

Grapevine-Colleyville ISD

Cross Timbers Middle

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Postsecondary Readiness



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

Priority Problem Statements 4

Goals 5

 Goal 1: Student Achievement and Post Secondary Readiness 5

 Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building 16

 Goal 3: Parents, Families, and Community Satisfaction and Engagement 21

 Goal 4: Strong Financial Stewardship and Internal System Efficiency 27

Addendums 31

Priority Problem Statements

Problem Statement 1: Students identified as Emergent Bilingual/English Learner are not achieving Meets or Masters Grade Level at a rate at or above the established targets for Mathematics [Targeted Support Identification].

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students identified as Emergent Bilingual/English Learner are not improving performance levels in Mathematics from year to year at a rate at or above the established targets [Targeted Support Identification].

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students identified as Emergent Bilingual/English Learner are not achieving Meets or Masters Grade Level at a rate at or above the established targets when all STAAR tested subjects are combined [Targeted Support Identification].

Root Cause 3:

Problem Statement 3 Areas: Student Learning

Goals

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals].

HB3 Goal

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

Strategy 1 Details				Reviews			
Strategy 1: 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 June 2026: * 90% of the wolf pack will reach their i-Ready My Plan 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 Holly Ybarrola, Assistant Principal of CTMS				Formative			Summative
				Sept	Feb	Apr	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Purposefully place wolves in RTI classes and Wolf Time Groups based on data from 2024-2025 as well as BOY assessment	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025
2	Train the entire staff on Wolf Time expectations, teacher responsibilities, and intended outcomes	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025
3	Conduct Wolf Time walks to support the use of i-Ready	Jamie Halliburton Cinthia Morales Holly Ybarrola	Weekly 2025-2026
4	For Summit K12 wolves, provide before and after school tutoring utilizing i-Ready online as well as tutoring tools	Jamie Halliburton	September 2025 - May 2026

Strategy 2 Details				Reviews																			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: By June 2026 the percentage of ALL wolves earning meets grade level or higher in on the STAAR Reading Language Arts Assessment will increase by cohort: in 6th grade from 74% in 5th grade to 78% in 7th grade from 75% in 6th grade to 78% in 8th grade from 70% in 7th grade to 75%</p> <p>By June 2026, the percentage of Emerging Bilingual wolves earning meets grade level or above on STAAR Reading Language Arts will increase: in 6th grade from 20% to 30% in 7th grade from 9% to 20% in 8th grade from 14% to 25%</p> <p>Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS Sally Osborne, CTMS ELA CLL</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create PLC & DDI schedules</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola Sally Osborne</td><td>August 2025</td></tr><tr><td>2</td><td>Weekly PLC meetings with ELA team based on aforementioned schedule</td><td>Jamie Halliburton Sally Osborne</td><td>August 2025 - May 2026</td></tr><tr><td>3</td><td>Weekly DDI meetings with ELA team based on aforementioned schedule</td><td>Jamie Halliburton Sally Osborne</td><td>August 2025 - May 2026</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create PLC & DDI schedules	Jamie Halliburton Cinthia Morales Holly Ybarrola Sally Osborne	August 2025	2	Weekly PLC meetings with ELA team based on aforementioned schedule	Jamie Halliburton Sally Osborne	August 2025 - May 2026	3	Weekly DDI meetings with ELA team based on aforementioned schedule	Jamie Halliburton Sally Osborne	August 2025 - May 2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Create PLC & DDI schedules	Jamie Halliburton Cinthia Morales Holly Ybarrola Sally Osborne	August 2025																
2	Weekly PLC meetings with ELA team based on aforementioned schedule	Jamie Halliburton Sally Osborne	August 2025 - May 2026																				
3	Weekly DDI meetings with ELA team based on aforementioned schedule	Jamie Halliburton Sally Osborne	August 2025 - May 2026																				
Sept	Feb	Apr	June																				

