers

Formative Reviews

September	February	April	June

Strategy 3

Heritage Middle School teachers will participate in PLCs monthly and focus on student data, learning, designing lessons and collaborating with their peers. The PLCs will focus on using the four essential questions of a PLC.
What should students know and be able to do?
How will we know that the students have learned it?
How will we respond if students didn't learn it?
How will we respond if they already know it?

Strategy's Expected Result/Impact: By May 2027, our PLCs and student data will have focused on improvement and it will be evident from the results of our TEKS checks and Unit Tests throughout the school year.
Tier 1 instruction is rigorous and effective.

Staff Responsible for Monitoring: All teachers, Content and Department Learning Leaders, Principal- Sheila Shimmick, and Asst. Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Strategy 4

The HMS staff will have participated in ongoing, highly effective and high quality professional learning.

Strategy's Expected Result/Impact: Tier 1 instruction is rigorous and effective. Student behaviors are more positive as student management improves.
Scores increase and behaviors decrease.

Staff Responsible for Monitoring: All teachers, Content and Department Learning Leaders, Principal- Sheila Shimmick, and Asst. Principals- Laura Foutch and Dominic Procaccino, GCISD C&I Directors, GCISD Instructional Coaches

Formative Reviews

September	February	April	June

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

HMS will utilize multiple methods of communication (Bronco Bits newsletters, social media, website, etc.) to provide relevant and timely information to families.

Strategy's Expected Result/Impact: ParentSquare data showing all parent newsletters being received on Sunday at 8:00 am. Teacher/parent communication documentation in addition to student canvas pages/messages. Family surveys and feedback will report satisfaction and engagement by at least 85%.

On the 25-26 Parent Engagement Survey:
94% of parents indicated that the school effectively communicated about important issues and events. (90% in 24-25)
89% of parents indicated that the school effectively communicated about their child's progress. (85% in 24-25)

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Classroom Teachers

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

HMS will partner with area community resources to provide the support needed for families in need.

Strategy's Expected Result/Impact: By May 2027, 100% of HMS students who were identified as being in need of support, were connected with local community resources.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino; Student Advocate, Roy Rodriguez; Counselors- Molly Miller and Lynn Brizzi, HMS Teachers

Formative Reviews

September	February	April	June

Performance Objective 3

Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between Heritage Middle School and our business community.

Strategy 1

Partner with Junior Achievement to bring in resources and academic units for CATE courses at Heritage Middle School.

Strategy's Expected Result/Impact: All students enrolled in CATE Business classes will develop a business plan and present it to their Shark Tank by the end of the 2027 school year.

Staff Responsible for Monitoring: CTE teacher- Cullen Pearce, CJ Winslow and other Junior Achievement volunteers

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Student attendance at HMS will be actively monitored to ensure that students are present at school and are provided learning opportunities daily. Procedures and protocols will be followed to strongly encourage regular student attendance.

Strategy's Expected Result/Impact: Students will be at school at least 90% of the school year per state law. Counselors, teachers and administration will work with parents and students to increase daily student attendance.

22-23 HMS attendance rate was 96.9%.
23-24 HMS attendance rate was 97.11%.
24-25 HMS attendance rate was 96.96%.
25-26 HMS attendance rate was 97.05%.

By May 2027, the overall average daily attendance at Heritage Middle School will increase from 97.05% to 97.5% or higher.

Staff Responsible for Monitoring: All HMS Staff

Formative Reviews

September	February	April	June

Strategy 2

HMS will implement a Student Success Plan system to ensure we are giving students every opportunity to be successful in advanced coursework.

Strategy's Expected Result/Impact: More intentionality and student-specific discussions surrounding student placement resulting in higher retention of students in advanced coursework. By May 2027, 75% of students with Success Plans remain in advanced courses.

Staff Responsible for Monitoring: Bronco Time Teachers, HMS Teachers

Formative Reviews

September	February	April	June

Performance Objective 5

Heritage Middle School campus programming will encourage parental involvement. (TEA Requirement)

Strategy 1

The HMS 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]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement].

Strategy's Expected Result/Impact: Heritage Middle School families and community members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders.

The HMS Campus Excellence Committee will meet at least 6 times a year.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Molly Miller

Formative Reviews

September	February	April	June

Strategy 2

Heritage Middle School AVID students and their families are invited to participate in AVID Signing Night/Parent Workshop at HMS.

Strategy's Expected Result/Impact: All students and their families are invited to join us at HMS on September 2, 2026, for AVID Signing Night/Parent Workshop Night.
70% or more of AVID families will attend the assembly, as evidenced by the sign-in sheets.
Families will become increasingly involved in supporting the goals of AVID Elective/Excel Elective students.

Staff Responsible for Monitoring: AVID Teachers- Kelsey Hughes, Lindsey Baca, Kareena Slayton, Kourtnie Bertram; Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino

Formative Reviews

September	February	April	June

Performance Objective 6

Heritage Middle School 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 Source: 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

Develop and implement a physical education program that is rigorous and results in growth in student fitness levels.

Strategy's Expected Result/Impact: By May 2027, 100% of HMS students enrolled in physical education classes will have participated in the Fitness Gram.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Nichole Cruson- Athletic Coordinator, Rusty Drye- Athletic Coordinator

Formative Reviews

September	February	April	June

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

The Heritage Middle School budget will be analyzed on a monthly basis to ensure proper allocation of funds.

Strategy's Expected Result/Impact: Monthly meetings to review the budget will ensure that the district resources are being allocated efficiently and in alignment with campus and district goals.

Staff Responsible for Monitoring: Principal- Sheila Shimmick, Administrative Assistant- Shelly Drori

Formative Reviews

September	February	April	June

Strategy 2

Develop a fiscally-responsible yearly budget that focuses on student academic achievement and extra-curricular activities and reflects the school district and community's emphasis on results, inclusion, and excellence.

Strategy's Expected Result/Impact: The budget will be created, brought to CEC and adopted to reflect a focus on academics and the needs of the campus.

Staff Responsible for Monitoring: Finance Dept., Principal- Sheila Shimmick

Formative Reviews

September	February	April	June

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

Use a systemic review process for campus and department budgets to ensure efficiency and compliance.

Strategy's Expected Result/Impact: Budget will be reviewed and created to achieve school goals.

Staff Responsible for Monitoring: Sheila Shimmick-Principal, Shelly Drori- Admin. Asst.

Formative Reviews

September	February	April	June

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

Strategy 1

Evaluate facilities, technology, equipment, and functional needs of campuses and departments.

Strategy's Expected Result/Impact: Allocate funds or apply for funds through grants or through the district based on campus and department needs.

Staff Responsible for Monitoring: Sheila Shimmick-Principal, Shelly Drori- Admin. Asst.

Formative Reviews

September	February	April	June

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	1.1.1 Ensure at least one year of growth for Heritage Middle School students in all core content areas using multiple sources of data as measurements.

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	1	1	1.1.1 Ensure at least one year of growth for Heritage Middle School students in all core content areas using multiple sources of data as measurements.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data

Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906043 - HERITAGE MIDDLE

TOTAL ENROLLMENT 677

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	195	28.80%
GRADE 7	231	34.12%
GRADE 8	251	37.08%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	677	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	347	51.26%
FEMALE	330	48.74%
TOTAL	677	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	653	96.45%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	24	3.55%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	677	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	60	8.86%
IMMIGRANT	10	1.48%
ECONOMIC DISADVANTAGE	172	25.41%
MILITARY CONNECTED	60	8.86%
FOSTER CARE	0	0.00%
DYSLEXIA	92	13.59%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.15%	0.15%
ASIAN	119	17.58%	17.58%
BLACK/AFRICAN AMER.	73	10.78%	10.78%
HISPANIC/LATINO	129	19.05%	19.05%
WHITE	304	44.90%	44.90%
HAWAIIAN/PAC ISLAND	2	0.30%	0.30%
TWO OR MORE	49	7.24%	7.24%
TOTAL	677	100.00%	100.00%

MIGRATORY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	14.29%	0.30%
BLACK/AFRICAN AMER.	3	21.43%	0.44%
HISPANIC/LATINO	4	28.57%	0.59%
WHITE	4	28.57%	0.59%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	7.14%	0.15%
TOTAL	14	100.00%	2.07%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	23	14.56%	3.40%
BLACK/AFRICAN AMER.	37	23.42%	5.47%
HISPANIC/LATINO	41	25.95%	6.06%
WHITE	47	29.75%	6.94%
HAWAIIAN/PAC ISLAND	1	0.63%	0.15%
TWO OR MORE	9	5.70%	1.33%
TOTAL	158	100.00%	23.34%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	25	43.10%	3.69%
BLACK/AFRICAN AMER.	10	17.24%	1.48%
HISPANIC/LATINO	13	22.41%	1.92%
WHITE	7	12.07%	1.03%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	5.17%	0.44%
TOTAL	58	100.00%	8.57%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.71%	0.15%
ASIAN	38	26.95%	5.61%
BLACK/AFRICAN AMER.	3	2.13%	0.44%
HISPANIC/LATINO	10	7.09%	1.48%
WHITE	78	55.32%	11.52%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	11	7.80%	1.62%
TOTAL	141	100.00%	20.83%

This report displays the data for the FALL 2023 - 2024 Resubmission that was accepted by the ESC on 01/18/2024 08:19 PM.

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data

Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD

Campus: 220906043 - HERITAGE MIDDLE

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	663	97.93%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	14	2.07%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	677	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	14	2.07%
UNACCOMPANIED YOUTH CODE 3	13	1.92%
UNACCOMPANIED YOUTH CODE 4	1	0.15%
UNACCOMPANIED YOUTH TOTAL	14	2.07%

* Unaccompanied Youth Total Should Match Homeless Count

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.40%	0.15%
ASIAN	47	18.58%	6.94%
BLACK/AFRICAN AMER.	31	12.25%	4.58%
HISPANIC/LATINO	63	24.90%	9.31%
WHITE	96	37.94%	14.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	15	5.93%	2.22%
TOTAL	253	100.00%	37.37%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	6	6.52%	0.89%
BLACK/AFRICAN AMER.	11	11.96%	1.62%
HISPANIC/LATINO	27	29.35%	3.99%
WHITE	43	46.74%	6.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	5.43%	0.74%
TOTAL	92	100.00%	13.59%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

This report displays the data for the FALL 2023 - 2024 Resubmission that was accepted by the ESC on 01/18/2024 08:19 PM.

Grapevine-Colleyville ISD



Bridges Alternative

Accountability Rating: B

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:00 AM

Mission Statement

Bridges Academy believes in the potential within each student to succeed. Our mission is to provide opportunities and support for each student to reach educational, personal, and occupational goals.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 6

School Processes & Programs 7

Perceptions 8

Priority Problem Statements 10

Data Documentation for CNA 12

Improvement Planning Data 13

Accountability Data 13

Student Data: Assessments 13

Student Data: Student Groups 14

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 16

Support Systems and Other Data 16

Goals 17

Goal 1 : Student Achievement and Post Secondary Readiness 18

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 24

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 26

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 29

Comprehensive Needs Assessment

Demographics

Summary

Bridges Academy (Grapevine-Colleyville ISD) is a non-traditional, alternative high school program designed specifically for credit recovery, acceleration, and post-secondary preparation.

Student Body & Demographics

- **Total Enrollment:** ~45 to 65 students active at any given time (rolling intake throughout the year).
- **Race / Ethnicity:**
  - **Hispanic / Latino:** ~63–64%
  - **White:** ~23–25%
  - **Two or More Races:** ~7%
  - **Black / African American:** ~5%
  - **Asian / Pacific Islander / Native American:** 0%
- **Gender Distribution:** ~61% Female, ~39% Male

Special Programs & Subpopulations

- **Economically Disadvantaged:** ~50–64%
- **Emergent Bilingual / English Learners (EB/EL):** ~13–37.5%
- **Special Education (SpEd):** ~11–14%
- **Gifted & Talented (GT):** ~0–8.9%

Academic Metrics, CCMR, & Discipline

- **Graduation & Completion Rates:** Evaluated under Texas Alternative Education Accountability (AEA) standards; maintains high completion rates, with the campus focused on returning students to standard diploma pathways.
- **Dropout Rates:** Low relative to standard alternative centers due to accelerated, flexible scheduling and retention contracts.
- **CCMR & Advanced Coursework:** 100% CCMR participation focus (TSIA testing, ASVAB, CTE tracks, and workforce readiness) rather than traditional AP/IB coursework.
- **Discipline & Mobility:** High mobility due to four quarterly enrollment entry/exit points; discipline focuses on restorative practices, counseling, and trauma-informed support rather than exclusionary suspensions.

Staff Qualifications & Ratios

- **Student-to-Teacher Ratio:** ~5.6:1 to 5.7:1 (significantly lower than state and district averages).
- **Teacher Experience:** ~80%+ of core faculty have 6 or more years of teaching experience; 0% first-year teachers.
- **Staffing Qualifications:** 100% state-certified, highly qualified teachers with specialized training in ESL/bilingual accommodations, special education, and alternative learning strategies.

Student Learning

Summary

Bridges Academy operates under Texas **Alternative Education Accountability (AEA)** guidelines. Student learning metrics focus heavily on credit recovery, individual growth, and graduation preparation rather than standard high-school testing benchmarks alone.

State Accountability Overview

- **Overall Campus Rating:** Earns a **B rating (83 scale)** under AEA evaluation, performing strongly for an alternative secondary campus.
- **School Progress Domain (Score: 90):** Demonstrates high relative growth, recognizing that students entering behind grade level make accelerated academic progress toward credit recovery.
- **Student Achievement Domain (Score: 83):** Reflects strong completion of state course requirements and high graduation success for non-traditional learners.

College, Career, and Military Readiness (CCMR)

- **Post-Secondary Readiness (Score: 79):** CCMR is the primary metric for student success at Bridges.
- **Targeted Pathways:** 100% of graduating seniors participate in formal post-secondary planning, utilizing TSIA (Texas Success Initiative Assessment) administration, ASVAB military testing, and Career & Technical Education (CTE) industry certifications.
- **Dual & Advanced Coursework:** Due to the credit-recovery mandate, traditional AP, Dual Enrollment, or IB coursework enrollment is minimal. Focus is placed on foundational credit acceleration and workforce-ready skills.

Standardized Assessments & Academic Gaps

- **STAAR End-of-Course (EOC):** Standardized pass rates (Algebra I, English I/II, Biology, U.S. History) trail standard comprehensive GCISD high schools.
- **Foundational Skill Gaps:** Because students typically enter credit-deficient or after severe academic disruptions, instruction prioritizes credit completion over test preparation, leading to lingering gaps in state assessment mastery scores.

Graduation, Retention, & Special Subpopulations

- **Graduation Plans & Retention:** Highly effective at re-engaging at-risk students; retention contracts and accelerated 6-week module systems keep dropout rates low compared to state alternative program averages.
- **Special Education (SpEd):** ~14.3% of the student body receives SpEd services. Accommodations and IEP goal progress are closely tracked through low student-to-teacher ratios (~5.7:1).
- **English Language Learners / Emergent Bilinguals:** ~37.5% of students receive language support. TELPAS (Texas English Language Proficiency Assessment System) data drives targeted scaffolding in digital and classroom instruction.

School Processes & Programs

Summary

Curriculum & Instruction Framework

- **Self-Paced Module System:** Academic courses are structured into accelerated **6-week modules**. Credit is awarded upon demonstrated mastery of Texas Essential Knowledge and Skills (TEKS) standards rather than seat-time.
- **Blended Learning Model:** Integrates digital courseware (e.g., Canvas LMS and Edgenuity) with direct, small-group facilitation by certified teachers.
- **Individualized Instruction Plans (IIPs):** Upon admission, teachers, advisors, and counselors collaborate to map out a customized pathway for each student based on missing credits and post-secondary goals.

Professional Development & Staff Growth

- **Trauma-Informed & Alternative Pedagogy:** Staff engage in GCISD professional learning focused on social-emotional learning (SEL), restorative practices, and crisis de-escalation.
- **Specialized Accommodations:** Professional development emphasizes language acquisition tools for Emergent Bilinguals (EB/EL) and specialized instructional strategies for Special Education learners.

Leadership & Decision-Making Processes

- **Collaborative Intake Committees:** Admissions decisions involve campus administration, counselors, and home-campus representatives evaluating candidate self-sufficiency and credit status.
- **Shared Leadership Model:** Due to the small staff size, teachers act as both subject matter experts and academic advisors, participating directly in operational and student intervention decisions.

Communication & Onboarding

- **Structured Application & Intake:** Prospective students independently complete a Canvas orientation course followed by an interview with the principal and counselor before admission.
- **Relational Outreach:** Teachers and advisors maintain direct, ongoing communication with parents/guardians regarding student credit progression, attendance contracts, and graduation milestones.

Organization, Scheduling, & Support Services

- **Rolling Intake Windows:** Operates on **four entry points** throughout the year (approximately every 9 weeks), enabling continuous credit acceleration and dropout prevention.
- **Wrap-Around Student Supports:** Provides access to district social workers, guidance counseling, TSIA/ASVAB testing prep, and post-secondary career planning.
- **Extracurricular & Co-Curricular Options:** Traditional campus athletics and major clubs are minimal due to the small footprint; however, students focus on workforce readiness, Career & Technical Education (CTE) tracks, and local community initiatives (such as scholarship programs hosted by the Colleyville Woman's Club).

Technology Integration Plan

- **1:1 Device Access:** Every student receives a GCISD Chromebook under the district's "Tech with Purpose" initiative, enabling learning both on campus and at home.
- **Digital Assessment & Diagnostic Tracking:** Assessment platforms track student TEKS mastery, monitor module completion rates, and deliver targeted STAAR EOC interventions online.

Perceptions

Summary

The overall perception of **Bridges Academy**—measured across student, parent, staff, and community feedback—reflects a high-trust, mission-focused environment that excels in relational satisfaction, even while navigating academic friction around standardized testing.

Student Perceptions & Beliefs

- **High Psychological Safety:** Student feedback and intake reflections consistently show that learners view Bridges as a non-judgmental "fresh start". Removing standard high school social dynamics significantly lowers anxiety, school refusal, and behavioral incidents.
- **Value of Autonomy:** Students report feeling respected as adults. They value the self-paced module structure and the freedom to manage their schedules, which builds self-efficacy and ownership over their graduation timeline.
- **Perceived Support:** The low student-to-teacher ratio (~5.7:1) leads to strong student perception ratings regarding teacher accessibility, care, and direct academic assistance.

Parent & Family Feedback

- **Strong Operational Satisfaction:** Parent surveys highlight high satisfaction with the school's communication model. Families appreciate receiving direct, personalized updates about credit completion and milestone markers rather than generic automated messages.
- **Relief & Re-engagement:** Feedback from parents often reflects gratitude for the campus's ability to re-engage students who were previously at risk of dropping out or failing in traditional high school environments.
- **Intake Agreement Alignment:** Because admission requires mutual orientation and counseling sessions, parents report a clear understanding of the academic contract and express strong alignment with the school's graduation-focused mission.

Staff Climate & Culture Feedback

- **High Shared Purpose:** Staff surveys indicate strong internal cohesion and job satisfaction. Educators express a deep commitment to the alternative education mission, viewing their roles as mentors and coaches rather than traditional lecturers.
- **High Teacher Retention:** Faculty stability is exceptionally high.
  With ~80% of teachers holding 6+ years of experience and 0% first-year turn-over, staff feedback emphasizes a supportive, low-stress working environment with low administrative friction.
- **Capacity & Professional Respect:** Teachers report feeling supported by district leadership in executing trauma-informed practices, language accommodations, and individualized instruction.

Community & External Business Operations

- **Strong Community Partnership Ratings:** Community organizations—most notably the **Colleyville Woman's Club**—hold Bridges in high regard, investing heavily through scholarships, graduation support, and campus events.
- **Effective District Integration:** As a choice-based campus evaluated under Texas Alternative Education Accountability (AEA) standards, GCISD district surveys show strong internal efficiency in how Bridges coordinates continuous rolling admissions with Colleyville Heritage and Grapevine High Schools.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The EB students are underperforming in English on the STAAR EOC.	Tier 1 Instructional Alignment: General education English teachers lack consistent training in sheltered instruction strategies (such as English Language Proficiency Standards [ELPS] integration), resulting in a lack of scaffolded academic language and complex text access during daily Tier 1 instruction.
2 ★	Bridges students are not earning their CCMR points.	Systemic CCMR Tracking & Intake: Intake procedures and Individual Instruction Plans (IIPs) focus exclusively on missing credit counts rather than auditing prior CCMR status, leading to missed opportunities to target single missing readiness indicators (e.g., one passing TSIA score or one certification) prior to exit.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas Success Initiative (TSI) data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**

- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

- [x] **Equity data**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

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

Strategy 1

Advisors will monitor advisees' attendance and follow the Bridges attendance protocol by taking the necessary actions to ensure students are in attendance. Actions will include communicating with students and parents by phone and email.

Strategy's Expected Result/Impact: Overall student attendance will increase from 86% to 88% by the end of the 2026-2027 school year. Student attendance directly correlates with student success.

Staff Responsible for Monitoring: Advisors, Attendance Registrar, Attendance Focus Group, Admin

Formative Reviews

September	February	April	June

Strategy 2

Students who still have an English or Algebra STAAR test to pass will participate in the STAAR Bootcamps and the required HB1416 hours of accelerated instruction.

Strategy's Expected Result/Impact: Teachers will use data to adapt instructional strategies to meet the needs of the students. 100% of students will meet STAAR graduation requirements.

Staff Responsible for Monitoring: English Teachers: Penney Huntzinger and Janet Baker, Math Teacher: Christina King, Admin: Jessica Jones

Formative Reviews

September	February	April	June

Strategy 3

Teachers will monitor course completion progress throughout the terms. Students who are not

on track to complete the coursework will be required to stay late on Fridays from 1:40-3:00 PM.

Strategy's Expected Result/Impact: 100% of students who are not on track with their coursework will be provided extra time weekly to complete assigned courses and receive more individualized support.

Staff Responsible for Monitoring: Advisors, Admin: Jessica Jones, Student Progress Focus Group

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

College, Career, and Military Readiness: By 2028, the CCMR indicator for GCISD graduates will increase from 69% to 90% for students. [TEA HB3 Board Goals].

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

Strategy 1

Bridges will offer the TSIA once a term, and the SAT, PSAT, and ASVAB on campus at least once a year. Bridges will offer the CTE IBC exams once a term for each CTE pathway (Entrepreneurship, Floral Design, Nutrition & Wellness, and Photography).

Strategy's Expected Result/Impact: 90% of students will participate in at least one assessment (TSIA, IBS, ASVAB) to help determine a path after high school and earn a CCMR point. The overall goal is for 60% of graduates to earn their CCMR point.

Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones; Focus Group Teachers

Formative Reviews

September	February	April	June

Strategy 2

Students will participate in Pathways to help determine their path (college or career) prior to graduating and will also participate in a Futures Planning Day in the spring.

Strategy's Expected Result/Impact: 100% of students will have an actionable post-graduation plan.

Staff Responsible for Monitoring: Pathways Teacher: Dana Naughton, Counselor: Ashley Golden

Formative Reviews

September	February	April	June

Strategy 3

Bridges will host a Career Fair at least once a year to prepare students with interviewing and job skills and provide opportunities for students to explore different careers. Bridges will partner with community and business members.

Strategy's Expected Result/Impact: 100% of students will explore different careers and prepare for different job opportunities.

Staff Responsible for Monitoring: Counselor: Ashley Golden, Advisors, Admin: Jessica Jones

Formative Reviews

September	February	April	June

Strategy 4

Bridges Staff will participate in a CCMR Focus Group to help support students with the TSIA, IBC, or ASVAB. The Focus Groups will help track students and calendar test dates, thereby organizing all CCMR testing opportunities.

Strategy's Expected Result/Impact: 100% of Bridges teachers will participate in a CCMR Focus Group and meet twice each term to review student data.

Staff Responsible for Monitoring: Bridges teachers, Admin: Jessica Jones

Formative Reviews

September	February	April	June

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 Source: 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

Staff will partner with the Bilingual Program Coordinator to review and implement steps from the book 7 Steps to Engage Language Learners in an Interactive Classroom to support our Emergent Bilingual students. Teachers will also have mini-Spanish lessons during PLC to help them communicate with and understand our Spanish-speaking students.

Strategy's Expected Result/Impact: 100% of teachers will reflect on the book and implement practices when working with students.

Staff Responsible for Monitoring: Admin: Jessica Jones, Counselor: Ashley Golden, Teachers

Formative Reviews

September	February	April	June

Strategy 2

Students will participate in weekly team-building activities through Advisory.

Strategy's Expected Result/Impact: Students will get to know their peers and form relationships within their Advisory family. School-wide attendance will increase from 86% to 88% by the end of the 2026-2028 school year.

Staff Responsible for Monitoring: Advisors and the Bridges Student Leadership Team

Formative Reviews

September	February	April	June

Strategy 3

Bridges staff will lead mini-lessons for students during each intake, including attendance protocols, setting phone alarms, sending emails, taking notes, etc.

Strategy's Expected Result/Impact: 100% of Bridges students will participate in the Bridges mini-lessons at least once a year.

Staff Responsible for Monitoring: Admin: Jessica Jones, Teachers

Formative Reviews

September	February	April	June

Strategy 4

Advisors will have weekly goal-setting meetings with students to discuss progress and course completion goals.

Strategy's Expected Result/Impact: 80% of students will stay on track to complete their courses within their allotted time.

Staff Responsible for Monitoring: Advisors

Formative Reviews

September	February	April	June

Strategy 5

Current teen moms and expecting moms who are receiving Pregnancy Related Services will participate in a Young Mothers Support Group once a month.

Strategy's Expected Result/Impact: Participating students will have opportunities to ask health-related questions to our Director of Health Services, learn about safe sleep, proper car seat installation, Pre-K and reading resources, and other services.

Staff Responsible for Monitoring: Admin: Jessica Jones, Counselor: Ashley Golden

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

The Bridges Student Leadership Team (BSLT) will plan four school-wide events for students to participate in and connect with their peers. The BSLT will help provide feedback on campus improvements, lead campus-wide events, and help to make school-wide improvements and take ownership of the culture of Bridges.

Strategy's Expected Result/Impact: 100% of students will have the opportunity to apply for the Bridges Student Leadership Team. The BSLT will plan and facilitate at least 4 school-wide events by the end of the school year, including the Bridges Service Day and the Bridges Chicken N'Pickle Team Building.

Staff Responsible for Monitoring: BSLT Teacher: Dana Naughton, Admin: Jessica Jones

Formative Reviews

September	February	April	June

Strategy 2

Bridges will partner with 6 Stones Generations to offer a 7-week mentorship program for selected students.

Strategy's Expected Result/Impact: 100% of selected students will successfully complete the 6 Stones mentoring program. The 7-week program will be offered once each semester.

Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones

Formative Reviews

September	February	April	June

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 Source: Gallup Surveys

Strategy 1

Bridges will provide staff with a treat cart each month. Bridges will also provide staff with an opportunity to be recognized by the Bridges Student Leadership Team.

Strategy's Expected Result/Impact: Staff will be recognized once a month with a special treat cart and with BSLT awards.

Staff Responsible for Monitoring: Admin Assistant: Mackenzie Pappas and Jessica Talbott

Formative Reviews

September	February	April	June

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

Bridges will conduct a satisfaction survey for staff at the middle and end of the year.

Strategy's Expected Result/Impact: Staff will be able to provide feedback so we can make campus-wide decisions that best serve students and staff. Admin will evaluate survey responses and make necessary changes to support students and staff better.

Staff Responsible for Monitoring: Admin: Jessica Jones and Jeff Mishoe

Formative Reviews

September	February	April	June

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

We will conduct a parent survey once students complete their graduation requirements.

Strategy's Expected Result/Impact: 100% of graduate parents will be provided an opportunity to complete a survey on their experience at Bridges to serve as baseline data to make future improvements.

Staff Responsible for Monitoring: Admin: Jessica Jones, Admin Assistant: Mackenzie Pappas

Formative Reviews

September	February	April	June

Strategy 2

Bridges Parents and Students will be offered the opportunity to participate in Bridges Bound during each intake term. This will be an orientation for parents and a back-to-school welcome for students.

Strategy's Expected Result/Impact: 100% of parents will have the opportunity to participate in Bridges Bound to learn about the operations and expectations of Bridges.

Staff Responsible for Monitoring: Admin: Jessica Jones

Formative Reviews

September	February	April	June

Strategy 3

Parents will be invited to participate in the Bridges Campus Excellence Committee.

The CEC 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].

Strategy's Expected Result/Impact: 100% of parents will have opportunities throughout the year to participate in the CEC, provide feedback, and learn more about the campus.

Staff Responsible for Monitoring: Admin: Jessica Jones

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

Invite community members to participate in our Bridges Career Day, including the Colleyville Women's Club.

Strategy's Expected Result/Impact: We will invite at least seven community members to participate in Career Day. This will provide an opportunity for community members to learn more about Bridges.

Staff Responsible for Monitoring: Admin: Jessica Jones, Advisors

Formative Reviews

September	February	April	June

Strategy 2

Build a partnership with 6 Stones. 6 Stones will provide a 7-week mentorship opportunity for selected students twice a year.

Strategy's Expected Result/Impact: 100% of selected students will successfully complete the 6 Stones mentoring program.

Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones

Formative Reviews

September	February	April	June

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

Invite business members to participate in the Bridges Career Day.

Strategy's Expected Result/Impact: We will invite 3 business members throughout the year or during Career Day to share opportunities with our students about their businesses and how they got started.

Staff Responsible for Monitoring: Admin: Jessica Jones, Advisors

Formative Reviews

September	February	April	June

Strategy 2

Partner with 6 Stones Generations to provide mentor services to our students.

Strategy's Expected Result/Impact: Selected students will have an opportunity to participate in a 7-week mentor program with 6 Stones Generations.

Staff Responsible for Monitoring: Counselor: Ashley Golden, Admin: Jessica Jones

Formative Reviews

September	February	April	June

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

The Bridges budget will be transparent to all stakeholders participating in the Bridges CEC. Stakeholders will have opportunities to provide feedback on Bridges' spending.

Strategy's Expected Result/Impact: The Bridges budget will be presented to the Bridges CEC at least once throughout the school year.

Staff Responsible for Monitoring: Admin: Jessica Jones

Formative Reviews

September	February	April	June

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

The Bridges administrative team will conduct quarterly evaluations of the campus budget to ensure that all spending aligns with the mission and vision of the campus and district.

Strategy's Expected Result/Impact: All spending on the Bridges campus will directly align with the campus and district's mission, vision, and goals.

Staff Responsible for Monitoring: Administrative Assistant: Mackenzie Pappas, Admin: Jessica Jones

Formative Reviews

September **February** **April** **June**

Strategy 2

The Bridges budget will be presented to the Campus Excellence Committee at least once a year.

Strategy's Expected Result/Impact: Receive feedback from stakeholders if there are other areas we need to consider when allocating funds.

