

Grapevine-Colleyville ISD

Grapevine High

2025-2026 Campus Improvement Plan

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT



Grapevine
High School

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Mission Statement

The mission of Grapevine High School, an icon of rich tradition and innovative educational practices, is to be the BEST. We will achieve this mission by providing rich high school experiences that will culminate in developing self-regulated learners, skilled problem solvers, effective communicators, collaborative workers, and engaged global citizens.

Vision

We strive to prepare all students to reach their fullest potential, instilling within them a spirit of lifelong learning and preparedness to meet the challenges of the future that awaits them.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Federal Four Year Graduation Rates by Accountability Year

GHS	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	High Focus	EB/EL	Eco Dis	SpEd Current
2022 Baseline	94.6	96.2	84.8	97.4	*	96.6	-	95.5	-	54.5	80.2	75.8
2023 Results	96.1	95.5	94.3	96.2	-	100	-	100	88.9	75.0	88.9	88.5

School Processes & Programs

School Processes & Programs Summary

College Career and Military Readiness

GHS	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	High Focus	EB/EL	Eco Dis	SpEd Current	SpEd Former	Continuou Enrolled
2022 Baseline	73	56	49	80	*	83	-	76	-	33	46	64	29	76
2023 Results	68.8	42.9	52.6	75.9	-	100	-	82.4	51.8	75.0	44.4	86.2	75.0	71.3

Goals

Revised/Approved: June 24, 2025

Goal 1: Student Achievement and Post Secondary Preparedness

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.

High Priority

HB3 Goal





Evaluation Data Sources: - District TEKS Checks- English I, English II, and Algebra I
- District interim exam data (fall / spring)- English I, II, and Algebra I
- STAAR EOC exams - English I, English II, and Algebra I

