

# Grapevine-Colleyville ISD

## Heritage Middle

### 2025-2026 Campus Improvement Plan

**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

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



*"Starting tomorrow today."*

**Heritage**  
Middle School

5300 Heritage Avenue  
Colleyville, TX 76034  
817-305-4790  
fax 817-267-9929



# **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

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# 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			
<p><b>Strategy 1:</b> 1.1.1 Ensure at least one year of growth for students at every level using multiple sources of data as measurements.</p> <p><b>Strategy's Expected Result/Impact:</b> 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].</p> <p>Outcome Measures:</p> <p>By June 2026, 75% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY diagnostic.</p> <p>By June 2026, 45% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY diagnostic.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p> <p><b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure high-quality, engaging instruction in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Progress Measures: Use ongoing data from various sources to review, monitor and adjust the curriculum, instructional resources and instructional practices.</p> <p>Progress Monitor using the District Data Map to identify and support teachers with instructional coaching.</p> <p>By June 2026, 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 72% in 2025 (5th grade).</p> <p>By June 2026, 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 75% up from 70% in 2025 (6th grade).</p> <p>By June 2026, 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 82% up from 77% in 2025 (7th grade).</p> <p>2025 BOY iReady Reading Diagnostic- 55% of all HMS students are early or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p>	Formative			Summative
	Sept	Feb	Apr	June





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure high-quality, engaging instruction in math.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>Progress Measures: Use ongoing data from various sources to review, monitor and adjust the curriculum, instructional resources and instructional practices.</p> <p>Progress Monitor using the District Data Map to identify and support teachers with instructional coaching.</p> <p>By June 2026, 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 78% up from 73% in 2025 (5th grade).</p> <p>By June 2026, 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 25% up from 13.86% in 2025 (6th Grade).</p> <p>By June 2026, 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 95% up from 94% in 2025 (6th Grade).</p> <p>By June 2026, 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 30% up from 25% in 2025 (7th grade).</p> <p>By June 2026, the percentage of 8th grade students at Heritage Middle School performing at Meets Grade Level of Higher on the Algebra EOC Exam will increase to at least 97% up from 94% in 2025.</p> <p>2025 BOY iReady Math Diagnostic- 49% of all HMS students are early or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Identified students that were unsuccessful on Reading STAAR will be placed in appropriate intervention groups during Bronco Time and will complete 15 or 30 hours of instruction in the deficit area(s). (HB1416) Teachers will utilize the MTSS process through evaluation, data collection, and intervention strategies to close student achievement gaps and secure academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>By June 2026, 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 72% in 2025 (5th grade).</p> <p>By June 2026, 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 75% up from 70% in 2025 (6th grade).</p> <p>By June 2026, 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 82% up from 77% in 2025 (7th grade).</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Identified students that were unsuccessful on Math STAAR will be placed in appropriate intervention groups during Bronco Time and will complete 15 or 30 hours of instruction in the deficit area(s). (HB1416) Teachers will utilize the MTSS process through evaluation, data collection, and intervention strategies to close student achievement gaps and secure academic growth.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>By June 2026, 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 78% up from 73% in 2025 (5th grade).</p> <p>By June 2026, 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 25% up from 13.86% in 2025 (6th Grade).</p> <p>By June 2026, 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 95% up from 94% in 2025 (6th Grade).</p> <p>By June 2026, 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 30% up from 25% in 2025 (7th grade).</p> <p>By June 2026, the percentage of 8th grade students at Heritage Middle School performing at Meets Grade Level of Higher on the Algebra EOC Exam will increase to at least 97% up from 94% in 2025.</p> <p>2025 BOY iReady Math Diagnostic- 49% of all HMS students are early or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p>	Formative			Summative
	Sept	Feb	Apr	June