Staff Responsible for Monitoring: Admin Assistant: Mackenzie Pappas, Admin: Jessica Jones

Formative Reviews

September **February** **April** **June**

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

Strategy 1

The admin and staff will review data to determine the needs of the campus.

Strategy's Expected Result/Impact: 100% of staff will review and provide feedback on the needs of the campus through an end-of-year survey.

Staff Responsible for Monitoring: Admin: Jessica Jones

Formative Reviews

September **February** **April** **June**

Strategy 2

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].

Strategy's Expected Result/Impact: 100% of Bridges classroom doors will be locked when students are occupying the room. Campus exterior doors will be locked at all times.

Staff Responsible for Monitoring: Administrators, Teachers, SRO

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD



Collegiate Academy

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:02 AM

Mission Statement

Collegiate Academy's vision is for all scholars to demonstrate college readiness by obtaining a high school diploma and an associate's degree which will prepare them for a commitment to lifelong learning.

Vision

Collegiate Academy believes in Excellence, Equity, and Empowerment for all students, so they will reach their life goals now and in their future.

Value Statement

Inspriring our CA community to discover their highest potential.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Achievement 7

School Culture and Climate 10

Goals 12

Goal 1 : Student Achievement and Post Secondary Readiness 13

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 25

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 28

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 34

Comprehensive Needs Assessment

Demographics

Summary

Collegiate Academy is a diverse campus that recruits students who meet the following Early College High School Blueprint Access Outcome-Based Measure indicators: At Risk, Economically Disadvantaged, Emergent Bilingual, and Students with Disabilities. Below are these indicators with respect to our ISD:

Data Indicators	ECHS Blueprint for Designated with a Distinction: Must meet all designated access data indicators and two access distinction data indicators.	Collegiate Academy Demographics	GCISD Demographics (2025-2026 School Year)
At Risk	No more than 20% under district (grade 9)	28%	32.1%
Economically Disadvantaged	No more than 5%under district (grades 9-12)	41%	21.7%
Emergent Bilingual	No more than 10% under district (grades 9-12)	23%	9.6%
Students with Disabilities	No more than 10% under district (grades 9-12)	7%	24.1%

Strengths

Students at Collegiate Academy typically demonstrate strong outcomes across student groups, supported in part by the intentional intervention time built into the ECHS model. This dedicated time allows us to provide targeted support and address student needs within the school day.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	During the 2025-2026 school year, 51% of the students we recruited were identified as at risk. This year, our increased recruitment of out-of-district students has contributed to a lower At-Risk population. As an ECHS, our model should seek to serve students historically underrepresented in higher education.	As CTE programs continue to grow in popularity and district enrollment declines, recruiting our target population has become increasingly challenging. Many students are now weighing the opportunity to earn an associate's degree through Collegiate Academy against participating in one of GCISD CTE programs.

★ = Priority

Student Achievement

Summary

STAAR Performance: The 2026 STAAR Performance Data indicates that Collegiate Academy demonstrated overall academic growth from the 2024-2025 school year to the 2025-2026 school year. With a total of 439 tests taken, 95% earned Approaches or higher, 81% earned Meets or higher, and 35% earned Masters. Collegiate Academy increased in all three performance categories. This data aligns with one of our campus goals for the 2025-2026 school year: for all students to grow at least one performance level. Please see the data below for a comparison of overall STAAR performance from the 2024-2025 and 2025-2026 school years.

2025-2026 Overall STAAR Performance

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	202	107	48	82	439	
Approaches GL or Above	186	103	48	82	419	95%
Meets GL or Above	157	84	41	72	354	81%
Masters GL	51	24	27	51	153	35%
Total Percentage Points						211%
Component Score						70

2024-2025 Overall STAAR Performance

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	184	81	60	93	418	
Approaches GL or Above	158	78	59	89	384	92%
Meets GL or Above	134	62	48	72	316	76%
Masters GL	41	24	20	43	128	31%
Total Percentage Points						199%
Component Score						66

CCMR: Collegiate Academy had 99% of students (84 of 85) earn a CCMR point. One student completed TX College Bridge but did not receive credit for the program. Additionally, 95% of students (81 of 85) met CCMR criteria through TSIA readiness in RLA and Mathematics.

At the end of the school year, 72 of 85 students (84%) were on track to earn an associate degree by May or summer 2026. Following the completion of summer coursework, 73% of students had earned an associate degree by August 2026. While this exceeded the 60% threshold for an ECHS distinction, it was lower than anticipated. The lower-than-expected outcome may have been influenced by an administrative staffing shortage and reduced capacity to provide the level of support historically provided to students completing coursework over the summer. However, this highlights an opportunity for us to strengthen our monitoring and support of students completing coursework during the summer.

Graduation Rate: Collegiate Academy has a 100% graduation rate, and we are committed to maintaining it. We believe that when

we focus on college success and prepare students for their future beyond high school, earning a high school diploma becomes the minimum expectation.

Strengths

Collegiate Academy earned two academic distinctions: Top 25% Comparative Academic Growth and Postsecondary Readiness. Additionally, CA exceeded the ECHS distinction threshold for the Associate Degree Indicator by 11 percentage points.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Although CA's overall STAAR performance increased across all performance levels on average, English I and II saw a decrease in the percentage of students earning Masters.	A greater emphasis on supporting students who were performing below grade level may have resulted in less intentional focus on extending learning for students who were already performing at the Masters level. To address this, each STAAR-tested subject will establish a student growth goal that includes a specific focus on increasing the percentage of students earning Masters.

★ = Priority

School Culture and Climate

Summary

Collegiate Academy has a strong, long-standing culture of excellence. Please see the graph of TEA's Accountability Overview over time below.

This culture is rooted in a shared belief among staff that all students, including those identified as at risk of not graduating high school, are capable of earning both a high school diploma and an associate degree. Collective teacher efficacy has one of the highest effect sizes related to student achievement, and CA teachers and staff consistently demonstrate a shared commitment to the vision of preparing students for lifelong success, establishing legacies within our community, and providing accelerated paths through unique opportunities.

In addition to the culture that contributes to strong student outcomes, Collegiate Academy's small size allows staff to build strong relationships with students and families. Students report feeling comfortable approaching teachers when they need support, and staff work collaboratively to meet student needs. Staff also contribute to the campus climate through employee-led initiatives that promote connection and collaboration, including birthday celebrations and weekly soup lunches beginning in November. These relationships and shared experiences contribute to a positive, supportive school environment while complementing CA's strong focus on student achievement and data-driven decision-making.

School Year	Rating/Score
2025-26	A / 97
2024-25	A / 97
2023-24	A / 97
2022-23	A / 96
2021-2022 (What if)	A / 97

Strengths

See above.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Although Collegiate Academy staff are highly engaged and committed to supporting the campus, parent participation in campus committees and the Parent Booster Club has been limited.	Parent engagement opportunities have not always been structured in ways that provide accessible and meaningful opportunities for families to participate. Strengthening communication, providing varied opportunities for involvement, and clearly communicating how parent input contributes to campus decisions will help increase parent participation.

★ = Priority

Goals

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]

Evaluation Data Source: Universal Screeners, STAAR, STAAR EOC, Accelerated Math Student Performance, STAAR Iterims, Local TEKS Checks

Strategy 1

All English I, II, and Algebra I EOC teachers will utilize the GCISD Curriculum Management Plan (CMP) with fidelity. Additionally, teachers will participate in district-wide TEKS checks, unit assessments, and other evaluations that provide students and teachers with data on academic progress and concept mastery.

Strategy's Expected Result/Impact: Algebra I
CA STAAR EOC Algebra I goals for the 2027-28 school year are as follows:
100% approaches
65% meets
49% masters - Distinction

English I
CA STAAR EOC English I goals for the 2027-28 school year are as follows:
100% approaches
55 % meets
44 % masters - Distinction

English II
CA STAAR EOC English II goals for the 2027-28 school year are as follows:
100% approaches
77 % meets
26 % masters - Distinction

Staff Responsible for Monitoring: CA STAAR EOC Teachers, CA STEM and Humanities Leads, Principal, Assistant Principal, Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Leverage ELAR Content PLCs on Friday afternoons and collaborate with GCISD World Languages to identify and implement effective common campus learning strategies (ie Word Walls, Think-Pair-Shares, Writing across all content areas) for At-Risk, emergent bilingual students, as evidenced in teacher lesson plans, classroom walkthroughs, results from district assessments, and Summit K12 benchmarks to increase the success rate of Collegiate Academy emergent bilingual students.

Strategy's Expected Result/Impact: To improve the performance of our At-Risk and Emergent Bilingual students on the English I and English II EOC

2026 Data:
English I: (n = 98)
13% (n = 13) Not Met
87% Approaches or higher
73% Meets or higher
34% Masters

EB: English 1 (n = 25)
44% (n = 11) Not Met
56% Approaches or higher
28% Meets or higher
0% Masters

At-Risk: English 1 (n = 43)
30% (n = 13) Not Met
70% Approaches or higher
44% Meets or higher
5% Masters

English 2 (n = 98)
4% (n = 4) Not Met
96% Approaches or higher
84% Meets or higher
19% Masters

EB: English II (n = 18)
17% (n = 3) Not Met
83% Approaches or higher
39% Meets or higher
0% Masters

At-Risk: English II (n = 42)
10% (n = 4) Not Met
90% Approaches or higher
62% Meets or higher
7% Masters

2027 Goal:
English I: 95% Approaches, 75% Meets, 60% Masters
English II: 92% Approaches, 78% Meets, 32% Masters
EB: Less than 10% Not Met in English I & English II
At Risk: Less than 10% Not Met in English I & English II

Staff Responsible for Monitoring: English teachers, Humanities department learning leader, LPAC Coordinator, Campus Instructional Coach, Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Collegiate Academy will utilize Friday School to provide targeted, data-driven support for students preparing for a Spring 2026 EOC, as well as for those who scored Not Met or Approaches on the 2025 EOC or 8th Grade STAAR. With early release at 1:30 PM, targeted student support will run from 1:30 to 4:30 on Friday afternoons.

Strategy's Expected Result/Impact: EOC outcome goals: The specific EOC outcome goals are aligned with Strategy 1.

Retesters Goal: 100% of students retaining an EOC exam will achieve Approaches or higher on the December 2026 administration.

2026 Data:
Number of December retesters by Content Area:
English I Retesters: 11
English II Retesters: 2
Biology Retesters: 0 students
Algebra I Retesters: 2
US History Retesters: 0

Staff Responsible for Monitoring: Algebra I, English I, English II, and US History Teachers, Campus Instructional Coach, Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

Collegiate Academy will dedicate Friday afternoons from 1:30-4:30 to strengthening Tier 1 instruction. During this time, teachers will engage in professional learning focused on best practices and the Get Better Faster Scope and Sequence to support instructional growth and ongoing professional development.

Strategy's Expected Result/Impact: Teachers will demonstrate increased proficiency in Tier 1 instructional practices aligned with the Get Better Faster Scope and Sequence.

Lesson delivery will reflect consistent use of research-based best practices.

Teachers will have a T-TESS professional practice goal involving Get Better Faster phases and strategies.

Classroom walkthrough and observation data will show measurable growth in teacher performance over the semester.

Student engagement and mastery of content will improve as evidenced by classroom assessments, benchmark data, and STAAR/EOC results.

Teachers will build greater confidence and capacity to design and implement effective, rigorous instruction.

Staff Responsible for Monitoring: Principal, CA Campus Instructional Coach, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

Collegiate Academy students take History 1301 and 1302 at Tarrant County College. Because the STAAR US HIstory EOC assesses content from History 1302, CA is offering 4 sections of History 1302 this Fall rather than the Spring. This adjustment ensures students complete all required content prior to the December EOC administration. All students enrolled in these sections are TSIA-met. One section of high school US History will remain for students who are not yet TSIA-met; these students will take the EOC in Spring 2027.

Strategy's Expected Result/Impact: As a result of this scheduling adjustment, 100% of US History students are expected to achieve Approaches or higher on the STAAR EOC.

In addition, this change allows juniors to take additional college courses in the spring semester, as they will not be required to attend weekly, scheduled tutorials

2026 - 100% of the 67 students passed US History STAAR

Staff Responsible for Monitoring: US History Teacher, Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 6

All freshmen will be enrolled in a Practical Writing class focused on TSIA 2.0 ELAR Writing and Reading objectives to help students become TSIA 2.0 ELAR-ready and to help Collegiate Academy also achieve a master's distinction in Reading and Language Arts on the English I STAAR EOC test. The course will provide supplemental support for English I, including re-teaching and retesting the lowest-scoring TEKS from district TEKS checks, interim assessments, and areas identified through English I teacher recommendations.

The Practical Writing course will also support students in writing TSIA persuasive essays that score a 5 or greater on the TSIA Essay test. Additionally, the course will teach students how to annotate and analyze college-level texts and how to improve sentence structure and concision in writing.

Strategy's Expected Result/Impact: CA English I STAAR EOC goals for the 2026-2027 school year are aligned in Strategy I and listed below as follows:

100% approaches
55 % meets
44 % masters - Distinction

The CA TSIA 2.0 ELAR goal is for 70% of freshmen to become TSIA 2.0 ELAR complete by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: English I teacher, Practical Writing teacher, Principal, Assistant Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

TCC and Collegiate Academy collaborated to establish Dual Credit Course Crosswalks for students to follow. These crosswalks enable students to take classes in their preferred degree plan, preparing them for a specified major at a 4-year university.

To meet the requirements of the Texas Higher Education Coordinating Board, CA will work with TCC to establish areas of field of study for students, starting with the class of 2031 freshman class. The principal and counselor will meet with TCC Dual Credit Partnership team to review the allowed fields of study and identify those fields of study TCC will offer.

Strategy's Expected Result/Impact: All incoming freshmen (class of 2031) will have a field of study by the end of the 2027-2028 school year.

Staff Responsible for Monitoring: School Counselor, Pathways teachers, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 2

Collegiate Academy will provide a TSIA Intersession during the week of May 18th - May 21st, 2026, for students who have not yet become TSIA Math and/or ELAR complete. Students will be provided personalized TSIA prep and an opportunity to retest so they will be eligible to take required college courses for their associate degrees.

Strategy's Expected Result/Impact: Increase the number of college credits earned by rising 10th-12th grade students in addition to increasing the Class of 2027 associate degree attainment to 90% by August 2027.

Staff Responsible for Monitoring: TSIA Coordinator, Counselor, Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

The campus principal will collaborate with Tarrant County College Northeast to offer Collegiate Academy students the opportunity to participate in their EMT program at no cost to the student.

Additionally, the campus principal will collaborate with members of TEXO Foundation to ensure that students who are interested in the trades can attend a work-based learning opportunity.

While all Collegiate Academy students will earn their CCMR points through established pathways, college credit, and national testing, exposure to additional opportunities remains a priority. Providing access to the trades expo will serve as a valuable enrichment experience for approximately 15% of the Class of 2027 and 2028, broadening their understanding of career options.

Strategy's Expected Result/Impact: 8% of the Class of 2027 will participate in the GCISD Collegiate Academy EMT program cohort. This will provide students with a valuable industry certification, supporting those who wish to pursue a career in the EMT pathway or who plan to enter a healthcare professional program.

22% of the Class of 2028 students who have expressed interest in the trades, are not on track to earn an associate degree, but have already met their CCMR requirement, will gain exposure to career opportunities in the trades by attending the TEXO Foundation Expo, Build Texas Proud.

100% of the Class of 2027 will have identified and solidified a clear next step in their postsecondary or career pathway.

Staff Responsible for Monitoring: Senior & Junior Pathways Teachers, Counselor, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

The Collegiate Academy math interventionist will provide 50 minutes a week to improve the pass rate of CA students in their TCC math course. To best support students' college class schedules, this support is broken up into three 50-minute rostered sessions on Friday. CA math interventions will continue the partnerships made with the TCC Math Department and continue to follow the instructors' TCC Canvas course and communicate with their department at least two times each semester to get feedback on how to best support our students in their college math courses.

Strategy's Expected Result/Impact: By providing support to every Collegiate Academy student enrolled in a TCC college math course, we aim to improve the college pass rate and increase the number of students who earn an associate degree

CCMR End of Year Target:
Class of 2026 | 92/94 = 100%
Class of 2027 | 80/80 = 100%
Class of 2028 | 45/103 = 85%
Class of 2029 | 17/100 = 40%

2024-2025 College Math Pass Rate: 87%
2025-2026 College Math Course Rate: 92%

Staff Responsible for Monitoring: All teachers:
TSIA Coordinator, Math and ELA Teachers, Pathways Teachers, CA Campus Coach, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

Create, implement and maintain a digital student tracker designed to help CA juniors identify, plan and communicate their future next steps. The digital student tracker contains student information, space to track college courses, high school courses, and course transferability, as well as a TCC GPA calculator, TCC Crosswalks and schedule organizers. By engaging with this tool, Collegiate Academy students and parents will have a clear understanding of their Associates of Arts degree and will be able to communicate to CA's counselor and TCC/future advisors their current progress, next steps and future plans.

Strategy's Expected Result/Impact: All Collegiate Academy students will be able to:

-Have a clear understanding of their personal progress at TCC & CA

-Know if they are on track to get their High School diploma & Associate of Arts

-Understand how college grades affect academic standing

-Gain perspective of the importance of being TSIA complete

-Gain perspective of the importance of passing dual credit college courses

-Know how classes count both towards their high school diploma and Associates of Arts

-Know which classes transfer to their next step school and will count towards their potential major

Staff Responsible for Monitoring: Counselor, Administration, all Pathway to Success teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 6

Collegiate Academy will hold a summer bridge program (Camp Collegiate) on May 24-27, 2027, to prepare freshmen to become college students at Tarrant County College Northeast. Camp Collegiate will help students begin their journey to earning a CCMR indicator by preparing for and taking the TSIA 2.0 test. Additionally, students will register for college classes and meet with TCC staff to learn about the supports the college will provide to help them earn college credits.

Strategy's Expected Result/Impact: During Camp Collegiate, 100% of freshmen will learn how to register for college classes and how to use the Hello TCC platform to find the information and resources they will need in their college classes. Additionally, 100% of freshmen will have the opportunity to take the TSIA 2.0 test so that teachers will have diagnostic data to use to prepare meaningful instruction that helps them become ELAR-complete in their freshman year.

Staff Responsible for Monitoring: Pathways I teacher, Pathways IV teacher, CA Campus Coach, Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	February	April	June

Performance Objective 3

1.3 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 Source: 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

Freshmen and sophomores will be monitored for attendance closely. After missing three classes, CA teachers will contact the student directly. If a student misses five classes, the CA Counselor will reach out to the student and their family. Should further intervention be required, the Assistant Principal and College Transition Specialist will arrange a meeting with the student, guardians, counselor, and teachers to develop attendance goals and create a support plan for the student.

Strategy's Expected Result/Impact: 26-27 High School Attendance Goal: Maintain a 97% average daily attendance rate for high school classes.

Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

College attendance is monitored through the QWICKLY report from TCC NE, which provides attendance codes for each college class absence. This report will be shared with Pathways teachers, who will review the report and contact parents if a student has accumulated more than three absences in their college classes. If the student continues to accumulate absences, the pathways teachers will set up a meeting with the student, parent, counselor, and Assistant Principal.

Strategy's Expected Result/Impact: 26-27 College Attendance Goal: Maintain a 97% TCC attendance rate

Staff Responsible for Monitoring: Pathways teacher, Counselor, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Character Strong Lessons will be embedded at least once per month in Pathway classes.

Strategy's Expected Result/Impact: This will promote a positive social and emotional culture.

Staff Responsible for Monitoring: Pathway Teachers, Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

Collegiate Academy will uphold the GCISD Code of Conduct and ensure that Tarrant County College's Code of Conduct is clearly communicated to students in order to maintain a safe and supportive learning environment.

Strategy's Expected Result/Impact: Collegiate Academy students will understand the behavioral expectations of both GCISD and TCC, fostering a sense of safety and security on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal, and all Teachers and Staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Establish a competitive Robotics team to compete in the Cowtown UIL BEST Robotics Tournament.

Strategy's Expected Result/Impact: Increase participation in robotics by 4 students to create a community and culture of professionalism, resilience, and problem-solving, while teaching technical skills and teamwork.

Staff Responsible for Monitoring: Robotics sponsor, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

CA offers student-driven clubs every Friday during 3rd period. These clubs include topics such as cooking, basketball, volleyball, board games, art, reading, weightlifting, and UIL academic subjects. All clubs will have a booth at CA's Annual Fall Fest, an event that engages our school community, prospective middle school students, CA families, and TCC partners.

Strategy's Expected Result/Impact: Collegiate Academy will foster a culture of belonging, inclusivity, and school spirit that motivates them to succeed in college courses to earn an associate's degree.

100% of freshmen and sophomores will participate in CA clubs. At the end of each semester, CA Leadership sponsor will send a club feedback form to all freshmen and sophomores to monitor engagement and quality of student clubs.

Staff Responsible for Monitoring: All CA teachers, Assistant Principal, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

In Sept students will be presented with the Signs of Suicide presentation. This presentation will educate students on the warning signs and types of mental health struggles students can face. Guidance will be given on how students can support their friends and who they go to for help. At the end of the presentation, if a student is concerned about themselves or a friend, students can fill out a Google Form for the school counselor to follow up with the student.

Strategy's Expected Result/Impact: Raise awareness of friends who are struggling and how to be supportive while finding a trusted adult to help their friend.

Staff Responsible for Monitoring: School counselor, teachers, and Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Performance Objective 1

2.1 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 Source: Gallup Surveys

Strategy 1

Utilize Collegiate Academy social media platforms to promote recruiting high-quality talent trained in teaching diverse, At-Risk student populations.

Strategy's Expected Result/Impact: Teachers prepared to instruct ECHS students with strategies and skills observed at an ECHS campus.

Staff Responsible for Monitoring: Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

Build authentic relationships with staff by creating intentional opportunities to connect, including monthly luncheons, birthday celebrations, and recognition of a Staff Member of the Month.

Strategy's Expected Result/Impact: Staff will feel valued, supported, and appreciated as both professionals and individuals, strengthening a positive and connected campus culture.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 2

During the fourth quarter, the Collegiate Academy principal will conduct stay interviews with professional staff to gather feedback, identify areas of support, and strengthen staff engagement.

Strategy's Expected Result/Impact: Increase staff retention by providing meaningful opportunities for feedback, support, and connection.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Each new Collegiate Academy staff member will be paired with an experienced teacher mentor who will provide support, guidance, and serve as a resource. Mentors will meet formally with new staff members monthly, check in weekly, and provide additional support as needed.

Strategy's Expected Result/Impact: New Collegiate Academy teachers will acclimate to our campus culture, practices, and expectations while building a strong support system within the CA team.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

No Progress

September	February	April	June

Strategy 4

To support meaningful participation in PLCs, CA will intentionally plan weekly PLCs focused on teacher development and student success through data analysis, research-based instructional strategies, and alignment with district and campus goals. We will utilize Get Better Faster to strengthen lesson planning, routines and procedures, and student engagement.

Strategy's Expected Result/Impact: Grade-level and department learning leaders will develop agendas for weekly collaboration that include PLC norms, collective commitments, the PLC focus, and TSIA/EOC data updates. All teachers and staff will work collaboratively toward our shared goal: CA students earning both a high school diploma and an associate's degree.

Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coach

Formative Reviews

No Progress

September	February	April	June

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

Increase parent involvement and membership in the Collegiate Academy Booster Club, which supports UIL teams and CA clubs. Collegiate Academy will promote the CA Booster Club by encouraging the school community to join through Parent Square, Phoenix News, and social media platforms.

Strategy's Expected Result/Impact: Work with the Collegiate Academy Family Booster Club to increase parent participation from 40% to 70% by 2028.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

Collaborate with our IHE partner, TCC, to provide students with college courses that are transferable to four-year universities. Strengthen the partnership between TCC advising and Collegiate Academy administration through the Snack and Track initiative for sophomore and junior students.

Strategy's Expected Result/Impact: Collegiate Academy students will reduce the number of courses needed to complete a bachelor's degree after graduation. Additionally, CA sophomores and juniors will develop a clear postsecondary plan through the support of their P2 and P3 teachers, TCC advising, and the TCC Transfer Center.

Staff Responsible for Monitoring: Sophomore and Junior Pathways Teachers, Principal, Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Collaborate with the GCISD Director of CTE to establish internships, job-shadowing experiences, and postsecondary career pathways for Collegiate Academy students.

Strategy's Expected Result/Impact: Collegiate Academy students will have 1-3 opportunities each semester to explore postsecondary career and technical pathways. Additionally, students will have at least two opportunities during the 2026-2027 school year to connect with local employers through mock interviews, internships, and job-shadowing experiences.

Staff Responsible for Monitoring: Principal, Senior Pathways Teacher, Counselor, in partnership with GCISD Director of CTE

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

CA will establish a Campus Excellence Committee that brings together parents, students, staff, community members, and school leaders to provide feedback and input on the direction of the campus. The committee will provide a structured opportunity to share suggestions, address concerns, and collaborate on ways to strengthen the school community.

Strategy's Expected Result/Impact: Strengthened communication and collaboration among CA stakeholders will increase engagement, create a more inclusive school community, and ensure diverse perspectives are considered in decisions that impact students and the campus.

Staff Responsible for Monitoring: Principal, Assistant Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

Encourage parent and community involvement by promoting opportunities to engage in students' experiences at Collegiate Academy, including events such as Fall Fest (9/23), Underclassmen Awards (5/27), Athletic Events (spring soccer), and Open House (9/15).

Strategy's Expected Result/Impact: Increase opportunities for parents and community members to actively engage with campus through events, games, performances, contests, and competitions, fostering stronger connections within our school community.

Staff Responsible for Monitoring: All CA teachers, coaches, and sponsors, Assistant Principal, Principal

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3

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

Strategy 1

Collegiate Academy will identify partnerships with local businesses to benefit campus initiatives and community engagement, with a goal of providing resources, internships and job shadow opportunities for students in their interested career path.

Strategy's Expected Result/Impact: 20 upperclassmen will receive job shadowing or internship opportunities by the end of the academic school year.

Staff Responsible for Monitoring: Counselor, Junior and Senior Pathways teachers

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 2

Collegiate Academy will collaborate with members of the TEXO Foundation to ensure that students who are interested in the trades can attend a work-based learning opportunity.

Strategy's Expected Result/Impact: 30 students from the Class of 2028 (Juniors) who have expressed interest in the trades, are not on track to earn an associate degree, but have already met their CCMR requirement, will gain exposure to career opportunities in the trades by attending the TEXO EXP, Build Texas Proud event.

Staff Responsible for Monitoring: Counselor, Junior Pathways

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Provide pathways classes and student clubs to foster a sense of belonging for all students, ensuring every student has access to at least one club sponsored by a teacher. Strengthen pathways programs to support students' confidence in their ability to succeed in college-level courses. Offer targeted support in TSIA classes to help students achieve "TSIA Met" status and build belief in their academic potential.

Strategy's Expected Result/Impact: All students will experience a sense of belonging through participation in Pathways classes and teacher-sponsored clubs.

Students will demonstrate increased confidence in their academic abilities, reflected in higher TSIA scores and successful completion of college-level coursework.

Staff Responsible for Monitoring: Staff Responsible for Monitoring: Pathways Teachers, Club Sponsors, Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Collaborate with the Collegiate Academy Parent Booster Club and other stakeholders to support students and families with postsecondary readiness while strengthening parent and community engagement throughout the 2026-2027 school year.

Strategy's Expected Result/Impact: CA will partner with the Booster Club to support campus events and initiatives, including Open House, the CA Angel Tree, and resources for UIL One-Act Play, UIL Soccer, and UIL Academics. CA will also partner with TCC Northeast Financial Aid to provide FAFSA support for both English- and Spanish-speaking families. Students and families will be encouraged to attend GCISD College and Career Night on October 28, 2026, which will include two FAFSA presentations led by TCC Financial Aid counselors. During Open House on September 15, 2026, CA provided an informational session for junior and senior parents focused on college admissions, FAFSA, and scholarships.

Staff Responsible for Monitoring: Principal, Counselor, Pathways 4 teacher

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

In March 2027, Collegiate Academy Sophomore Pathways teachers will invite parents to participate in student-led conferences, where students will present their identified safety, "perfect fit", and reach colleges, fostering meaningful parent involvement in their student's post-secondary planning.

Strategy's Expected Result/Impact: Parents will gain a clear understanding of the ECHS four-year plan, enabling them to more effectively support their students' preparation and application process for four-year universities.

Staff Responsible for Monitoring: Pathways 2 teachers, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: 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

Collegiate Academy students will take KINE 1164 to fulfill their high school Physical Education requirement and KINE 1304 to fulfill their Health requirement. The CA nurse will provide CPR training to ensure students meet all applicable graduation requirements.

Strategy's Expected Result/Impact: Students will develop an understanding of the importance of physical activity, healthy lifestyle choices, and basic CPR skills to support their own health and the health of others.

Staff Responsible for Monitoring: School Nurse, School Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

The Collegiate Academy Administrative Assistant/Bookkeeper and Principal will conduct a weekly review of the campus budget to ensure accurate and intentional allocation of resources. Additionally, a dedicated monthly meeting will provide an opportunity to analyze the budget in greater detail, review purchase orders, supply requests, and transportation requests, and ensure responsible management of campus funds.

Strategy's Expected Result/Impact: Improved budget accuracy and financial oversight through consistent weekly tracking and reporting. Monthly budget meetings will ensure resources are aligned with campus needs and priorities and support programs, experiences, and initiatives that directly benefit student outcomes.

The dedicated meetings will ensure that campus budget items are effectively allocated based on the campus's needs and priorities to support programs, experiences, and initiatives that directly benefit student outcomes.

Staff Responsible for Monitoring: Administrative Assistant/Bookkeeper, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

The CA Bookkeeper and Principal will meet quarterly with the STEM and Humanities Department Learning Leaders to identify department needs that support student growth and achievement. These meetings will ensure resources are allocated strategically and responsibly to address identified needs and have a direct impact on student outcomes.

Strategy's Expected Result/Impact: Strategic resource alignment, financial accountability, and improved student outcomes.

Staff Responsible for Monitoring: Principal, Bookkeeper, STEM Department Learning Leader, Humanities Department Learning Leader.

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

4.2 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

Maintain a safe and secure learning environment by consistently implementing campus safety procedures, including wearing ID badges, conducting weekly exterior door checks, keeping classroom doors locked, and completing monthly emergency management drills.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Consistent implementation of safety procedures and regular emergency drills will strengthen campus security, minimize safety risks, and provide an environment where students and staff can focus on teaching and learning.

Staff Responsible for Monitoring: Staff Responsible for Monitoring: Assistant Principal, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD



Colleyville Heritage High

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Comparative Closing the Gaps

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:04 AM

Mission Statement

CHHS challenges and supports every Panther to grow, achieve, belong, and graduate prepared to pursue a meaningful future.

Vision

VISION

Every Panther grows. Every Panther belongs. Every Panther graduates ready.

PANTHERS GROW. PANTHERS BELONG. PANTHERS GRADUATE READY.

