

Grapevine-Colleyville ISD

Grapevine Middle

2025-2026 Campus Improvement Plan



Mission Statement

We promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential.

Vision

At Grapevine Middle School we share the GCISD vision:

Honor Our Legacy. Equip for the Future. Achieve Excellence.

Value Statement

At Grapevine Middle School we prepare students for the future by exemplifying The Pony Way:

Be Respectful, Be Responsible, Be a Problem Solver

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Priority Problem Statements

Problem Statement 1: Students identified as English Language Learners are experiencing lower levels of academic success as compared to our All Student group on local, state, and national assessments.

Root Cause 1: Emerging Bilingual students need support to improve intentional lesson design around TEKS and also provide high-quality Tier 1 instruction that supports EL students' needs. Need to improve vocabulary and reading instruction while providing EL students the opportunities to engage in their classes. Need to provide direct language acquisition support.

Problem Statement 1 Areas: Demographics

Problem Statement 2: GMS students are not achieving the meets or masters grade level standard on state assessments at rates similar to comparable campuses.

Root Cause 2: Teachers are designing lessons below the TEKS rigor level as evidenced by walkthrough data. Strong Tier 1 instruction using research based strategies and high rigor is needed next.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: GMS students are not achieving the meets or masters grade level standard on state assessments at rates similar to comparable campuses.

Root Cause 3: Teachers are not confident in using data to address student academic needs. There is a missing structure of how to use on grade-level materials for Tier 1 interventions in the classroom and Tier 2 interventions during Pony Time. Current lesson design and implementation is not at the depth and complexity of the TEKS and effective Tier 1 intervention is lacking.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 16, 2025

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>Strategy 1: Implementation of Get Better Faster targets to strengthen teacher management and rigor in the classroom.</p> <p>Strategy's Expected Result/Impact: By June 2026, the percentage of all students performing at Meets & Masters Grade Level or Higher in Reading/Language Arts on the STAAR will increase to surpass long term academic achievement targets: *from 57% to 60% (surpassing the 27-28 target of 53%)</p> <p>By June 2026, the percentage of economically disadvantaged students performing at Meets & Masters Grade Level or Higher in Reading/Language Arts on the STAAR will increase to surpass long term academic achievement targets: *from 40% to 43% (hitting the 27-28 target of 43%)</p> <p>By June 2026, the percentage of Special Education students performing at Meets & Masters Grade Level or Higher in Reading/Language Arts on the STAAR will increase: *from 28% to 30% (closing the gaps toward 27-28 target of 33%)</p> <p>By June 2025, the percentage of Emerging Bilingual students performing at Meets & Masters Grade Level or Higher in Reading/Language Arts on the STAAR will increase: *from 31% to 35% (closing gaps toward 27-28 target of 40%)</p> <p>Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Mandy Rutherford, Campus Coach at GMS Whitnye Williams, Math CLL Lynn Saldivar, ELA CLL Brenna Rhodes, Science CLL Ty Dolgener, Social Studies CLL</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Target high rigor in exit tickets for power standards through year two implementation of Data Driven Instruction in GMS Professional Learning Communities.</p> <p>Strategy's Expected Result/Impact: By June 2026, the percentage of all students performing at Meets & Masters Grade Level or Higher in Math on the STAAR will increase to meet/exceed long term academic achievement targets: *from 57% to 60% (surpassing the 27-28 target of 56%)</p> <p>By June 2026, the percentage of economically disadvantaged students performing at Meets & Masters Grade Level or Higher in Math on the STAAR will increase to meet short term academic achievement targets: *from 41% to 43% (closing gaps toward 27-28 target of 46%)</p> <p>By June 2026, the percentage of Special Education students performing at Meets & Masters Grade Level or Higher in Math on the STAAR will increase: *from 29% to 31% (closing gaps toward 27-28 target of 34%)</p> <p>By June 2026, the percentage of Emerging Bilingual students performing at Meets & Masters Grade Level or Higher in Math on the STAAR will increase: *from 37% to 40% (closing gaps toward 27-28 target of 47%)</p> <p>Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Mandy Rutherford, Campus Coach at GMS Whitnye Williams, Math CLL Lynn Saldivar, ELA CLL Brenna Rhodes, Science CLL Ty Dolgener, Social Studies CLL</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: As part of year two implementation of iReady as diagnostic and intervention tool, utilize Teacher Toolkit resources through small group instruction in RTI classes as well as Pony Time. Strategy's Expected Result/Impact: By June 2026, 100% of GMS teachers in ELA and Math Pony Times as well as ELA and Math RTI classes are utilizing iReady Teacher Toolkit resources to facilitate small group instruction. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Mandy Rutherford, Campus Coach at GMS Whitnye Williams, Math CLL Lynn Saldivar, ELA CLL Brenna Rhodes, Science CLL Ty Dolgener, Social Studies CLL TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: As part of year two implementation of double blocking of Math 7, small group instruction would become a regular practice for reteach over power standards as students move toward mastery of skills. Strategy's Expected Result/Impact: By June 2026, 55% of all students in the double block of Math 7 would demonstrate grade level performance by reaching Meets or Masters on their state assessment. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Mandy Rutherford, Campus Coach at GMS Whitnye Williams, Math CLL Lynn Saldivar, ELA CLL & small group team lead Brenna Rhodes, Science CLL & small group team lead TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Sept	Feb	Apr	June
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Goal 1: Student Achievement and Post Secondary Readiness