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students will review at least one previously taught Math TEKS weekly based on performance data from formative and summative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>By June 2026, 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 78% up from 73% in 2025 (5th grade).</p> <p>By June 2026, 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 25% up from 13.86% in 2025 (6th Grade).</p> <p>By June 2026, 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 95% up from 94% in 2025 (6th Grade).</p> <p>By June 2026, 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 30% up from 25% in 2025 (7th grade).</p> <p>By June 2026, the percentage of 8th grade students at Heritage Middle School performing at Meets Grade Level of Higher on the Algebra EOC Exam will increase to at least 97% up from 94% in 2025.</p> <p>2025 BOY iReady Math Diagnostic- 49% of all HMS students are early or above grade level.</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Critical Reading Strategy (Close Read) will be utilized throughout the school year in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> All 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.</p> <p>By June 2026, 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 72% in 2025 (5th grade).</p> <p>By June 2026, 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 75% up from 70% in 2025 (6th grade).</p> <p>By June 2026, 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 82% up from 77% in 2025 (7th grade).</p> <p><b>Staff Responsible for Monitoring:</b> HMS Teachers, AVID Site Coordinator- Kat Gordon, HMS Admin.- Sheila Shimmick- Principal, Laura Foutch- Asst. Principal, Dominic Procaccino- Asst. Principal</p>	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 2:** Increase the number of students who demonstrate college, career and military readiness.

### HB3 Goal

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All the leavers (students unenrolled from our district) will be recovered by the deadline established by TEA. [State Accountability] <b>Strategy's Expected Result/Impact:</b> We will identify where all students either relocated to and/or landed this school year to code them correctly. <b>Staff Responsible for Monitoring:</b> School Data Secretary- Laura Bertke, Counselors- Molly Miller and Lynn Brizzi, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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]. <b>Strategy's Expected Result/Impact:</b> Increasing numbers of students earning industry based certifications. <b>Staff Responsible for Monitoring:</b> 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			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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]. <b>Strategy's Expected Result/Impact:</b> None <b>Staff Responsible for Monitoring:</b> Chief of Schools, Dr. Holly Ray, Director of Counseling- Mandy Ozuna, HMS Counselors- Molly Miller and Lynn Brizzi, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Ensure that all teachers we hire at Heritage Middle School are certified and highly qualified for their content area. [HB3/TEA Requirement] <b>Strategy's Expected Result/Impact:</b> The campus will remain in compliance with Texas Education Agency requirements. <b>Staff Responsible for Monitoring:</b> Human Resources Personnel, Principal- Sheila Shimmick, Assistant Principal- Laura Foutch and Dominic Procaccino, Hiring Committee Members	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Heritage Middle School Counselors will teach CCMR Guidance Lessons to prepare students for future endeavors. <b>Strategy's Expected Result/Impact:</b> Students will explore different colleges, career and military opportunities based on their interests and skills. By May 2026, counselors will teach two CCMR guidance lessons per grade level. <b>Staff Responsible for Monitoring:</b> Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Counselors will promote and provide information regarding scholarship opportunities available for our HMS students. <b>Strategy's Expected Result/Impact:</b> Educate families and increase the amount of students applying for scholarship opportunities.  By the end of the 25-26 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. <b>Staff Responsible for Monitoring:</b> Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels	Formative			Summative
	Sept	Feb	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students are exposed to question types and format of the SAT. By May 2026, 70% of HMS 8th grade students will meet or exceed the PSAT benchmark.  During the 22-23 school year, 64% of 8th grade students meet or exceeded the PSAT benchmark. During the 23-24 school year, 44% of 8th grade students meet or exceeded the PSAT benchmark. During the 24-25 school year, 50% of 8th grade students meet or exceeded the PSAT benchmark. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June





Strategy 8 Details	Reviews			
<b>Strategy 8:</b> All 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. <b>Strategy's Expected Result/Impact:</b> 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.  By May 2026, HMS will have successfully used WICOR strategies throughout the school year as evidenced in teacher lesson plans. <b>Staff Responsible for Monitoring:</b> AVID Site Coordinator- Kat Gordon, Principal- Sheila Shimmick, Assistant Principal- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> AVID teachers and AVID Site Team will meet regularly to build consistency from 6th to 8th grades and support school-wide implementation. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> AVID Site Coordinator- Kat Gordon, AVID Teachers- Kareena Slayton, Melissa Vickers and Lindsey Baca, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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 interests. By February 2026, HMS 8th grade students with parental consent will have completed and submitted their 4 year high school plan. <b>Staff Responsible for Monitoring:</b> Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Goal 1: Student Achievement and Post Secondary Readiness