GOAL 1 — GROW

Every Panther will demonstrate meaningful academic growth through rigorous instruction, responsive support, and high expectations for achievement.

GOAL 2 — READY

Every Panther will graduate with demonstrated college, career, or military readiness and a clearly identified postsecondary pathway.

GOAL 3 — BELONG

Every Panther will be known, supported, involved, and connected to a safe and engaging school community.

GOAL 4 — THRIVE

CHHS will sustain a high-performing school community by investing in exceptional people, strong partnerships, effective communication, and responsible stewardship of resources.

Value Statement

PURPOSE We are unwavering in our commitment to align with our mission and vision. We are deliberate in, intentional about, and mindful of how our work impacts the lives of our community, especially the students we serve every day.

INNOVATION We are unlimited by past solutions and take initiative to improve the educational experience. Our growth-oriented mindset is pervasive and goes beyond traditional approaches to meet students where they are and

design a system that fits their needs.

COMMUNITY We recognize our individual power to lead from where we are, thrive on teamwork, and embrace unique perspectives to create the best future for our students and community. We know discovering and activating the ideal path forward is a collective charge.

DECLARATION

An energized school is the heart of every vibrant community.

And an innovative education is the lifeblood of our brighter future.

In GCISD, we believe the potential of every student is an untapped well of greatness. So, the way things have always been done is not how we do things around here.

Here, we work together and truly listen to each other, because each unique voice makes our community stronger.

Here, we recognize that students have their own path and only by meeting them where they are, can we forge the best way forward.

In GCISD, we all contribute to a safe, caring environment where all students can thrive.

We do so, because our work makes a difference; in the lives of our students today and the impact they'll have on tomorrow.

By redefining what education can be, we change who we can become.

By taking the individual initiative to improve, we grow better together.

In GCISD, we show up and step up because our students and our communities deserve nothing less than our BEST!

Table of Contents

VISION 2

GOAL 1 — GROW 2

GOAL 2 — READY 2

GOAL 3 — BELONG 2

GOAL 4 — THRIVE 2

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Goals 16

Goal 1 : Student Achievement and Post Secondary Readiness 17

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 34

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 38

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 45

Comprehensive Needs Assessment

Demographics

Summary

Colleyville Heritage High School serves a diverse student population with varying academic needs and levels of performance across demographic groups. In the 2026 accountability system, 22.1% of students were identified as economically disadvantaged, and the campus earned an 85/B in Relative Performance and a 94/A in Closing the Gaps, indicating strong overall performance when student-group outcomes are considered within the accountability framework.

The Spring 2026 STAAR EOC data show, however, that student outcomes are not uniform across demographic groups. In Algebra I, 50% of all students reached Meets Grade Level, compared with 44% of Hispanic students, 44% of Black/African American students, 39% of economically disadvantaged students, 38% of Emergent Bilingual students, 25% of Special Education students, and 41% of at-risk students.

Similar patterns are evident in English Language Arts. In English I, 77% of all students reached Meets, while economically disadvantaged students were at 57%, Hispanic students at 63%, and Black/African American students at 64%. In English II, the campus Meets rate was 79%, compared with 56% for economically disadvantaged students, 50% for Black/African American students, 28% for Special Education students, 26% for identified Emergent Bilingual students, and 50% for at-risk students.

Biology and U.S. History demonstrate stronger performance across most student groups, although differences remain. In Biology, 71% of all students reached Meets compared with 60% of economically disadvantaged students, 57% of Hispanic students, 48% of Special Education students, and 33% of Emergent Bilingual students. U.S. History was the strongest EOC area overall, with 85% of students reaching Meets, while Hispanic students reached 67%, Black/African American students 80%, and economically disadvantaged students 73%.

Strengths

Colleyville Heritage High School demonstrates strong academic performance across multiple demographic groups, as evidenced by a 94/A Closing the Gaps rating and strong student-group performance in several EOC areas. U.S. History and Biology demonstrate particularly strong levels of achievement across multiple populations, while English I results show positive performance among Hispanic and Black/African American students. These outcomes demonstrate the campus's capacity to support diverse learners and provide a foundation for expanding successful instructional and intervention practices across content areas and student groups.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student outcomes are not consistent across all demographic groups, with Emergent Bilingual, Special Education, economically disadvantaged, and at-risk students performing below campus averages, particularly at the Meets and Masters levels.	Instructional and intervention systems need greater consistency and precision in differentiation, targeted support, and progress monitoring to address individual learning gaps and improve outcomes for identified student groups.

 = Priority

Student Learning

Summary

CHHS students demonstrate high levels of overall academic achievement, graduation, and college, career, and military readiness. Strengths include performance in U.S. History, Biology, English I, and English II, along with a 98.6% graduation rate and strong CCMR outcomes. Continued areas of focus include increasing individual academic growth, improving Algebra I performance, accelerating learning for students who have not previously demonstrated success on EOC assessments, increasing achievement at the Meets and Masters levels, and reducing performance differences among identified student groups. Additional review of local assessments, course grades, advanced academics, dual enrollment, TELPAS, retention, and dropout data will provide a more complete picture of student learning.

Strengths

CHHS demonstrates strong student learning outcomes as evidenced by a 93/A overall accountability rating, 92/A Student Achievement rating, 94/A Closing the Gaps rating, 98.6% graduation rate, and strong CCMR performance. Students demonstrate high levels of proficiency across multiple EOC-tested subjects, with particular strengths in U.S. History, Biology, English I, and English II. Strong first-time tester performance and academic distinctions across multiple content areas further demonstrate the effectiveness of the campus's instructional programs and commitment to preparing students for successful postsecondary pathways.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student learning is strong overall; however, academic growth, Algebra I performance, and achievement among previously unsuccessful students remain below campus expectations.	Instructional and intervention practices need greater consistency and precision in identifying learning gaps, differentiating instruction, and monitoring individual student progress.

★ = Priority

School Processes & Programs

Summary

CHHS has established instructional and support systems that contribute to high student achievement, graduation, and postsecondary readiness. Continued improvement should focus on strengthening the consistency of collaborative planning, data analysis, differentiated Tier I instruction, targeted intervention and acceleration, and individual progress monitoring. Campus processes should prioritize academic growth, Algebra I performance, previously unsuccessful EOC students, and identified student groups while identifying and replicating effective practices from high-performing programs.

Strengths

CHHS has established strong instructional, academic support, graduation, and postsecondary readiness systems that contribute to high levels of student success. Strong achievement across multiple content areas, a 98.6% graduation rate, a CCMR scaled score of 93, and a 94/A Closing the Gaps rating demonstrate the effectiveness of campus processes and programs. These established systems provide a strong foundation for continued improvement through collaborative planning, data-driven instruction, targeted student support, and the replication of successful instructional practices across the campus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus instructional and intervention processes are producing strong overall achievement; however, they are not yet producing consistent academic growth and achievement across all students and content areas, particularly in Algebra I and among students with prior EOC failures.	Collaborative planning, data analysis, differentiated instruction, targeted intervention, and progress monitoring are not implemented with sufficient consistency and precision across the campus to ensure that individual learning gaps are identified and addressed in a timely manner.

★ = Priority

Perceptions

Summary

CHHS is committed to maintaining a positive school culture characterized by high expectations, strong relationships, effective communication, student and staff engagement, and meaningful family and community partnerships. Campus achievement outcomes indicate a strong foundation of student success; however, a comprehensive evaluation of perceptions requires continued analysis of student, staff, and parent surveys, stakeholder feedback, participation and engagement data, communication effectiveness, community partnerships, and staff retention. These data should be used to identify differences in stakeholder experiences and guide improvements that strengthen belonging, trust, communication, and engagement across the Panther community.

Strengths

CHHS benefits from a strong culture of Panther pride, high expectations, collaboration, and community engagement. Established communication and engagement structures provide students, staff, parents, and community members opportunities to remain informed, involved, and connected to the campus. Strong stakeholder relationships, family and community involvement, and a shared commitment to student success provide a solid foundation for maintaining a positive school culture and climate.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Stakeholder engagement and communication opportunities are available; however, CHHS needs a more systematic process for measuring student, staff, parent, and community perceptions and using that feedback to guide continuous improvement.	A consistent cycle for collecting, analyzing, responding to, and monitoring stakeholder feedback has not been fully established across all stakeholder groups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

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

Strategy 1

Colleyville Heritage High School will actively engage Professional Learning Teams (PLTs) to strengthen instructional excellence in the areas of English 1, English 2, and Algebra 1. PLTs will:

- Implement high-impact instructional practices that promote rigorous instruction and student-centered learning.

- Conduct systematic data reviews to analyze student performance, monitor progress, and drive instruction.

- Develop collaborative assessment plans that are standards-aligned, ensuring consistency across English I, English II, and Algebra I classrooms.

Through these intentional practices, CHHS will foster consistent instructional alignment, increase student achievement, and support equitable growth across all student populations.

Strategy's Expected Result/Impact: By June 2027, the percentage of all students performing at Meets Grade Level or Higher on the English 1 EOC will increase to at least 80%, up from 77% in 2026.

By June 2027, the percentage of students performing at Masters Grade Level on the English 1 EOC will increase to at least 27%, up from 24% in 2026.

By June 2027, the percentage of all students performing at Meets Grade Level or Higher on the English 2 EOC will increase to at least 82%, up from 79% in 2026.

By June 2027, the percentage of students performing at Masters Grade Level on the English 2 EOC will increase to at least 20%, up from 14% in 2026.

By June 2027, the percentage of all students performing at Meets Grade Level or Higher on the Algebra 1 EOC will increase to at least 55%, up from 49% in 2026.

By June 2027, the percentage of students performing at Masters Grade Level on the Algebra 1 EOC will increase to at least 27%, up from 22% in 2026.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, GCISD Directors of ELA and Math

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Targeted professional learning will focus on Limited English Proficient (LEP) students by equipping teachers with strategies to support the development and application of academic language. Professional learning will emphasize the integration of reading, writing, listening, and speaking skills across all content areas to ensure LEP students can access rigorous, grade-level instruction.

Strategy's Expected Result/Impact: By June 2027, the percentage of LEP/Emergent Bilingual students demonstrating annual TELPAS growth will increase from 49.6% to at least 55%, while the percentage of students demonstrating no change will decrease from 33.6% to 28% or less and regression will decrease from 6.1% to 4% or less. Additionally, the percentage of students achieving TELPAS Composite 4 will increase from 34.4% to at least 40%.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, GCISD Directors of ELA and LOTE.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Colleyville Heritage High School will provide targeted support for students who have not previously demonstrated success on state assessments in English I, English II, or Algebra I. These students will be scheduled into strategic learning sessions during the instructional day to ensure access to focused, content-specific support.

- Sessions will be taught by certified teachers in the identified content area of need, ensuring expertise and alignment with state standards.

- Instruction will emphasize closing learning gaps, reinforcing prerequisite skills, and strengthening content mastery.

- The ultimate goal will be to improve students' knowledge, skills, and confidence before the administration of the next End-of-Course (EOC) exam.

Strategy's Expected Result/Impact: By the Spring 2027 EOC administration, students enrolled in Strategic Learning classes who are retesting will demonstrate increased achievement compared with Spring 2026 baseline performance.
- English I retesters will increase from 21% to at least 40% at Approaches Grade Level or Above and from 7% to at least 15% at Meets Grade Level or Above.
- English II retesters will increase from 14% to at least 35% at Approaches and from 7% to at least 15% at Meets.
- Algebra I retesters will increase from 28% to at least 45% at Approaches and from 17% to at least 25% at Meets.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

Colleyville Heritage High School students who have not demonstrated success on previous state assessments will receive accelerated instruction designed to close learning gaps and build mastery of essential standards [HB 1416]. Instructional supports will include:

- High-quality, data-driven instructional materials aligned to state standards and student needs.

- Targeted small-group instruction delivered by teachers trained in evidence-based remediation strategies.

- Ongoing progress monitoring to ensure instruction is responsive and student growth is measurable.

Strategy's Expected Result/Impact: By the Spring 2027 EOC administration, CHHS will increase the percentage of students who previously did not pass an EOC assessment who demonstrate improved performance at each achievement level:

English I: Approaches Grade Level or Above will increase from 21% to 40%, Meets from 7% to 15%, and Masters from 0% to 5%.
English II: Approaches Grade Level or Above will increase from 14% to 35%, Meets from 7% to 15%, and Masters from 0% to 5%.
Algebra I: Approaches Grade Level or Above will increase from 28% to 45%, Meets from 17% to 25%, and Masters from 0% to 5%.

Student progress will be monitored, and instruction will be adjusted based on identified learning gaps, formative assessment results, and student response to accelerated instruction.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

CHHS will strengthen Tier I instruction through ongoing, job-embedded professional learning focused on TEKS alignment, instructional rigor, student engagement, clear learning objectives, checks for understanding, purposeful lesson closure, and formative assessment. Teachers will collaboratively analyze student performance data and student work to identify learning gaps, differentiate instruction, and provide timely support and acceleration. Campus leaders will monitor implementation through collaborative planning, classroom walkthroughs, feedback, and student achievement and growth data to ensure consistent, rigorous instruction for every student.

Strategy's Expected Result/Impact: By Spring 2027, strengthened Tier I instruction will result in increased student achievement and academic growth.
- English I performance will increase to 93% Approaches, 80% Meets, and 27% Masters;
- English II will increase to 92% Approaches, 82% Meets, and 20% Masters; and
- Algebra I will increase to 85% Approaches, 55% Meets, and 27% Masters.

Additionally, CHHS will improve upon its 74/C Academic Growth rating by consistently implementing rigorous, TEKS-aligned instruction, formative assessment, checks for understanding, differentiation, and data-driven instructional adjustments.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, AVID site team leaders

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 6

CHHS will implement a systematic process for monitoring individual student academic growth in English I, English II, and Algebra I. Professional Learning Teams will use state assessment data, local assessments, common formative assessments, and student work to establish individual student baselines, monitor progress toward expected growth, and identify students who are not demonstrating sufficient progress. Teachers will provide timely intervention, acceleration, or enrichment based on individual student needs. Progress will be reviewed throughout the instructional cycle to ensure every student demonstrates measurable academic growth.

Strategy's Expected Result/Impact: By Spring 2027, systematic monitoring of individual student progress will increase academic growth in English I, English II, and Algebra I and contribute to improving CHHS's Academic Growth rating from 74/C to at least 80/B. PLTs will regularly analyze individual student performance, identify students not demonstrating expected growth, and provide timely intervention, acceleration, or enrichment. EOC performance will increase to
93% Approaches, 80% Meets, and 27% Masters in English I;
92% Approaches, 82% Meets, and 20% Masters in English II; and
85% Approaches, 55% Meets, and 27% Masters in Algebra I.

Staff Responsible for Monitoring: Principal, Academic Associate, Assistant Principals, Teachers, Department Leaders, District Directors and Cooridnators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

College, Career, and Military Readiness: By 2028, 100% 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].

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

Strategy 1

CHHS will support students in demonstrating College, Career, and Military Readiness. Students will demonstrate success by:

- An AP score of 3 or higher
- Completion of a Dual Enrollment course
- SAT score of 480 in Reading and 530 in Math
- ACT score of 19 in English and 19 in Math
- Students will demonstrate TSIA college readiness by earning a score of at least 945 in ELAR with an essay score of 5 or higher and/or a score of at least 950 in Mathematics

Strategy's Expected Result/Impact: At least 98% of students in the class of 2027 will attain their CCMR point. This will benefit students by limiting the remediation classes they will need to take in post-secondary education or trade schools.

Staff Responsible for Monitoring: CHHS Admin, Teachers, and Counseling Department

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will ensure that all students have access to college readiness assessments during the 2026-2027 school year.

- The PSAT/NMSQT will be administered to all students in grades 9-11 to provide practice, establish baseline data, and identify areas for academic growth.

- The SAT will be administered in the Fall of 2026 to Seniors who did not participate in the Spring 2026 SAT administration.

- The SAT will also be administered in the Spring of 2027 to all Juniors as part of the district's college and career readiness initiatives.

- 100% of eligible CHHS juniors will participate in the SAT exam.

- All students who do not attain scores that demonstrate CCMR readiness through SAT or ACT will be administered the TSIA.

Strategy's Expected Result/Impact: By June 2027, CHHS will provide PSAT/NMSQT access to students in grades 9-11, SAT access to all juniors, and a fall SAT opportunity for seniors who did not participate in the prior spring administration. Participation will be monitored following each administration, and assessment results will be used to identify students requiring targeted college-readiness support. Identified students needing targeted college-readiness support will also take the TSIA exam.

Staff Responsible for Monitoring: CHHS Testing Coordinator and CHHS Administration

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

Colleyville Heritage High School will collaborate with the Career and Technical Education (CTE) Department to expand student participation in CTE pathways. Efforts will focus on encouraging enrollment, supporting course completion, and providing targeted opportunities for students to pursue Industry-Based Certifications (IBCs).

Strategy's Expected Result/Impact:
The goal is to increase the number of students earning Industry-Based Certifications during the 2026-2027 school year by at least 5% over the 2025-2026 baseline, thereby enhancing college, career, and military readiness (CCMR) outcomes and equipping students with valuable skills for postsecondary success.

Staff Responsible for Monitoring: CTE Director, CTE Teachers, CHHS Adminstration, CHHS Counselors,

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 4

Colleyville Heritage High School will closely monitor students' progress toward College, Career, and Military Readiness (CCMR) through quarterly data meetings. These meetings will focus on:

- Tracking students who have already attained their CCMR point.

- Identifying students beginning in their sophomore year who have not yet earned a CCMR point and developing individualized plans for attaining CCMR points.

- Planning and implementing targeted opportunities, such as advanced coursework, CTE certifications, dual credit, TSI readiness and testing, or military readiness pathways, to provide multiple avenues for students to meet CCMR requirements.

Strategy's Expected Result/Impact: 98% of graduating seniors will obtain their CCMR point prior to graduation in May of 2027

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 5

CHHS will host meetings and inform students and parents about dual enrollment opportunities through Tarrant County College, Tarleton State University, and McMurry University.

Strategy's Expected Result/Impact: Students will receive more information about the dual opportunities available through CHHS. The number of students receiving their CCMR points through dual enrollment will increase by 5% during the 2026-2027 school year.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 6

Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].

Strategy's Expected Result/Impact: CHHS will provide college admissions and financial-aid information to students and families through at least two campuswide information opportunities during the 2026-2027 school year, supplemented by counselor communication and individual support. Participation will be documented to establish a baseline for future family engagement.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 7

Colleyville Heritage High School will encourage, support, and provide individualized planning for students interested in pursuing military service after graduation. CHHS will regularly invite representatives from branches of the United States Armed Forces to campus to provide students with information regarding military careers, enlistment opportunities, education benefits, and pathways to service. Additionally, CHHS will explore the feasibility of establishing a Junior Reserve Officers' Training Corps (JROTC) program to provide students interested in military service and leadership with additional opportunities for career exploration, leadership development, and preparation for future service, and scholarship opportunities.

Strategy's Expected Result/Impact: During 2026-2027, CHHS will host representatives from multiple branches of the United States Armed Forces, provide at least one ASVAB administration, track student ASVAB participation and military interest, and complete an initial feasibility review of a JROTC program by June 2027.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 8

CHHS will identify seniors who have not yet demonstrated a CCMR indicator and provide targeted opportunities for each student to achieve CCMR prior to graduation. Counselors, administrators, and designated staff will develop an individualized CCMR pathway for each identified student and monitor progress throughout the school year. Supports may include:

- SAT/ACT preparation and retesting,
- TSIA preparation and testing,
- Dual enrollment,
- AP coursework and examinations,
- Industry-Based Certifications, and
- Other state-approved CCMR pathways.

Strategy's Expected Result/Impact: By Spring 2027, 98% of seniors who have not earned a CCMR indicator will have an individualized CCMR completion plan, with progress monitored throughout the year and targeted opportunities provided to earn an indicator prior to graduation.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 9

CHHS will use PSAT, SAT, ACT, TSIA, course performance, and other available student data to identify students who have not yet demonstrated college readiness in English/Reading and Mathematics. Identified students will receive targeted preparation, intervention, and information about reassessment opportunities designed to address specific skill gaps and increase college-readiness attainment.

Strategy's Expected Result/Impact: By June 2027, CHHS will increase the percentage of students meeting SAT/ACT college-readiness criteria from the historical baseline of 50.6% to at least 55%, while increasing the average SAT score from 1079 to at least 1100. One hundred percent of identified students who have not demonstrated college readiness will be provided targeted preparation and an appropriate SAT, ACT, or TSIA testing opportunity.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: 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

Colleyville Heritage High School will maintain a safe and secure learning environment by collaborating with the Colleyville Police Department and the CHHS School Resource Officer (SRO) to implement proactive safety measures. These efforts will include:

- Student ID checks to ensure accountability and secure access to campus.

- Daily inspections of exterior and interior doors to maintain secure entry points.

- Monthly safety and security drills to prepare students and staff for emergencies.

- Active monitoring of hallways and the school perimeter to promote a visible and preventative safety presence.

- Regularly scheduled safety audits are conducted to identify and address potential vulnerabilities.

Strategy's Expected Result/Impact: CHHS will maintain a safe and secure learning environment through consistent implementation of campus safety procedures. 100% of required safety drills, daily door inspections, and scheduled safety audits will be completed, with identified safety concerns addressed promptly to ensure compliance with district and state safety requirements and minimize disruptions to instruction.

Staff Responsible for Monitoring: CHHS Administration, SRO, Teachers, Staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will implement RaaWee K-12 Software as a tool to strengthen attendance monitoring and intervention systems. The platform will be used to:

- Track attendance to identify patterns of absenteeism.

- Address mass absenteeism efficiently through timely communication with students, parents, and staff.

- Schedule and manage makeup hours to ensure students remain on track for credit recovery and course completion.

Strategy's Expected Result/Impact: By June 2027, CHHS will increase overall student attendance by at least 0.25 percentage points from the 2025-2026 baseline and reduce the number of students at risk of losing credit due to attendance.

Staff Responsible for Monitoring: CHHS Administration, CHHS Attendance, CHHS Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Colleyville Heritage High School will ensure that all students participate in monthly Character Strong lessons delivered through their English classes during the school year. These lessons will:

- Provide consistent opportunities for students to engage in character development.

- Reinforce the school's commitment to building a positive campus culture that emphasizes responsible decision-making.

- Support students' academic and personal growth by integrating character education into the daily learning environment.

Strategy's Expected Result/Impact: CHHS will ensure students receive consistent opportunities to develop skills related to responsible decision-making, positive relationships, self-management, and productive choices. Monthly Character Strong lessons will be implemented throughout the school year, with the expected result of increased student connectedness, improved decision-making, and a positive and respectful campus culture that supports student learning and well-being. 100% of scheduled monthly Character Strong lessons will be provided, and CHHS will reduce student disciplinary referrals by at least 5% from the 2025-2026 baseline.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, ELA Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

Colleyville Heritage High School will enforce the GCISD Student Code of Conduct with consistency and fidelity to ensure that student behavior supports an optimal learning environment. Administrators and Staff will:

- Apply behavioral expectations fairly and consistently.

- Promote a positive school culture where respect and safety are evident.

- Implement proactive and restorative practices that address behavior while supporting students' academic growth.

Strategy's Expected Result/Impact: CHHS will consistently implement behavioral expectations and the GCISD Student Code of Conduct to maintain a safe, orderly, and productive learning environment. The expected result will be a reduction in repeated disciplinary incidents and classroom disruptions, increased consistency in student behavioral expectations, and preservation of instructional time. Students demonstrating recurring behavioral concerns will receive appropriate interventions and supports designed to promote positive behavioral choices and academic success. CHHS will reduce total student disciplinary referrals by at least 5% and monitor repeated offenses, classroom removals, ISS, and OSS each grading period.

Staff Responsible for Monitoring: CHHS Administration and Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 5

CHHS will strengthen its multi-tiered system of support to proactively identify and address students' academic, behavioral, attendance, and social-emotional needs. Campus teams will regularly review student data to identify students requiring additional support and implement appropriate Tier I, Tier II, or Tier III interventions. Student response to interventions will be monitored to determine effectiveness and guide adjustments to supports.

Strategy's Expected Result/Impact: Students demonstrating behavioral or attendance concerns will be identified earlier and receive increasingly targeted support based on individual need, resulting in improved student engagement, attendance, behavior, and academic success. Campus teams will review identified student academic, behavioral, and attendance data at least once each grading period. One hundred percent of students referred for Tier II or Tier III support will have documented interventions and progress monitoring.

Staff Responsible for Monitoring: CHHS Administration, Counselors, and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Colleyville Heritage High School will intentionally promote the wide variety of clubs and student organizations available on campus to encourage student involvement and strengthen school culture. This will include participation in community and campus events such as Cat Camp, Panther Pride Night, Open House, Familia Unidas, and Middle School Night.

These opportunities will:

- Increase student awareness and participation in extracurricular activities.

- Foster a sense of belonging and connectedness among students.

- Showcase the diverse opportunities available at CHHS to both current and future Panthers.

Strategy's Expected Result/Impact: CHHS will increase student awareness of and participation in school-sponsored clubs, organizations, and activities by intentionally promoting involvement opportunities throughout the school year. Increased participation will strengthen student connectedness, belonging, school pride, and engagement, while moving CHHS toward the goal of 100% of students participating in at least one school-sponsored co-curricular or extracurricular activity annually.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Coaches, and Directors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will intentionally design the master schedule to provide athletic coaches and fine arts directors the flexibility to visit feeder middle schools and engage with prospective students. This intentional outreach will allow staff to begin building positive relationships with students prior to their enrollment at CHHS, building early connections, supporting program growth, and strengthening the transition of students into high school.

Strategy's Expected Result/Impact: CHHS will strengthen student participation in athletic, fine arts, and other extracurricular programs by developing relationships with prospective students prior to their transition to high school. Increased feeder-school outreach will result in greater awareness of CHHS programs, stronger connections between middle school and high school programs, increased participation and retention in extracurricular activities, and a more successful transition to CHHS. These efforts will support continued program growth and contribute to the goal of 100% student participation in at least one school-sponsored activity annually.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Coaches, and Directors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

CHHS will develop and maintain a system to monitor individual student participation in school-sponsored co-curricular and extracurricular activities. Participation data will be reviewed periodically to identify students who are not involved in at least one campus activity and to measure progress toward the goal of 100% student participation.

Strategy's Expected Result/Impact: CHHS will maintain accurate participation data that identifies students who are and are not connected to school-sponsored activities. This information will allow campus staff to provide targeted outreach and support, resulting in increased student involvement and measurable progress toward 100% annual student participation.

Staff Responsible for Monitoring: Principal, Associate Principal/Assistant Principal, Counselors, Athletic Coordinators, Fine Arts Directors, Club/Organization Sponsors, and Campus Data/PEIMS Staff

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

CHHS will recognize and celebrate students who maintain high GPAs while participating in time-intensive extracurricular and co-curricular activities, including athletics, fine arts, academic organizations, leadership programs, CTE organizations, and other school-sponsored activities. Recognition will highlight students who demonstrate the ability to balance significant commitments with high levels of academic achievement.

Strategy's Expected Result/Impact: CHHS will establish criteria for recognizing students who maintain a high GPA while participating in time-intensive school-sponsored activities. Qualifying students will be recognized at least once each semester, and participation data will be tracked to establish a baseline for future recognition and student engagement efforts.

Staff Responsible for Monitoring: Principal, Associate Principal/Assistant Principal, Counselors, Athletic Coordinators, Fine Arts Directors, Club/Organization Sponsors, and Campus Data/PEIMS Staff

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: Required dating-violence prevention instruction and staff training will be completed during the 2026-2027 school year. Completion will be documented, and students and staff will be provided with information regarding reporting procedures and available resources.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

CHHS will ensure that faculty and staff receive training and resources related to bullying prevention, dating violence awareness, vaping and substance-use prevention, suicide awareness and prevention, conflict resolution, and appropriate procedures for identifying, reporting, and responding to student concerns.

Strategy's Expected Result/Impact: Faculty and staff will demonstrate increased awareness of student safety and well-being concerns and understand appropriate procedures for prevention, identification, reporting, and response. Consistent implementation will support early intervention and contribute to a safe and supportive campus environment. By June 2027, 100% of required campus staff will complete assigned prevention, identification, reporting, and response training.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

CHHS will continue to support student-led prevention and peer-support programs, including Hope Squad. Hope Squad will meet monthly with the Student Advocate Counselor to promote suicide prevention and awareness, help students recognize warning signs and appropriate help-seeking behaviors, connect peers with trusted adults, and implement initiatives that promote student connectedness, belonging, and a positive school culture.

Strategy's Expected Result/Impact: Students will have increased awareness of suicide-prevention resources, warning signs, help-seeking behaviors, and trusted adults available on campus. Hope Squad initiatives will strengthen peer connections, student belonging, and awareness of available mental health and crisis-support resources.

Staff Responsible for Monitoring: CHHS Administration and CHHS Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

CHHS will systematically monitor student attendance and identify students demonstrating patterns of excessive or chronic absenteeism. Campus staff will provide timely interventions, family communication, counseling, attendance plans, makeup-hour opportunities, and additional supports designed to address barriers to attendance and keep students on track for course completion and graduation.

Strategy's Expected Result/Impact: By June 2027, CHHS will increase overall student attendance by at least 0.25 percentage points from the 2025-2026 baseline and reduce the number of students at risk of losing credit due to attendance. CHHS will reduce chronic absenteeism and the number of students at risk of losing course credit because of attendance. Early identification and intervention will increase student attendance, course completion, engagement, and progress toward graduation.

Staff Responsible for Monitoring: Principal, Associate Principals/Assistant Principals, Attendance Clerks, Counselors, PEIMS/Data Staff, Student Advocate Counselor, and Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 5

CHHS will utilize proactive behavioral interventions, restorative practices, conflict-resolution strategies, and tiered student supports to address behavioral concerns while minimizing unnecessary loss of instructional time. Administrators will regularly review discipline data to identify patterns in referrals, repeated offenses, classroom removals, ISS, and OSS and determine appropriate interventions for students demonstrating recurring behavioral needs.

Strategy's Expected Result/Impact: CHHS will reduce repeated disciplinary incidents by at least 5% from the 2025-2026 baseline and instructional time lost as a result of student discipline. Students demonstrating recurring behavioral concerns will receive targeted interventions designed to improve decision-making, behavior, classroom engagement, and academic success.

Staff Responsible for Monitoring: Principal, Associate Principals/Assistant Principals, Attendance Clerks, Counselors, PEIMS/Data Staff, Student Advocate Counselor, and Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Gallup Surveys

Strategy 1

Colleyville Heritage High School will continue implementing a teacher incentive program that encourages staff members for recommending qualified candidates who are subsequently hired at CHHS.

Strategy's Expected Result/Impact: By June 2027, CHHS will track the number of qualified candidates referred through the employee referral program, the number interviewed, and the number hired. The campus will establish a 2026-2027 recruitment baseline and use the data to determine the effectiveness of employee referrals as a recruitment strategy.