Strategy 1 Details	Reviews			
<p>Strategy 1: 1.1.1.1. - GHS Biology & U.S. History teachers will utilize the GCISD Curriculum Management Plan (CMP) with fidelity. Additionally, teachers will participate in district-wide TEKS checks, unit assessments, and other forms of evaluations that provide students and teachers with data on academic progress and mastery of concepts.</p> <p>Strategy's Expected Result/Impact: Biology GHS STAAR EOC Biology goals for the 2025-26 school year are as follows: 88 % approaches 66 % meets 26% masters</p> <p>*Last year, the results of this Biology I cohort via 8th grade Science were as follows: 84% approaches, 60% meets, and 25% masters in 2025.</p> <p>U.S. History GHS U.S. History goals for the 2025-26 school year are as follows: 99% approaches 86% meets 60% masters</p> <p>*Last year's non-related cohort's results were as follows: 97% approaches, 84% meets, and 58% masters in 2025.</p> <p>Staff Responsible for Monitoring: GHS Teachers, GHS DLLs, GCISD Directors (ELA, Math, Science, Social Studies), GHS Admin who oversee these departments - Chris Laney - ELA, Paul Cook- Math, Mary Smith- Science, and Alexandra McClung - Social Studies</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 1.1.2. - English I and English II teachers will utilize the GCISD CMP with fidelity. Additionally, teachers will participate in district-wide TEKS checks, unit assessments, and other forms of evaluations that provide students and teachers with data on academic progress and mastery of concepts.</p> <p>Strategy's Expected Result/Impact: Data-informed teachers with customized strategies to meet the needs of all students. As evidenced by state and local assessments, achievement outcomes will go as follows:</p> <p>English I GHS English I STAAR EOC goals for the 2025-26 school year are as follows: 88% approaches 70% meets 35% masters</p> <p>*Last year, the result of this English I cohort via 8th grade Reading results were as follows: 90% approaches, 75% meets, and 52% masters in 2025</p> <p>English II GHS English II STAAR EOC goals for the 2025-26 school year are as follows: 89% approaches 80% meets 36% masters</p> <p>*Last year, the results of this English II cohort were as follows: 86% approaches, 76% meets, and 31% masters in 2025.</p> <p>STAAR EOC Teachers, English & Math DLLs, Learning Liaison, GHS Administrators who oversee English & Math departments, Campus Principal</p> <p>Staff Responsible for Monitoring: STAAR EOC Teachers, English & Math DLLs, GHS Administrators who oversee English & Math departments, Campus Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details		Reviews			
<p>Strategy 3: 1.1.3. - Algebra I teachers will utilize the GCISD CMP with fidelity. Additionally, teachers will participate in district-wide TEKS checks, unit assessments, and other forms of evaluations that provide students and teachers with data on academic progress and mastery of concepts.</p> <p>Strategy's Expected Result/Impact: Data-informed teachers with customized strategies to meet the needs of all students. As evidenced by state and local assessments, achievement outcomes will go as follows:</p> <p>Algebra I GHS Algebra I STAAR EOC goals for the 2025-26 school year are as follows: 85% approaches 60% meets 28% masters</p> <p>*Last year, the result of this Algebra I cohort via previous 8th grade Math results were as follows: 87% approaches, 65% meets, and 34% masters in 2025.</p> <p>Staff Responsible for Monitoring: Algebra I STAAR EOC Teachers, Algebra I PLT lead, Math DLL, GHS Administrator - Paul Cook, oversees Math department, Campus Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>		Formative			Summative
		Sept	Feb	Apr	June
Strategy 4 Details		Reviews			
<p>Strategy 4: 1.1.4. - Department PLCs--Teachers will engage in professional learning communities throughout the year, emphasizing their subject content, instructional methods, student data, and progress on the TEKS. They will collaborate with colleagues both within their departments and across the GCISD learning community, including Network 3 Instructional Coaches and GCISD Directors of ELA, Math, Science, and Social Studies, to develop engaging learning experiences for students. These PLC meetings are held weekly, while CLL meetings will take place monthly.</p> <p>Strategy's Expected Result/Impact: PLCs reflect the specific professional learning needs of teachers while gathering meaningful data to track. We believe this will lead to increased student engagement and achievement. Collaboration between ELA Director Michael Crow, Math Director Emily Powell, Science Director Brooke Schuster, and Social Studies Director Brandi Carey, along with their appointees, will occur each week during PLCs.</p> <p>Staff Responsible for Monitoring: STAAR EOC Teachers, Director of ELA- Michael Crow, Director of Math- Emily Powell, Director of Science- Brooke Schuster, Director of Social Studies - Brandi Carey, Network 3 Instructional Coaches, GHS Admin</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>		Formative			Summative
		Sept	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: 1.1.5.- All GHS teachers will complete mandatory Dyslexia training before the start of school each school year. Strategy's Expected Result/Impact: Ensuring Dyslexia assessment and identification process are understood to ensure all students' needs are met and are receiving needed accommodations. Teachers will be equipped with the appropriate instructional strategies and interventions to meet our students' unique needs. Staff Responsible for Monitoring: GHS Administration, GHS Special Services Dept, GCISD Special Services ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: 1.1.6.- Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. Strategy's Expected Result/Impact: Students unsuccessful on previously administered state assessments will receive accelerated instruction as required by HB HB 1416. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate growth, leading to approaches or higher on previously failed STAAR EOC English I, II, and Algebra I exams. Staff Responsible for Monitoring: GHS Admin, HB1416 Tutors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: 1.1.7- Students who need to retake English I, English II, or Algebra I after failing a STAAR EOC in the previous administration will be enrolled in Strategic Learning classes during the school day or assigned to after-school HB1416 tutorials to boost their chances of passing their respective STAAR EOC in December 2025. Those who do not succeed will continue in either Strategic Learning or after-school HB1416 tutorials with the hopes of obtaining a passing score in the spring 2026 administration.</p> <p>Strategy's Expected Result/Impact: Students who are unsuccessful on previously administered state assessments will receive accelerated instruction as required by HB1416. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate growth, leading to approaches or higher on previously failed STAAR EOC English I, II, and Algebra I exams.</p> <p>Staff Responsible for Monitoring: Strategic Learning teacher, HB1416 Tutors, Associate Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Student Achievement and Post Secondary Preparedness

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.