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

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






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Uphold the Student Code of Conduct to maintain a safe, nurturing environment. <b>Strategy's Expected Result/Impact:</b> By May 2026, establish a baseline to measure student perception of feeling safe and nurtured in the learning environment. We will provide students with a survey in May of 2026 to set the baseline. Decrease in the amount of discipline referrals. <b>Staff Responsible for Monitoring:</b> 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			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Classroom teachers will deliver character lessons during Bronco Time for all students once every two weeks (on average) using the Character Strong curriculum. <b>Strategy's Expected Result/Impact:</b> Increased student well being and feelings of connectedness. Improved student to student relationships and student to teacher relationships. These lessons help students build trust between other students and teachers and give students tools to help navigate middle school. By May 2026, all bronco time teachers will have completed 18 or more Character Strong lessons with all HMS students. <b>Staff Responsible for Monitoring:</b> HMS Teachers, Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges.  <b>Strategy's Expected Result/Impact:</b> 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.  District Goal: By May 2026, the overall average daily attendance will remain above 96.25%.  22-23 HMS attendance results was 96.9%. 23-24 HMS attendance results was 97.11%. 24-25 HMS attendance rate was 96.96%.  By May 2026, the overall average daily attendance will increase from 96.96% to 97% or higher. <b>Staff Responsible for Monitoring:</b> All HMS Staff	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increased presence of HMS staff members in the hallways, SAC, front of school, and various common spaces throughout HMS.  <b>Strategy's Expected Result/Impact:</b> 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 2026, instructional time lost to discipline will be reduced by 10% and attendance will improve. In 22-23 HMS discipline referrals totaled 544. In 23-24 HMS discipline referrals totaled 551. In 24-25 HMS discipline referrals totaled 517. <b>Staff Responsible for Monitoring:</b> All HMS Staff	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<b>Strategy 1:</b> Promote the participation in activities afforded to students at HMS. <b>Strategy's Expected Result/Impact:</b> In 2024-2025, about 90% of 7th and 8th grade students participated in extracurricular programs at HMS. By May 2026, we would like for 92% of all HMS students to participate in extracurricular activities.  In May 2026, we will survey the 7th and 8th grade students and ask about participation in extracurricular activities to establish a baseline for the 25-26 school year. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers, UIL Staff	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AVID Elective students develop the agency and leadership skills needed to actively engage in group activities. <b>Strategy's Expected Result/Impact:</b> 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 2026, all AVID Elective students will have participated in school activities. <b>Staff Responsible for Monitoring:</b> AVID Coordinator- Kat Gordon; AVID Elective Teachers- Kareena Slayton, Melissa Vickers, Kat Gordon and Lindsey Baca; Principal- Sheila Shimmick, Asst. Principals- Laura Foutch and Dominic Procaccino; HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				







## Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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].  <b>Strategy's Expected Result/Impact:</b> Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes dating violence.  <b>Staff Responsible for Monitoring:</b> Director of Counseling- Mandy Ozuna, HMS Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> HMS counselors will provide suicide awareness and prevention strategies using 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 curriculum in advance.  <b>Strategy's Expected Result/Impact:</b> By October 2025, 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 2025, 100% of HMS staff will have completed the Suicide Prevention training through FLEX.  <b>Staff Responsible for Monitoring:</b> Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Counselors will conduct a guidance lesson for all HMS students on bullying awareness/prevention and David's Law. Staff are trained on recognizing signs of bullying and reporting concerns. <b>Strategy's Expected Result/Impact:</b> By September 2025, 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. <b>Staff Responsible for Monitoring:</b> Counselors- Molly Miller and Lynn Brizzi, Student Advocate- Allyiah Daniels, Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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: District Employee Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our campus Sunshine Committee and administrative team will plan morale events to celebrate and honor staff throughout the school year. <b>Strategy's Expected Result/Impact:</b> All staff will feel valued and celebrated. Increase staff survey results from the 24-25 school year to the 25-26 school year while using the new district engagement survey. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Allyiah Daniels, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers	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 2: Faculty and Staff Recruitment, Retention, and Capacity Building