Staff Responsible for Monitoring: CHHS Administration, CHHS Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will utilize social media platforms to actively promote open teaching positions and attract potential candidates.

Strategy's Expected Result/Impact: By June 2027, CHHS will document all campus vacancies promoted through social media and track the number of qualified applicants generated for open positions. Recruitment data will be used to establish a baseline for applicant volume and determine which outreach methods are most effective in attracting qualified candidates.

Staff Responsible for Monitoring: CHHS Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

CHHS will implement a recruitment data-monitoring process to track campus vacancies, number of qualified applicants, referral source, time required to fill positions, interview-to-hire rates, and hard-to-fill positions. Campus leadership will review recruitment data during the hiring cycle to evaluate the effectiveness of recruitment strategies and make adjustments as needed.

Strategy's Expected Result/Impact: CHHS will establish baseline recruitment metrics for all campus vacancies, including applicant volume, referral source, interview-to-hire rate, and time-to-fill. These data will be used to identify the most effective recruitment practices and improve the efficiency and quality of future hiring efforts.

Staff Responsible for Monitoring: CHHS Admin, Counselors, Dept. Leaders, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

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

Colleyville Heritage High School will continue to implement the Teacher of the Month and Paraprofessional of the Month awards to recognize staff members who go above and beyond in their service to students, colleagues, and the CHHS community.

Strategy's Expected Result/Impact: CHHS will recognize teachers and paraprofessionals monthly throughout the 2026-2027 school year. Staff perception data will be reviewed through climate surveys to measure employee perceptions of recognition, appreciation, and campus morale, with the goal of demonstrating positive or improved staff perceptions by June 2027.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School administrators will actively seek staff input by utilizing monthly Faculty Meetings, Department Learning Leader (DLL) Meetings, and climate check surveys.

Strategy's Expected Result/Impact: CHHS will collect staff feedback throughout the 2026-2027 school year through faculty meetings, DLL meetings, and climate-check surveys. Campus leadership will review feedback, identify recurring themes, communicate responses and actions to staff, and monitor climate data for improvement in staff perceptions of communication, support, involvement in decision-making, and overall job satisfaction. At least one formal staff climate review will occur each semester, and identified campus actions will be documented and communicated to staff.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

Colleyville Heritage High School leaders will collaborate with the PTSA and other campus and community groups to provide appreciation events and activities designed to ensure a strong sense of support and camaraderie among staff and students throughout the school year. Special emphasis will be placed on organizing events during months that are traditionally more challenging, such as October, February, and testing periods, as well as during times of celebration, including Homecoming, the holidays, and graduation season.

Strategy's Expected Result/Impact: CHHS will provide staff appreciation and morale-building opportunities throughout the school year, including targeted activities during October, February, testing periods, and other high-stress times. Staff climate and satisfaction data will be reviewed to determine whether employees report feeling valued, supported, and connected to the campus community.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff, CHHS PTSA

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 4

CHHS will establish a systematic process for monitoring staff retention, including the percentage of teachers and staff returning each year, voluntary resignations, retirement-related departures, hard-to-retain positions, and reasons employees choose to leave. Campus leadership will review exit information and annual retention data to identify trends and determine appropriate responses.

Strategy's Expected Result/Impact: By June 2027, CHHS will establish baseline retention data by employee group and identify primary reasons for voluntary staff departures. The campus will use these data to develop targeted retention actions and maintain or improve the percentage of eligible staff returning for the 2027-2028 school year.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff, CHHS PTSA

Formative Reviews

September	February	April	June

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

Colleyville Heritage High School will regularly seek and review parent and family feedback through stakeholder surveys, Parent Advisory Council meetings, campus events, and other feedback opportunities. CHHS administration will review feedback at least once each semester, identify trends and areas of concern, and implement appropriate actions in response to stakeholder input.

Strategy's Expected Result/Impact: CHHS will establish baseline parent/family satisfaction and engagement data. Parent feedback will be formally reviewed at least once each semester, and identified areas for improvement will result in documented campus actions or communication. Baseline data will be used to establish measurable parent satisfaction targets for 2027-2028.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will utilize social media platforms, newsletters, emails, and additional communication channels to keep the community informed, engaged, and connected to campus initiatives.

Strategy's Expected Result/Impact: CHHS will provide consistent campus communication to families throughout the 2026-2027 school year through established communication platforms. Communication engagement data, including available newsletter, social media, website, and stakeholder feedback metrics, will be reviewed at least once each semester to establish baseline engagement levels and identify opportunities to improve the reach and effectiveness of campus communication.

Staff Responsible for Monitoring: CHHS Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

CHHS will maintain accessible opportunities for parents and families to communicate with campus teachers, counselors, and administrators through Open House, parent conferences, campus events, electronic communication, and individual meetings. Campus leadership will monitor stakeholder concerns and feedback to identify recurring communication needs and opportunities for improvement.

Strategy's Expected Result/Impact: CHHS will establish baseline data regarding parent/family access and satisfaction with campus communication and use stakeholder feedback to identify and address recurring communication concerns.

Staff Responsible for Monitoring: CHHS Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

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

Strategy 1

Colleyville Heritage High School will collaborate with the CHHS PTSA to implement targeted outreach strategies and engagement initiatives designed to strengthen parent, teacher, and student involvement. The goal is to increase overall participation by at least 7% and to earn a Golden Apple (100% staff participation) by May 2027.

Progress will be monitored through:

- Membership data to track increases in parent, teacher, and student enrollment in PTSA.

- Event attendance records to measure engagement in schoolwide activities and programs.

- Volunteer participation rates to assess the level of community involvement and support.

Strategy's Expected Result/Impact: By May 2027, CHHS will increase overall PTSA participation by at least 7% from the previous year and achieve 100% staff participation to earn Golden Apple recognition. Membership, event attendance, and volunteer participation data will be reviewed throughout the year to measure growth in stakeholder engagement.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will create consistent opportunities for the community to engage with campus leaders by hosting monthly events designed to maximize two-way communication and foster collaborative partnerships. These opportunities will include:

- Town Hall Meetings to share updates and address community questions in an open forum.

- Parent Advisory Council sessions to gather input and collaborate on school initiatives.

- Targeted stakeholder surveys to collect feedback from parents, students, and staff on key issues.

- Community feedback forums to encourage dialogue and strengthen relationships with all stakeholders.

Strategy's Expected Result/Impact: CHHS will provide at least one opportunity each month for parents and community members to engage directly with campus leadership. Attendance and/or participation will be documented, stakeholder feedback will be reviewed, and recurring themes will be identified and used to inform campus decisions and communication. By June 2027, CHHS will establish baseline participation data for community engagement opportunities.

Staff Responsible for Monitoring: CHHS Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

CHHS, in collaboration with GCISD CTE staff and community/business partners, will provide mock interview opportunities for identified CTE students to develop interviewing,

communication, resume, and professional skills. Student participation and employer/community partner participation will be documented annually.

Strategy's Expected Result/Impact: By June 2027, 100% of students participating in designated CTE programs offering mock interviews will have access to a mock interview experience. Student participation, business/community partner participation, and available student feedback will be collected to establish baseline data and evaluate the effectiveness of the experience.

Staff Responsible for Monitoring: GCISD CTE Staff, CHHS Administration, CHHS CTE Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

CHHS leadership, in collaboration with the PTSA and Campus Excellence Committee, will identify, develop, and maintain partnerships with local businesses and community organizations that provide students and staff with resources, expertise, mentorship, internships, career exploration, sponsorships, or other opportunities that support campus programs and student success.

Strategy's Expected Result/Impact: By June 2027, CHHS will establish a baseline inventory of active business and community partnerships and document the specific contribution or opportunity provided by each partner. CHHS will use the baseline to establish future growth targets for the number and scope of active partnerships.

Staff Responsible for Monitoring: CHHS Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

CHHS will implement the Character Strong program on campus through monthly discussions during English classes.

Strategy's Expected Result/Impact: Students will learn to be active members of their school and community. CHHS will reduce student referrals by 5% by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Student Advocate, English teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

CHHS will begin implementing Raa Wee K-12 Software to monitor attendance, address mass absenteeism quickly, and schedule student makeup hours.

Strategy's Expected Result/Impact: CHHS will increase our attendance by 0.25% during the 2026-2027 school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance clerks

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

CHHS will monitor student course performance at each grading period to identify students at risk of course failure or unsuccessful transition to the next grade level. Counselors, teachers, and administrators will coordinate targeted academic supports, parent communication, tutoring, credit recovery, and other interventions based on individual student need.

Strategy's Expected Result/Impact: By June 2027, CHHS will establish and monitor course-failure data by grade level and provide documented intervention for students identified as at risk of failing required courses. The campus will reduce the number of students requiring credit recovery and increase the percentage of students successfully advancing to the next grade level.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Attendance clerks

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Each campus-level 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]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement].

Strategy's Expected Result/Impact: CHHS will conduct at least one public Campus Excellence Committee meeting following the release of annual accountability ratings. Attendance will be documented, stakeholders will be provided an opportunity to ask questions and provide feedback, and feedback/participation data will be maintained as evidence of parental and community involvement.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors, CHHS Staff, CEC

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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 Source: 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

Colleyville Heritage High School will actively communicate with families to ensure that accurate, up-to-date immunization records are provided and maintained.

Strategy's Expected Result/Impact: By June 2027, CHHS will maintain required immunization documentation for enrolled students and communicate with families of students with incomplete or expiring records according to district and state timelines.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counselors

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will actively advertise GCISD School Health Advisory Council (SHAC) meetings to students and parents throughout the 2026-2027 school year.

Strategy's Expected Result/Impact: By increasing awareness and encouraging participation, CHHS will help families stay informed on district health initiatives, foster collaboration between home and school, and promote student wellness through shared engagement in SHAC activities.

Staff Responsible for Monitoring: CHHS Administration, CHHS Counseling, CHHS Staff

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

Colleyville Heritage High School will conduct systematic weekly reviews of the campus budget to ensure the proper use, accountability, and effective management of all campus funds. This process will promote fiscal responsibility, transparency, and alignment of financial resources with campus goals and student needs.

Strategy's Expected Result/Impact: CHHS administration and the campus bookkeeper will complete weekly reviews of the campus budget throughout the 2026-2027 school year. Budget expenditures, encumbrances, available balances, and identified financial concerns will be reviewed to ensure expenditures remain within approved allocations and align with campus priorities. Identified discrepancies or concerns will be addressed in a timely manner.

Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 2

Colleyville Heritage High School will collect and review input from the Academic Associate Principal, Campus Learning Leaders, district instructional teams, HB 1416 tutors, and other appropriate instructional stakeholders when developing the annual campus needs assessment and determining instructional resource priorities for the following school year.

Strategy's Expected Result/Impact: By June 2027, CHHS will document stakeholder input used in the annual needs assessment and demonstrate that identified instructional priorities and resource requests are connected to student performance data, campus goals, and identified student needs.

Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper, CHHS CLLs, HB1416 tutors

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

CHHS administration and the campus bookkeeper will conduct weekly reviews of the overall campus budget and monthly reviews with Campus Learning Leaders and designated program leaders to monitor department expenditures, available balances, planned purchases, and alignment with campus priorities.

Strategy's Expected Result/Impact: Throughout the 2026-2027 school year, 100% of campus and department budgets will be reviewed according to the established weekly/monthly monitoring schedule. Identified budget concerns will be addressed promptly, and expenditures will remain aligned with approved campus and district priorities.

Staff Responsible for Monitoring: CHHS Administration, CHHS Bookkeeper, CHHS Campus Learning Leaders

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

CHHS will prioritize campus expenditures based on identified needs from the Comprehensive Needs Assessment, student achievement data, campus improvement goals, and program priorities. Requests for significant instructional expenditures will identify the campus need or performance objective being supported.

Strategy's Expected Result/Impact: By June 2027, major instructional and student-support expenditures will demonstrate documented alignment to an identified campus need, performance objective, or student-support priority. Campus leadership will review expenditure alignment during formative CIP reviews in September, February, April, and June.

Staff Responsible for Monitoring: CHHS Admin, Bookkeeper, Department-Level Leaders

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

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

Colleyville Heritage High School will maintain a safe and secure learning environment by consistently implementing school safety procedures. These include the daily wearing of ID badges by all students and staff, daily exterior door checks (twice daily), keeping classroom doors locked during instruction, utilizing the Raptor system for checking visitors into the school, and the completion of monthly emergency management drills.

Strategy's Expected Result/Impact: CHHS will maintain consistent implementation of campus safety procedures throughout the 2026-2027 school year. Exterior door checks will be completed twice daily, required emergency drills will be conducted according to the established schedule, visitors will be processed through the Raptor system, and student/staff identification and classroom-door expectations will be monitored regularly. Any identified deficiencies will be corrected promptly and reviewed through campus safety procedures.

Staff Responsible for Monitoring: CHHS Administration, CHHS Staff, SRO, Parking Lot Attendent,

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 2

CHHS administration and the campus bookkeeper will maintain clear and consistent purchasing, reimbursement, budget-transfer, and resource-request procedures to ensure staff members have timely access to materials and resources needed to support instruction, student programs, and campus operations. Procedures and expectations will be communicated to staff and monitored throughout the school year.

Strategy's Expected Result/Impact: By June 2027, CHHS will maintain documented campus purchasing and resource-request procedures, provide staff with access to established processes, and monitor requests for recurring delays or barriers. Identified process concerns will be addressed to improve the timely acquisition and distribution of instructional and operational resources.

Staff Responsible for Monitoring: CHHS Administration, Bookkeeper, Department-Level Leaders, CHHS Staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Grapevine-Colleyville ISD



Grapevine High

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:09 AM

Mission Statement

The mission of Grapevine High School, an icon of rich tradition and innovative educational practices, is to be the BEST. We will achieve this mission by providing rich high school experiences that will culminate in developing self-regulated learners, skilled problem solvers, effective communicators, collaborative workers, and engaged global citizens.

Vision

We strive to prepare all students to reach their fullest potential, instilling within them a spirit of lifelong learning and preparedness to meet the challenges of the future that awaits them.

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Learning 9
- School Processes & Programs 12
- Perceptions 15

Data Documentation for CNA 17

- Improvement Planning Data 18
- Accountability Data 18
- Student Data: Assessments 18
- Student Data: Student Groups 19
- Student Data: Behavior and Other Indicators 20
- Employee Data 20
- Parent/Community Data 21
- Support Systems and Other Data 21

Goals 22

- Goal 1 : Student Achievement and Post Secondary Preparedness 23
- Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 38
- Goal 3 : Parents, Families, and Community Satisfaction and Engagement 41
- Goal 4 : Strong Financial Stewardship and Internal System Efficiency 44

Goal Tables 47

- Targeted Support Strategies 48
- Additional Targeted Support Strategies 48

Comprehensive Needs Assessment

Demographics

Summary

The School Community

Student Population: Grapevine High School serves approximately **1,629 enrolled students** in Grades 9–12 within the Grapevine-Colleyville Independent School District (GCISD).
Community Context: Located in Grapevine, Texas (Tarrant County), GHS serves a suburban community with strong parental involvement, district support, and high community pride ("Home of the Mustangs").

Student Demographics & Subgroups

Race/Ethnicity:

White: **~54.3%**
Hispanic: **~31.8%**
Asian: **~5.9%**
African American: **~7.0%**
Two or More Races / Other: **~1.0%**

Gender Breakdown: Approximately **51% Male** and **49% Female**.

Special Populations & Subgroups:

Economically Disadvantaged: ~23.8% (represented by 608 tests evaluated in 2026 STAAR reports).
High Focus Group: 793 students evaluated (includes Economically Disadvantaged, Emergent Bilingual, Special Education, or Highly Mobile).
Emergent Bilingual (EB/EL): ~11.9% active/monitored.
Special Education: ~12.7% of evaluated tests (254 current Special Ed students).
Gifted & Talented (G/T): ~18.3% of evaluated tests (366 G/T students).

Attendance & Mobility Rate:

Attendance Rate: Consistently maintains a strong average attendance rate of **~95% to 96%**.
Mobility Rate: Low campus mobility (approximately **5% to 6%** highly mobile students).
Enrollment Stability: 80.7% of evaluated students are continuously enrolled (1,612 of 1,997 tests).

Student Achievement, Graduation & Discipline

STAAR / EOC Academic Performance (2026):

Approaches Grade Level or Above: 91% across all subjects.
Meets Grade Level or Above: 74% across all subjects.
Masters Grade Level: 31% across all subjects.

Graduation & Completion Rates:

4-Year Graduation Rate: Maintains a **98%+ graduation rate**, significantly exceeding state averages.
Dropout Rate: Exceptionally low dropout rate of **<0.5%**.

Discipline: Low rate of severe disciplinary referrals; focus remains on proactive, restorative behavior frameworks and campus safety protocols.

Advanced Coursework, Special Programs & CCMR

College, Career, and Military Readiness (CCMR):

CCMR Component Score: 92% for the 2025 graduating class (a 10-point increase from 82% in 2024).
TSI Met Criteria (Both RLA & Math): 71.4%.
AP/IB Criteria Score: 51.6% of graduates met criterion scores.

Advanced & Special Program Enrollment:

AP / IB / Advanced Courses: Over **50%** of students are enrolled in at least one Advanced Placement, International Baccalaureate (IB), or Honors course.
Dual Credit Enrollment: 17.1% of graduates earned dual college credit (3+ hours RLA/Math or 9+ hours total).
Industry-Based Certifications (IBC): 18.4% of graduates earned an IBC combined with CTE program concentrator/completer status.
Special Education: Comprehensive continuum of services ranging from inclusion to specialized skills development.

Staffing, Faculty Profile & Paraprofessionals

Teacher Experience & Student-Teacher Ratio:

Student-to-Teacher Ratio: Approximately 26**:1**.
Teacher Average Experience: High level of experience, with an average of **11 to 13 years** of teaching experience.
Advanced Degrees: Over **30%** of faculty hold a Master's degree or higher.

Teacher Recruitment & Retention:

High teacher retention rate (**85%+** annual retention), supported by campus-based PLC planning and mentor teacher structures.

Paraprofessional Qualifications:

100% Highly Qualified paraprofessionals serving in Special Education, instructional assistance, and student support roles.

Strengths

Demographic Strengths

- **High Population Stability:** Over **80.7%** of evaluated students are continuously enrolled (1,612 out of 1,997 tests), providing a stable instructional baseline and consistent environment for multi-year academic growth.
- **Exceptional Growth in Specialized Subgroups:** Economically Disadvantaged students demonstrated significant year-over-year performance gains, increasing by **+6 percentage points** in Approaches GL (74% to 80%) and **+9 percentage points** in Meets GL

(42% to 51%).

- **Sustained High Focus Success:** The High Focus accountability group improved across all proficiency tiers, growing from 76% to **81% Approaches GL**, 46% to **51% Meets GL**, and 12% to **13% Masters GL**.
- **Rapid Re-integration Success for Former Special Education Students:** Students who transitioned out of Special Education achieved an outstanding **95% Approaches GL rate** overall (+9 percentage points from prior year), including a **100% Approaches GL rate** in both Mathematics and Science.

Programmatic Strengths

- **Dynamic CCMR Performance Growth:** The total CCMR credit score surged by **10 percentage points year-over-year (82% to 92%)**, reflecting strong campus-wide post-secondary readiness alignment.
- **Robust Dual Credit Expansion:** Dual course credit completion (earning 3+ hours in RLA/Math or 9+ hours overall) grew substantially from **10.8% to 17.1%** of graduates (+6.3 percentage points).
- **Expanded Advanced Academics (AP/IB):** Over half of graduating seniors (**51.6%**) met criterion scores on AP examinations, reflecting a 4.5 percentage point increase over the prior cohort.
- **TSI Completion Surge:** Students meeting TSI criteria in both RLA and Mathematics rose from **62.8% to 71.4%**, driven by strong performances in SAT/ACT benchmarks and college prep pathways.
- **Emerging Military Readiness:** Established active military recruitment alignment, with **1.3%** of graduates enlisting in the U.S. Armed Forces (up from 0.0%).

Academic Success & Mastery

- **A-F Rating: GHS earned 92% A on A-F Rating with 5 out of 7 distinctions.**
- **High Baseline Proficiency Across All Content Areas:** Overall campus performance reached **91% Approaches GL**, **74% Meets GL**, and **31% Masters GL**, earning a STAAR Component Score of **65**.
- **AP Scores:** AP students scoring 3 or better have increased by 12.86% since 2022. (72.60% - 85.46%)
- **Exemplary Social Studies Performance:** Social Studies continues to lead campus academics, achieving a **97% Approaches GL**, **83% Meets GL**, and campus-high **57% Masters GL** rate.
- **Major Gains in Mathematics:** Mathematics instruction yielded dramatic year-over-year growth across all tiers, increasing by **+8 percentage points** in Approaches GL (84% to 92%), **+13 percentage points** in Meets GL (54% to 67%), and **+6 percentage points** in Masters GL (18% to 24%).
- **Top-Tier Science Literacy:** Science courses maintained a **95% Approaches GL rate**, with 100% of Asian, Two or More Races, and Emergent Bilingual students reaching grade-level passing standards.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student outcomes vary among different demographic groups, with Emergent Bilingual, Special Education, economically disadvantaged, and at-risk students generally performing below campus averages, especially at the Meets and Masters levels.	Instructional and intervention systems require increased consistency and accuracy in differentiation, targeted support, and progress tracking to effectively close individual learning gaps and enhance outcomes for specific student groups.

★ = Priority

Student Learning

Summary

The 2026 STAAR Performance data demonstrates overall academic growth and sustained high performance at Grapevine High School compared to the 2024–25 school year. Across 1,997 total tests evaluated in 2025–26, 91% met the Approaches Grade Level standard or above, 74% reached the Meets Grade Level standard or above, and 31% achieved the Masters Grade Level performance standard, earning a campus STAAR Component Score of 65. This represents positive year-over-year growth from the 2024–25 school year, when the campus recorded an 89% Approaches GL rate, a 72% Meets GL rate, and a Component Score of 64. High school performance remained strong across core subjects, with 2025–26 passing rates reaching 87% in Reading/Language Arts (RLA), 92% in Mathematics, 95% in Science, and 97% in Social Studies.

A deeper look at subject-level growth highlights notable progress in Mathematics and steady high performance in Social Studies and RLA. Mathematics experienced the largest growth across the campus, increasing its Approaches GL rate from 84% in 2024–25 to 92% in 2025–26 (+8 percentage points), its Meets GL rate from 54% to 67% (+13 percentage points), and its Masters GL rate from 18% to 24% (+6 percentage points). RLA performance also saw gains, moving from 86% Approaches GL and 76% Meets GL in 2024–25 to 87% Approaches GL and 77% Meets GL in 2025–26. Social Studies maintained exceptional performance over both school years, registering a 97% Approaches GL rate, an 83% Meets GL rate, and a 57% Masters GL rate in 2025–26.

Achievement trends among specialized student groups also reflect growth between the two school years. Economically Disadvantaged students expanded their performance standard, moving from a 74% Approaches GL rate and 42% Meets GL rate in 2024–25 to an 80% Approaches GL rate (+6 percentage points) and 51% Meets GL rate (+9 percentage points) in 2025–26. High Focus accountability group performance grew from 76% Approaches GL, 46% Meets GL, and 12% Masters GL in 2024–25 to 81% Approaches GL, 51% Meets GL, and 13% Masters GL in 2025–26. Additionally, Gifted and Talented (G/T) students maintained a 100% Approaches GL rate across both school years while achieving a 62% Masters GL rate in 2025–26.

Grapevine High School demonstrated exceptional growth in College, Career, and Military Readiness (CCMR) between the 2024–25 and 2025–26 report cycles, increasing its total CCMR Credit Score by 10 percentage points from **82% to 92%**. This upward trajectory was propelled by a strong surge in academic readiness, led by an 8.6 percentage point gain in graduates meeting Texas Success Initiative (TSI) criteria in both RLA and Mathematics (rising from **62.8% to 71.4%**), as well as increased participation in dual course credits, which jumped from **10.8% to 17.1%**. Advanced Placement and IB exam criterion success also expanded to **51.6%** (up from 47.1%), while special education advanced diploma completions grew to **7.8%** and military enlistments reached **1.3%**. Together, these broad-based improvements across college-preparatory benchmarks and specialized post-secondary pathways successfully established high campus-wide readiness standards.

Grapevine High School's A-F rating increased from an 87% B to a 92% A, reflecting a 5% improvement. Additionally, the school received 5 out of 7 distinction designations, including Academic Achievement in Reading/Language, Mathematics, Science, Social Studies, and Top 25% Comparative Academic Growth.

Grapevine High School (GHS) led the district in AP scores, with 85.46% of students scoring 3 or higher on 2,076 exams—the most exams taken in the last five years. Since 2022, the percentage of students scoring 3 or above has increased from 72.60% to 85.46%, demonstrating a strong commitment to academic excellence. In 2025-26, ten students earned the distinguished AP Capstone Diploma.

Strengths

Grapevine High School shows strong academic performance in Social Studies instruction, overall grade-level mastery, and year-over-year improvement in Mathematics. Social Studies continues to lead the campus in high-tier academic performance, maintaining an 83% Meets GL rate and a 57% Masters GL rate in 2025–26. Furthermore, across all subjects, nearly three-quarters of all student tests (74%) met or exceeded grade-level expectations in 2025–26—a 2 percentage point gain over the prior year—reflecting a strong campus culture focused on academic rigor and post-secondary preparation. Continuously enrolled students demonstrated sustained performance over time, achieving a 95% Approaches GL rate and a 77% Meets GL rate overall.

Another major strength lies in the campus's performance gains in STEM disciplines and strong outcomes for special populations. Science

instruction achieved a 95% Approaches GL rate in 2025–26 (up from 93% in 2024–25), with 100% of Asian, Two or More Races, Emergent Bilingual (Current), and Special Education (Former) student groups reaching the Approaches GL standard. Mathematics achieved substantial year-over-year gains across all tiers, led by a 13-percentage-point increase in Meets GL attainment. Additionally, former Special Education students demonstrated exceptional progress after transitioning out of services, improving from an 86% Approaches GL rate across all subjects in 2024–25 to 95% in 2025–26, including a 100% Approaches GL rate in both Mathematics and Science.

As noted earlier, Grapevine High School's A-F rating rose from 87% B to 92% A, showing a 5% increase. The school earned 5 of 7 distinction designations, including Academic Achievement in Reading/Language, Mathematics, Science, Social Studies, and Top 25% Comparative Academic Growth.

Grapevine High School (GHS) led the district in AP scores, with 85.46% of students scoring 3 or higher on 2,076 exams—the most exams taken in the past five years. Since 2022, the percentage of students scoring 3 or higher has risen from 72.60% to 85.46%, reflecting a strong commitment to academic excellence. In 2025-26, ten students earned the AP Capstone Diploma with Distinction.

Grapevine High School fosters a highly ambitious, rigorous, and college-oriented academic culture driven by high expectations. The vast majority of its graduates pursue higher education, with 72% enrolling in 4-year universities and 14% attending 2-year colleges. The school's mission emphasizes creating a challenging learning environment centered on excellence, integrity, and preparing future-ready graduates. This achievement-focused environment is reflected in the school's high academic standing, strong standardized testing outcomes that consistently outpace both state and national averages on the ACT and SAT, and recognition through numerous National Merit honors.

The academic climate is supported by a comprehensive array of high-level course offerings designed to challenge students across all grade levels. GCISD provides 36 Advanced (Honors) courses, dozens of Advanced Placement (AP) options—including Post-AP classes like Multivariable CalculMulti-variableential Equations—and dual credit partnerships with several higher education institutions. The campus sees extensive AP participation, with students taking nearly 2,000 AP exams in a single academic year. Furthermore, specialized pathways like the ASPIRE Academy and AVID tailor learning to diverse student needs and strengths.

Grapevine High School operates under a competitive structure reflected in its weighted 6.0 GPA scale and distinct ranking policies. Class rank is calculated and reported exclusively for students in the top 10% of their class as required by state law, creating a clear benchmark for top academic performers, such as the Class of 2026 top 10% GPA cutoff of 5.3357. Supported by a professional community and a traditional 9-period schedule, the overall campus environment balances high academic rigor with personalized guidance and broad extracurricular opportunities.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	In English I and II, a significant achievement gap exists as only 49% of Economically Disadvantaged students and 42% of Emergent Bilingual students reach the Meets Grade Level standard in RLA, compared to 88% of Non-Economically Disadvantaged peers.	Resource and language barriers may significantly affect Tier 1 English instruction, which requires consistent, campus-wide scaffolding for advanced academic vocabulary and for complex text analysis. Must explore methods to align intervention efforts beyond basic reading comprehension, aiming to achieve higher-order synthesis and extended constructed responses.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction

- **Strategy & Delivery:** Classroom instruction focuses on driving daily academic rigor and student engagement through data-informed strategies and scaffolded supports across content areas.
- **Focus Areas:** Special emphasis is placed on strengthening Tier 1 instructional scaffolds, academic vocabulary development, and higher-order synthesis skills to close achievement gaps for targeted student groups and expand learning opportunities for all students to experience a year's worth of growth. We'll achieve this feat at Grapevine High School by focusing on RIGOR, which will be a focus of our PD sessions throughout the school year.

Professional Development

- **Determination & Planning:** Professional development topics are determined through a collaborative model combining direct teacher input and administrative trend/walkthrough data.
- **Delivery Model:** PD schedules feature flexible formats, including whole-group sessions for campus-wide initiatives alongside targeted breakout rotations that offer staff choice and personalized growth pathways.

Leadership & Decision-Making Processes

- **Shared Governance:** Decision-making relies on teacher-led leadership committees (e.g., Campus Improvement Committee, AVID Site Team, PLC leads) to gather feedback, evaluate campus needs, and drive continuous instructional improvement.
- **Data-Informed Approach:** Leadership leverages campus-wide STAAR, CCMR, and formative assessment data to guide strategic planning and resource allocation.

Communication

- **Student & Parent Outreach:** The primary community communication tool is the ***Mustang Minute*** newsletter, which highlights school events, important announcements, and student successes through visual-rich content and photos.
- **Staff Communication:** Internal staff communication is facilitated through the weekly ***Word for the Herd*** newsletter, keeping faculty aligned on operational updates, upcoming deadlines, and campus achievements.

Organization, Context, Scheduling & Support Services

- **Scheduling & Prep:** Master scheduling incorporates dedicated planning structures and specialized prep periods (such as lab prep for science faculty) to maximize instructional efficiency and maintain safety standards.
- **Student Support Services:** Multi-tiered systems of support (MTSS) provide targeted intervention and academic scaffolding for special populations, including Emergent Bilingual students, Special Education, and Economically Disadvantaged student groups.

Extracurricular & Co-curricular Opportunities

- **Student Engagement:** GHS maintains a comprehensive offering of curricular and non-curricular (student-led) clubs, fine arts, athletics, CTE programs, and academic organizations designed to foster campus involvement and post-secondary readiness.
- **Recognition:** Student achievements across sports, clubs, fine arts, and academics are regularly highlighted throughout campus media and community newsletters.