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: 1.2.1- Increase the number of GHS students who demonstrate College Readiness as evidenced by successfully obtaining CCMR in one of the following ways: - AP Score of 3 or better - Completion of a Dual Credit course - SAT score of 480 in Reading / 530 in Math - ACT score of 19 in English and Math -TSIA2 - College Readiness Classification of 950 in Math and Diagnostic level of 6 in Reading Strategy's Expected Result/Impact: Students will benefit from informed and timely guidance, an aligned curriculum, and access to Advanced Academic resources, programming, and acceleration as they navigate college readiness and admissions. Math college ready benchmarks will increase closer to the ELAR college ready benchmarks. Students will be supported as they prepare for TSIA and SAT opportunities on campus. Staff Responsible for Monitoring: Counselors, & GHS Admin, ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.2.2- Increase the number of GHS students who demonstrate Career & Workforce Readiness as evidenced by successfully obtaining CCMR in one of the following ways: - Earning an Industry Based Certification (via CTE Pathway Completion) Strategy's Expected Result/Impact: Increase the number of students who complete CTE certificate programs. Staff Responsible for Monitoring: CTE Directors, CTE Coordinator, CTE Teachers, Counselors, GHS Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 1.2.3- The GHS CCMR Task Force, comprised of counselors, teachers, and administrators, will oversee students' progress towards achieving CCMR points. The task force will develop strategies to enhance opportunities for students to demonstrate college, career, and/or military readiness. Our goal is 90% of all students from the graduating Class of 2026 will obtain their CCMR point by graduation. Strategy's Expected Result/Impact: 90% of graduating seniors will obtain CCMR point prior to graduation in May of 2026. Staff Responsible for Monitoring: CTE Coordinator, CTE Director, Counselors, & GHS Admin ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 1.2.4.- The SAT Suite of Assessments will be administered annually to students as outlined below: The PSAT/NMSQT will be administered to all students in grades 9-11, while the SAT at School will be administered to all Spring Semester Juniors and Fall Semester Seniors who did not participate in the Spring Semester Junior administration. Strategy's Expected Result/Impact: Students, parents, and school personnel will have annual feedback regarding student progress toward college readiness. Staff Responsible for Monitoring: Testing Coordinator, GHS Admin, District Testing Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: 1.2.5- Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement]. Strategy's Expected Result/Impact: Students and their families are well informed of education admissions process and the financial opportunities that are available each year. Staff Responsible for Monitoring: Counselors, GHS Admin ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
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Goal 1: Student Achievement and Post Secondary Preparedness

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: 1.3.1.- Grapevine High School will uphold the Student Code of Conduct to maintain a safe, nurturing environment. Strategy's Expected Result/Impact: Students will indicate that they feel safe at GHS Staff Responsible for Monitoring: GHS Admin, Teachers, Staff ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.3.2 - GHS will utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges. Strategy's Expected Result/Impact: Using the RaaWee K-12 dashboard to ensure daily communication is sent to students and families, surpassing attendance expectations and comprising a plan for students to satisfy make-up hours that who exceed the 90% rule for credit. Staff Responsible for Monitoring: Teacher, Counselors, & Campus Admin ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 1.3.3- Character Strong Lesson will be embedded at least once per month in English classes to promote positive social and emotional beginning with our Mustangs. Strategy's Expected Result/Impact: Students will be equipped with tools they may need in self awareness, social awareness, responsible decision making skills, and self management. Staff Responsible for Monitoring: Counselors, English Teachers, GHS Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Achievement and Post Secondary Preparedness