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ongoing feedback will be collected from 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. <b>Strategy's Expected Result/Impact:</b> We will have a staff that is engaged and feels valued, which will lead to staff ownership. In March of 2026, all staff will complete an HMS survey/planning guide giving feedback on how we can improve. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Learning Leaders, Student Advocate- Allyiah Daniels, Counselors- Molly Miller and Lynn. Brizzi	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher of the Month, Paraprofessional of the Month and Bronco of Excellence highlights to recognize and celebrate staff members as well as staff thank you notes that will be written regularly during leadership meetings to highlight staff contributions to HMS. <b>Strategy's Expected Result/Impact:</b> Create an environment that celebrates others. Staff members will receive timely affirmations for the work they are doing and feel valued and appreciated.  In March of 2025, 98% of staff that took the GCISD Staff Survey reported favorably that their work gave them a feeling of personal accomplishment. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Allyiah Daniels, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct annual data analysis from the employee engagement survey, exit interviews, and stay interviews to identify common trends with employee satisfaction. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Student Advocate- Allyiah Daniels, Counselors- Molly Miller and Lynn Brizzi, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify









Discontinue

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





**Performance Objective 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			
<b>Strategy 1:</b> Highly qualified mentor teachers will be assigned to new HMS teachers to support them throughout the year. <b>Strategy's Expected Result/Impact:</b> New teachers feel supported, have a mentor to go to, and receive quality mentorship from a qualified teacher. By May 2026, 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. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers, and HMS mentor teachers.	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> By the end of the 25-26 school year, all HMS students will show the following growth meeting expectations on the STAAR Reading test.  By June 2026, 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 72% in 2025.  By June 2026, 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 75% up from 70% in 2025.  By June 2026, 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 82% up from 77% in 2025.  district target in 2028- 72% <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will receive training on the use of resources to use with students during specialized math instruction (iReady, Math Investigations, etc.) and specialized reading classes (iReady, Reading by Design, etc.) <b>Strategy's Expected Result/Impact:</b> Teachers utilize resources for expected student growth.  By June 2026, 75% of Heritage Middle School students will meet or exceed typical growth on i-Ready math and reading EOY diagnostic.  By June 2026, 45% of Heritage Middle School students will meet or exceed stretch growth on i-Ready math and reading EOY diagnostic. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, HMS Teachers	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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? <b>Strategy's Expected Result/Impact:</b> By May 2026, 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. <b>Staff Responsible for Monitoring:</b> All teachers, Content and Department Learning Leaders, Principal- Sheila Shimmick, and Asst. Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June
	 No Progress			
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The HMS staff will have participated in ongoing, highly effective and high quality professional learning. <b>Strategy's Expected Result/Impact:</b> Tier 1 instruction is rigorous and effective. Student behaviors are more positive as student management improves. Scores increase and behaviors decrease. <b>Staff Responsible for Monitoring:</b> 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			Summative
	Sept	Feb	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HMS will utilize multiple methods of communication (Bronco Bits newsletters, social media, website, etc.) to provide relevant and timely information to families.  <b>Strategy's Expected Result/Impact:</b> Thrillshare 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%.  <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Classroom Teachers	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 2: Community Engagement and Partnerships: Increase awareness of engagement and partnership opportunities between the district/ campuses and our community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HMS will partner with area community resources to provide the support needed for families in need. <b>Strategy's Expected Result/Impact:</b> By May 2026, 100% of HMS students who were identified as being in need of support, were connected with local community resources. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino; Student Advocate, Allyiah Daniels; Counselors- Molly Miller and Lynn Brizzi, HMS Teachers	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			