Strategy 3 Details				Reviews																			
<p>Strategy 3: Implement the DDI process with all math teachers, taking time to dissect power standards, create HOWLs, and debrief on assessments.</p> <p>Strategy's Expected Result/Impact: By June 2025, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Math Assessment will increase: 6th grade from 60% in 5th grade to 65% 7th grade from 53% in 6th grade to 55% 8th grade from 24% in 7th grade to 50%</p> <p>By June 2025, the percentage of Emerging Bilingual wolves earning meets grade level or above on the Math STAAR Assessment will increase: in 6th grade from 9% to 25% in 7th grade from 4% to 20% in 8th grade from 14% to 30%</p> <p>Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS Andrew Simmons, CTMS Math CLL</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create PLC & DDI schedules</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola</td><td>August 2025</td></tr><tr><td>2</td><td>Weekly DDI meetings with math team based on aforementioned schedule</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons</td><td>August 2025 - May 2026</td></tr><tr><td>3</td><td>Weekly PLC meetings with math team based on aforementioned schedule</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons</td><td>August 2025 - May 2026</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Create PLC & DDI schedules	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025	2	Weekly DDI meetings with math team based on aforementioned schedule	Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons	August 2025 - May 2026	3	Weekly PLC meetings with math team based on aforementioned schedule	Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons	August 2025 - May 2026	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Create PLC & DDI schedules	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025																
2	Weekly DDI meetings with math team based on aforementioned schedule	Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons	August 2025 - May 2026																				
3	Weekly PLC meetings with math team based on aforementioned schedule	Jamie Halliburton Cinthia Morales Holly Ybarrola Andrew Simmons	August 2025 - May 2026																				
Sept	Feb	Apr	June																				

Strategy 4 Details		Reviews			
Strategy 4: 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. <div> <div> <div>TELPAS</div> <div>2025 Results.</div> <div>2026 Goals</div> </div> <div> <div>Advanced High.</div> <div>7.19%</div> <div>35%</div> </div> <div> <div>Advanced</div> <div>33.99%</div> <div>35%</div> </div> <div> <div>Intermediate</div> <div>39.22%</div> <div>15%</div> </div> <div> <div>Beginner</div> <div>19.61%</div> <div>15%</div> </div> </div> Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, CTMS Assistant Principal & LPAC Lead Holly Ybarrola, Assistant Principal Gigi Gonzalez, CTMS ELLA & Summit K12 Wolf Time Teacher Jensenne Mitchner, CTMS Summit K12 Wolf Time Teacher Stacy Marincasiu, CTMS Summit K12 Wolf Time Teacher		Formative			Summative
		Sept	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: Provide Math Investigations for 7th & 8th grade wolves who did not earn approaches on the 6th or 7th grade math STAAR test. This class will be taken as an elective and does not replace core math. Strategy's Expected Result/Impact: 8th grade wolves in math investigations will earn at least 1 growth measure point on the 8th grade STAAR test. Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS Andrew Simmons, CTMS Math DLL Bonnie McCall, CTMS Math Investigations Teacher Megan Ferreira, CTMS Math Investigations Teacher		Formative			Summative
		Sept	Feb	Apr	June

Strategy 6 Details				Reviews																																		
<p>Strategy 6: Implement 7 Steps for a Language Rich Interactive Classroom across the campus.</p> <p>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.</p> <table><tr><td>TELPAS</td><td>2025 Results.</td><td>2026 Goals</td></tr><tr><td>Advanced High.</td><td>7.19%</td><td>35%</td></tr><tr><td>Advanced</td><td>33.99%</td><td>35%</td></tr><tr><td>Intermediate</td><td>39.22%</td><td>15%</td></tr><tr><td>Beginner</td><td>19.61%</td><td>15%</td></tr></table> <p>Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, CTMS Assistant Principal & LPAC Lead Holly Ybarrola, Assistant Principal</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Whole staff training over the first three steps</td><td>Sally Osborne</td><td>August 2025</td></tr><tr><td>2</td><td>Whole staff training over step four</td><td>Jamie Halliburton</td><td>September 2025</td></tr><tr><td>3</td><td>Whole staff training over steps five through seven</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola</td><td>November 2025</td></tr></table>				TELPAS	2025 Results.	2026 Goals	Advanced High.	7.19%	35%	Advanced	33.99%	35%	Intermediate	39.22%	15%	Beginner	19.61%	15%	Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Whole staff training over the first three steps	Sally Osborne	August 2025	2	Whole staff training over step four	Jamie Halliburton	September 2025	3	Whole staff training over steps five through seven	Jamie Halliburton Cinthia Morales Holly Ybarrola	November 2025	Formative			Summative
				TELPAS	2025 Results.	2026 Goals																																
				Advanced High.	7.19%	35%																																
Advanced	33.99%	35%																																				
Intermediate	39.22%	15%																																				
Beginner	19.61%	15%																																				
Action #	Actions for Implementation	Person(s) Responsible	Timeline																																			
1	Whole staff training over the first three steps	Sally Osborne	August 2025																																			
2	Whole staff training over step four	Jamie Halliburton	September 2025																																			
3	Whole staff training over steps five through seven	Jamie Halliburton Cinthia Morales Holly Ybarrola	November 2025																																			
Sept	Feb	Apr	June																																			
<div><div></div><div>No Progress</div></div>																																						