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

HB3 Goal

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

Strategy 1 Details		Reviews			
Strategy 1: Increase CTE pathway awareness by implementing a CTE Fair with student representatives from each high school pathway. Strategy's Expected Result/Impact: By June 2026, 100% of students will participate in a guidance conversation with counselors that includes CTE pathway selection. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Leigh Farrow, Counselor at GMS Al Marks, Counselor at GMS TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details	Reviews			
Strategy 1: Create Pony Time structure with a focus on student ownership and goal setting with time for reflection and adjustments each week. Strategy's Expected Result/Impact: By June 2026, 100% of GMS teachers will be implementing the Pony Time process ensuring all students are goal setting and making personal adjustments as they reflect on the goal of completing all iReady lessons at 70% pass rate, and completing missing assignments. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Mandy Rutherford, Campus Coach at GMS Janae McGlothlin, AVID Site Coordinator at GMS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement system of weekly attendance tracking with early interventions. Strategy's Expected Result/Impact: By June 2026, GMS average daily attendance will increase from 95.61% to 96% Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Leigh Farrow, Counselor at GMS Al Marks, Counselor at GMS ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



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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: GMS participation data, student schedules and activity rosters

Strategy 1 Details	Reviews			
Strategy 1: Monitor opportunities and participation for all students to engage in UIL teams, fine arts programs, and campus clubs. Strategy's Expected Result/Impact: By June 2026, utilize our created system to track participation rate in Athletics and Fine Arts from 24-25 program numbers to identify opportunities for retention. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Leigh Farrow, Counselor at GMS Al Marks, Counselor at GMS ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details	Reviews			
Strategy 1: Implementation of mentoring program by partnering with community groups. Strategy's Expected Result/Impact: By May 2026, students participating in mentoring program will demonstrate an increase in attendance, decrease in discipline, and decrease in failing grades at 9 weeks grading period. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Al Mark, Counselor at GMS Leigh Farrow, Counselor at GMS Natalie Siegele, Student Advocate at GMS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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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: The GMS administration team will participate in job fairs to obtain high quality talent across Texas using our newly created recruitment flyer. Strategy's Expected Result/Impact: By June 2026, GMS will have utilized data to determine which job fairs resulted in quality hires for our campus, while obtaining feedback to guide our focus and efforts on our recruitment materials. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Sept	Feb	Apr	June
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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			
<p>Strategy 1: The GMS principal will implement "Stay Interviews" and the administration team will offer timely responses to the feedback given.</p> <p>Strategy's Expected Result/Impact: By June 2026, GMS staff surveys will demonstrate high job satisfaction and the retention rates of quality staff will show an increase from the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Feb	Apr	June
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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			
Strategy 1: Professional Learning Communities will be redesigned at GMS to focus embedded professional learning around teacher clarity of Texas Essential Knowledge and Skills, curriculum documents, and analyzing of student work. Strategy's Expected Result/Impact: Teachers in all four core contents will actively participate in purposeful PLCs weekly that result in the creation of common exit tickets that are aligned to the rigor level of TEKS and demonstrate levels of mastery of power standards as seen in the analysis of student work. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Sept	Feb	Apr	June
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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: GMS will employ parent and family surveys throughout the year to allow for stronger customer service to all stakeholders. Strategy's Expected Result/Impact: By June 2026, we will see growth of satisfaction with our families through survey results. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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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.





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.

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





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

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

Strategy 1 Details	Reviews			
Strategy 1: Student leadership opportunities will be offered throughout the year in multiple clubs, organizations and student groups. Strategy's Expected Result/Impact: By June 2026 student leadership will increase 10% across the campus as seen in growth of participation in the various student groups. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





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

Strategy 1 Details	Reviews			
Strategy 1: GMS will continue to increase and celebrate our community partnerships with increased parent and family opportunities on campus. Strategy's Expected Result/Impact: GMS will see an increase in staff and family PTA and campus-based opportunities participation. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Goal 3: Parents, Families, and Community Satisfaction and Engagement





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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a physical education program that is rigorous and results in growth in student fitness levels. Strategy's Expected Result/Impact: By May 2026, 100% of GMS students enrolled in physical education classes will have participated in the Fitness Gram. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS Nichole Ward, PE Lead ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Feb	Apr	June
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Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