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: 1.4.1 - Enhance student participation in co and extra-curricular scholastic activities within or outside of the school day, such as Academic UIL, to promote increased student engagement. Strategy's Expected Result/Impact: Opportunities for students to get plugged into school-related experiences. Staff Responsible for Monitoring: Academic UIL Coaches, Counselors, GHS Teachers, & GHS Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.4.2 - GHS head coaches will collaborate with our feeder middle school coaches to promote, recruit, and retain student participation in athletic programs. Strategy's Expected Result/Impact: Retention of students in programs from 8th-9th with a goal of 90% retained. 95% retention from 9th to 10th grade, and subsequent years Staff Responsible for Monitoring: Athletic Coaches, Director of Athletics - Todd Raymond, Athletic Coordinators Bob DeBesse & Steve McBride, & Campus Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 1.4.3- GHS head sponsors and directors, will collaborate with our feeder middle school sponsors and directors to promote, recruit, and retain student participation in fine arts programs. Strategy's Expected Result/Impact: Retention of students in programs from 8th-9th with a goal of 90% retained. 95% retention from 9th to 10th grade and subsequent years. Staff Responsible for Monitoring: Fine Arts Directors, Fine Arts Coaches, Fine Arts Sponsors, Director of Fine Arts - Dr. Sikes, DLL of Fine Arts, & Campus Admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: Student Achievement and Post Secondary Preparedness

Performance Objective 5: Advanced Academics: Grapevine High School is committed to providing a top-tier advanced academics program that prepares all students for college, career, and military readiness.





HB3 Goal

Evaluation Data Sources: Achieve 90% participation in at least one AP/Dual Credit course by the graduating class of 2026

Achieve 80% college enrollment, military service or certifications (career readiness)

Increase or maintain student recognition in the National Merit Semifinalist Recognition Programs

Strategy 1 Details	Reviews			
Strategy 1: 1.5.1.- Grapevine High School counselors will continue to inform students and parents of the Dual Credit program options: McMurry University, or Tarrant County Community College. The goal is to increase the number of students who attempt college-level courses, which will provide more college-readiness opportunities for all students seeking an alternative option to CollegeBoard AP. Strategy's Expected Result/Impact: Dual credit enrollment will rise with more intentional promotion of its college-readiness benefits. Staff Responsible for Monitoring: GHS Counselors, CTE Director, GHS Admin TEA Priorities: Connect high school to career and college	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.5.2.- Grapevine High School offers a UIL grade waiver for AP courses, encouraging and supporting students in their academic pursuits to reach their full potential. Strategy's Expected Result/Impact: More students will attempt AP courses without the fear of being deemed ineligible if that student scores below a 70% in the respective course. Staff Responsible for Monitoring: GHS Administration, GHS Counselors, AP Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June





Strategy 3 Details	Reviews			
Strategy 3: 1.5.3.- For students who meet qualifying PSAT criteria, GHS will offer AP Language and Composition courses with a PSAT preparation extension, which takes place from the summer before their junior year through the completion of the PSAT/NMSQT administration in October of that school year. Strategy's Expected Result/Impact: More students will qualify for scholarship opportunities through the NMSQT PSAT exam. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Conselors, Campus Admin	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 Preparedness

Performance Objective 6: ASPIRE: Grapevine High School administration will work with the GCISD ASPIRE Liaison to properly assess and monitor challenging curricula for the ASPIRE Academy.

Evaluation Data Sources: Survey results and other data points collected from ASPIRE liaison, ASPIRE teachers, ASPIRE students, and ASPIRE parents.
Students achieve significant growth from one year to the next.

Strategy 1 Details	Reviews			
Strategy 1: 1.6.1- GHS ASPIRE has created a PSAT Team course specifically for 11th-grade students, and all English courses for 9th and 10th-graders now include a robust PSAT prep program. This personalized and successful education is guaranteed to benefit our students. Strategy's Expected Result/Impact: Course will be designed to differentiate from the current PSAT practice. Furthermore, these courses will be woven into their English courses throughout their high school experience. Staff Responsible for Monitoring: ASPIRE Teachers, ASPIRE Liaison, GHS Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.6.2.- PSAT data will be used to inform instruction and implemented into the curriculum before students take the PSAT in October. Strategy's Expected Result/Impact: 90% of students and parents will rate the program as "good" or "excellent" and 100% of students will make at least one year's growth in academics. Staff Responsible for Monitoring: ASPIRE Teachers, ASPIRE Liaison, GHS Administration ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: 1.6.3.- All ASPIRE teachers will possess or be in pursuit of Gifted and Talented certification and will fit the criteria outlined in the district standards for ASPIRE teachers. Strategy's Expected Result/Impact: Highly qualified ASPIRE teachers, evidence of the pursuit of certification, or record of certifications and qualifications. Staff Responsible for Monitoring: Director of Advanced Academics, ASPIRE Liaison, GHS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1: Student Achievement and Post Secondary Preparedness

Performance Objective 7: AVID: Grapevine High School will support AVID site team goals that impact students within the AVID program and all students through AVID schoolwide strategies.