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide College and Career Readiness course as wolve's second ELA course, created by GCISD CTE Department for 7th grade wolves understanding of the CTE pathway courses to be selected in 8th grade and high school. Strategy's Expected Result/Impact: By June 2026, 100% of 7th grade wolves will participate in a guidance conversation with counselors that includes CTE pathway options for 8th grade and high school course selections. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 (Focus on 6th & 7th grades). Strategy's Expected Result/Impact: 100% of the wolf pack will be exposed to AVID strategies by the end of the 2025-2026 school year. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS Sean Clary, CTMS AVID Site Coordinator	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide all 8th grade wolves the opportunity to tour the GHS TECC Center before course selections in the spring of 2026. Strategy's Expected Result/Impact: Understanding of CTE offerings and opportunities at the high school level. Staff Responsible for Monitoring: Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data Sources: Student and Staff Attendance will reflect a desire to never miss an opportunity for learning. Behaviors that result in removal from the classroom will diminish as staff members gain expertise in a consistent discipline management plan.





Strategy 1 Details	Reviews			
Strategy 1: Wolf Time structure with accountability checks for missing work, grade checks and correction opportunities, and work time dedicated to growth towards the iReady individualized goals. Strategy's Expected Result/Impact: 100% of the pack will follow the Wolf Time expectations with fidelity thus resulting in a decrease in missing assignments, progress towards iReady goals, and wolves will exemplify the wolf way. Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The CTMS attendance committee will meet weekly to encourage members of the pack to be present through incentives, announcements, and awareness. Strategy's Expected Result/Impact: CTMS will increase ADA from 96.5% to 97% Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 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 Holly Ybarrola, CTMS Assistant Principal Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Weekly behavior meetings reviewing data and making goals utilizing the four quadrant data protocol to bring to staff meetings, DLL meetings, and Alpha Team meetings. Strategy's Expected Result/Impact: Increase in desired behavior throughout campus Decrease in wolves moving past Phase 1 Decrease in wolves out of the classroom Increase in staff awareness of expectations and implementation Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	Formative			Summative
	Sept	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.





Evaluation Data Sources: GCISD Quality Cup, Student Schedules and Rosters

Strategy 1 Details	Reviews			
Strategy 1: Increase time during the school day to afford more wolves opportunities to participate in co-curricular activities by providing honors band sectionals and mixed choir during Wolf Time. Strategy's Expected Result/Impact: Higher retention numbers in co-curricular activities when course selection occurs. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 5: Address the needs of students for programs such as suicide prevention, violence prevention, dating violence (SB 9), and conflict resolution, as well as, programs designed for encouraging attendance, lowering drop out rates, reducing instructional time lost to discipline, and reducing the gap whenever disciplinary action by demographic group is disproportionate [TEA Requirement].





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

Strategy 1 Details	Reviews			
Strategy 1: The CTMS counseling team will address wolves' needs proactively through guidance lesson and district approved initiatives including Signs of Suicide and Play It Safe. Strategy's Expected Result/Impact: 100% of the wolf pack will receive lessons on belonging, well-being, engagement, and safety. Staff Responsible for Monitoring: Pattie Salazar, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 1: Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: Weekly campus culture meetings reviewing data and making goals utilizing the four quadrant data protocol to bring to staff meeting, DLL meetings, and Alpha Team meetings. Strategy's Expected Result/Impact: Increase in staff satisfaction and morale as evident in the CTMS BOY, MOY, and EOY staff surveys. Staff Responsible for Monitoring: .Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