<b>Strategy 1:</b> Partner with Junior Achievement to bring in resources and academic units for CATE courses at the middle school level. <b>Strategy's Expected Result/Impact:</b> All students enrolled in CATE Business classes will develop a business plan and present it to their Shark Tank by the end of the 2026 school year. <b>Staff Responsible for Monitoring:</b> CTE teacher- Cullen Pearce, CJ Winslow and other Junior Achievement volunteers	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			
<p><b>Strategy 1:</b> Student attendance 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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.</p> <p>District Goal: By May 2026, the overall average daily attendance will remain above 96.25%.</p> <p>22-23 HMS attendance results was 96.9%. 23-24 HMS attendance results was 97.11%. 24-25 HMS attendance rate was 96.96%.</p> <p>By May 2026, the overall average daily attendance will increase from 96.96% to 97% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> All HMS Staff</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a Student Success Plan system to ensure we are giving students every opportunity to be successful in advanced coursework.</p> <p><b>Strategy's Expected Result/Impact:</b> More intentionality and student-specific discussions surrounding student placement resulting in higher retention of students in advanced coursework. By May 2026, 75% of students with Success Plans remain in advanced courses.</p> <p><b>Staff Responsible for Monitoring:</b> Bronco Time Teachers, Teachers</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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			
<b>Strategy 1:</b> 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].  <b>Strategy's Expected Result/Impact:</b> 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.  <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> AVID students and their families are invited to participate in AVID Signing Night/Parent Workshop Night at HMS.  <b>Strategy's Expected Result/Impact:</b> All students and their families are invited to join us at HMS on September 17, 2025 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.  <b>Staff Responsible for Monitoring:</b> AVID Teachers- Kat Gordon, Lindsey Baca, Kareena Slayton, Melissa Vickers; Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </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			
<b>Strategy 1:</b> Develop and implement a physical education program that is rigorous and results in growth in student fitness levels.  <b>Strategy's Expected Result/Impact:</b> By May 2026, 100% of HMS students enrolled in physical education classes will have participated in the Fitness Gram.  <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Assistant Principals- Laura Foutch and Dominic Procaccino, Nichole Cruson- Athletic Coordinator, Rusty Drye- Athletic Coordinator	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</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			
<b>Strategy 1:</b> The school budget will be analyzed on a monthly basis to ensure proper allocation of funds. <b>Strategy's Expected Result/Impact:</b> Monthly meetings to review the budget will ensure that the district resources are being allocated efficiently and in alignment with campus and district goals. <b>Staff Responsible for Monitoring:</b> Principal- Sheila Shimmick, Administrative Assistant- Shelly Drori	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> The budget will be created, brought to CEC and adopted to reflect a focus on academics and the needs of the campus. <b>Staff Responsible for Monitoring:</b> Finance Dept., Principal- Sheila Shimmick	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use a systemic review process for campus and department budgets to ensure efficiency and compliance. <b>Strategy's Expected Result/Impact:</b> Budget will be reviewed and created to achieve school goals. <b>Staff Responsible for Monitoring:</b> Sheila Shimmick-Principal, Shelly Drori- Admin. Asst.	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Evaluate facilities, technology, equipment, and functional needs of campuses and departments. <b>Strategy's Expected Result/Impact:</b> Allocate funds or apply for funds through grants or through the district based on campus and department needs. <b>Staff Responsible for Monitoring:</b> Sheila Shimmick-Principal, Shelly Drori- Admin. Asst.	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>				