Strategy 1 Details		Reviews			
Strategy 1: GMS stakeholders including Campus Excellence Committee and GMS staff will have input in the creation of the GMS budget through regular updates. Strategy's Expected Result/Impact: By June 2026, the creation of the 2026-2027 school budget will contain accurate projections based on this monitoring. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Rosalin Miller, Administrative Assistant to the Principal ESF Levers: Lever 1: Strong School Leadership and Planning		Formative			Summative
		Sept	Feb	Apr	June
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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			
Strategy 1: GMS will utilize an Overtime Approval process for all paraprofessionals that incorporates changes in contract days for the 25-26 school year. Strategy's Expected Result/Impact: By June 2026, GMS will lower the compensatory allotments on time sheets of paraprofessionals that are not essential, while clarifying when staff meetings are essential. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS ESF Levers: Lever 1: Strong School Leadership and Planning	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

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

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

Strategy 1 Details	Reviews			
Strategy 1: GMS will offer tutoring to At-Risk students who have an instructional need during the school day and/or at Saturday Sessions. Strategy's Expected Result/Impact: GMS students in the At-Risk population will show an increase academic achievement on the STAAR assessment. Staff Responsible for Monitoring: Mandy Alexander, Principal of GMS Shauna Hunter, Assistant Principal at GMS Kelley Willmann, Assistant Principal at GMS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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<div><div></div>No Progress<div></div>Accomplished<div></div>Continue/Modify<div></div>Discontinue</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: 220906041 - GRAPEVINE MIDDLE

TOTAL ENROLLMENT 656		
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	217	33.08%
GRADE 7	221	33.69%
GRADE 8	218	33.23%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	656	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	342	52.13%
FEMALE	314	47.87%
TOTAL	656	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	646	98.48%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	10	1.52%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	656	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	158	24.09%
IMMIGRANT	12	1.83%
ECONOMIC DISADVANTAGE	304	46.34%
MILITARY CONNECTED	38	5.79%
FOSTER CARE	0	0.00%
DYSLEXIA	93	14.18%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.30%	0.30%
ASIAN	22	3.35%	3.35%
BLACK/AFRICAN AMER.	57	8.69%	8.69%
HISPANIC/LATINO	293	44.66%	44.66%
WHITE	251	38.26%	38.26%
HAWAIIAN/PAC ISLAND	3	0.46%	0.46%
TWO OR MORE	28	4.27%	4.27%
TOTAL	656	100.00%	100.00%

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

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	21.05%	0.61%
HISPANIC/LATINO	13	68.42%	1.98%
WHITE	1	5.26%	0.15%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	5.26%	0.15%
TOTAL	19	100.00%	2.90%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	5	1.75%	0.76%
BLACK/AFRICAN AMER.	33	11.58%	5.03%
HISPANIC/LATINO	195	68.42%	29.73%
WHITE	45	15.79%	6.86%
HAWAIIAN/PAC ISLAND	2	0.70%	0.30%
TWO OR MORE	5	1.75%	0.76%
TOTAL	285	100.00%	43.45%

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	4	100.00%	0.61%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	4	100.00%	0.61%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	2.58%	0.61%
BLACK/AFRICAN AMER.	3	1.94%	0.46%
HISPANIC/LATINO	139	89.68%	21.19%
WHITE	9	5.81%	1.37%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	155	100.00%	23.63%

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	8	8.42%	1.22%
BLACK/AFRICAN AMER.	3	3.16%	0.46%
HISPANIC/LATINO	22	23.16%	3.35%
WHITE	57	60.00%	8.69%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	5.26%	0.76%
TOTAL	95	100.00%	14.48%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2023 - 2024 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906041 - GRAPEVINE MIDDLE

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	637	97.10%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	19	2.90%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	656	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	19	2.90%
UNACCOMPANIED YOUTH CODE 3	18	2.74%
UNACCOMPANIED YOUTH CODE 4	1	0.15%
UNACCOMPANIED YOUTH TOTAL	19	2.90%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.32%	0.15%
ASIAN	5	1.58%	0.76%
BLACK/AFRICAN AMER.	32	10.09%	4.88%
HISPANIC/LATINO	204	64.35%	31.10%
WHITE	68	21.45%	10.37%
HAWAIIAN/PAC ISLAND	1	0.32%	0.15%
TWO OR MORE	6	1.89%	0.91%
TOTAL	317	100.00%	48.32%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	2.70%	0.46%
BLACK/AFRICAN AMER.	13	11.71%	1.98%
HISPANIC/LATINO	54	48.65%	8.23%
WHITE	39	35.14%	5.95%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	1.80%	0.30%
TOTAL	111	100.00%	16.92%

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%