Strategy 1 Details				Reviews			
Strategy 1: CTMS created staff surveys will be given three times throughout the year with DLLs providing constant feedback in between survey cycle. Strategy's Expected Result/Impact: By May 2026, the surveys will show growth in staff morale and understanding of campus initiatives and goals from BOY to EOY staff surveys Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal				Formative			Summative
				Sept	Feb	Apr	June
Strategy 2 Details				Reviews			
Strategy 2: The CTMS staff will engage in Stay Interviews in January with a sampling of the pack staff with providing actionable responses to the feedback received. Strategy's Expected Result/Impact: By May 2026, CTMS EOY staff surveys will demonstrate job satisfaction Quality pack members will return to CTMS and/or grow within the district Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal				Formative			Summative
				Sept	Feb	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Share names with HR for the stay interviews	Jamie Halliburton	August 2025				
2	HR interviews sampling of CTMS staff	GCISD HR	January 2026				
3	Review data with HR	Jamie Halliburton	TBD				
<div><div><div></div><div>No Progress</div></div><div><div></div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>							

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

Performance Objective 3: Instruction is provided by highly qualified teachers who receive ongoing, high-quality professional development and steps are taken to attract highly qualified teachers to high-need schools [Title I requirement]. To address any identified dis-proportionality, provide support at campuses where our low-income or minority students are served at disproportionate rates by ineffective, out of field, or inexperienced teachers [Equity Plan Requirement when TEA Identified].





Strategy 1 Details				Reviews																			
<p>Strategy 1: The four core Professional Learning Communities (PLCs) will utilize the ideals in Driven by Data including dissecting the power standards, designing HOWLs aligned to the TEKS, and analyzing the work of the wolves.</p> <p>Strategy's Expected Result/Impact: Increase in staff understanding and knowledge on content area standards as evidenced in staff surveys given three times a school year.</p> <p>Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Holly Ybarrola, Assistant Principal of CTMS</p> <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Develop PLC schedule</td><td>Cinthia Morales</td><td>August 2025</td></tr><tr><td>2</td><td>Map out power standards for each grade-level</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola</td><td>August 2025</td></tr><tr><td>3</td><td>Weekly PLCs & DDI meetings</td><td>Jamie Halliburton Cinthia Morales Holly Ybarrola</td><td>August - May</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	Develop PLC schedule	Cinthia Morales	August 2025	2	Map out power standards for each grade-level	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025	3	Weekly PLCs & DDI meetings	Jamie Halliburton Cinthia Morales Holly Ybarrola	August - May	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline																
				1	Develop PLC schedule	Cinthia Morales	August 2025																
2	Map out power standards for each grade-level	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025																				
3	Weekly PLCs & DDI meetings	Jamie Halliburton Cinthia Morales Holly Ybarrola	August - May																				
Sept	Feb	Apr	June																				

Strategy 2 Details				Reviews			
<p>Strategy 2: Each 9 weeks, use professional development days as well as instructional planning days as planning time for all pack members engaged in the DDI process to design high quality, rigorous lessons.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement as evidenced by iReady goals and stretch goals as well as STAAR scores.</p> <p>* 90% of the wolf pack will reach their iReady My Plan growth goal in reading and math</p> <p>* 55% of the wolf pack will reach their iReady My Plan stretch goals in reading and math</p> <p>By June 2026, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Reading Language Arts Assessment will increase:</p> <p>in 6th grade from 74% in 5th grade to 78%</p> <p>in 7th grade from 75% in 6th grade to 78%</p> <p>in 8th grade from 70% in 7th grade to 75%</p> <p>By June 2026, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Math Assessment will increase:</p> <p>6th grade from 60% in 5th grade to 65%</p> <p>7th grade from 53% in 6th grade to 55%</p> <p>8th grade from 24% in 7th grade to 50%</p> <p>Staff Responsible for Monitoring: Jamie Halliburton, Principal of CTMS</p> <p>Cinthia Morales, Assistant Principal of CTMS</p> <p>Holly Ybarrola, Assistant Principal of CTMS</p> <p>CTMS Campus Learning Leaders</p>				Formative			Summative
				Sept	Feb	Apr	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create a schedule for each professional development and instructional planning day	Jamie Halliburton	August 2025 - May 2026





Strategy 3 Details				Reviews			
Strategy 3: Utilize the Get Better Faster coaching model with all wolves to provide timely feedback, coaching, and small moves to level up instruction. Strategy's Expected Result/Impact: Increase efficacy of the pack staff will result in an increase in student achievement as evidenced on iReady, STAAR, and TEKS checks as well as staff satisfaction as measured by CTMS BOY, MOY, and EOY staff surveys. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal Angela Kaker, CTMS Librarian Bailey Gross, Campus Coach Sarah McDavid, Campus Coach				Formative			Summative
				Sept	Feb	Apr	June