Technology Integration & Plan

- **Instructional Tech:** Technology is integrated into daily instruction to enhance interactive learning, support digital research/writing tools, and facilitate college and career readiness pathways.
- **Resource Access:** Digital platforms and classroom devices are utilized for real-time student monitoring, assessment data analysis, and accessible learning tools for diverse learners.

Strengths

1. Collaborative & Responsive Professional Development (Processes)

- **Teacher-Driven & Data-Informed Focus:** Professional development topics are determined by combining direct teacher feedback and interest with administrative walkthrough trend data, ensuring training is relevant and aligned with classroom needs.
- **Flexible Delivery Model:** Staff learning includes a balanced mix of whole-group foundational sessions and choice-based breakout rotations, empowering teachers to personalize their professional growth pathways.

2. High-Impact Post-Secondary & Advanced Academics (Programs)

- **Surging CCMR Performance:** The campus program increased its overall College, Career, and Military Readiness credit score by **10 percentage points (82% to 92%)** year-over-year.
- **Expanded Dual Credit & TSI Pathways:** Dual course credit completion grew from **10.8% to 17.1%** of graduates, while Texas Success Initiative (TSI) meeting rates in both Reading and Math rose to **71.4%**.
- **Rigorous Advanced Academics (AP):** Over half of graduating seniors (**51.6%**) met criterion scores on Advanced Placement.

3. Targeted Leadership & Shared Governance (Processes)

- **Actionable Leadership Teams:** Committees like the AVID Site Team and PLC leads actively drive daily classroom rigor, scaffold instruction, and align school-wide academic expectations across departments.
- **Data-Driven Planning:** Leadership routinely uses STAAR EOC, CCMR tracking, and formative assessment data to guide instructional focus, resource allocation, and targeted student interventions.

4. Visual, Community-Centered Communication (Processes)

- **Targeted Information Channels:** Communication is structured through dedicated platforms—the ***Mustang Minute*** for students and parents, and ***Word for the Herd*** for internal faculty updates.
- **High-Visibility Student Recognition:** Newsletters rely heavily on photo-rich content to celebrate student achievements, extracurricular successes, and campus events, building strong community involvement and pride.

5. Multi-Tiered Student Supports & Program Diversity (Programs)

- **Proven Re-Integration Systems:** Special education transition programs show strong results, evidenced by former Special Education students achieving a **95% Approaches GL rate** overall and **100% Approaches GL** in Math and Science.
- **Comprehensive Co-Curricular Offerings:** GHS maintains a wide range of curricular and non-curricular student clubs, CTE pathways, fine arts, and athletics that promote broad student engagement and career exploration.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus instructional and intervention processes are yielding strong overall achievement; however, they still do not ensure consistent academic growth and achievement across all students and content areas, especially in English I and among students with previous EOC failures.	Collaborative planning, data analysis, differentiated instruction, targeted intervention, and progress monitoring are not consistently and precisely applied across the campus, which hinders the timely identification and addressing of individual learning gaps.

★ = Priority

Perceptions

Summary

Grapevine High School aims to sustain a positive school culture marked by high expectations, strong relationships, effective communication, active student and staff involvement, and meaningful partnerships with families and the community. While campus achievement results show a solid foundation of student success, ongoing assessment of perceptions through student, staff, and parent surveys, stakeholder feedback, participation and engagement metrics, communication quality, community connections, and staff retention is essential. Analyzing this data will help identify gaps in stakeholder experiences and inform strategies to enhance belonging, trust, communication, and engagement within the Mustang community.

Strengths

GHS benefits from a strong culture of excellence and tradition, characterized by high standards, collaboration, and community involvement. Established channels for communication and engagement offer students, staff, parents, and community members chances to stay informed, participate, and stay connected to the campus. Strong relationships with alumni and stakeholders, active family and community participation, and a shared commitment to student achievement form a solid foundation for a positive school environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Stakeholder engagement and communication opportunities are available; however, GHS needs a more systematic process to measure student, staff, parent, and community perceptions and use that feedback to guide continuous improvement.	A consistent cycle for collecting, analyzing, responding to, and monitoring stakeholder feedback has not been fully established across all stakeholder groups.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and**

workforce readiness

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/ stability**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**
- [x] **Graduation plan types**
- [x] **Foster Care data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**
- [x] **Staff mobility/stability**

- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Community service agencies and support services**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Technology and resource allocation data**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) data**

Goals

Goal 1 Student Achievement and Post Secondary Preparedness

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

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.

Evaluation Data Source: - District TEKS Checks- English I,English II, and Algebra I
- District interim exam data (fall / spring)- English I, II, and Algebra I
- STAAR EOC exams - English I, English II, and Algebra I

Strategy 1

1.1.1.
GHS Biology & U.S. History teachers will utilize the GCISD Curriculum Management Plan (CMP) with fidelity. Additionally, teachers will participate in district-wide TEKS checks, unit assessments, and other evaluations that provide students and teachers with data on academic progress and concept mastery.

Strategy's Expected Result/Impact: Biology
GHS STAAR EOC Biology goals for the 2026-27 school year are as follows:
88 % approaches
66 % meets
26% masters

*Last year, the results of this Biology I cohort via 8th grade Science were as follows: 84% approaches, 60% meets, and 25% masters in 2026.

U.S. History
GHS U.S. History goals for the 2026-27 school year are as follows:
99% approaches
86% meets
60% masters

*Last year's non-related cohort's results were as follows: 97% approaches, 84% meets, and 58% masters in 2026.

Staff Responsible for Monitoring: GHS STAAR EOC Teachers, GHS DLLs, GCISD Directors (ELA, Math, Science, Social Studies), GHS Admin who oversee these departments:
- Chris Laney (ELA)
- Shauna Hunter (Math)
- Michael Vargas (Science)
- Charlayne Pruitt (Social Studies)

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

1.1.2.
English I and English II teachers will consistently implement the GCISD CMP. They will also take part in district-wide TEKS assessments, unit tests, and various evaluations to gather data on students' academic progress and mastery of concepts.

Strategy's Expected Result/Impact: Data-informed teachers with customized strategies to meet the needs of all students. As evidenced by state and local assessments, achievement outcomes will go as follows:

English I
GHS English I STAAR EOC goals for the 2026-27 school year are as follows:
86% approaches
61% meets
42% masters

*Last year, the results of this English I cohort via 8th grade Reading results were as follows: 88% approaches, 63% meets, and 44% masters in 2026

English II
GHS English II STAAR EOC goals for the 2026-27 school year are as follows:
88% approaches
75% meets
30% masters

*Last year, the results of this English II cohort were as follows: 86% approaches, 73% meets, and 27% masters in 2025.

STAAR EOC Teachers, English & Math DLLs, Learning Liaison, GHS Administrators who oversee English & Math departments, Campus Principal

Staff Responsible for Monitoring: STAAR EOC Teachers, GHS DLLs, GCISD Directors (ELA, Math, Science, Social Studies), GHS Admin who oversee these departments:
- Chris Laney (ELA)
- Shauna Hunter (Math)
- Michael Vargas (Science)
- Charlayne Pruitt (Social Studies)

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

1.1.3.
Algebra I teachers will faithfully use the GCISD CMP. They will also engage in district-wide TEKS checks, unit assessments, and other evaluations to gather data on students' academic progress and mastery of concepts.

Strategy's Expected Result/Impact: Data-informed teachers with customized strategies to meet the needs of all students. As evidenced by state and local assessments, achievement outcomes will go as follows:

Algebra I
GHS Algebra I STAAR EOC goals for the 2026-27 school year are as follows:
86% approaches
52% meets
25% masters

*Last year, the result of this Algebra I cohort via previous 8th grade Math results were as follows: 81% approaches, 55% meets, and 30% masters in 2026.

Staff Responsible for Monitoring: Algebra I STAAR EOC Teachers, Algebra I PLT lead, Math DLL, GHS Administrator - Paul Cook, oversees Math department, Campus Principal

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 4

1.1.4.
Department PLCs--Teachers will participate in professional learning communities all year, focusing on their subject matter, teaching strategies, student data, and progress on the TEKS. They will work with colleagues within their departments and across the GCISD learning community, including Network 4 Instructional Coaches and GCISD Directors of ELA, Math, Science, and Social Studies, to create engaging learning experiences for students. These PLC meetings occur weekly, while CLL meetings are scheduled monthly.

Strategy's Expected Result/Impact: PLCs reflect the specific professional learning needs of teachers while gathering meaningful data to track. We believe this will lead to increased student engagement and achievement. Collaboration between ELA Director Michael Crow, Math Director Emily Powell, Science Director Brooke Schuster, and Social Studies Director Brandi Carey, along with their appointees, will occur each week during PLCs.

Staff Responsible for Monitoring: STAAR EOC Teachers, Director of ELA- Michael Crow, Director of Math- Emily Powell, Director of Science- Brooke Schuster, Director of Social Studies - Brandi Carey, Network 4 Instructional Coaches, GHS Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 5

1.1.5.
All GHS teachers will complete mandatory Dyslexia training before the start of school each school year.

Strategy's Expected Result/Impact: Ensure that the dyslexia assessment and identification process is clear so that all students' needs are addressed and they receive the necessary accommodations. Teachers will be trained with suitable instructional strategies and interventions to effectively support our students' individual needs.

Staff Responsible for Monitoring: GHS Administration, GHS Special Services Dept, GCISD Special Services

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 6

1.1.6.
Identified students 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].

Strategy's Expected Result/Impact: Students who did not pass the previous state assessments will undergo accelerated instruction, as mandated by HB 1416. Those who spend extra time with high-quality materials and skilled teachers or tutors are expected to show improvement, resulting in approaching or passing the STAAR EOC English I, II, and Algebra I exams they previously failed.

Staff Responsible for Monitoring: GHS Admin, HB1416 Tutors

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 7

1.1.7
Students who must retake English I, English II, or Algebra I after failing a STAAR EOC in an earlier session will be enrolled in Strategic Learning classes during school hours or assigned to after-school HB1416 tutorials to improve their chances of passing the STAAR EOC in December 2026. Those who do not pass will continue with either Strategic Learning or HB1416 tutorials, aiming for a passing score in the spring 2027 exam.

Strategy's Expected Result/Impact: Students who are unsuccessful on previously administered state assessments will receive accelerated instruction as required by HB1416. Students who receive additional time on task with high-quality materials and trained teachers or tutors will demonstrate growth, leading to passing scores or higher on previously failed STAAR EOC English I, II, and Algebra I exams.

Staff Responsible for Monitoring: Strategic Learning teacher, HB1416 Tutors, Associate Principals

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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.

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

Strategy 1

1.2.1.
Increase the number of GHS students who demonstrate College Readiness as evidenced by successfully obtaining CCMR in one of the following ways:

- AP Score of 3 or better
- Completion of a Dual Credit course
- SAT score of 480 in Reading / 530 in Math
- ACT score of 19 in English and Math
-TSIA2 - College Readiness Classification of 950 in Math and Diagnostic level of 6 in Reading
- Student joins one of the United States Armed Forces

Strategy's Expected Result/Impact: Students will receive informed and timely guidance, an aligned curriculum, and access to Advanced Academic resources, programs, and acceleration to support their college readiness and admissions journey. Math college-ready benchmarks will approach the ELAR benchmarks. Students will also be supported in preparing for TSIA and SAT exams on campus. GHS will increase exposure and awareness of Armed Forces post-secondary opportunities [SB 1843 85th Legislature].

Staff Responsible for Monitoring: Counselors, GHS Admin, & GHS CCMR Task Force

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

1.2.2
The GHS CCMR Task Force, comprised of counselors, teachers, and administrators, will oversee students' progress towards achieving CCMR points. The task force will develop strategies to enhance opportunities for students to demonstrate college, career, and/or military readiness. Our goal is for 95% of all students in the graduating Class of 2027 to earn a qualifying CCMR point by graduation.

Strategy's Expected Result/Impact: 95% of graduating seniors will earn a CCMR point before graduation in May 2027.

Staff Responsible for Monitoring: CTE Coordinator, CTE Director, Counselors, & GHS Admin

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

1.2.3.
The SAT Suite of Assessments will be given annually as follows: all students in grades 9-11 will take the PSAT/NMSQT, while the SAT at School will be administered to Spring Semester Juniors and Fall Semester Seniors who did not participate in the Spring Semester Junior testing.

Strategy's Expected Result/Impact: Students, parents, and school staff will receive annual updates on student progress toward college readiness.

Staff Responsible for Monitoring: Testing Coordinator, GHS Admin, District Testing Coordinator

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 4

1.2.4
Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].

Strategy's Expected Result/Impact: Students and their families are well informed of education admissions process and the financial opportunities that are available each year.

Staff Responsible for Monitoring: Counselors, GHS Admin

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

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 Source: 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

1.3.1
Grapevine High School will uphold the Student Code of Conduct to maintain a safe, nurturing environment.

Strategy's Expected Result/Impact: Grapevine High School will be a safe, nurturing environment that supports student success.

Staff Responsible for Monitoring: GHS Admin, Teachers, Staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

1.3.2

GHS will utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges.

Strategy's Expected Result/Impact: Using the RaaWee K-12 dashboard to ensure daily communication is sent to students and families, surpassing attendance expectations and comprising a plan for students to satisfy make-up hours that who exceed the 90% rule for credit.

Staff Responsible for Monitoring: Teacher, Counselors, & Campus Admin

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

1.3.3
Character Strong lessons will be featured in our Mustang Minute newsletters all year to encourage positive social and emotional learning among our Mustangs. Parents will also have the chance to participate in these character discussions with their students.

Strategy's Expected Result/Impact: Students will be equipped with tools they may need in self awareness, social awareness, responsible decision making skills, and self management.

Staff Responsible for Monitoring: Counselors, GHS Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

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 Source: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

1.4.1.
GHS head coaches will collaborate with our feeder middle school coaches to promote, recruit, and retain student participation in athletic programs.

Strategy's Expected Result/Impact: Retention of students in programs from 8th-9th with a goal of 90% retained.
95% retention from 9th to 10th grade, and subsequent years

Staff Responsible for Monitoring: Athletic Coaches, Director of Athletics - Billy Skinner, Athletic Coordinators Ryan Smith & Steve McBride, & Campus Admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

1.4.2.
GHS head sponsors and directors will collaborate with our feeder middle school sponsors and directors to promote, recruit, and retain student participation in fine arts programs.

Strategy's Expected Result/Impact: Retention of students in programs from 8th-9th with a goal of 90% retained.
95% retention from 9th to 10th grade and subsequent years.

Staff Responsible for Monitoring: Fine Arts Directors, Fine Arts Coaches, Fine Arts Sponsors, Director of Fine Arts - Dr. Sikes, DLL of Fine Arts, & Campus Admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 5 ☑ HB3 Goal

Advanced Academics: Grapevine High School is committed to providing a top-tier advanced academics program that prepares all students for college, career, and military readiness.

Evaluation Data Source: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2027

Achieve 80% college enrollment, military service or certifications (career readiness)

Increase or maintain student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1

1.5.1.
Grapevine High School counselors will continue informing students and parents about Dual Credit program options: McMurry University, Tarrelton, & Tarrant County College. The aim is to boost the number of students trying college-level courses, offering more college-readiness

opportunities for those seeking alternatives to College Board AP.

Strategy's Expected Result/Impact: Dual credit enrollment will rise with more intentional promotion of its college-readiness benefits.

Staff Responsible for Monitoring: GHS Counselors, CTE Director, GHS Admin

TEA Priorities: Connect high school to career and college

Formative Reviews

September	February	April	June

Strategy 2

1.5.2.
Grapevine High School offers a UIL grade waiver for AP courses, encouraging and supporting students in their academic pursuits to reach their full potential.

Strategy's Expected Result/Impact: More students will attempt AP courses without the fear of being deemed ineligible if that student scores below a 70% in the respective course.

Staff Responsible for Monitoring: GHS Administration, GHS Counselors, AP Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	February	April	June

Strategy 3

1.5.3.
GHS provides AP Language and Composition courses with an extended PSAT prep for qualifying students. This extension runs from the summer before their junior year until they complete the PSAT/NMSQT in October of that year.

Strategy's Expected Result/Impact: More students will qualify for scholarship opportunities through the NMSQT PSAT exam.

Staff Responsible for Monitoring: Staff Responsible for Monitoring: Counselors, Campus Admin

Formative Reviews

September	February	April	June

Performance Objective 6

ASPIRE: Grapevine High School administration will work with the GCISD ASPIRE Liaison to properly assess and monitor challenging curricula for the ASPIRE Academy.

Evaluation Data Source: Survey results and other data points collected from ASPIRE liaison, ASPIRE teachers, ASPIRE students, and ASPIRE parents.
Students achieve significant growth from one year to the next.

Strategy 1

1.6.1
GHS ASPIRE has developed a PSAT Team course exclusively for 11th-grade students, while all English courses for 9th and 10th graders now offer a comprehensive PSAT prep program. This tailored and effective education is assured to benefit our students.

Strategy's Expected Result/Impact: Course will be designed to differentiate from the current PSAT practice. Furthermore, these courses will be woven into their English courses throughout their high school experience.

Staff Responsible for Monitoring: ASPIRE Teachers, ASPIRE Liaison, GHS Administration

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

1.6.2.
PSAT data will be used to guide instruction and integrated into the curriculum prior to students taking the PSAT in October.

Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics.

Staff Responsible for Monitoring: ASPIRE Teachers, ASPIRE Liaison, GHS Administration

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 7

AVID: Grapevine High School will support AVID site team goals that impact students within the AVID program and all students through AVID schoolwide strategies.

Evaluation Data Source: Walkthrough data, weekly lesson planning, Word for the Herd features, career readiness rating

Strategy 1

1.7.1.
Our staff newsletter, Word for the Herd, will highlight AVID WICOR strategies and other best practices. The AVID Site team will conduct targeted training on integrating the five strategies into lesson plans to enhance rigor, encourage student reflection, and differentiate instruction. These adaptable WICOR skills will foster academic growth and better prepare students for their future careers and college goals.

Strategy's Expected Result/Impact: Teachers are frequently exposed to WICOR strategies to help them in the classroom.

Staff Responsible for Monitoring: AVID Site Coordinator - Robyn Wallace, GHS Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

1.7.2.
GHS will maintain its support for teachers' professional development in AVID best practices, aiming to ensure students at least meet their learning targets.

Strategy's Expected Result/Impact: 75% of all teachers are WICOR aware (6 hours) and 50% of all teachers will be fully AVID trained (12 hours)

Staff Responsible for Monitoring: AVID Site Coordinator, AVID Site team, GHS Administration

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3

1.7.3.
The GHS AVID Site Team will assist staff and students by focusing on increasing classroom rigor daily.

Strategy's Expected Result/Impact: Facilitate lessons that focus more on student engagement rather than lecturing. Use questioning strategies that target different levels of thinking to encourage students to go beyond mere recall and develop skills in analysis, synthesis, and evaluation.

Staff Responsible for Monitoring: AVID site team
Teachers
Campus admin

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 8 ☑ High Priority ☑ HB3 Goal

Students new to the country (within the first three years) and attending Grapevine High School will be provided with a safe, welcoming environment for fostering English language acquisition and academic success.

Evaluation Data Source: Interim and 9-week student data, World Languages program evaluations, teacher, student feedback).

Strategy 1

1.8.1.
New to the country, Emerging Bilinguals will benefit from ESOL 1, with simultaneous academic and English language learning.

Strategy's Expected Result/Impact: New to the country, EBs feel confident taking supported risks while using the English they know to interact with grade-level curriculum, which is made comprehensible in all content areas.

Staff Responsible for Monitoring: LPAC coordinator, Director of Bilingual Services, GHS administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 9

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 dropout rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].

Evaluation Data Source: 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

1.9.1.
As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 dating violence.

Staff Responsible for Monitoring: Counseling, Teachers, GHS Admin

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

1.9.2.
Parents and Families in our community will be invited to attend the GCISD Parent Technology Academy hosted monthly in order to learn about how students use technology and applications that can lead to attendance, discipline, and bullying issues at school.

Strategy's Expected Result/Impact: Individual and group instructional time will not be lost due to the way students use technology. Parents and families will have the information they need to help their students make productive choices.

Staff Responsible for Monitoring: Executive Director of Technology, GHS Admin

Formative Reviews

September	February	April	June

Strategy 3

1.9.3.
Campus continues to invest in Hope Squad and the importance of recognizing signs of suicide through nominations by staff and students. Members of Hope Squad will meet monthly with our

student advocate and promote activities throughout the year.

Strategy's Expected Result/Impact: Students work together alongside staff to recognize the signs that a student needs support and report it to counseling department.

Staff Responsible for Monitoring: Counselors, GHS Admin

Formative Reviews

September	February	April	June

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 Source: Engagement Surveys

Strategy 1

2.1.1.
Utilize social media to aid in the advertisement and recruitment of job openings at GHS.

Strategy's Expected Result/Impact: - Aid in spreading the message to a broader audience.
- As GHS campus openings occur, we will use multiple social media platforms to advertise the position and attract the best candidate.
- We hire excellent replacements when employees resign or retire.

Staff Responsible for Monitoring: GHS Admin, GHS Athletics, GHS Fine Arts

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

September	February	April	June

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.

Evaluation Data Source: Gallup Surveys
GHS Retention Rate

Strategy 1

2.2.1
Review annual staff survey results to identify key areas for improving employee satisfaction.
Keep fostering genuine relationships with staff, teachers, and administrators by actively seeking their feedback on work engagement, culture, and other GHS-related factors.

Strategy's Expected Result/Impact: Favorable employee work satisfaction results
Low turnover, high retention- Sunshine Stangs-monthly staff-led morale-boosting activities
-ConnectED Mentorship Program
-Spirit "Themed" Calendars (October, December, February, May)
-December: Cookie Contest
-January: "Souper" Bowl
-The Sunshine Stangs plan to host several morale-boosting activities to show our staff how much we value them.

Staff Responsible for Monitoring: GHS Admin, Sunshine Stangs, Counselors, DLLs

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

2.2.2- Provide employees with ongoing coaching and professional development to continuously improve teaching practices/pedagogy focused on the individual employee's professional growth.

Strategy's Expected Result/Impact: Gather employee feedback through surveys regarding coaching and professional development sessions. This process contributes to higher employee retention or internal promotion by fostering skill development.

- ConnectED Mentorship Program / On-boarding of new teachers
- Coaching with "Get Better Faster" framework
- Authentic and timely feedback during and after classroom observations.

Staff Responsible for Monitoring: GHS Admin, DLLs, GCISD C & I Department

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 3

2.2.3.
Continue implementing a less frequent annual appraisal program for teachers who meet eligibility criteria for T-TESS assessments, while still engaging in goal setting, professional development, learning walks, reviewing student performance, and a modified year-end conference.

Strategy's Expected Result/Impact: Updated Board Policy DNA [local], Increased campus administrator time for in-depth feedback and support of teachers new to the profession or those needing improvement

Staff Responsible for Monitoring: GHS Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

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

3.1.1.
Analyze annual parent survey data to drive targeted improvements and parent engagement and satisfaction.

Strategy's Expected Result/Impact: Identify the three highest-scoring areas to spotlight strengths and the three lowest-scoring areas to identify weaknesses that require improvement. Use this data to create action plans focused on boosting strengths or addressing gaps. Our primary aim is ongoing improvement and achieving a positive rating on our parent engagement and satisfaction survey annually.

Staff Responsible for Monitoring: GHS Admin, Counseling Department, DLL

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

3.2.1.
Encourage parents and the wider GHS community to engage in events like Coffees with the Principal, Campus Excellence Committee meetings, AP Research student presentations, award ceremonies, plays, musicals, recitals, fine arts performances, and other campus activities. This outreach will be facilitated through channels such as the Mustang Minute newsletter, emailed directly to parents and accessible on community platforms like the GHS Website and X. [TEA Requirement].

Strategy's Expected Result/Impact: Our goal is to deepen collaboration with community members and industry professionals to improve the student experience and to share the positive developments at Grapevine High School with our stakeholders.

Staff Responsible for Monitoring: GHS Admin, Fine Arts Directors, Teachers, Coaches, Program leads

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Strategy 2

3.2.2.
Each campus-level 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].

Strategy's Expected Result/Impact: The Campus Excellence Committee, composed of various stakeholder representatives, will be updated on our latest state accountability rating and will also have the chance to discuss this rating with the campus principal during the September CEC meeting.

Staff Responsible for Monitoring: GHS Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 3

Corporate and Business-Based Partnerships: Increase awareness of engagement and partnership opportunities between our campus and our business community.

Evaluation Data Source: Partnerships with our greater Grapevine, Colleyville community.

Strategy 1

3.3.1
Increase and/or maintain positive collaborative relationships with corporations within the community and beyond.

Strategy's Expected Result/Impact: Expanding corporate partnerships will secure valuable industry resources, mentorship, and real-world learning opportunities for students. This directly enhances Career and Technical Education (CTE) pathways, boosts postsecondary readiness, and aligns learning with high-demand workforce needs.

Staff Responsible for Monitoring: CTE Director- Stephanie Speaks

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Performance Objective 4

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 Source: 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

3.4.1. Students in Foster Care and those experiencing homelessness will have access to transportation to and from their school and support from the district Homeless Liaison.

Strategy's Expected Result/Impact: Students impacted by homelessness or foster care will be able to continue their education in Grapevine-Colleyville ISD.

Staff Responsible for Monitoring: Director of Counseling & Homeless Liaison, Mandy Ozuna
Director of Transportation, Manny Rubio
Student Advocate - Jennifer Lemke

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

GHS stakeholders can give feedback through various channels, gaining a clearer view of how financial actions align with community performance expectations for the campus.

Evaluation Data Source: Expenditures by Category, Math & Literacy Formative Assessment Data, Local Assessments, STAAR Interim Results, PSAT data

Strategy 1

4.1.1.
The budget of Grapevine High School and internal financial controls will be regularly reviewed to ensure that the proper allocation and budgeting for the school year are done with utmost accuracy.

Strategy's Expected Result/Impact: Regular, thorough reviews of Grapevine High School's budget and internal financial controls will guarantee accurate, transparent resource allocation that maximizes financial efficiency and directly supports student achievement

Staff Responsible for Monitoring: GHS bookkeeper, GHS Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 2

4.1.2.
GHS's bookkeeper and campus administration will consult Department Learning Leaders (DLLs) to identify and evaluate needs for enhancing student achievement. This triangulation process will follow professional standards, integrate best practices, and show responsible stewardship.

Strategy's Expected Result/Impact: Resource alignment, equity, financial accountability, and positive student outcomes.

Staff Responsible for Monitoring: DLLs, GHS Bookkeeper, GHS Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

4.1.3.
Secure district funding to support after-school HB 1416 tutorials aimed at closing learning gaps and boosting student pass rates on EOC exams during the 2026-2027 school year.

Strategy's Expected Result/Impact: By offering tailored interventions and tracking progress, students with specific academic needs will achieve the minimum passing standards for Algebra I, English I, English II, U.S. History, and Biology EOC exams.

Staff Responsible for Monitoring: HB1416 Tutors, Bookkeeper, Administration

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	February	April	June

Performance Objective 2

Effective and Efficient District Operations

Evaluation Data Source: Campus EOP
School Resource Officer - Chad Hale
TEA vulnerability assessments
Safety & Security team @ GHS

Strategy 1

4.2.1.
Maintain a safe, secure learning environment by implementing school safety procedures, such as wearing ID badges, weekly exterior door checks, locked classroom doors, and completing monthly emergency management drills.

Strategy's Expected Result/Impact: Implementing comprehensive safety procedures and monthly drills will establish a secure, proactive environment that minimizes security risks and allows students and staff to focus on teaching and learning.

Staff Responsible for Monitoring: Campus Safety & Security Admin - Michael Vargas, GHS Admin, SRO - Chad Hale

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	February	April	June

Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	1	3	4.1.3. Secure district funding to support after-school HB 1416 tutorials aimed at closing learning gaps and boosting student pass rates on EOC exams during the 2026-2027 school year.

Additional Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
4	1	3	4.1.3. Secure district funding to support after-school HB 1416 tutorials aimed at closing learning gaps and boosting student pass rates on EOC exams during the 2026-2027 school year.

Grapevine-Colleyville ISD



iUniversity Prep

Accountability Rating: A

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Science

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:11 AM

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Achievement 6
- School Culture and Climate 8
- Staff Quality, Recruitment, and Retention 11
- Curriculum, Instruction, and Assessment 13
- Family and Community Engagement 14

Priority Problem Statements 18

Data Documentation for CNA 20

- Improvement Planning Data 21
- Accountability Data 21
- Student Data: Assessments 21
- Student Data: Student Groups 22
- Student Data: Behavior and Other Indicators 22
- Employee Data 22
- Parent/Community Data 23
- Support Systems and Other Data 23

Goals 24

- Goal 1 : Student Achievement and Post Secondary Readiness 25
- Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 31
- Goal 3 : Parents, Families, and Community Satisfaction and Engagement 35
- Goal 4 : Strong Financial Stewardship and Internal System Efficiency 41

Comprehensive Needs Assessment

Demographics

Summary

While iUP attracts students in grades 5-12 from across Texas, enrollment is driven by several distinct audience segments that share a common need for flexibility, personalization and academic excellence. The five primary audiences we've identified include:

- **The Athlete or Performer Family:** Parents of students who are competitive athletes and performers whose training schedules make it difficult for them to succeed in traditional brick-and-mortar schools.
- **The Independent Learner Family:** Students who learn better outside of a traditional classroom, whether due to health, anxiety, bullying, or a preference for self-paced work. These students are very self-motivated and excel in a flexible environment. They are motivated by student wellbeing and belonging as well as academic success.
- **The Homeschool-Interested Family:** Especially in the younger grades, there was a thread of families who preferred homeschool options and found iUP as a good in-between option, allowing them to experience the best of both worlds. They are motivated by flexible scheduling as well as student well-being and belonging.
- **The Academic Achiever Family:** These families are focused on college prep, access to AP and dual credit that will position their student for competitive university admissions. They are also motivated by student outcome data and teacher quality.
- **The Geographic Flexibility Family:** These are military families, frequent travelers and families who live in areas without strong local school options. They are motivated by consistency and quality regardless of their location.

Based on the data from the 2026 Flight School form, which included 1,581 responses, students mainly come from:

- Dallas area - about 40% of students
- Fort Worth area
- Houston area
- Austin area
- San Antonio area

Strengths

At iUniversity Prep, we serve a wide range of students, including:

- American Indian (3%)
- Asian (17%)
- Black or African American (11%)
- Native Hawaiian (1%)
- White (69%)

Among our students, 7% are Economically Disadvantaged, and 19% are Hispanic. Within all of these subgroups, we have a strong number of students performing at the Meets and Masters levels of academic achievement in state assessments.

Student Achievement

Summary

Based on the 2026 STAAR Performance report for IUniversity Prep, the overall academic achievement across all subjects:

- **Total Participation:** A total of 2,867 tests were administered across all subject areas.
- **Approaches Grade Level or Above:** 95% of all tests (2,735 tests) met or exceeded the Approaches Grade Level standard.
- **Meets Grade Level or Above:** 80% of all tests (2,295 tests) met or exceeded the Meets Grade Level standard.
- **Masters Grade Level:** 43% of all tests (1,226 tests) achieved the Masters Grade Level standard.
- **Overall Accountability Performance:** iUniversity Prep earned a total percentage points score of 218%, resulting in an overall **Component Score of 73**.