Evaluation Data Sources: Walkthrough data, weekly lesson planning, Word for the Herd features, career readiness rating

Strategy 1 Details	Reviews			
Strategy 1: 1.7.1.- The communication of AVID WICOR strategies and other best practices will be spotlighted in our staff newsletter, Word for the Herd. The AVID Site team will provide targeted training on the five strategies in their lesson plans to increase rigor, promote student reflection, and/or differentiate instruction. These learned transferable WICOR skills will support their academic growth and better equip them for their future career and college aspirations. Strategy's Expected Result/Impact: Teachers are frequently exposed to WICOR strategies to help them in the classroom. Staff Responsible for Monitoring: AVID Site Coordinator, GHS Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1/7/2/- GHS will continue to support teachers' professional growth in the area of best practices appropriate to ensure students, at a minimum, meet learning targets. Strategy's Expected Result/Impact: 75% of all teachers are WICOR aware (6 hours) and 50% of all teachers will be fully AVID trained (12 hours) Staff Responsible for Monitoring: AVID Site Coordinator, AVID Site team, GHS Administration ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 1.7.3.- The GHS AVID Site Team will support its staff and students by prioritizing our campus focus of framing the lesson each day. AVID supports the daily practice of framing the lesson, which begins with a student-friendly learning objective and ends with intentional closure activities demonstrating students' mastery of the intended objective.</p> <p>Strategy's Expected Result/Impact: A strongly framed lesson that begins with a clear objective and demonstration of learning will inform classroom teachers and their students of levels of mastery of the desired objective and aides the instructor in their next steps in the learning cycle.</p> <p>Staff Responsible for Monitoring: AVID site team Teachers Campus admin</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	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 1: Student Achievement and Post Secondary Preparedness

Performance Objective 8: Students new to the country (within the first three years) and attending Grapevine High School will be provided with a safe, welcoming environment for fostering English language acquisition and academic success.

High Priority

HB3 Goal

Evaluation Data Sources: Interim and 9-week student data, World Languages program evaluations, teacher, student feedback).





Strategy 1 Details	Reviews			
Strategy 1: 1.8.1.- New to the country, Emerging Bilinguals will benefit from ESOL I, with simultaneous academic and English language learning. Strategy's Expected Result/Impact: New to the country, EBs feel confident taking supported risks while using the English they know to interact with grade-level curriculum, which is made comprehensible in all content areas. Staff Responsible for Monitoring: LPAC coordinator, Director of Bilingual Services, GHS administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.8.2.- Teachers instructing ESOL I, will have district-provided PLC opportunities each 9-week grading period led by Dr. Guerrero's team, the Director of LOTE. Strategy's Expected Result/Impact: ESOL I teachers will have the necessary resources to better serve our new-to-the-country, Emergent Bilinguals. Staff Responsible for Monitoring: Director of LOTE, Dr. Elena Guerrero, GHS LPAC Coordinator, GHS campus principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 1: Student Achievement and Post Secondary Preparedness

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

Evaluation Data 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: 1.9.1.- As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement]. Strategy's Expected Result/Impact: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes dating violence. Staff Responsible for Monitoring: Counseling, Teachers, GHS Admin ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: 1.9.2.- Parents and Families in our community will be invited to attend the GCISD Parent Technology Academy hosted monthly in order to learn about how students use technology and applications that can lead to attendance, discipline, and bullying issues at school. Strategy's Expected Result/Impact: Individual and group instructional time will not be lost due to the way students use technology. Parents and families will have the information they need to help their students make productive choices. Staff Responsible for Monitoring: Chief of Technology, GHS Admin		Formative			Summative
		Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 1.9.3.- Campus continues to invest in Hope Squad and the importance of recognizing signs of suicide through nominations by staff and students. Members of Hope Squad will meet monthly with our student advocate and promote activities throughout the year. Strategy's Expected Result/Impact: Students work together alongside staff to recognize the signs that a student needs support and report it to counseling department. Staff Responsible for Monitoring: Counselors, GHS Admin	Formative			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: 2.1.1.- Utilize social media to aid in advertisement and recruitment of job openings at GHS. Strategy's Expected Result/Impact: - Aid in spreading the message to a broader audience. - As GHS campus openings occur, we will use multiple social media platforms to advertise the position and attract the best candidate. - We hire excellent replacements when employees resign or retire. Staff Responsible for Monitoring: GHS Admin, GHS Athletics, GHS Fine Arts TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