# 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: 220906043 - HERITAGE MIDDLE

			TOTAL ENROLLMENT			677													
ENROLLMENT BY GRADE			Count	%Enroll				ENROLLMENT BY ETHNICITY			Count	%Group	%Enroll	BILINGUAL			Count	%Group	%Enroll
EARLY EDUCATION			0	0.00%				AMER. INDIAN/ALASKAN			1	0.15%	0.15%	AMER. INDIAN/ALASKAN			0	0.00%	0.00%
PRE-KINDERGARTEN			0	0.00%				ASIAN			119	17.58%	17.58%	ASIAN			0	0.00%	0.00%
KINDERGARTEN			0	0.00%				BLACK/AFRICAN AMER.			73	10.78%	10.78%	BLACK/AFRICAN AMER.			0	0.00%	0.00%
GRADE 1			0	0.00%				HISPANIC/LATINO			129	19.05%	19.05%	HISPANIC/LATINO			0	0.00%	0.00%
GRADE 2			0	0.00%				WHITE			304	44.90%	44.90%	WHITE			0	0.00%	0.00%
GRADE 3			0	0.00%				HAWAIIAN/PAC ISLAND			2	0.30%	0.30%	HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
GRADE 4			0	0.00%				TWO OR MORE			49	7.24%	7.24%	TWO OR MORE			0	0.00%	0.00%
GRADE 5			0	0.00%				TOTAL			677	100.00%	100.00%	TOTAL			0	0.00%	0.00%
GRADE 6			195	28.80%															
GRADE 7			231	34.12%															
GRADE 8			251	37.08%				MIGRATORY			Count	%Group	%Enroll	ESL			Count	%Group	%Enroll
GRADE 9			0	0.00%				AMER. INDIAN/ALASKAN			0	0.00%	0.00%	AMER. INDIAN/ALASKAN			0	0.00%	0.00%
GRADE 10			0	0.00%				ASIAN			0	0.00%	0.00%	ASIAN			25	43.10%	3.69%
GRADE 11			0	0.00%				BLACK/AFRICAN AMER.			0	0.00%	0.00%	BLACK/AFRICAN AMER.			10	17.24%	1.48%
GRADE 12			0	0.00%				HISPANIC/LATINO			0	0.00%	0.00%	HISPANIC/LATINO			13	22.41%	1.92%
TOTAL			677	100.00%				WHITE			0	0.00%	0.00%	WHITE			7	12.07%	1.03%
ENROLLMENT BY SEX			Count	%Enroll				HAWAIIAN/PAC ISLAND			0	0.00%	0.00%	HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
MALE			347	51.26%				TWO OR MORE			0	0.00%	0.00%	TWO OR MORE			3	5.17%	0.44%
FEMALE			330	48.74%				TOTAL			0	0.00%	0.00%	TOTAL			58	100.00%	8.57%
TOTAL			677	100.00%															
ADA ELIGIBILITY			Count	%Enroll				OTHER ECON DISADV			Count	%Group	%Enroll	Alternative Language Program			Count	%Group	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP			0	0.00%				AMER. INDIAN/ALASKAN			0	0.00%	0.00%	AMER. INDIAN/ALASKAN			0	0.00%	0.00%
"1" ELIGIBLE FOR FULL DAY			653	96.45%				ASIAN			2	14.29%	0.30%	ASIAN			0	0.00%	0.00%
"2" ELIGIBLE FOR HALF DAY			0	0.00%				BLACK/AFRICAN AMER.			3	21.43%	0.44%	BLACK/AFRICAN AMER.			0	0.00%	0.00%
"3" TRANSFER FOR FULL DAY			24	3.55%				HISPANIC/LATINO			4	28.57%	0.59%	HISPANIC/LATINO			0	0.00%	0.00%
"4" INELIGIBLE FOR FULL DAY			0	0.00%				WHITE			4	28.57%	0.59%	WHITE			0	0.00%	0.00%
"5" INELIGIBLE FOR HALF DAY			0	0.00%				HAWAIIAN/PAC ISLAND			0	0.00%	0.00%	HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
"6" TRANSFER FOR HALF DAY			0	0.00%				TWO OR MORE			1	7.14%	0.15%	TWO OR MORE			0	0.00%	0.00%
"7" ELIGIBLE FLEX ATND			0	0.00%				TOTAL			14	100.00%	2.07%	TOTAL			0	0.00%	0.00%
"8" INELIGIBLE FLEX ATND			0	0.00%															
"9" ENRLD, NOT MBRSHP VIRTL LRNG			0	0.00%															
TOTAL			677	100.00%															
			Count	%Enroll				ELIGIBLE FOR FREE/REDUC MEALS			Count	%Group	%Enroll	GIFTED & TALENTED			Count	%Group	%Enroll
EMERGENT BILINGUAL			60	8.86%				AMER. INDIAN/ALASKAN			0	0.00%	0.00%	AMER. INDIAN/ALASKAN			1	0.71%	0.15%
IMMIGRANT			10	1.48%				ASIAN			23	14.56%	3.40%	ASIAN			38	26.95%	5.61%
ECONOMIC DISADVANTAGE			172	25.41%				BLACK/AFRICAN AMER.			37	23.42%	5.47%	BLACK/AFRICAN AMER.			3	2.13%	0.44%
MILITARY CONNECTED			60	8.86%				HISPANIC/LATINO			41	25.95%	6.06%	HISPANIC/LATINO			10	7.09%	1.48%
FOSTER CARE			0	0.00%				WHITE			47	29.75%	6.94%	WHITE			78	55.32%	11.52%
DYSLEXIA			92	13.59%				HAWAIIAN/PAC ISLAND			1	0.63%	0.15%	HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
PK ELIGIBLE PREVIOUS YEAR			0	0.00%				TWO OR MORE			9	5.70%	1.33%	TWO OR MORE			11	7.80%	1.62%
								TOTAL			158	100.00%	23.34%	TOTAL			141	100.00%	20.83%

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%