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Tier teachers based on walk through observations and T-TESS observations	Jamie Halliburton Cinthia Morales Holly Ybarrola	August 2025
2	Assign teachers to the six staff members responsible for coaching based on the expertise and skills of the coaches	Jamie Halliburton Cinthia Morales Holly Ybarrola Angela Kaker Bailey Gross Sarah McDavid	August 2025
3	Send calendar invite to all staff members informing of coaching assignments	Jamie Halliburton Cinthia Morales Holly Ybarrola Angela Kaker Bailey Gross Sarah McDavid	September 2025
4	Coach	Jamie Halliburton Cinthia Morales Holly Ybarrola Angela Kaker Bailey Gross Sarah McDavid	September 2025- May 2026

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





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

Performance Objective 1: Parents and Families Satisfaction and Engagement: Collect data to connect engagement strategies to improved parent and family satisfaction.

Strategy 1 Details				Reviews			
Strategy 1: Engage in the GCISD created family survey after the first 10 days of December to focus on customer service for the pack. Strategy's Expected Result/Impact: By January 2026, a baseline will be established of satisfaction with the CTMS pack families through survey results. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Cinthia Morales, CTMS Assistant Principal Holly Ybarrola, CTMS Assistant Principal				Formative			Summative
				Sept	Feb	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Encourage pack families to engage in the survey through emails, newsletters, and social media.	Jamie Halliburton	December 1 - December 10				
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				
Strategy 2 Details				Reviews			
Strategy 2: In collaboration with CTMS PTA, conduct parent learning walks to provide CTMS families insight into the learning their wolves are experiencing at CTMS. Strategy's Expected Result/Impact: Increase in parent awareness of middle school learning as evidenced on the family engagement survey. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal				Formative			Summative
				Sept	Feb	Apr	June
Action #	Actions for Implementation	Person(s) Responsible	Timeline				
1	Send out registration form to all pack families to gather a list of who will be joining the walks.	Jamie Halliburton	October 20				
 No Progress  Accomplished  Continue/Modify  Discontinue							





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

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

Strategy 1 Details	Reviews			
Strategy 1: Using Thrillshare, the CTMS website will be kept timely and relevant as will the CTMS social media platforms to promote campus happenings and community partnerships. Strategy's Expected Result/Impact: Relevant and timely information will be shared with the wolf pack stakeholders Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian & Website Manager	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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





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

Strategy 1 Details	Reviews			
Strategy 1: In conjunction with CTMS PTA, CTMS will increase partnerships with local businesses. Strategy's Expected Result/Impact: By May of 2026, CTMS and PTA will create partnerships with at least three businesses wanting to support the pack. Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian & PTA Staff Liaison	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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





Performance Objective 4: All students will have a successful transition to their next grade level including regular attendance, a sense of belonging to the school community, as well as, belief in their own ability to achieve academic and personal goals [ESSA Title I, Homeless, Foster Care, Emergent Bilingual].

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

Strategy 1 Details	Reviews			
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 Holly Ybarrola, CTMS Assistant Principal Rachel Smith, CTMS Counselor Patricia Salazar, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Increase PTA membership and involvement at CTMS through publicity and communication, visibility at events, and added events. Strategy's Expected Result/Impact: Increase parent involvement from 2024-2025 to 2025-2026 as evidenced in the family satisfaction survey and PTA membership Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian & PTA Staff Liaison	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 6: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].


Evaluation Data Sources: Title 2, Chapter 28, Section 28.004 of the Texas Education Code requires school districts to establish School Health Advisory Council to assist the district in ensuring that local community values are reflected in the district's health education instruction.


Strategy 1 Details	Reviews			
Strategy 1: Monitor attendance Strategy's Expected Result/Impact: CTMS will increase ADA from 96.5% to 97% Staff Responsible for Monitoring: Holly Ybarrola, CTMS Assistant Principal Rachel Smith, CTMS Counselor	Formative			Summative
	Sept	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				


Goal 4: Strong Financial Stewardship and Internal System Efficiency


Performance Objective 1: Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details				Reviews															
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 2026, the creation of the 2026-2027 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 <table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>CEC Meetings</td><td>Jamie Halliburton</td><td>6 times a year</td></tr><tr><td>2</td><td>CLL Meetings</td><td>Jamie Halliburton</td><td>Monthly</td></tr></table>				Action #	Actions for Implementation	Person(s) Responsible	Timeline	1	CEC Meetings	Jamie Halliburton	6 times a year	2	CLL Meetings	Jamie Halliburton	Monthly	Formative			Summative
				Action #	Actions for Implementation	Person(s) Responsible	Timeline												
				1	CEC Meetings	Jamie Halliburton	6 times a year												
2	CLL Meetings	Jamie Halliburton	Monthly																
Sept	Feb	Apr	June																

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

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

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 4: Federal Grants will be administered according to the individual program guidelines, as well as, financial regulations such as EDGAR, in order to achieve the intent and purpose of each grant program [Federal Grant Required Assurances] as evidenced by annual compliance documentation.