Strengths

Based on the 2026 Distinction Designation Summary for iUniversity Prep, student academic strengths include:

- **Reading/Language Arts (RLA):** This is a primary area of distinction, with the campus earning an overall designation by placing 6 out of 11 eligible indicators in the top quartile. Particular strengths include:
  - Grade 5 Reading Performance (Masters Grade Level) at 60.0%.
  - Grade 8 Reading Performance (Masters Grade Level) at 68.0%.
  - English I Performance (Masters Grade Level) at 44.0%.
  - English II Performance (Masters Grade Level) at 28.0%.
  - Average SAT Score in Evidence-Based Reading and Writing (EBRW) with a score of 611.
- **Science:** The campus also earned a distinction designation in Science. A key top-quartile strength is:
  - Grade 8 Science Performance (Masters Grade Level) at 58.0%.
- **Mathematics:** While the campus did not earn an overall distinction designation in Mathematics, it showed a specific top-quartile strength in:
  - Accelerated Student Learning in Mathematics at 65.0%.
- **Postsecondary Readiness & Attendance:** The school achieved top-quartile status in broad performance and graduation indicators:
  - Percentage of STAAR Results at Meets Grade Level or Above across all subjects at 80.0%.
  - Four-Year Longitudinal Graduation Plan Rate at 100.0%.
  - Attendance Rate at 100.0%.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/ TSIA.	Students are not in person, which hinders their ability to test with us.
2 ★	Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

★ = Priority

School Culture and Climate

Summary

A little more than 50% of iUP students are athletes or performers who spend a lot of time at their competitive facilities. Here are the dominant sports and facilities:

- Gymnastics was the largest student category, with students coming largely from:
- Metroplex Gymnastics (Allen)
- Pearland Elite (Houston)
- Empire Gymnastics (Bedford)
- Texas Dreams Gymnastics (Coppell)
- WOGA (Plano)
- Capital Gymnastics (Cedar Park/Austin)
- US Gold Gymnastics (Roanoke)
- AIM Athletics (Spring/Woodlands)
- Eight additional facilities with less than four students at each facility
- Dance or ballet was the second largest category, with students coming from:
- Harlen House of Dance (North Richland Hills)
- Dance Center of San Antonio
- Dallas Conservatory / ACB
- Ballet Academy of Texas (Coppell)
- 24 additional facilities with fewer than four students at each facility
- Tennis was the third largest category, with students coming from:
- Dent Tennis Academy (Keller)
- Lakes Tennis Academy (Frisco)
- Eight additional facilities with fewer than four students at each facility
- Fine Arts/Performing Arts Programs saw clusters of students from:
- Zach Academy
- NTPA Academy
- Hockey and ice skating saw clusters of students from:
- StarCenter and Nytex Sports Center (NRH)
- Children's Health StarCenter (multiple locations)
- Valley Ranch Star Center
- Dallas Stars Elite / Valley Ranch StarCenter
- Six additional facilities with less than four students at each facility
- Soccer saw clusters of students from:
- Precision Preparatory (Carrollton)
- Austin FC Academy
- SGA
- 12 additional facilities with fewer than four students at each facility
- Other sports included swimming, equestrian, martial arts, baseball, badminton, volleyball, golf, and lacrosse.
- Movement Climbing, Yoga, and Fitness was the only other facility with more than four students.

Strengths

Flexibility with Purpose:

Students enjoy flexible learning with recorded live sessions and tutorials, a structured schedule with room for autonomy, and the freedom to balance school with life.

- Flexible scheduling

- Live and recorded instruction
- Balance academics with athletics, arts and personal goals
- Designed for students with unique schedules and needs

Enrolled students reported the following reasons for enrolling in iUP, based on data pulled from the 2026 Flight School form. Students could select more than one response.

- I am a self-motivated learner who prefers a more flexible schedule: 30%
- I participate in a competitive sport: 25%
- My family prefers that I attend school at home: 13%
- Just needed a change: 12%
- I am involved in a Fine Arts program, or I am a performer: 6%
- Bullying situation: 5%
- I have a medical or personal challenge, and my needs are met by attending a virtual school: 4%
- COVID: 1%
- Travel: <1%
- Moved or changes with previous school: <1%
- Work: <1%
- Better Education: <1%
- Religious studies: <1%
- Safety: <1%
- Dual Credit: <1%

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1 ★	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

iUniversity Prep uses a highly rigorous hiring progress to ensure that we employee only the best staff.
Niche ranks us as having the #1 best high school teachers and #3 best middle school teachers in the state of Texas.
We have a very high teacher retention rate. For example, we only lost two employees last year. One resignation and One retirement.
With iUniversity Prep's continued growth, we continue to add high quality staff to maintain academic success and high quality instructional practices and experiences to our students.

Strengths

iUniversity Prep uses a three-round interview process that is designed to be highly rigorous and provide our interview team with the best data to support the decision to recommend for hire:

- Video Interview
- Interview with Administration
- Interview with Interview Team that comprises the admin team, teachers, and counselor.

Regardless of years of teaching experience, all new iUPrep employees are treated as brand new virtual instructors and enter into a mentorship program to build capacity in iUPrep's high standards and teaching practices.

- New Hire Training starts the Monday before contract. It is a 5-day training with intentional teaching, modeling, and task completion that helps our new hires learn our expectations. It focuses on teaching practices in the virtual environment, building and using systems of organization and monitoring, and building relationships with our students. This training is led by administrators and veteran teachers.
- All new hires receive a new hire mentor who provides them with ongoing one-on-one support throughout their first year.
- We use a new hire cohort chat to deliver specific systems training throughout the year, provide support, check-ins, and ongoing questions and answers to support their growth throughout the year.

iUniversity Prep has a high teacher retention rate. We pride ourselves on open dialog between staff and administration. We ask for feedback often and use this feedback to drive decisions and implement meaningful changes.

- We often act like a small business by bringing presenting problems to our staff and inviting them to be part of the solution through their innovative ideas and creativity.
- Most of our major processes can be traced back to the staff who came up with them to solve a problem or make our work more efficient and better for students.
- We rely on our staff to support our professional development plan through a commitment to sharing strategies and developing each other. This is evident throughout the year in our staff chats, PLCs, professional development, and at our Wisely's Annual Summit.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1 ★	The current student-to-teacher ratio makes it challenging for teachers to provide high-quality instruction, intervention, and growth, as evidenced by our declining master scores and overall student achievement. Many teachers have caseloads above 250 students, which is higher than at other direct competitors' virtual schools and affects our overall school rankings and perception.	To meet expected student enrollment, we must grow multiple grade levels; our new FTEs only allow minimal high-priority changes to the master schedule. For example, with only 5 new FTEs this year, we were limited to expanding our 11th and some 12th-grade course loads; however, we grew in every grade level to meet and exceed our overall enrollment targets.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Personalized Support

From rigorous college-prep courses to individualized support in virtual tutorials to teachers who champion their students, iUP is designed around each student and their interests.

- Dedicated teachers
- Tutorials and office hours
- Homeroom support
- Individualized learning
- Proactive family communication

Professional Writers

iUniversity Prep is proud to have our own writing staff to design rigorous courses and assessments into our Canvas LMS that meet virtual course requirements as outlined in Quality Matters and required by the state.. Teachers create Engagement Guides and Live Lessons to deepen the learning and collaboration in their classrooms.

- Context experts writing curriculum and assessments
- Master teachers collaborating with the curriculum in beta testing years

Prepared to Soar

Our students consistently outperform state averages in AP and SAT scores and leave prepared to soar at universities and colleges, the military, and in pursuing their passions.

- Proof that flexibility doesn’t mean lower expectations
- Rigorous college-prep curriculum
- AP, SAT, and ACT success
- NCAA and TEA accreditation
- College, career, and military readiness

Strengths

A Tradition of Excellence isn’t built overnight.

iUniversity Prep has spent more than a decade getting virtual education right. We didn't take a brick-and-mortar curriculum and move it online. Since 2013, we’ve built our own distinct and powerful model, specifically designed to optimize how students learn best in a virtual environment. From how curriculum is designed and delivered to how teachers connect with students to how community is built across a screen, we have mastered the art of virtual learning excellence. More than a decade later, the results speak for themselves, earning state and national recognition and consistently delivering exceptional student outcomes.

Family and Community Engagement

Summary

Belonging Beyond the Screen

At iUP, virtual doesn't mean isolated. With in-person meet-ups, student-requested clubs, field trips and signature school events, students build real connections and friendships.

- Authentic school culture
- In-person activities: clubs, events, field trips, etc.
- Student leadership
- Friendships and connections

On Screen

We build intentional connections with each student. Your student's homeroom teacher becomes their go-to advocate, helping them navigate online learning and determining a plan that works for them. Our content teachers provide regular feedback to students and make themselves available for tutorials and open office hours. Thanks to our flexible scheduling, teachers have more time built into their week to connect directly with each student and help them reach their personal best.

Students also have access to our other support staff, including counselors and our administration team, as needed

---

Off Screen

Outside of the screen, iUP students get to experience a number of extracurricular activities, in-person events and regular meet-ups. Our students look forward to these events to spend meaningful time interacting in-person with their classmates, who often become friends.

Student Meet-Ups & Community Building

iUP creates regular opportunities for students and families to gather and connect, including:

- Sip & Study Meet-Ups: Monthly coffee shop gatherings where students can connect and study together. (DFW only)
- Club Meet-Ups — Students take their shared interests off-screen and meet up with fellow club members in person. Check out our list of clubs below!
- PTA-Hosted Meet-Ups: Family and student gatherings hosted in communities across Texas,

bringing the iUP community together statewide.

Strengths

Student Leadership, Clubs & Competitions

iUP students compete, lead and represent our school with pride. Our clubs grow and evolve with our students each year, reflecting their passions and interests. For example, students are starting a student council, participating in debate and even have their own iHoot newspaper.

Field Trips & Enrichment Opportunities

Learning doesn't always happen behind a screen. iUP students have access to a variety of enrichment experiences that bring their education to life, including:

- **Field Trips**: From art tours to zoo visits to club outings and education adventures, iUP students have opportunities to get out and explore.
- **College Tours:** Virtual and in-person opportunities to visit colleges and universities, helping students envision their futures beyond iUP.

- **iWitness History:** This one-of-a-kind biannual learning experience immerses students in history in a way no textbook can replicate. *(DFW only)*

School Traditions & Signature Events

Every school has its traditions, and iUP is no exception. From statewide celebrations to flagship events in the DFW area, there are lots of events for students to look forward to, including:

- **Back-to-School Bash, Winterfest, and End-of-Year Parties:** Celebrate with your fellow Owls at these in-person celebrations across the state. *(DFW, Austin, Houston, San Antonio)*
- **Homecoming Week:** A week of virtual activities culminating at an in-person family event and high school dance. *(DFW only)*
- **Owl Expo:** A signature student showcase, recognition ceremony and awards celebration that puts our talented students and their achievements in the spotlight. *(DFW only)*
- **Prom:** A night to celebrate and make memories with fellow Owls. *(DFW only)*
- **Graduation:** The culminating celebration of everything our seniors have worked for. *(DFW only)*

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/ TSIA.	Students are not in person, which hinders their ability to test with us.
2 ★	Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.
3 ★	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.
4 ★	The current student-to-teacher ratio makes it challenging for teachers to provide high-quality instruction, intervention, and growth, as evidenced by our declining master scores and overall student achievement. Many teachers have caseloads above 250 students, which is higher than at other direct competitors' virtual schools and affects our overall school rankings and perception.	To meet expected student enrollment, we must grow multiple grade levels; our new FTEs only allow minimal high-priority changes to the master schedule. For example, with only 5 new FTEs this year, we were limited to expanding our 11th and some 12th-grade course loads; however, we grew in every grade level to meet and exceed our overall enrollment targets.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **PSAT**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Gifted and talented data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent and community partnership data**
- [x] **Parent activity evaluations and feedback data**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**

Goals

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 Interims, Local TEKS Checks, Use of Science Materials

Strategy 1

By May 2027, all student groups at iUniversity Prep will maintain and advance their STAAR ELA Academic Growth score from 80% to 81.5% to reach the 2038 goal of 95%.. We will do this by utilizing the Data-Driven Instruction practices in PLCs for teachers to review power standards, student work, and add spirals and supports through Engagement Guides and small group tutorials.

Strategy's Expected Result/Impact: This focus will exceed the 2027-2028 baseline target of 78% and keep the district on pace to reach 83% by 2028 in alignment with TEA HB 3 Closing the Gaps requirements.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kaitlyn Travis, ELA Learning Leader
Jessica Lee, ELA Administrator

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 2

By May 2027, all student groups will increase their overall STAAR Mathematics Academic Growth score in 7th and 8th-grade math to progress toward the 2028 goal of 82%. We will do this by utilizing the Data-Driven Instruction practices in PLCs for teachers to review power standards, student work, and add spirals and supports through Engagement Guides and small-group tutorials.

Strategy's Expected Result/Impact: This focus will ensure that middle school students will make progress across all achievement levels in Mathematics and establish the trajectory needed to hit the 2028 TEA HB 3 Long-Term Targets.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Chad Baker, Math Learning Leader
Kira Denhel, Math Administrator
Kelsey Cowley, 7th Math teacher
Jessica Valles, 8th Math teacher

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

By May 2027, 90% of Seniors and 60% of our Juniors will demonstrate at least one College, Career, or Military Readiness (CCMR) criterion through a targeted focus on TSIA2 testing, increasing industry-based certifications, and Dual Credit enrollment.

Strategy's Expected Result/Impact: Maintaining momentum from the current 85% baseline and exceeding both the district's 2027-2028 baseline target (73%) and the 2028 board goal (93%). All graduates of iUniversity Prep will be prepared and ready for their next step after graduation in college, career, or military readiness.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Jessica Alaniz, Counselor

Problem Statements: Student Achievement 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/TSIA.	Students are not in person, which hinders their ability to test with us.

Performance Objective 3

1.3 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 Source: 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

By May 2027, 85% of all physical and virtual learning environments will consistently implement our tiered support system for student success, as evidenced by our scheduled SSR reports and virtual school tracking logs showing that 100% of identified at-risk students receive scheduled 1-on-1 check-ins with counselors, teachers, or administrators.

Strategy's Expected Result/Impact: Using logs and observation rubrics shifts school culture from reactive decision-making to proactive, data-informed support.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Shannon Siminski, Counselor
Barbara Wilks, Counselor
Jessica Alaniz, Counselor
Jessica Lee, Dean of High School Students
Melanie Baker, Dean of Middle School Students
Kira Denhel, Dean of Academics

Problem Statements: Student Achievement 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Strategy 1

By May 2027, 90% of all enrolled students will participate in at least one school-sponsored co-curricular or extracurricular activity annually, measured through participation tracking in virtual clubs, regional state meetups, field trips, and campus organizations on the path toward 100% participation by 2028. We will also monitor our retention rate to ensure it stays at 85%.

Strategy's Expected Result/Impact: Maintain retention rate at 85% or higher.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist

Problem Statements: School Culture and Climate 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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 Source: 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

iUniversity Prep will partner with district initiatives using the YES program for student education lessons on sexual health, conflict resolution, and suicide prevention, and will track attendance and response to determine need.

Strategy's Expected Result/Impact: High engagement of students and parent participation in the YES program.

Staff Responsible for Monitoring: Jessica Lee, Dean of High School Students
Shannon Siminski, Counselor
Jessica Alaniz, Counselor

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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

Performance Objective 1

2.1 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 Source: Employee Engagement Surveys

Strategy 1

Based on iUniversity Prep proposed growth goals, we will conduct a detailed staffing analysis based on growth and master schedule to determine staffing needs for the 2027-2028 school year no later than Feb. 2027, with a goal to post new positions in Mar. of 2027.

Strategy's Expected Result/Impact: Fully staffed to match our school growth and the academic success for all students for the 2026-2027 school year.

Staff Responsible for Monitoring: Desiree Weiche
Mandy Alexandar
Jessica Lee
Melissa Baker
Kira Dehnel

Problem Statements: Staff Quality, Recruitment, and Retention 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

	Problem Statement	Root Cause
1	The current student-to-teacher ratio makes it challenging for teachers to provide high-quality instruction, intervention, and growth, as evidenced by our declining master scores and overall student achievement. Many teachers have caseloads above 250 students, which is higher than at other direct competitors' virtual schools and affects our overall school rankings and perception.	To meet expected student enrollment, we must grow multiple grade levels; our new FTEs only allow minimal high-priority changes to the master schedule. For example, with only 5 new FTEs this year, we were limited to expanding our 11th and some 12th-grade course loads; however, we grew in every grade level to meet and exceed our overall enrollment targets.

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

Based on employee feedback from 2025-2026 school year, we are implementing new communications strategies to our staff through our VIP announcements and Employee HUB. We will keep organized announcements, tasks, reminders, and documentation through these tools to build capacity and awareness for our staff.

Strategy's Expected Result/Impact: Increase staff awareness and support of school-wide tasks, goals, and reminders. 100% in task completion on specific items tied to student success, such as Snapshot reports and homeroom communication.

Staff Responsible for Monitoring: Desiree Weiche
Mandy Alexander
Learning Leaders
Lindsay Hoerig Cavanagh

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

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 Source: 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

Launch and implement new Virtual TTESS rubric for our teaching staff with fidelity. The new rubric is specific to virtual teaching distinguished practices and allows for feedback on strategies outside the live lesson instruction. We will support our teachers in aligning their overall goals to this Virtual TTESS rubric through data-driven informed decision making and student achievement.

Strategy's Expected Result/Impact: 100% of our teachers will have a data-driven SLO goal that is aligned to student growth needs and campus goals.

Staff Responsible for Monitoring: Desiree Weiche
Mandy Alexander
Melissa Baker
Jessica Lee
Kira Dehnel

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 2

Implement a highly impactful walk-through strategy with our Instructional Design team. These monthly one-on-one meetings will include rubric ratings, refinement, and reinforcement aligned to the Instructional Designer Evaluation Rubric, course vision, and student achievement goals.

Strategy's Expected Result/Impact: 100% of our writers will have goals that are directly aligned to student achievement and development of rigorous, Quality Matters aligned courses.

Staff Responsible for Monitoring: Desiree Weiche

Problem Statements: Student Achievement 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Strategy 3

We will continue to hold monthly professional development (Connect and Collabs) for all staff that is focused on developing highly distinguished instructional practices and course development.

Strategy's Expected Result/Impact: 100% of our staff will show growth towards their SLO goals, school-wide goals, and/or movement on the TTESS rubric towards distinguished.

Staff Responsible for Monitoring: Desiree Weiche
Mandy Alexander
Lindsay Hoerig Cavanagh
Kira Dehnel
Jessica Lee
Melissa Baker
Nicole Griffin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
2	Despite demonstrating prior academic mastery, 32% of our high-performing students regress below the STAAR/EOC Masters Grade Level threshold year over year. In Math, the number is 44%, and 28% in ELA.	Several factors are at play, including student pacing, student to teacher ratios, and rising AI use. Further analysis will be done throughout the year regarding other academic factors, including evaluating curriculum and instruction.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

Continue to use parent and student surveys to collect data to establish high-priority student and parent engagement needs.

Strategy's Expected Result/Impact: 85% or more of our students will remain at iUniversity Prep the following year.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 1 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 2

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

Strategy 1

Continue to utilize clubs and organizations like Owl Pals, NJHS/NHS, and Wisely's Parliament to develop community outreach and service opportunities for our students.

Strategy's Expected Result/Impact: Increase student engagement in community service opportunities and increase student leadership across the school.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist
Community Outreach staff commitee

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 3

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

Strategy 1

Continue to develop relationships and schedule visits to all major facilities throughout Texas that host several iUniversity Prep students to foster community among our school staff and student training facilities.

Strategy's Expected Result/Impact: Meet enrollment numbers, 85% retention rate among students.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist
Community Engagement Committee

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

iUniversity Prep will offer a strong community through homeroom, clubs and organizations, meetups around the state, field trips, and school events.

Strategy's Expected Result/Impact: 100% student engagement and an 85% or higher retention rate of students from year to year.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist
Lindsay Hoerig Cavanagh, Instructional Learning

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 4 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

iUniversity Prep will support our new PTA as they offer direct support to our families, students, and staff. We will monitor parent involvement and develop programs to serve both our families and students such as parent help sessions, Lunch & Learns, and learning coach resources.

Strategy's Expected Result/Impact: 100% student academic success in both semesters. 85% retention rate of our students and families from year to year.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Nicole Griffin, Community Outreach and Marketing Specialist
Lindsay Hoerig Cavanagh, Instructional Learning

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 5 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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 Source: 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

iUniversity Prep will partner with GCISD to provide YES lessons to our students as well as continue to participate in the Fitness Gram. We will also monitor a wide range of Off Campus PE students who are full-time competitors across the state, nation, and internationally.

Strategy's Expected Result/Impact: Increased participation in health initiatives

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Health teachers
Shannon Siminski, Counselor

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

September	February	April	June

Performance Objective 6 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

The budget of iUnversity Prep will be systematically reviewed to ensure that the proper allocation and budgeting for the 2026-2027 school year are done with intentionality and accuracy.

Strategy's Expected Result/Impact: Accurate budget reporting

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kathleen Cummings, Bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Strategy 2

The iUniversity Prep marketing team will continue to refine and develop a year-long marketing plan that supports student engagement, retention, and new student growth while also maintaining fiscal responsibility.

Strategy's Expected Result/Impact: High student engagement, 85% student and family retention rate or higher, meet enrollment goals.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kathleen Cummings, Bookkeeper
Nicole Griffin, Community Outreach and Marketing Specialist

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2

4.2 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

Continue to refine and monitor systems and planning for our three major school expenditures and projects to ensure timely delivery, quality, and cost efficiency: curriculum, STAAR testing, and science kits.

Strategy's Expected Result/Impact: More effective and efficient process to plan these major projects and support student learnign and testing.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kathleen Cummings, Bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Strategy 2

iUniversity Prep will continue to develop a sustainable model to finance CCMR efforts in TSIA2 testing and proctor costs. We will begin proctoring tests ourselves, which includes training staff and developing models of best practices for this online testing focus.

Strategy's Expected Result/Impact: Increase overall CCMR to 88% or higher for 2026 graduates and maintain 100% by 2028 and beyond.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kathleen Cummings, Bookkeeper
Jessica Alaniz, Counselor
CCMR Task Force

Problem Statements: Student Achievement 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress

September	February	April	June

Performance Objective 2 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	While making significant gains in our CCMR success, iUPrep relied on Texas College Bridge (TCB) for 10% of our ELA students and 21% of our students in Mathematics. Our goal is for 88% of our seniors to be CCMR met without using TCB through SAT/ACT/TSIA.	Students are not in person, which hinders their ability to test with us.

Performance Objective 3

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

Strategy 1

iUniversity Prep will continue to refine, develop, and monitor the enrollment plan of students supported by effective retention, staffing, and marketing.

Strategy's Expected Result/Impact: Meet enrollment numbers with slow, controlled growth while maintaining high student success and parent/student satisfaction.

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Leadership Team
Marketing Team

Problem Statements: School Culture and Climate 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

No Progress

September	February	April	June

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	To combat market competition and safeguard our 85% retention target, iUniversity Prep must move beyond self-paced academic delivery by embedding intentional, structured belonging touchpoints--including mandatory staff check-ins, vibrant online clubs, and localized in-person meetups and field trips--ensuring every virtual learner is actively involved in our school community.	Students stay where they feel connected, supported, and valued.

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

If federal funds become available for campus use, they will be used in accordance with the campus needs assessment and CIP to achieve stated goals.

Strategy's Expected Result/Impact: Accurate funding for programs

Staff Responsible for Monitoring: Desiree Weiche, Director
Mandy Alexander, Principal
Kathleen Cummings, Bookkeeper

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

September	February	April	June

Grapevine-Colleyville ISD

Vista Alternative

Accountability Rating: Not Rated

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:14 AM

Mission Statement

At Vista we are **Guiding our future to success**

We do this by creating an environment where we

Nurture, striving to unlock everyone's potential;

Empower, allowing everyone to lead from where they are;

Serve, ensuring that everyone has the tools necessary to thrive;

Work, putting forth the effort to ensure success.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 6

School Processes & Programs 7

Perceptions 8

Priority Problem Statements 10

Data Documentation for CNA 12

Improvement Planning Data 13

Accountability Data 13

Student Data: Assessments 13

Student Data: Student Groups 13

Student Data: Behavior and Other Indicators 14

Employee Data 14

Parent/Community Data 14

Support Systems and Other Data 14

Goals 16

Goal 1 : Student Achievement and Post Secondary Readiness 17

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 22

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 24

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 27

Comprehensive Needs Assessment

Demographics

Summary

VISTA will be a small percentage of the overall make-up of GCISD. Many times, students with behavior placements are already At-Risk and have higher mobility. Students must follow the discipline management plan.

Strengths

The demographics are fairly consistent with the districts demographics.

Hispanic: 47%

White: 29%

Black: 19%

Asian: 5%

Student Learning

Summary

Students achievement is a priority for students with VISTA placements. Students generally raise grades while in placement. Through academic support provided by VISTA advisors and core teachers, students generally stay caught up on assignments maintain and/or raise grades.

School Processes & Programs

Summary

To maintain safety and security at the DAEP, VISTA has a precise check-in procedure. Students must pass through a metal detector. Students must also remove shoes and pockets and socks are checked for unapproved items.

Strengths

A strength of this process is that all students are treated fairly and go through the same check-in protocol daily.

Perceptions

Summary

VISTA has students complete Exit tickets upon placement completion. Staff provide end-of-year survey feedback. Campus works throughout the year to examine concerns and improve practices/procedures.

Strengths

VISTA is a school were students will be treated equally, not judged, and where students can see the potential for change.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The communication between home-campus teachers and VISTA teachers can sometimes be delayed or miscommunicated.	Unclear communication protocols and undefined ownership results in the misunderstanding of responsibilities and miscommunication.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Student failure and/or retention rates**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Technology and resource allocation data**

Goals

Goal 1 Student Achievement and Post Secondary Readiness

Performance Objective 1 ☑ HB3 Goal

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].

Evaluation Data Source: Universal Screeners (including iReady), STAAR, STAAR EOC, Accelerated Math Student Performance; VISTA behavior logs; weeekly administrator grade/behavior checks; accommodations/supports

Strategy 1

All students will be assigned an advisor to ensure the student's academic and behavior success while at VISTA. Student progress will be charted on a daily behavior log sheet based on a point system. Advisors will meet daily with students to review points. The VISTA administrator will meet bi-weekly with students for an academic/behavior/points check-in.

Strategy's Expected Result/Impact: 100% of students will leave VISTA with "caught up" assignments and/or passing grades.

Staff Responsible for Monitoring: VISTA teachers; VISTA Administrator

Formative Reviews

September	February	April	June

Strategy 2

Students who need to take the STAAR assessment will complete spiraled reviews and/or content bell-ringers using teacher-generated review material.

Strategy's Expected Result/Impact: 100% of students that are assigned a VISTA placement will be provided review material based on STAAR content courses.

Staff Responsible for Monitoring: VISTA Administrator; VISTA teachers

Formative Reviews

September	February	April	June

Performance Objective 2 ☑ HB3 Goal

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].

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

Strategy 1

Advisors will conference with each of their students assigned to VISTA about their post-secondary plans.

Strategy's Expected Result/Impact: 100% of the students will be aware of CCMR criteria.

Staff Responsible for Monitoring: VISTA teachers

Formative Reviews

September	February	April	June

Strategy 2

Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].

Strategy's Expected Result/Impact: 100% of students assigned to VISTA will be exposed to information on higher education and financial aid. This aligns with students' understanding of the spring course selection.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

Strategy 3

Execute, monitor, and effectively communicate the implementation of all HB3 requirements, including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement].

Strategy's Expected Result/Impact: 100% of VISTA teachers will implement district regulations and practices to comply with Texas Education Agency requirements.

Staff Responsible for Monitoring: VISTA teachers

Formative Reviews

September	February	April	June

Strategy 4

Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability]

Strategy's Expected Result/Impact: As academic progress is maintained and/or enhanced while in DAEP placement, the graduation rate improves; therefore, more students will be eligible to earn points towards CCMR. Consequently, through these improved systems we ensure all students earn at least one CCMR measure prior to graduation.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

Performance Objective 3

Safety & Well-Being: All classrooms will consistently uphold the student code of conduct to maintain a safe, nurturing environment.

Evaluation Data Source: Student and staff will track daily behavior. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan as evidenced by the VISTA behavior log/points sheet.

Strategy 1

Students placed at VISTA for vaping will be complete an online course that outlines the effects of vaping.

Strategy's Expected Result/Impact: There will be a reduction in second time offenders for vaping placements.

Staff Responsible for Monitoring: Bridges/VISTA Counselor, VISTA Administrator

Formative Reviews

September	February	April	June

Strategy 2

Staff at VISTA will use Restorative Practices when dealing with conflict.

Strategy's Expected Result/Impact: 90% of students will be able to reflect on the harm their actions may have caused and agree on how to remedy it. Students will understand the impact of their actions on others and themselves, to be heard and understood, to repair the harm, and how to better respond to peer pressure once they return to their home campus. This will result in fewer suspensions or fewer unsuccessful days.

Staff Responsible for Monitoring: All VISTA staff

Formative Reviews

September	February	April	June

Performance Objective 4

Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming by ensuring all students explore interests and know of school-sponsored activities.

Evaluation Data Source: Advisors data collection, GCISD Quality Cup, Student Schedules and Rosters

Strategy 1

Students explore interests and participate in club-like activities in Advisory to become aware of likes/dislikes to transfer to school-sponsored activities/clubs .

Strategy's Expected Result/Impact: Students will develop critical thinking skills as well as be motivated to join a club at their home campus.

Staff Responsible for Monitoring: VISTA teachers

Formative Reviews

September	February	April	June

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 Source: 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

As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 Responsible for Monitoring: Bridges/VISTA Counselor

Formative Reviews

September	February	April	June

Strategy 2

All staff will be trained in Restorative Practices.

Strategy's Expected Result/Impact: Students will gain conflict resolution skills, which will help reduce the number of days in OSS and/or unsuccessful days at VISTA.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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 Source: Gallup Surveys

Strategy 1

VISTA will recognize staff throughout the year by providing monthly recognitions during PLCs.

Strategy's Expected Result/Impact: Staff engagement increased with monthly recognition in semi-formal PLC meetings.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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.

Evaluation Data Source: Gallup Surveys

Strategy 1

VISTA staff will work together monthly in PLC to provide feedback to systems and procedures that the campus is using to support students.

Strategy's Expected Result/Impact: Staff have an opportunity to provide feedback so that campus-wide decisions best serve students and staff. Individual check-ins with the VISTA administrator regarding the state of the campus provide staff with a voice in the planning and implementation of campus rules and procedures.

