

Grapevine-Colleyville ISD
District Improvement Plan
2025-2026



Mission Statement

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

Vision

Honor our Legacy, Equip for the Future, Achieve Excellence

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Student Achievement and Post Secondary Readiness	13
Goal 2: Faculty and Staff Recruitment, Retention, and Capacity Building	30
Goal 3: Parents, Families, and Community Satisfaction and Engagement	37
Goal 4: Strong Financial Stewardship and Internal System Efficiency	46
Title I	53
Descriptor 1: Student Progress Monitoring and Supports	53
1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	53
1.2: Identifying students who may be at risk for academic failure;	53
1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	53
1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	53
Descriptor 2: Teacher Quality	53
Descriptor 3: School Improvement and Support Activities	54
Descriptor 4: Measure of Poverty	54
Descriptor 5: Nature of Programs	54
Descriptor 6: Services to Homeless Children and Youth	54
Descriptor 7: Parent and Family Engagement Strategy	55
Descriptor 8: Early Childhood Education Programs and Transition Plans	56
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	57
Descriptor 10: Middle to High School/High School to Postsecondary Transitions	57
10.1: Coordination with institutions of higher education, employers, and other local partners;	57
10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;	57
Descriptor 12: Coordination and Integration	57
12.1: Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;	57
12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;	58
Descriptor 13: Other Proposed Uses of Funds	58
13.1: Assist schools in identifying and serving gifted and talented students;	58
13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. .	58
Title I Personnel	59
Assurances	60
Statutorily Required Assurances	60
District Funding Summary	61
Addendums	65

Comprehensive Needs Assessment

Revised/Approved: July 22, 2025

Demographics

Demographics Summary

School Year	1999-2000	2009-2010	2023-2024
Economically Disadvantaged Students	6.3%	18.1%	27.1%
English Language Learners	1.9%	8.2%	12.2%
Special Education Students	8.0%	7.1%	12.2%
Gifted and Talented Identified Students	27.8%	15.7%	18.7%
Advanced/Dual Credit Course Completion	30.5%	35.7%	59.4%
Turnover Rate for Teachers	-	9.6%	23.6%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.

Root Cause: Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

Problem Statement 2 (Prioritized): The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.

Root Cause: In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%.

Problem Statement 3 (Prioritized): As evidenced by our universal screener, students enter kindergarten and grade one at our Title I, Part A Schoolwide campuses with less early literacy skills than their peers at our non-Title I, Part A Schoolwide campuses.

Root Cause: Students identified as Economically Disadvantaged have less access to early reading materials and summer enrichment than their non Economically Disadvantaged peers. The district lacks a program that engages parents in supporting early literacy throughout the summer in preparation for our early grades.

Problem Statement 4 (Prioritized): ADA funding is expected to decline from 2025-26 through 2029-30.

Root Cause: Over the ten year period of 2019-20 through 2029-30, the district's in person enrollment is expected to decrease from 13,283 to 11,779 while number of students completing each year at the virtual campus is expected to increase from 926 to 1,751.

Problem Statement 5 (Prioritized): The district needs strategies to address the district teacher turnover rate.

Root Cause: In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%.

Problem Statement 6 (Prioritized): The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.

Root Cause: In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

Priority Problem Statements

Problem Statement 1: Prior to 24-25, universal screener data showing student growth creates a flawed perception of future state assessment performance.

Root Cause 1: The district has an incomplete understanding of how to interpret and respond to universal screener data.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: For the Class of 2023, 71% of our 1,179 graduates earned a College, Career, or Military Readiness designation. Looking at our SAT School Day Data from 2025, one-half of the juniors met both the ERW and Math College Readiness Benchmarks. Approximately another quarter of them met the ERW, but not the Math benchmark.

Root Cause 2: The district lacks a universal strategy to prepare all students to take the SAT School Day as juniors, as well as, a strategy to respond when students are able to meet one but not both college readiness benchmarks.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The district needs a system for campus and district improvement planning that is in a format that can be readily translated, as well as, a tool to collect and organize program documentation.

Root Cause 3: The Texas Education Agency, as well as, Board Policy require documentation to be retained for a set period. Parent and family communications, to the extent practicable, must be shared in a language they can understand. All expenditures from ESSA grants must meet local, state, and federal requirements showing a direct link to a problem & root cause identified in the comprehensive needs assessment.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: The district needs a universal screener that is one product K-8 and that provides personalized accelerated learning lessons for each student based on the universal screener results.