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

Addendums

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906044 - CROSS TIMBERS MIDDLE

ENROLLMENT BY GRADE			TOTAL ENROLLMENT 809		
	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	269	33.25%			
GRADE 7	274	33.87%			
GRADE 8	266	32.88%			
GRADE 9	0	0.00%			
GRADE 10	0	0.00%			
GRADE 11	0	0.00%			
GRADE 12	0	0.00%			
TOTAL	809	100.00%			

ENROLLMENT BY SEX		
	Count	%Enroll
MALE	423	52.29%
FEMALE	386	47.71%
TOTAL	809	100.00%

ADA ELIGIBILITY		
	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.12%
"1" ELIGIBLE FOR FULL DAY	785	97.03%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	23	2.84%
"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 MBRSH P VIRT L RNG	0	0.00%
TOTAL	809	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	169	20.89%
IMMIGRANT	20	2.47%
ECONOMIC DISADVANTAGE	294	36.34%
MILITARY CONNECTED	45	5.56%
FOSTER CARE	0	0.00%
DYSLEXIA	79	9.77%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.12%	0.12%
ASIAN	73	9.02%	9.02%
BLACK/AFRICAN AMER.	49	6.06%	6.06%
HISPANIC/LATINO	302	37.33%	37.33%
WHITE	343	42.40%	42.40%
HAWAIIAN/PAC ISLAND	3	0.37%	0.37%
TWO OR MORE	38	4.70%	4.70%
TOTAL	809	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	0	0.00%	0.00%
BLACK/AFRICAN AMER.	5	16.13%	0.62%
HISPANIC/LATINO	21	67.74%	2.60%
WHITE	4	12.90%	0.49%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	3.23%	0.12%
TOTAL	31	100.00%	3.83%

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	7	2.66%	0.87%
BLACK/AFRICAN AMER.	32	12.17%	3.96%
HISPANIC/LATINO	196	74.52%	24.23%
WHITE	22	8.37%	2.72%
HAWAIIAN/PAC ISLAND	2	0.76%	0.25%
TWO OR MORE	4	1.52%	0.49%
TOTAL	263	100.00%	32.51%

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	1	100.00%	0.12%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.12%

ESL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	2.14%	0.37%
BLACK/AFRICAN AMER.	3	2.14%	0.37%
HISPANIC/LATINO	133	95.00%	16.44%
WHITE	1	0.71%	0.12%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	140	100.00%	17.31%

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	10	90.91%	1.24%
WHITE	1	9.09%	0.12%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	11	100.00%	1.36%

GIFTED & TALENTED			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	57	20.65%	7.05%
BLACK/AFRICAN AMER.	6	2.17%	0.74%
HISPANIC/LATINO	46	16.67%	5.69%
WHITE	146	52.90%	18.05%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	21	7.61%	2.60%
TOTAL	276	100.00%	34.12%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906044 - CROSS TIMBERS MIDDLE

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	778	96.17%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	31	3.83%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	809	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	31	3.83%
UNACCOMPANIED YOUTH CODE 3	28	3.46%
UNACCOMPANIED YOUTH CODE 4	3	0.37%
UNACCOMPANIED YOUTH TOTAL	31	3.83%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.33%	0.12%
ASIAN	5	1.65%	0.62%
BLACK/AFRICAN AMER.	26	8.58%	3.21%
HISPANIC/LATINO	217	71.62%	26.82%
WHITE	49	16.17%	6.06%
HAWAIIAN/PAC ISLAND	1	0.33%	0.12%
TWO OR MORE	4	1.32%	0.49%
TOTAL	303	100.00%	37.45%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	1.98%	0.25%
BLACK/AFRICAN AMER.	8	7.92%	0.99%
HISPANIC/LATINO	64	63.37%	7.91%
WHITE	23	22.77%	2.84%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	3.96%	0.49%
TOTAL	101	100.00%	12.48%

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%