Staff Responsible for Monitoring: VISTA administrator

Formative Reviews

September	February	April	June

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].

Strategy 1

VISTA staff will study and learn from each other in a professional learning format using the 7 Steps to a Language-Rich Interactive Classroom by Perryman and Seidlitz in group PLCs with Bridges. Staff will implement and learn strategies to assist students throughout the year.

Strategy's Expected Result/Impact: 100% of VISTA teachers will understand and utilize the 7-Steps in order to help students struggling with learning.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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

Teachers will develop an initial parent email to be sent when a student is placed at VISTA.

Strategy's Expected Result/Impact: Improved communication and relationship between school and parents and provide baseline data for communication and progress monitoring.

Staff Responsible for Monitoring: VISTA Administrator and administrative assistant

Formative Reviews

September	February	April	June

Performance Objective 2

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

Strategy 1

Investigate opportunities for students placed at VISTA to serve as a volunteer in the community.

Strategy's Expected Result/Impact: Students will be able to participate in a volunteer opportunity and connect the value of volunteering in a community.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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

Explore possibility of local businesses/career tech centers to share opportunities with students.

Strategy's Expected Result/Impact: Students will be aware of local businesses/career tech centers in the area.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Conduct home visits as needed on students who are chronically absent.

Strategy's Expected Result/Impact: Improved attendance by 10% for chronically absent students while they are assigned to VISTA.

Staff Responsible for Monitoring: VISTA Administrator; Bridges/VISTA Counselor

Formative Reviews

September	February	April	June

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Parents will be encouraged to attend the student Reintegration meetings.

Strategy's Expected Result/Impact: 100% of parents will attend reintegration meetings and will be more knowledgeable about the systems of support available to their student.

Staff Responsible for Monitoring: VISTA Student Advocate

Formative Reviews

September	February	April	June

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 Source: 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

VISTA students will regularly participate in ART (Active Reward Time or Academic Recovery Time).

Strategy's Expected Result/Impact: 100% of students assigned to VISTA will participate in ART. Students will complete the fitness gram (if necessary during placement.)

Staff Responsible for Monitoring: VISTA Administrator; VISTA teachers

Formative Reviews

September	February	April	June

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

VISTA budget will be transparent to all stakeholders. Stakeholders will have opportunities to provide feedback on the VISTA expenditures.

Strategy's Expected Result/Impact: VISTA stakeholders will have improved knowledge and understanding on budget/budget process so they can better determine needs and provide spending feedback.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

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

The VISTA administrative team will conduct quarterly evaluation meetings of the campus budget to ensure that all spending aligns with the mission and vision of the campus and district.

Strategy's Expected Result/Impact: All spending on the VISTA campus will directly align with the campus and district's mission, vision, and goals.

Staff Responsible for Monitoring: VISTA Administrator, Administrative Assistant

Formative Reviews

September	February	April	June

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

Strategy 1

The VISTA Administrator and staff will review data to determine the needs of the campus.

Strategy's Expected Result/Impact: 100% of staff will review and provide feedback on the needs of the campus through an end-of-year survey.

Staff Responsible for Monitoring: VISTA Administrator

Formative Reviews

September	February	April	June

Strategy 2

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]

Strategy's Expected Result/Impact: 100% VISTA classroom doors will be locked when students are occupying room. Campus exterior doors will be locked at all times.

Staff Responsible for Monitoring: VISTA Administrator; teachers

Formative Reviews

September	February	April	June

Grapevine-Colleyville ISD

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 21, 2026 at 08:06 AM

Mission Statement

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

Vision

Honor our Legacy, Equip for the Future, Achieve Excellence

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

Priority Problem Statements 15

Goals 18

Goal 1 : Student Achievement and Post Secondary Readiness 19

Goal 2 : Faculty and Staff Recruitment, Retention, and Capacity Building 33

Goal 3 : Parents, Families, and Community Satisfaction and Engagement 39

Goal 4 : Strong Financial Stewardship and Internal System Efficiency 49

Goal Tables 56

RDA Strategies 57

Assurances 58

Funding Summary 60

199 - General Fund 61

211 - ESEA Title I, Part A 61

244 - CTE 61

255 - ESEA Title II, Part A, TPTR 62

263 - Title III, LEP 62

289 - Title IV 62

429 - School Safety and Security Grant 62

2025-2027 Instructional Leadership Grant 63

2025 - 2026 TEHCY Continuation 63

Comprehensive Needs Assessment

Demographics

Summary

For the 2026 - 2027 School Year, two elementary campuses have been closed; those two campuses are Dove and Bransford. Students from Dove Elementary have been assigned to Cannon Elementary or Silver Lake Elementary. Students from Bransford Elementary have been assigned to Colleyville and OC Taylor Elementary schools. Additionally, the new boundary lines will have some Colleyville Elementary students moving to OC Taylor Elementary, and some OC Taylor Elementary students moving to Heritage Elementary. The updated boundary lines were used to predict enrollment and percent economic disadvantage by campus for 26-27; this information was used to determine which campuses would be served as Title I Schoolwide for 26-27. The Title I Schoolwide campuses for 26-27 are Timberline, Silver Lake, and Bear Creek. The district is only serving elementary schools as Title I Schoolwide and will serve secondary students of need through other means.

PEIMS Department Used New Boundaries to Route Students for 26-27 (2/17/26)					%	%	%	%
Campus Number	Campus Name	Projected 26-27 Enrollment	Projected 26-27 Total Eco Dis	Projected 26-27 % EcoDis ESSA 26-27	Economically Disadvantaged 24-25 ESSA 25-26	Economically Disadvantaged 23-24 ESSA 24-25	Economically Disadvantaged 22-23 ESSA 23-24	Economically Disadvantaged 21-22 ESSA 22-23
220906104	Timberline	452	350	77%	78.4	76.2	76.2	65.6
220906006	Bridges	53	33	62%	49.1	60.0	30.3	43.1
220906110	Silver Lake	517	287	56%	59.8	59.2	57.1	51.4
220906106	Bear Creek	409	194	47%	46.2	46.2	45.0	35.9
220906041	GMS	562	242	43%	47.7	46.3	45.2	37.6
220906008	Collegiate	429	175	41%	43.0	45.8	45.1	41.5
220906101	Cannon	477	160	34%	29.7	31.8	30.1	27.0
220906044	CTMS	770	228	30%	34.8	36.3	32.8	27.4
220906043	HMS	674	174	26%	24.9	25.4	23.4	21.9
220906001	GHS	2,019	497	25%	25.0	24.9	22.7	20.5
220906004	CHHS	2,168	487	22%	21.8	23.1	19.6	19.0
220906109	Grapevine	448	76	17%	18.4	18.8	15.9	16.1
220906107	Heritage	595	88	15%	10.8	12.3	12.2	9.5
220906102	Colleyville	474	47	10%	9.6	10.2	6.3	5.3
220906007	iUP	1,563	132	8%	6.5	8.6	7.4	6.0
220906042	CMS	521	44	8%	7.5	9.4	8.8	6.7
220906111	Glenhope	431	36	8%	8.6	10.6	9.9	8.5
220906105	OC Taylor	511	35	7%	6.9	8.5	13.5	6.9

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.
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

Student Learning

Summary

Elementary School STAAR 2026 Performance

- The GCISD All student group consistently performs above the State and Region at all three performance levels and for all tested content areas, as does our Special Education (Sp Ed) group.
- The GCISD Current Emergent Bilingual/English Learner (EB/EL) group performs similarly to the State and Region, with an exception in Grade 5 Reading where the GCISD EB/EL group outperforms the State and Region at Meets or Higher and Masters Grade Level.
- The GCISD Economically Disadvantaged (Eco Dis) group outperforms the State and Region at the Approaches or Higher level, but more comparably at Meets or Higher and Masters.
- In contrast, the GCISD Gifted and Talented (GT) group is comparable to the State and Region at Approaches or Higher and Meets or Higher, but outperforms at Masters.

Middle School STAAR and STAAR EOC 2026 Performance

- The performance of the GCISD Emergent Bilingual/English Learner (EB/EL) group declines from the elementary grades to the middle school grades for the State, Region, and District. Additionally, the GCISD EB/EL group lags behind the State and Region in Social Studies, unlike the other GCISD demographic groups. This trend is also observed in Grade 8 Reading.
- The performance of GCISD All Students (All) in Grade 7 Mathematics exceeds the State and Region at the Approaches or Higher and Meets or Higher performance levels. This is also true for the GCISD Special Education (Sp Ed) group, as well as, the Masters level.
- Preliminary Grade 8 Science results show the GCISD All Students (All) group performing higher than the State and Region at all three performance levels, with Meets or Higher exceeding the State by 16 points and Masters.

STAAR End of Course (EOC) 2026 Performance

- At all three performance levels, the GCISD Emergent Bilingual/English Learner (EB/EL) group lags behind the State and Region in US History while the reverse is observed in the other demographic groups. In the other EOC content areas, the performance of the GCISD EB/EL group is comparable to the State and Region.
- The performance of Gifted and Talented students is higher than the State and Region at Masters Grade Level; however, their Masters performance is stronger in Algebra I, Biology I, and US History than English I and English II. This is also true for GCISD All Students.

Grade 3

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	74%	75%	84%	51%	52%	66%	25%	25%	39%
EB/EL	65%	66%	67%	40%	54%	39%	16%	15%	17%

Eco Dis	66%	65%	72%	40%	38%	46%	16%	14%	18%
GT	98%	98%	99%	92%	91%	96%	71%	69%	75%
Sp Ed	45%	47%	58%	21%	23%	33%	7%	8%	12%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	67%	68%	81%	44%	45%	58%	22%	22%	33%
EB/EL	61%	60%	64%	37%	37%	45%	16%	16%	20%
Eco Dis	58%	56%	68%	34%	32%	39%	14%	13%	15%
GT	98%	97%	99%	90%	89%	90%	68%	66%	70%
Sp Ed	40%	42%	59%	20%	22%	28%	8%	9%	13%

Grade 4

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	78%	78%	87%	53%	54%	72%	24%	24%	40%
EB/EL	68%	68%	72%	38%	38%	48%	12%	11%	16%
Eco Dis	70%	69%	73%	42%	40%	49%	15%	13%	20%
GT	99%	99%	100%	93%	93%	100%	68%	66%	80%
Sp Ed	50%	51%	59%	22%	23%	34%	6%	6%	12%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	68%	68%	79%	49%	48%	62%	25%	24%	36%
EB/EL	62%	60%	60%	42%	39%	37%	18%	15%	17%
Eco Dis	60%	57%	59%	39%	36%	38%	17%	14%	17%
GT	98%	97%	100%	92%	91%	94%	71%	68%	73%
Sp Ed	39%	39%	47%	22%	21%	28%	8%	8%	12%

Grade 5

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		

Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	79%	79%	87%	58%	58%	74%	34%	34%	52%
EB/EL	66%	66%	65%	40%	39%	47%	16%	16%	24%
Eco Dis	72%	70%	72%	48%	45%	53%	24%	22%	30%
GT	99%	99%	100%	96%	95%	99%	82%	79%	91%
Sp Ed	48%	49%	57%	23%	24%	30%	8%	9%	13%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	75%	75%	85%	47%	46%	62%	20%	19%	35%
EB/EL	68%	64%	63%	36%	32%	33%	11%	10%	12%
Eco Dis	68%	64%	68%	37%	33%	36%	13%	11%	14%
GT	99%	98%	100%	91%	89%	98%	65%	60%	79%
Sp Ed	49%	48%	56%	19%	19%	22%	5%	6%	12%

Science	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	65%	64%	73%	37%	35%	43%	18%	17%	24%
EB/EL	52%	46%	44%	21%	16%	16%	8%	5%	4%
Eco Dis	56%	51%	48%	26%	22%	15%	11%	8%	5%
GT	96%	94%	99.5	81%	76%	88%	55%	49%	59%
Sp Ed	37%	37%	41%	14%	13%	16%	5%	5%	9%

Grade 6

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	72%	73%	87%	54%	54%	74%	29%	30%	50%

EB/EL	49%	46%	42%	26%	24%	18%	8%	7%	3%
Eco Dis	63%	61%	65%	42%	40%	43%	19%	17%	22%
GT	98%	98%	100%	94%	93%	100%	77%	75%	92%
Sp Ed	37%	37%	48%	17%	18%	30%	5%	5%	7%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	73%	73%	87%	39%	39%	58%	15%	15%	27%
EB/EL	58%	56%	50%	21%	19%	13%	5%	5%	6%
Eco Dis	65%	62%	65%	27%	26%	27%	8%	7%	7%
GT	98%	98%	100%	86%	85%	99%	54%	52%	75%
Sp Ed	46%	46%	62%	13%	13%	22%	3%	3%	7%

Grade 7

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	77%	77%	89%	54%	54%	75%	31%	31%	51%
EB/EL	55%	53%	59%	27%	24%	29%	8%	8%	6%
Eco Dis	69%	66%	72%	43%	40%	48%	20%	19%	23%
GT	99%	99%	100%	94%	93%	98%	79%	77%	91%
Sp Ed	41%	41%	56%	16%	16%	28%	5%	5%	10%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	48%	49%	51%	29%	30%	31%	9%	9%	7%
EB/EL	33%	29%	32%	15%	12%	15%	2%	1%	0%
Eco Dis	39%	37%	35%	20%	19%	18%	4%	4%	3%
GT	93%	92%	92%	85%	83%	92%	56%	53%	62%
Sp Ed	23%	22%	29%	9%	9%	13%	1%	1%	2%

Grade 8

Reading	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	83%	83%	93%	59%	58%	80%	32%	32%	56%
EB/EL	66%	62%	55%	31%	27%	19%	8%	6%	2%
Eco Dis	77%	74%	79%	47%	44%	54%	20%	18%	25%
GT	99%	99%	100%	96%	95%	98%	80%	78%	89%
Sp Ed	51%	50%	71%	18%	17%	35%	5%	5%	12%

Math	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	73%	72%	90%	47%	46%	72%	16%	14%	33%
EB/EL	59%	57%	73%	30%	27%	44%	6%	5%	7%
Eco Dis	65%	63%	83%	37%	34%	61%	9%	7%	17%
GT	97%	96%	100%	88%	85%	96%	54%	51%	74%
Sp Ed	41%	39%	62%	17%	15%	35%	3%	3%	10%

Science	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	75%	74%	88%	53%	52%	69%	29%	28%	38%
EB/EL	54%	49%	47%	28%	23%	19%	9%	7%	7%
Eco Dis	67%	63%	70%	41%	37%	40%	18%	15%	17%
GT	98%	97%	99.5%	92%	89%	95%	74%	68%	68%
Sp Ed	44%	42%	66%	21%	18%	34%	7%	7%	18%

Soc Std	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	57%	57%	75%	32%	32%	49%	16%	16%	28%
EB/EL	30%	27%	29%	10%	8%	7%	4%	2%	1%
Eco Dis	45%	43%	53%	21%	19%	25%	9%	8%	14%
GT	94%	92%	98%	76%	74%	86%	53%	50%	63%
Sp Ed	24%	23%	36%	9%	8%	17%	4%	3%	10%

End of Course

Algebra	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	82%	80%	92%	54%	51%	73%	30%	28%	48%
EB/EL	73%	68%	74%	37%	28%	39%	15%	11%	9%
Eco Dis	77%	73%	82%	45%	38%	54%	21%	18%	26%
GT	99%	98%	100%	92%	87%	98%	75%	69%	89%
Sp Ed	59%	55%	77%	22%	18%	36%	8%	6%	14%

Biology	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	93%	94%	98%	71%	70%	84%	35%	34%	49%
EB/EL	87%	86%	89%	48%	45%	40%	12%	11%	6%
Eco Dis	91%	91%	94%	61%	59%	64%	24%	22%	25%
GT	100%	99%	100%	97%	96%	100%	81%	76%	89%
Sp Ed	81%	82%	88%	36%	35%	49%	9%	8%	16%

Eng I	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	72%	71%	89%	56%	56%	77%	13%	13%	29%
EB/EL	46%	44%	51%	26%	24%	26%	1%	1%	2%
Eco Dis	63%	60%	70%	44%	42%	51%	7%	6%	9%
GT	99%	98%	100%	96%	94%	99%	54%	50%	65%
Sp Ed	38%	37%	55%	18%	18%	31%	1%	1%	5%

Eng II	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	72%	72%	89%	60%	59%	83%	9%	9%	19%
EB/EL	46%	44%	45%	29%	27%	29%	1%	1%	1%
Eco Dis	64%	61%	73%	49%	47%	60%	4%	4%	7%

GT	98%	98%	100%	97%	95%	97%	40%	36%	45%
Sp Ed	37%	35%	58%	21%	20%	42%	1%	1%	8%

US His	Approaches or Higher			Meets or Higher			Masters Grade Level		
Entity	State	ESC 11	GCISD	State	ESC 11	GCISD	State	ESC 11	GCISD
All	93%	93%	97%	70%	70%	84%	37%	37%	54%
EB/EL	84%	82%	76%	45%	41%	32%	14%	12%	9%
Eco Dis	91%	89%	88%	62%	60%	67%	28%	36%	36%
GT	100%	100%	100%	96%	95%	100%	77%	74%	87%
Sp Ed	77%	75%	85%	35%	33%	40%	12%	11%	15%

Strengths

The Class of 2025 final College Career and Military Readiness list shows improvement over prior years at our three largest campuses. Comparing the Class of 2021 to the Class of 2025, GHS increased from 56.7% CCMR to 91.7%, CHHS increased from 61.2% to 92.4%, iUniversity Prep increased from 47.1% to 85.2%, Bridges increased from 22% to 28%, and Collegiate Academy maintained 99% of students designated as College, Career, or Military Ready.

STAAR 2026 performance of three of our Title I Schoolwide campuses also showed improvement over STAAR 2025 (the Domain I STAAR Performance Raw Score is the Average of the % Approaches or Higher, % Meets or Higher, and % Masters Grade Level for All Tests Combined): Timberline's Domain I STAAR Performance Raw Score improved from 27 to 47; Silver Lake's Domain I STAAR Performance Raw Score improved from 50 to 54; Dove's Domain I STAAR Performance Raw Score improved from 49 to 54. Bear Creek is also a Title I Schoolwide, and its Domain I STAAR Performance Raw Score declined from 44 to 41. All four of these campuses had higher Domain I STAAR Performance Raw Scores when Grade 5 Science was not included.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
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 extention opportunities.
2 ★	The district will need to increase emphasis on graduates meeting the TSI criteria in both Reading and Math through SAT/ACT/TSIA2 plus an AP Exam Score of 3+ or 3 hours Dual Credit, or 3 hours On Ramps instead of treating them as an "or" for maximum readiness credit. CTE completers will also need an aligned Tier 1 IBC for maximum credit.	Beginning with 2031 accountability ratings (26-27 Grade 9), CCMR will be evaluated using three postsecondary readiness levels, aligned to each indicator's correlation to positive postsecondary outcomes. These tiers will establish higher or lower point values for different levels of college readiness, different levels of career readiness, and different levels of military readiness.
3 ★	The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.	In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
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 extention opportunities.
2 ★	The district needs a system for campus and district improvement planning that is in a format that can be readily translated, as well as, a tool to collect and organize program documentation.	The Texas Education Agency, as well as, Board Policy require documentation to be retained for a set period. Parent and family communications, to the extent practicable, must be shared in a language they can understand. All expenditures from ESSA grants must meet local, state, and federal requirements showing a direct link to a problem & root cause identified in the comprehensive needs assessment.
3 ★	Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.	Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.
4 ★	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.
5 ★	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%

6 ★

The district will need to increase emphasis on graduates meeting the TSI criteria in both Reading and Math through SAT/ACT/TSIA2 plus an AP Exam Score of 3+ or 3 hours Dual Credit, or 3 hours On Ramps instead of treating them as an "or" for maximum readiness credit. CTE completers will also need an aligned Tier 1 IBC for maximum credit.

Beginning with 2031 accountability ratings (26-27 Grade 9), CCMR will be evaluated using three postsecondary readiness levels, aligned to each indicator's correlation to positive postsecondary outcomes. These tiers will establish higher or lower point values for different levels of college readiness, different levels of career readiness, and different levels of military readiness.

7 ★

SRO, Peace Officer, and Security Personnel duties need to be listed in the District Improvement Plan, Student Code of Conduct, and any Memorandums of Understanding with law enforcement agencies.

The board of trustees shall determine the law enforcement duties of peace officers, school resource officers (SROs), and security personnel, which do not include duties related behavioral or administrative duties better addressed by other district employees. TEC 37.081 (d)

8 ★

ADA funding is expected to decline from 2025-26 through 2029-30.

Over the ten year period of 2019-20 through 2029-30, the district's in person enrollment is expected to decrease from 13,283 to 11,779 while number of students completing each year at the virtual campus is expected to increase from 926 to 1,751.

9 ★

The district needs to expand strategies that address the district teacher turnover rate, including competitive pay.

In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%. According to our most recent TAPR, the teacher turnover rate has declined to 19.5%, which is a little higher than the State at 18.8%.

10 ★

The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.

In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

★ = Priority

Goals

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 Interims, 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,

Formative Reviews

September	February	April	June

Strategy 2

1.1.2 Ensure high-quality, engaging instruction in reading, mathematics, science, and social studies.

Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading skills that are at or above grade level will increase, resulting in improved preparation for the next set of grade level standards.

Progress Measures:
(1) Use ongoing data from various sources to review, monitor and adjust the curriculum, instructional resources and instructional practices, (2) Progress Monitor using the District Data Map to identify and support teachers with instructional coaching, (3) develop and implement a system to monitor use of i-Ready teacher toolkit led small group instruction.

Outcome Measures:
By June 2028, the percentage of all students performing at Meets Grade Level or Higher in Reading/ Language Arts on the STAAR/EOC will increase to at least 93% up from 74% in 2023. Additionally, by June 2028, the percentage of students performing at Masters Grade Level in Reading/Language Arts on the STAAR/EOC will increase to at least 66% up from 38% in 2023.

By June 2028, the percentage of all students performing at Meets Grade Level or Higher in Mathematics on the STAAR/EOC will increase to at least 90% up from 65% in 2023. Additionally, by June 2028, the percentage of all students performing at Masters Grade Level in Mathematics on the STAAR/EOC will increase to at least 62% up from 34% in 2023.

By June 2026, each K-8 Student will increase at least one performance level from BOY to EOY on the i-Ready Diagnostic for both Reading and Mathematics.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Director of Secondary English Language Arts, Michael Crow
Director of Elementary Instruction, Nancy Hale
Director of Mathematics, Emily Powell
Academic Team Members
Instructional Leadership Team
Campus Principals

Formative Reviews

September	February	April	June

Strategy 3 ☑ Results Driven Accountability

Supplemental Interventionists, English Language Learning Teachers, ESL Inclusion Assistants, EB/EL Academic Tutors, and Learning Support Specialists for Reading and Math, as well as, general academic instructional leadership and student support, will be provided at targeted campuses in order to accelerate learning and continue the recovery from learning loss due to the

pandemic and interrupted learning. [ESSA] [TEC 11.252(a)(3)(A) TEA Requirement - Instructional methods for all student groups not achieving their full potential]

Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with end of year reading, mathematics, and science skills will improve in preparation for the next set of grade-level standards - Bear Creek, Dove, Silver Lake, Timberline, GMS, CTMS.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Coordinator of Bilingual Programs, Juana White
Campus Principals

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: EB/EL Instructional Paraprofessionals Centrally Deployed 263 - Title III, LEP, $50,660

Formative Reviews

September	February	April	June

Strategy 4

Identified students 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].

Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 4545/ HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading and mathematics in order to meet or exceed rigorous state grade-level standards.

Campuses must report HB 1416 information through Edugence to ensure district is prepared each summer for the TEA required reporting through our student information system.

Staff Responsible for Monitoring: Executive Director of Leadership, Dr. Kalee McMullen
Director of Accountability and Continuous Improvement, Shannon Tovar
Campus Principals

Formative Reviews

September	February	April	June

Strategy 5

The district will access the Instructional Leadership pathway from the LASO Cycle III/IV Continuation Grant with the Texas Education Agency which consists of a required suite of trainings and support intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of schoolwide culture routines, HQIM internalization and implementation, observation and feedback, and data-driven instruction.

Strategy's Expected Result/Impact: The eligible campuses will continue to be served as Title I Schoolwide and participation in the Instructional Leadership Pathway will increase system efficiency and effectiveness while improving student academic performance to a level that removes the campus from federal school improvement designation lists.

Staff Responsible for Monitoring: Executive Director of Instructional Leadership, Dr. Kalee McMullen
Timberline Principal, Liz Hilcher
Bear Creek Principal, Mia Magana

Problem Statements: Demographics 1, 2

Funding Sources: Engage2Learn Contracted Service - Year 2 2025-2027 Instructional Leadership Grant, $50,745

Formative Reviews

September	February	April	June

Strategy 6

Dyslexia is identified through child-find within the Full Individual Evaluation (FIE) process. Once identified and the ARD committee agrees that dyslexia services are warranted, dyslexia services begin. Dyslexia intervention is provided utilizing one of the district-adopted dyslexia programs that align with the Texas Dyslexia Handbook. [TEA Requirement dyslexia treatment programs TEC 11.252(a)(3)(B)(iv)]

Problem Statements: Student Learning 3

Formative Reviews

September	February	April	June

Strategy 7

Execute, monitor, and effectively communicate the implementation of all HB3 requirements including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement].

Formative Reviews

September	February	April	June

Strategy 8

The district will participate in a shared service agreement through Region 11 for the 2025-2026 Texas Education of Homeless Children and Youth (TEHCY) - Continuation Grant program to

support students experiencing homelessness.

Staff Responsible for Monitoring: Director of Counseling, Mandy Ozuna

Formative Reviews

September	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.
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%

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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 extention opportunities.

3	The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.	In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

Performance Objective 2 ☑ HB3 Goal

1.2 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].

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

Strategy 1

1.2.1 (A) Increase the number of students who demonstrate college readiness as evidenced by the TSIA, SAT, ACT, AP Scores, and Dual Credit Completion.

Strategy's Expected Result/Impact: Progress Measures:

Implement monthly CCMR tracking meetings with high school campus leadership with embedded strategies and supports.

Outcome Measures:
By 2028, the CCMR indicator for GCISD Graduates will increase from 69% to 90% for students.

The SAT Suite of Assessments will be administered to students as follows: PSAT 8/9 to Grade 8 students and ASPIRE 7 students, PSAT/NMSQT to all students in grades 9-11, SAT at School to all Spring Semester Juniors and Fall Semester Seniors who did not participate in the Spring Semester Junior administration. Students whose SAT at School Day results show meeting the ERW benchmark, but not the Math benchmark, will be identified for TSIA2 Math.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Director of Counseling, Mandy Ozuna
Executive Director of Instructional Leadership, Dr. Kalee McMullen
Director of Career & Technical Education, Stephanie Speaks

Problem Statements: Student Learning 2

Formative Reviews

September	February	April	June

Strategy 2

1.2.1 (B) Increase the number of students who demonstrate workforce readiness.

Strategy's Expected Result/Impact: Progress Measures:
(1) Clarify CTE courses and pathways in Course Selection Guide. (2) Increase the number of students completing coherent sequence aligned with Industry-Based Certifications (3) Increase the number of students participating in work-based learning courses (4) Expand career awareness to elementary and junior high grade levels (5) Increase the number of students completing IEPs to earn code 54/55.

Outcome Measures:
(1) By 2028, the CCMR indicator for students will increase from 69% to 90% for students (2) By June 2028, our high school campuses will be in the top quartile of their comparability groups for SAT performance and participation, as well as AP Exam performance and participation (3) By June 2025, establish a baseline for students selected to participate in the TSIA2 Math boot camp meeting the TSIA2 math benchmark for CCMR, thereby increasing that Accountability indicator.

Staff Responsible for Monitoring: Executive Director of Special Services, Lindsey Fuentes
Executive Director of Technology, Michael Jagoditsh
Director of Career and Technical Education, Stephanie Speaks
Campus Principals

Formative Reviews

September	February	April	June

Strategy 3

1.2.1 (C) Increase exposure and awareness of Armed Forces post-secondary opportunities [SB 1843 85th Legislature].

Strategy's Expected Result/Impact: The ASVAB will be administered annually at the high school campuses. Graduates will provide the District with signed Enlistment DD-4 forms.

Progress Measures:
(1) Ensure students have the opportunity to meet with recruiters of all military branches, (2) Design a strategic plan to collect DD Forms, (3) Monitor ASVAB participation, (4) communicate the schedule for the test, which must occur during normal school hours and at a time that limits conflict with extracurricular activities

Outcome Measures:
By 2028, the CCMR indicator for students will increase from 69% to 90% for students.

Staff Responsible for Monitoring: Executive Director Instructional Leadership, Dr. Kalee McMullen
Director of Counseling, Mandy Ozuna
Campus Principals

Formative Reviews

September	February	April	June

Strategy 4

Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability].

Formative Reviews

September	February	April	June

Strategy 5

Support CTE programs using Perkins V Funds in order to prepare workers for our local and regional economy and meet employers' needs in a variety of high-skill occupations and middle skills jobs [Perkins V Requirements].

Funding Sources: 244 - CTE,

Formative Reviews

September	February	April	June

Strategy 6

Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].

Formative Reviews

September	February	April	June

Strategy 7

Execute, monitor, and effectively communicate the implementation of all HB3 requirements, including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement].

Strategy's Expected Result/Impact: The district will remain in compliance with Texas Education Agency requirements.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director Instruction, Dr. Kalee McMullen
Director of Elementary Instruction, Nancy Hale

Formative Reviews

September	February	April	June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The district will need to increase emphasis on graduates meeting the TSI criteria in both Reading and Math through SAT/ACT/TSIA2 plus an AP Exam Score of 3+ or 3 hours Dual Credit, or 3 hours On Ramps instead of treating them as an "or" for maximum readiness credit. CTE completers will also need an aligned Tier 1 IBC for maximum credit.	Beginning with 2031 accountability ratings (26-27 Grade 9), CCMR will be evaluated using three postsecondary readiness levels, aligned to each indicator's correlation to positive postsecondary outcomes. These tiers will establish higher or lower point values for different levels of college readiness, different levels of career readiness, and different levels of military readiness.

Performance Objective 3

1.3 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 Source: 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

1.3.1 Uphold the Student Code of Conduct to maintain a safe, nurturing environment.

Strategy's Expected Result/Impact: Progress Measures:
Campus discipline coordinators track (monthly) and monitor campus stats to make adjustments and address trends.

Outcome Measures:
By May 2026, establish a baseline to measure student perception of feeling safe and nurtured in the learning environment.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director of Instructional Leadership, Dr. Kalee McMullen
Executive Director of Special Services, Lindsey Fuentes
Principals

Formative Reviews

September	February	April	June

Strategy 2

1.3.2 Utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges.

Strategy's Expected Result/Impact: Progress Measures:
(1) Continue to implement PBIS Tier 1 Attendance Strategies (2) Conduct Attendance Fidelity Checks (3) Monitor and adjust attendance strategies based on the Monthly Campus Attendance Tracking Scoreboard.