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

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





Evaluation Data Sources: Gallup Surveys
GHS Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: 2.2.1.- Analyze annual staff survey data to drive targeted improvements in employee satisfaction. Continue to build and maintain authentic relationships with our staff, teachers, and administrators by seeking their input related to work engagement, culture, and other GHS-related factors. Strategy's Expected Result/Impact: Favorable employee work satisfaction results Low turnover, high retention- Sunshine Stangs-monthly staff-led morale boosting activities -ConnectED Mentorship Program -Spirit "Themed" Calendars (October, December, February, May) -December: Cookie Contest -January: "Souper" Bowl -The Sunshine Stangs plan to head several morale-boosting activities to show our staff how much we value them.] Staff Responsible for Monitoring: GHS Admin, Sunshine Stangs, Counselors, DLLs ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 2.2.2- Provide employees with ongoing coaching and professional development to continuously improve teaching practices/pedagogy focused on the individual employee's professional growth. Strategy's Expected Result/Impact: -ConnectED Mentorship Program / Onboarding of new teachers -Coaching with Get Better Faster framework -Learning Liaison in Word for the Herd (focus on coaching moments, resources, and professional growth opportunities) -Increase Gallup Q6 results "There is someone at work who encourages my development" to a 3.85 scale score - This should result in an 80% growth rate percentage (Domain II) in A-F rating. Staff Responsible for Monitoring: GHS Admin, DLLs, GCISD C & I Department TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 2.2.3. - Continue to implement a less-annual appraisal program for teachers who are eligible for less frequent T-TESS appraisals while still participating in goal setting, professional development, learning walks, review of student performance, and a modified year-end conference. Strategy's Expected Result/Impact: Updated Board Policy DNA [local], Increased campus administrator time for in-depth feedback and support of teachers new to the profession or those needing improvement Staff Responsible for Monitoring: GHS Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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			
Strategy 1: 3.1.1.- Analyze annual parent survey data to drive targeted improvements and parent engagement and satisfaction. Strategy's Expected Result/Impact: By May 2026, the GHS parent and family survey results will demonstrate 85% satisfaction with school communication and families' perception of their engagement/ involvement. Staff Responsible for Monitoring: GHS Admin, Counseling Department	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.1.2.- Implement professional development to increase and improve family partnership and communication opportunities. Strategy's Expected Result/Impact: - Family engagement training during our beginning of the year staff development (Nuts and Bolts rotation). - Encouragement of teachers to communicate with parents, positively, more often. Staff Responsible for Monitoring: GHS Admin, DLLs, Teachers	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 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: 3.2.1.- Promote and invite parents and the greater GHS community to Coffees with the Principal, Campus Excellence Committee meetings, and AP Research Students partnering with Community and Professionals in the field. Strategy's Expected Result/Impact: Greater sense of partnership of GHS from the community Staff Responsible for Monitoring: GHS Admin TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.2.2.- Promote opportunities for parents and community members to engage in the GHS school experience. [TEA Requirement]. Strategy's Expected Result/Impact: - More opportunities for parents and the community to interface with the campus via events, games, shows, contests, and competitions. Staff Responsible for Monitoring: All GHS Staff, GHS Admin, Coaches, Sponsors, Directors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 3.2.3.- Each campus-level site-based decision-making committee (Campus Excellence Committee) will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. Strategy's Expected Result/Impact: Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders. Staff Responsible for Monitoring: GHS Admin	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 3.2.4.- 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].</p> <p>Strategy's Expected Result/Impact: Families and Community Members will report an increased understanding of school processes, as well as, improved opportunities to provide meaningful feedback to campus and district leaders.</p> <p>Staff Responsible for Monitoring: Dr. Shiela Shiver, Chief Academic Officer Executive Director of Instructional Leadership, Dr. Kalee McMullen Director of Accountability and Continuous Improvement, Shannon Tovar Principal - Alex Fingers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	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





Evaluation Data Sources: Partnerships with our greater Grapevine, Colleyville community.