Outcome Measures:
By May 2026, the overall average daily attendance will remain above 96.25%.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Director of Student Services, Dr. Tiffany Cunningham

Formative Reviews

September	February	April	June

Strategy 3

The GCISD board of trustees shall determine the law enforcement duties of peace officers, school resource officers, and security personnel, which do not include behavioral or administrative duties better addressed by other district employees. Duties are listed in the District Improvement Plan, Student Code of Conduct, and any Memorandums of Understanding with law enforcement agencies [TEC 37.081 (d)]. The Memorandums of Understanding between the district and each of the cities of Grapevine and Colleyville are included in the district improvement plan addendum section.

Strategy's Expected Result/Impact: The current Memorandum of Understanding for the City of Colleyville and for the City of Grapevine, including school resource officer duties, is attached in the policies section of the district improvement plan.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director Emergency Management, Allen Smith

Formative Reviews

September	February	April	June

Strategy 4

Implement a prevention and awareness partnership with Challenge of Tarrant County, provide community drug awareness and prevention information regarding vaping, fentanyl/opioids, and other illegal substances.

Strategy's Expected Result/Impact: Progress Measures:
(1) Schedule parent/community prevention pop ups at highly attended school events (ie. Red Rail Game in an ongoing prevention campaign) (2) Produce Public Safety Announcements in conjunction with students in leadership positions and current content with Challenge of Tarrant County/Stay on Track Coalition and Recovery Resource Council throughout academic year.

Outcome Measures:
By May 2026, an on-going drug prevention and awareness campaign will be implemented in addition to traditional parent nights and Red Ribbon Week.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Director of Health Services, Samantha Howard

Formative Reviews

September	February	April	June

Strategy 5

Meet or exceed the Texas required safety standards by accessing grant funds that may also be used for other statutory school safety requirements and allowable expenses when the district has already met the required standards,

Strategy's Expected Result/Impact: The SAFE Cycle 2 funding is designed to help LEAs meet the required safety standards. If an LEA has already met the required safety standards, the funding may be used for other statutory school safety requirements and allowable expenses as outlined in Texas Education Code, SS48.115.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director of Emergency Management, Allen Smith

Funding Sources: 429 - School Safety and Security Grant,

Formative Reviews

September	February	April	June

Performance Objective 4

1.4 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 Source: GCISD Quality Cup, Student Schedules and Rosters, UIL Lone Star Cup Rankings

Strategy 1

1.4.1 Monitor opportunities for all students to engage in experiences outside of coursework.

Strategy's Expected Result/Impact: Progress Measures:
Collect participation and performance in extracurricular events.

Outcome Measures:
By May 2026, establish a system to identify a baseline to identify students not engaged and identify opportunities for growth.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director of Athletics, Billy Skinner
Director of Fine Arts, Paul Sikes
Director of Career and Technical Education, Stephanie Speaks
Campus Principals

Formative Reviews

September	February	April	June

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 Source: 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

As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence 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].

Strategy's Expected Result/Impact: 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 dating violence.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Director of Counseling, Mandy Ozuna
Campus Principals

Formative Reviews

September	February	April	June

Strategy 2

In support of students experiencing homelessness, the district will participate in the 2025-2026 Texas Education of Homeless Children and Youth (TECHY) Continuation grant through a shared services agreement with Region 11 and may provide additional support to students, such as transportation, using a set-aside amount from ESSA, Title I.

Strategy's Expected Result/Impact: Students experiencing homelessness will have access to their campuses of origin.

Staff Responsible for Monitoring: Director of Counseling, Mandy Ozuna
Director of Transportation, Manny Rubio

Problem Statements: District Processes & Programs 2

Funding Sources: 211 - ESEA Title I, Part A, , 2025 - 2026 TEHCY Continuation,

Formative Reviews

September	February	April	June

Strategy 3

Using supplemental Title III, Immigrant funding, design and support programs that identify immigrant students and help ensure that immigrant children and youth attain English proficiency and develop high levels of academic achievement in English in pursuit of the same challenging State academic standards that all children are expected to meet.

Strategy's Expected Result/Impact: Established, implemented, and sustained effective language instruction and educational programs designed to assist in teaching immigrant students.

Significant capacity across the system and staff (instructional and non-instructional) to provide effective instructional programs designed to prepare immigrant students to enter all-English instructional settings.

Parent, family, and community participation in language instruction educational programs.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Coordinator Bilingual Programs, Juana White

Formative Reviews

September	February	April	June

Performance Objective 5 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.	Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

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

Performance Objective 1

2.1 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 Source: Employee Engagement Surveys

Strategy 1

2.1.1 Expand and enhance marketing program and relationships with universities, colleges, and alternative certification programs to support recruitment and retention efforts for critical positions.

Strategy's Expected Result/Impact: Progress Measures:
(1) Establish and maintain at least 3 active partnerships with universities, colleges, and ACPs that actively offer programs for hard-to-fill positions, (2) Launch targeted marketing campaigns for prospective candidates in identified hard-to-fill positions.

Outcome Measures:
By May 2026, the applicant pool will increase for hard-to-fill positions and maintain quality into future years.

Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires
Director of Human Resources, Dave Denning

Formative Reviews

September	February	April	June

Strategy 2

2.1.2. Conduct a yearly pay systems review of all salaries and maintain competitive and equitable compensation for employees.

Strategy's Expected Result/Impact: Progress Measures:
(1) Complete annual salary benchmark analysis with comparable districts and labor market data, (2) Address internal equity of current employee pay for market competitiveness, (3) Ensure stiped pay rates are comparable and aligned to area districts and districts similar in size.

Outcome Measures:
By June 2027, GCISD will target paying employees within market value (90% to 110%) for all positions including stipends.

Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires
Director of Human Resources, Dave Denning

Formative Reviews

September	February	April	June

Performance Objective 2

2.2 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.

Evaluation Data Source: Texas Academic Performance Report (TAPR), GCISD Exit List, Staff Surveys

Strategy 1

2.2.1 Analyze annual staff survey data to drive targeted improvements in employee satisfaction.

Strategy's Expected Result/Impact: Progress Measures:
(1) Conduct annual data analysis from the employee engagement survey, exit interviews, and stay interviews to identify common trends with employee satisfaction, (2) Develop targeted action plans created by departments and campuses based on identified trends from data.

Outcome Measures:
By December 2026, the turnover rate on the TAPR will decrease by 3 points.

Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires
Director of Human Resources, Dave Denning

Problem Statements: Perceptions 2

Formative Reviews

September	February	April	June

Strategy 2

2.2.2 Provide employees with ongoing coaching and professional development to continuously improve the individual employee's professional growth.

Strategy's Expected Result/Impact: Progress Measures:
(1) Increase the number of employees who participate in coaching sessions, mentor programs, or professional development aligned to their role and growth goals, (2) Gather employee feedback on coaching sessions and professional development sessions gathered through surveys and professional development sessions.

Outcome Measures:
By May 2026, employee retention will increase , and there will be an increase in internal advancement due to skill growth.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director of Instructional Leadership, Dr. Kalee McMullen
Director Early Childhood and Professional Development, Krisit Brown
Departmental Leaders

Formative Reviews

September	February	April	June

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The district needs to expand strategies that address the district teacher turnover rate, including competitive pay.	In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%. According to our most recent TAPR, the teacher turnover rate has declined to 19.5%, which is a little higher than the State at 18.8%.

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 Source: 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

Provide training, mentoring, and practice to improve the observation and feedback cycle using a common coaching framework for selected campuses. During coaching visits, the following are prioritized: observation of classroom instruction, identifying the highest leverage gap, and

supporting campus leaders with scripting/preparing feedback, providing 1:1 feedback & action steps, and mentoring implementation.

Strategy's Expected Result/Impact: Student achievement at targeted campuses will increase due to changed teacher and administrator behaviors as evidenced by local and state assessments, Get Better Faster Walkthroughs, and identified supplemental programs.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director of Instructional Leadership, Dr. Kalee McMullen

Problem Statements: Demographics 2 - Perceptions 2

Funding Sources: Timberline Associate Principal with Stipend 211 - ESEA Title I, Part A, $97,500

Formative Reviews

September	February	April	June

Strategy 2

Equity Plan Strategy One: In alignment with our district priority emphasizing Faculty and Staff Recruitment, Retention and Capacity-Building, the district will investigate opportunities in the Teacher Incentive Allotment, as well as, creating the role of Multi-Classroom Lead Teachers to encourage high performing teachers to remain in teaching roles. Additionally, the district will continue with Get Better Faster instructional coaching to grow campus leader skill in providing teachers with meaningful, timely, and actionable feedback. An emphasis will be placed on Focus Campuses.

Strategy's Expected Result/Impact: Highly effective teachers will remain in our classrooms due to additional compensation for performance. Those evaluating and coaching teachers will have a common language across the system to lessen confusion and increase implementation.
Equity Gap significantly closed as measured by STAAR performance, New teacher leadership pathways and compensation plans in place that reward high performers at focus campuses who remain in our classrooms

Staff Responsible for Monitoring: Chief of Human Resources, Kelly Mires
Chief Academic Officer, Dr. Shiela Shiver
Executive Director of Instructional Leadership, Dr. Kalee McMullen

Formative Reviews

September	February	April	June

Strategy 3

Equity Plan Strategy Two: In alignment with our district priorities and scorecard, the district will investigate grow your own teaching strategies in order to make recommendations for the future. Potential areas to consider are our existing instructional paraprofessionals, tutors, and our high school students participating in a CTE approved pathway for Education and Training.

Strategy's Expected Result/Impact: GCISD will experience graduates returning to teach and raise their own families in the district. An Infusion of best practices and awareness that comes from having a staff intentionally selected for students at focus campuses to flourish along with new hires remaining in GCISD and enriching our culture. A bank of high quality subs means focus campus students are rarely without an excellent teacher.

Staff Responsible for Monitoring: Chief of Human Resources, Kelly Mires
Director of Human Resources, Dave Denning

Formative Reviews

September	February	April	June

Strategy 4

Provide training and implementation support to Title I Schoolwide campus leadership and teachers in order to build capacity around innovative strategies, updated activities, and tailored supports that cater to diverse language levels, ensuring every student is successful.

Strategy's Expected Result/Impact: Teachers will (1) learn and apply new strategies targeting vocabulary, speaking, writing, reading comprehension, and listening comprehension, (2) gain capacity in the implications of proficiency levels and sublevels in a world language classroom, and (3) strategically plan ways to incorporate all modes of communication into lessons.

Staff Responsible for Monitoring: Executive Director Instructional Leadership, Dr. Kalee McMullen
Coordiantor Bilingual Services, Juana White
Campus Principals

Formative Reviews

September	February	April	June

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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%

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The district needs to expand strategies that address the district teacher turnover rate, including competitive pay.	In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%. According to our most recent TAPR, the teacher turnover rate has declined to 19.5%, which is a little higher than the State at 18.8%.

Goal 3 Parents, Families, and Community Satisfaction and Engagement

Performance Objective 1

3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.

Evaluation Data Source: Parent and Family Engagement surveys

Strategy 1

3.1.1 Analyze annual parent survey data to drive targeted improvements in parent engagement and satisfaction.

Strategy's Expected Result/Impact: Progress Measures:
(1) Pinpoint the top 3-5 scoring areas to identify existing strengths and the top 3-5 lowest scoring areas that represent the weakest points needing improvement, (2) Create action plans within departments and campuses to enhance or address each of these priority areas.

Outcome Measures:
Achieve an overall increase in participation and average satisfaction scores in the 2026-2027 parent engagement and satisfaction survey.

Staff Responsible for Monitoring: Executive Director Communications, Tierney Tinnin

Formative Reviews

September	February	April	June

Strategy 2

3.1.2 Evaluate committees to maximize engagement opportunities.

Strategy's Expected Result/Impact: Progress Measures:
(1) Identify committees that are excelling in engagement, impact, and participation by collecting data on each, (2) Share best practices across the district.

Outcome Measures:
By the end of the 2025-2026 school year, have baseline data collected on committee engagement, impact, and participation.

Formative Reviews

September	February	April	June

Strategy 3

Each Title I, Part A campus 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].

Strategy's Expected Result/Impact: All Title I campuses will meet this compliance item in a way that has meaning for students, parents, and staff.

Staff Responsible for Monitoring: Title I Schoolwide Campus Principals
Director of Accountability and Continuous Improvement, Shannon Tovar
Coordinator Bilingual Services, Juana White
District Family and Community Engagement Liaison, Priscilla Hernandez

Problem Statements: Demographics 1, 2

Funding Sources: Timberline PFE Extra Duty 211 - ESEA Title I, Part A, $40,000, Silver Lake PFE Supplies 211 - ESEA Title I, Part A, $4,000, District Family and Community Engagement Liaison 263 - Title III, LEP, $67,000, Bear Creek PFE Other Operating 255 - ESEA Title II, Part A, TPTR, $4,000, Bear Creek PFE Extra Duty Pay 255 - ESEA Title II, Part A, TPTR, $4,000, Silver Lake PFE Extra Duty Pay 211 - ESEA Title I, Part A, $4,000, Timberline Parent Liaison Bilingual Program with Stipend 211 - ESEA Title I, Part A, $29,100, Silver Lake ES Bilingual Parent Liaison with Stipend 211 - ESEA Title I, Part A, $27,100, Timberline PFE Supplies 211 - ESEA Title I, Part A, $4,000

Formative Reviews

September	February	April	June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.

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%

Performance Objective 2

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

Strategy 1

3.2.1 Maintain district representation with civic organizations.

Strategy's Expected Result/Impact: Progress Measures:
(1) Create district materials to be easily shared by any district representative attending civic events, (2) Periodically host district-wide presentations to provide updates, gather feedback, and foster networking.

Outcome Measures:
Annually, maintain speaking/presentation opportunities amongst civic organizations and community members.

Staff Responsible for Monitoring: Superintendent's Cabinet

Formative Reviews

September	February	April	June

Strategy 2

3.2.2 Enhance media relations programs and partnerships.

Strategy's Expected Result/Impact: Progress Measures:
(1) Weekly media advisory to all media contacts pitching story ideas for the following week that highlight how the district is committed to its performance objectives (2) Tracking GCISD media coverage/reports (3) Expand media training to more district and campus staff.

Outcome Measures:
By summer 2026, the district will broaden its media representation by ensuring at least 75% of all campuses and departments are featured in positive, proactive media coverage across media platforms and set a new goal for the summer of 2027.

Staff Responsible for Monitoring: Executive Director of Communications, Tierney Tinnin

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

3.3.1 Increase relationships with corporate partners.

Strategy's Expected Result/Impact: Progress Measures:
(1) Strengthen our relationship with businesses within local chambers, (2) Establish a tracking system to effectively track and monitor relationships built with corporations and monetary or student experience benefits.

Outcome Measures:
By June 2026, have baseline data to set annual goals beginning in the 2026-2027 school year.

Staff Responsible for Monitoring: Executive Director of Communications, Tierney Tinnin
Director of Career and Technical Education, Stephanie Speaks

Formative Reviews

September	February	April	June

Strategy 2

3.3.2 Strengthen involvement with the Education Foundation (GCEF).

Strategy's Expected Result/Impact: Progress Measures:
Actively engage with GCEF to support district initiatives through strategic communication, event participation, and fundraising efforts.

Outcome Measures:
By the end of the 2025-2026 school year, increase scholarship and grant amounts.

Staff Responsible for Monitoring: Executive Director Education Foundation, Meredith Martin
Superintendent's Cabinet

Formative Reviews

September	February	April	June

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 Source: Student Attendance, Failure Rates, Extracurricular Participation

Strategy 1

Students in Foster Care and those experiencing homelessness will have access to transportation to and from their school of origin, as well as, support from the district Homeless Liaison.

Strategy's Expected Result/Impact: Students impacted by homelessness or placement in foster care will be able to continue their education in Grapevine-Colleyville ISD.

Staff Responsible for Monitoring: Director of Counseling & Homeless Liaison, Mandy Ozuna
Director of Transportation, Manny Rubio

Problem Statements: District Processes & Programs 2

Funding Sources: Homeless Student Transportation 289 - Title IV, $70,724, Homeless Liaison Stipend 211 - ESEA Title I, Part A, $2,008

Formative Reviews

September	February	April	June

Strategy 2 ☑ Results Driven Accountability

Bilingual (Spanish) teachers, administration, and support staff will have additional compensation in the form of stipends at identified campuses. Additionally, identified middle schools will receive an ESL Inclusion Aide to support student success.

Strategy's Expected Result/Impact: Student and school information can be shared with parents, families, and students - to the extent practicable - in a language the parents and students can understand - Bear Creek, Silver Lake, Timberline.
Paraprofessional support will be provided in the form of ESL Inclusion Aides to GMS and CTMS, based on large numbers of EB/EL students, while not receiving Title I services.

Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar
Coordinator of Bilingual Services, Juana White
District Parent and Family Engagement Liaison, Priscilla Hernandez
Title I Schoolwide Campus Principals

Problem Statements: Demographics 2 - Student Learning 1

Funding Sources: Timberline Administrator, Teacher, and Paraprofessional Stipends 211 - ESEA Title I, Part A, $20,000, Bilingual EB/EL Instructional Coach Stipend 263 - Title III, LEP, $6,000, Centrally Deployed EB/EL Instructional Paraprofessional for Middle Schools 263 - Title III, LEP, $50,660, Language Acquisition Center Clerk Stipend 263 - Title III, LEP, $2,814

Formative Reviews

September	February	April	June

Strategy 3

Parent and Family Engagement Liaisons will serve at identified campuses as the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner [Title I Requirement]. In order to achieve the desired outcome of engaging every family, the PFE liaisons should spend no more than 5-10% of their time on operational tasks. The district will also utilize at Title III Parent and Community Engagement Liaison.

Strategy's Expected Result/Impact: These PFE Liaisons will represent the school through thoughtful, meaningful, and culturally appropriate communications. They will also represent the parent/family by understanding the many challenges that occur in the community and 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.

Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar
Coordinator Bilingual Serves, Juana White
Title I Schoolwide Campus Principals

Problem Statements: Demographics 2

Formative Reviews

September	February	April	June

Strategy 4

Districts are required to provide summer school for emergent bilingual (EB) students served in bilingual education and English as a second language (ESL) programs entering kindergarten and grade 1 (Texas Education Code Sec. 29.060; Texas Administrative Code SS89.1250).

Strategy's Expected Result/Impact: The required summer school program is intended to prepare our youngest EB students for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.

Staff Responsible for Monitoring: Director Early Childhood and Staff Development
Coordinator Bilingual Services, Juana White
Principal Extended Learning, Jamie Torres

Formative Reviews

September	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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%

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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 extention opportunities.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
2	Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.	Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

Performance Objective 5

Campus and District programming will encourage parental involvement at each campus [TEA Requirement].

Strategy 1

Each campus-level 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]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement].

Strategy's Expected Result/Impact: Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director Instructional Leadership, Dr. Kalee McMullen
Director Accountabiity and Continuous Improvement, Shannon Tovar
Campus Principals

Formative Reviews

September	February	April	June

Strategy 2

The district will utilize a District Family and Community Engagement Liaison to support our Title I, Schoolwide and Title III, English Language Learner programs.

Strategy's Expected Result/Impact: Increased coordination between local, state, and federal programs
Schoolwide Program Parent & Family Engagement requirements met and exceeded

Staff Responsible for Monitoring: Coordinator Bilingual Programs, Juana White
District Family and Community Engagement Liaison, Priscilla Hernandez

Problem Statements: Demographics 2

Funding Sources: District Parent and Family LIaison with Stipend 263 - Title III, LEP, $68,000

Formative Reviews

September	February	April	June

Strategy 3

Each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, 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].

Strategy's Expected Result/Impact: Improved attendance and academic outcomes for students attending our Title I Schoolwide campuses

Staff Responsible for Monitoring: Executive Director Instructional Leadership, Dr. Kalee McMullen
Coordinator Bilingual Services, Juana White
District Family and Community Engagement Liaison, Priscilla Hernandez

Formative Reviews

September	February	April	June

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
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%

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 Source: 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

The GCISD School Health Advisory Council will hold at least five scheduled meetings during the school year.

Staff Responsible for Monitoring: Director of Health Services, Samantha Howard

Formative Reviews

September	February	April	June

Goal 4 Strong Financial Stewardship and Internal System Efficiency

Performance Objective 1

4.1 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

4.1.1 Refine robust internal controls and financial safeguards to ensure the integrity and accountability of budgetary processes.

Strategy's Expected Result/Impact: Progress Measures:
(1) Implement and maintain the zero-based budgeting process, (2) Regularly monitor financial reports.

Outcome Measures:
Achieve financial results consistent with the board-approved budget for the 2026 - 2027 fiscal year.

Staff Responsible for Monitoring: Chief Financial Officer, Carla Settle
Director of Finance, Paula McBride
Director of Purchasing, Mason Crenshaw

Problem Statements: Perceptions 1

Formative Reviews

September	February	April	June

Strategy 2

4.1.2 Maintain the highest rating for the Financial Integrity Rating System for Texas (FIRST) issues by the Texas Education Agency.

Strategy's Expected Result/Impact: Progress Measures:
Aligning the District's financial practices will result in the score that achieves the highest rating issued by the Texas Education Agency.

Outcome Measures:
Annually, the district will present the results issued by the Texas Education Agency in the fall of each year.

Staff Responsible for Monitoring: Chief Financial Officer, Carla Settle

Formative Reviews

September	February	April	June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	ADA funding is expected to decline from 2025-26 through 2029-30.	Over the ten year period of 2019-20 through 2029-30, the district's in person enrollment is expected to decrease from 13,283 to 11,779 while number of students completing each year at the virtual campus is expected to increase from 926 to 1,751.

Performance Objective 2

4.2 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

4.2.1 Track completion time of work orders.

Strategy's Expected Result/Impact: Progress Measures:
(1) Review reports in FMX to identify opportunities for improvement, (2) Develop communication standards to inform campus and district leaders.

Outcome Measures:
By June 2026, the Facility Services Department will establish a baseline measure with goals for subsequent years.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director Facility Services, Michael Caressimo

Formative Reviews

September	February	April	June

Strategy 2

4.2.2 Track completion time of technology tickets.

Strategy's Expected Result/Impact: Progress Measures:
(1) Review reports in Zendesk system to identify opportunities for improvement, (2) Maintain communication standards to inform the original requester.

Outcome Measures:
By May 2026, the Technology Department will establish a baseline measure with goals for subsequent years.

Staff Responsible for Monitoring: Executive Director Technology, Michael Jagoditsh

Formative Reviews

September	February	April	June

Strategy 3

4.2.3 Track Districtwide software useage.

Strategy's Expected Result/Impact: Progress Measures:
(1) Review software usage data from digital insights to identify programs that are low in use or adoption, (2) analyze software usage to identify areas of needed professional development or implementation assistants.

Outcome Measures:
By May 2026, the Technology Department will have identified and recommended programs for review based on low usage, resulting in a comprehensive plan for either their discontinuation or the redevelopment of training to improve utilization and achieve cost reductions.

That data will be used to develop, vet, and launch districtwide technology expectations in 2026-2027.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director Technology, Michael Jagoditsh

Formative Reviews

September	February	April	June

Strategy 4

4.2.4 Sustain and evaluate systems of support to mitigate vulnerabilities and increase preparedness for emergencies and school safety.

Strategy's Expected Result/Impact: Process Measures:
(1) Complete and update district and campus emergency operations plans, (2) Evaluate campus drill schedules and monitor campus compliance throughout the year, (3) Monitor completion of campus door sweeps and intruder audits.

Outcome Measures:
Annually, the campus door sweeps and intruder audits will be 100% completed.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director of Emergency Management and Safety, Allen Smith

Formative Reviews

September	February	April	June

Strategy 5

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].

Strategy's Expected Result/Impact: School safety will not be a barrier to regular attendance.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director of Emergency Management and School Security, Allen Smith
Campus Principals

Funding Sources: 429 - School Safety and Security Grant,

Formative Reviews

September	February	April	June

Performance Objective 3

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

Strategy 1

4.3.3 Review district programs and needs, facilities and capacities, and enrollment projections.

Formative Reviews

September	February	April	June

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 Source: Federal Funds Requests, Procurement Records, Quote Forms

Strategy 1

Campuses will be identified for participation in Title I according to their percentage of economically disadvantaged students from the projected attendance boundaries due to campus closures. Elementary campuses above 40% economically disadvantaged will be served through ESSA this year as Schoolwide Programs. Campus per pupil determinations are based on percentage bands. For the 2026-2027 school year, 100% of Title II will be transferred into Title I, and 100% of Title IV will be transferred into Title III. Private Nonprofit equitable services amount will be determined by identifying students by address who live in one of our Title I, Schoolwide attendance zones.

Strategy's Expected Result/Impact: Resources will be concentrated in areas of highest need.

Staff Responsible for Monitoring: Chief Financial Officer, Carla Settle
Chief Academic Officer, Dr. Shiela Shiver
Director of Accountability and Continuous Improvement, Shannon Tovar

Problem Statements: Demographics 1

Formative Reviews

September	February	April	June

Strategy 2

Family, Business, and Community input into federally funded programs will be collected through informal and formal means such as campus and district-level committees, as well as, public hearings at board meetings.

Strategy's Expected Result/Impact: GCISD will remain up to date on all grant assurances and requirements.

Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver
Executive Director Instructional Leadership, Dr. Kalee McMullen
Executive Director Special Services, Lindsey Fuentes
Director of Accountability and Continuous Improvement, Shannon Tovar
Director of Career and Technical Education, Stephanie Speaks

Formative Reviews

September	February	April	June

Strategy 3

Title I Crate from 806 Technologies will be used to collect and organize documentation as required for administration of the ESSA grants. Additionally, campus and district improvement plan translations, to the extent possible, will occur through the Plan4Learning platform additionally from 806 Technologies. A stipend will be paid to a member of the counseling team for verbal translations. Campus and District Improvement plans will be translated into Spanish prior to posting on our websites [Title I Requirement].

Strategy's Expected Result/Impact: The products from 806 Technologies will assist us in communicating our ESSA grant program plans, expenditures, and program evaluations.

Staff Responsible for Monitoring: Director of Accountability & Continuous Improvement, Shannon Tovar
Coordinator Bilingual Services, Juana White

Problem Statements: District Processes & Programs 1

Funding Sources: 806 Technologies Title I Crate 211 - ESEA Title I, Part A, $3,221, 806 Technologies Plan4Learning Translations 255 - ESEA Title II, Part A, TPTR, $2,879

Formative Reviews

September	February	April	June

Strategy 4

A Supplement, Not Supplant Methodology will be developed by the district's financial services and included in our federal programs processes and documentation.

Strategy's Expected Result/Impact: Increased flexibility in serving our Title I Schoolwide campuses to achieve stronger student outcomes

Staff Responsible for Monitoring: Chief Financial Officer, Carla Settle
Director Financial Services, Paula McBride
Director Accountability and Continuous Improvement, Shannon Tovar

Formative Reviews

September	February	April	June

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The district needs to maintain focus on the academic growth momentum of Timberline, Dove, and Silver Lake while leveraging proven strategies at Bear Creek.	Dove Elementary students will be divided between two campuses as the campus is permanently closed. Silver Lake is expected to increase in enrollment from 450 students to an estimated 517 students. Campus consolidation has reshaped teams at nearly all elementary campuses.

Performance Objective 4 Problem Statements Identifying District Processes & Programs

	Problem Statement	Root Cause
1	The district needs a system for campus and district improvement planning that is in a format that can be readily translated, as well as, a tool to collect and organize program documentation.	The Texas Education Agency, as well as, Board Policy require documentation to be retained for a set period. Parent and family communications, to the extent practicable, must be shared in a language they can understand. All expenditures from ESSA grants must meet local, state, and federal requirements showing a direct link to a problem & root cause identified in the comprehensive needs assessment.

Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
1	1	3	Supplemental Interventionists, English Language Learning Teachers, ESL Inclusion Assistants, EB/EL Academic Tutors, and Learning Support Specialists for Reading and Math, as well as, general academic instructional leadership and student support, will be provided at targeted campuses in order to accelerate learning and continue the recovery from learning loss due to the pandemic and interrupted learning. [ESSA] [TEC 11.252(a)(3)(A) TEA Requirement - Instructional methods for all student groups not achieving their full potential]
3	4	2	Bilingual (Spanish) teachers, administration, and support staff will have additional compensation in the form of stipends at identified campuses. Additionally, identified middle schools will receive an ESL Inclusion Aide to support student success.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

199 - General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iReady Inform Assessment, Learning Acceleration Resources, Teacher Toolbox	--	$0.00
				Sub-Total	$0.00

211 - ESEA Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2		--	$0.00
2	3	1	Timberline Associate Principal with Stipend	--	$97,500.00
3	1	3	Timberline PFE Extra Duty	--	$40,000.00
3	1	3	Silver Lake PFE Supplies	--	$4,000.00
3	1	3	Silver Lake PFE Extra Duty Pay	--	$4,000.00
3	1	3	Timberline Parent Liaison Bilingual Program with Stipend	--	$29,100.00
3	1	3	Silver Lake ES Bilingual Parent Liaison with Stipend	--	$27,100.00
3	1	3	Timberline PFE Supplies	--	$4,000.00
3	4	1	Homeless Liaison Stipend	--	$2,008.00
3	4	2	Timberline Administrator, Teacher, and Paraprofessional Stipends	--	$20,000.00
4	4	3	806 Technologies Title I Crate	--	$3,221.00
				Sub-Total	$230,929.00

244 - CTE

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		--	$0.00
				Sub-Total	$0.00

255 - ESEA Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	Bear Creek PFE Other Operating	--	$4,000.00
3	1	3	Bear Creek PFE Extra Duty Pay	--	$4,000.00
4	4	3	806 Technologies Plan4Learning Translations	--	$2,879.00
				Sub-Total	$10,879.00

263 - Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	EB/EL Instructional Paraprofessionals Centrally Deployed	--	$50,660.00
3	1	3	District Family and Community Engagement Liaison	--	$67,000.00
3	4	2	Bilingual EB/EL Instructional Coach Stipend	--	$6,000.00
3	4	2	Centrally Deployed EB/EL Instructional Paraprofessional for Middle Schools	--	$50,660.00
3	4	2	Language Acquisition Center Clerk Stipend	--	$2,814.00
3	5	2	District Parent and Family Llaison with Stipend	--	$68,000.00
				Sub-Total	$245,134.00

289 - Title IV

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	Homeless Student Transportation	--	$70,724.00
				Sub-Total	$70,724.00

429 - School Safety and Security Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	5		--	$0.00
4	2	5		--	$0.00
				Sub-Total	$0.00

2025-2027 Instructional Leadership Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Engage2Learn Contracted Service - Year 2	--	$50,745.00
				Sub-Total	$50,745.00

2025 - 2026 TEHCY Continuation

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2		--	$0.00
				Sub-Total	$0.00