Strategy 1 Details	Reviews			
Strategy 1: 3.3.1. - Our CTE department will develop partnerships with local Chambers of Commerce and other community organizations to benefit the programming and experiences of our CTE department at GHS. Strategy's Expected Result/Impact: A more comprehensive CTE experience for our CTE stakeholders. Staff Responsible for Monitoring: CTE Department	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.3.2.- GHS will arrange mock interviews for seniors in the CTE program pathways to help them prepare for real-world interview scenarios. Strategy's Expected Result/Impact: Through these mock interview experiences, students will be better prepared to interact with potential employers. Feedback from this experience will provide students with some areas to improve/ sustain before they participate in real interviews for upcoming job opportunities. Staff Responsible for Monitoring: GCISD CTE staff, GHS campus admin, GHS CTE teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	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 4: Campus and District programming will include goals and activities for a coordinated health program at the campus based on student fitness assessment data, student academic performance data, student attendance rates, the percentage of students who are economically disadvantaged, meeting requirements for physical activity, and other indicators recommended by the GCISD school health advisory council [TEA Requirement].

Evaluation Data 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: 3.4.1. Students in Foster Care and those experiencing homelessness will have access to transportation to and from their school and support from the district Homeless Liaison. Strategy's Expected Result/Impact: Students impacted by homelessness or foster care will be able to continue their education in Grapevine-Colleyville ISD. Staff Responsible for Monitoring: Director of Counseling & Homeless Liaison, Mandy Ozuna Director of Transportation, Manny Rubio Student Advocate - Jennifer Lemke	Formative			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: GHS 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 Campus.

High Priority

HB3 Goal

Evaluation Data Sources: Expenditures by Category, Math & Literacy Formative Assessment Data, Local Assessments, STAAR Interim Results, PSAT data

Strategy 1 Details	Reviews			
Strategy 1: 4.1.1.- The budget of Grapevine High School and internal financial controls will be constantly reviewed to ensure that the proper allocation and budgeting for the school year is done with utmost accuracy. Strategy's Expected Result/Impact: The bookkeeper and administration of GHS will have a monthly meeting to review the campus budget and ensure responsible management of district resources. The main priority for campus expenses will be based on the requirements of our students and staff. Staff Responsible for Monitoring: GHS bookkeeper, GHS Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 4.1.2.- The administration and bookkeeper at GHS will gather input from Department Learning Leaders (DLLs) and Learning Liaisons when creating and evaluating needs assessments to improve student achievement. This triangulation will be accomplished by following professional standards, integrating best practices, and practicing good stewardship. Strategy's Expected Result/Impact: Department Learning Leaders, Learning Liaisons, and campus administration will triangulate the needs of the staff and their respective students, to develop a plan to improve student achievement. Staff Responsible for Monitoring: DLLs, Learning Liaison, GHS Bookkeeper, GHS Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 4.1.3.- Secure district funding to support after-school HB 1416 tutorials aimed at closing learning gaps and boosting student pass rates on EOC exams during the 2025-2026 school year. Strategy's Expected Result/Impact: By providing personalized interventions and progress monitoring, students with identified academic needs will meet the minimum standard required to pass Algebra I, English I, English II, U.S. History, and Biology EOC exams. Staff Responsible for Monitoring: HB1416 Tutors, Bookkeeper, Administration ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	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 2: Effective and Efficient District Operations

Evaluation Data Sources: Campus EOP
School Resource Officer - Logan Copas
TEA vulnerability assessments
Safety & Security team @ GHS

Strategy 1 Details		Reviews			
Strategy 1: 4.2.4- Maintain a safe, secure learning environment by implementing school safety procedures, such as wearing ID badges, weekly exterior door checks, locked classroom doors, and completing monthly emergency management drills. Strategy's Expected Result/Impact: - 100% of teachers are teaching behind locked doors and making sure all students have their ID's on when entering the classroom. - Emergency Drills are performed in accordance to all state and federal requirements - Student ID checks daily - Exterior door checks - Dress code checks Campus safety is a top priority at GHS, creating an ideal learning environment at Grapevine High School. Staff Responsible for Monitoring: Campus Safety & Security Admin - Katie Wawak, GHS Admin, SRO ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>					

Addendums

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD

Campus: 220906001 - GRAPEVINE H S

2023 - 2024 Fall Collection, Resubmission

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	471	26.93%
GRADE 10	442	25.27%
GRADE 11	401	22.93%
GRADE 12	435	24.87%
TOTAL	1,749	100.00%

ENROLLMENT BY SEX		Count	%Enroll
MALE		923	52.77%
FEMALE		826	47.23%
TOTAL		1,749	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	1,680	96.05%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	66	3.77%
"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	3	0.17%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRT LRNG	0	0.00%
TOTAL	1,749	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	179	10.23%
IMMIGRANT	34	1.94%
ECONOMIC DISADVANTAGE	436	24.93%
MILITARY CONNECTED	151	8.63%
FOSTER CARE	0	0.00%
DYSLEXIA	155	8.86%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

TOTAL ENROLLMENT		1749	
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.11%	0.11%
ASIAN	133	7.60%	7.60%
BLACK/AFRICAN AMER.	96	5.49%	5.49%
HISPANIC/LATINO	499	28.53%	28.53%
WHITE	939	53.69%	53.69%
HAWAIIAN/PAC ISLAND	2	0.11%	0.11%
TWO OR MORE	78	4.46%	4.46%
TOTAL	1,749	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	1	0.23%	0.06%
ASIAN	15	3.44%	0.86%
BLACK/AFRICAN AMER.	65	14.91%	3.72%
HISPANIC/LATINO	269	61.70%	15.38%
WHITE	79	18.12%	4.52%
HAWAIIAN/PAC ISLAND	1	0.23%	0.06%
TWO OR MORE	6	1.38%	0.34%
TOTAL	436	100.00%	24.93%

ELIGIBLE FOR FREE/REDUC MEALS	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%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	5.20%	0.51%
BLACK/AFRICAN AMER.	3	1.73%	0.17%
HISPANIC/LATINO	157	90.75%	8.98%
WHITE	3	1.73%	0.17%
HAWAIIAN/PAC ISLAND	1	0.58%	0.06%
TWO OR MORE	0	0.00%	0.00%
TOTAL	173	100.00%	9.89%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	80	13.72%	4.57%
BLACK/AFRICAN AMER.	12	2.06%	0.69%
HISPANIC/LATINO	99	16.98%	5.66%
WHITE	359	61.58%	20.53%
HAWAIIAN/PAC ISLAND	1	0.17%	0.06%
TWO OR MORE	32	5.49%	1.83%
TOTAL	583	100.00%	33.33%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906001 - GRAPEVINE H S

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	1,716	98.11%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	33	1.89%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,749	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	34	1.94%
UNACCOMPANIED YOUTH CODE 3	24	1.37%
UNACCOMPANIED YOUTH CODE 4	10	0.57%
UNACCOMPANIED YOUTH TOTAL	34	1.94%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	20	3.53%	1.14%
BLACK/AFRICAN AMER.	38	6.70%	2.17%
HISPANIC/LATINO	308	54.32%	17.61%
WHITE	178	31.39%	10.18%
HAWAIIAN/PAC ISLAND	2	0.35%	0.11%
TWO OR MORE	21	3.70%	1.20%
TOTAL	567	100.00%	32.42%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	1.85%	0.17%
BLACK/AFRICAN AMER.	21	12.96%	1.20%
HISPANIC/LATINO	61	37.65%	3.49%
WHITE	68	41.98%	3.89%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	5.56%	0.51%
TOTAL	162	100.00%	9.26%

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%