Root Cause 4: Rate of student growth on our universal screening products indicates students are not growing above expectation in reading and math and our Tier 3 students are growing slower than expected. Also the district lacks a universal learning acceleration resource and lacks a continuous universal screener for K-8 across all campuses.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: As measured by the Spring 2025 STAAR Assessments, student achievement at meets grade level ranged from 31.9% to 80.6% by campus and from 6.9% to 51.9% at masters grade level by campus for all tests and all subjects combined.

Root Cause 5: The district's written, assessed, and taught curriculum must be more tightly coupled with each one informing the others. The system needs to increase capacity in individualized learning acceleration and effective scaffolding to increase access and engagement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness.

Root Cause 6: Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

Problem Statement 6 Areas: Demographics

Problem Statement 7: The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children.

Root Cause 7: In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%.

Problem Statement 7 Areas: Demographics

Problem Statement 8: For 2023-2024, district student achievement as measured by the state assessment for all subjects, all grade levels was 87% Approaches or Higher, 68% Meets or Higher, and 35% Masters Grade Level. Economically Disadvantaged student achievement as measured by the state assessment for all subjects, all grade levels was 69% Approaches or Higher, 42% Meets or Higher, and 15% Masters Grade Level.

Root Cause 8: Students identified as Economically Disadvantaged continue to show need for supplemental resources and interventions in order to meet rigorous state standards.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: For 2023-2024, district student achievement as measured by the state assessment for all subjects, all grade levels was 87% Approaches or Higher, 68% Meets or Higher, and 35% Masters Grade Level. EB/EL student achievement as measured by the state assessment for all subjects, all grade levels was 66% Approaches or Higher, 37% Meets or Higher, and 15% Masters Grade Level.

Root Cause 9: Students identified as Emergent Bilingual/English Language Learners continue to show need for supplemental resources and interventions in order to meet rigorous state standards.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: The district needs to investigate sources of funds to meet or exceed the TEA school safety standards which are designed to help schools prevent and respond to emergencies.

Root Cause 10: On May 31, 2023, the Texas Education Agency (TEA) released the adopted 19 Texas Administrative Code (TAC) Chapter 61, School Districts, Subchapter CC, Commissioner's Rules Concerning School Facilities, SS61.1031, School Safety Requirements, also known as the School Safety Standards, to provide a minimum safety standard for educational facilities throughout the state of Texas.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: STAAR Interim Data from February 2025 shows student performance in Math and Reading at Timberline Elementary to be in danger of not meeting state accountability and local targets: Grade 5 Math 57% DNM, Grade 4 Math 64% DNM, Grade 3 Math 51% DNM, Grade 5 Reading 48% DNM, Grade 4 Reading 46% DNM, Grade 3 Reading 44% DNM.

Root Cause 11:

The district needs to strengthen the instructional leadership and support system for this campus to provide pathways of training, implementation support, and one-on-one coaching to campus and district leaders to build their own capacity and that of the educators they manage.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: As evidenced by our universal screener, students enter kindergarten and grade one at our Title I, Part A Schoolwide campuses with less early literacy skills

than their peers at our non-Title I, Part A Schoolwide campuses.

Root Cause 12: Students identified as Economically Disadvantaged have less access to early reading materials and summer enrichment than their non Economically Disadvantaged peers. The district lacks a program that engages parents in supporting early literacy throughout the summer in preparation for our early grades.

Problem Statement 12 Areas: Demographics

Problem Statement 13: SRO, Peace Officer, and Security Personnel duties need to be listed in the District Improvement Plan, Student Code of Conduct, and any Memorandums of Understanding with law enforcement agencies.

Root Cause 13: The board of trustees shall determine the law enforcement duties of peace officers, school resource officers (SROs), and security personnel, which do not include duties related behavioral or administrative duties better addressed by other district employees. TEC 37.081 (d)

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: ADA funding is expected to decline from 2025-26 through 2029-30.

Root Cause 14: Over the ten year period of 2019-20 through 2029-30, the district's in person enrollment is expected to decrease from 13,283 to 11,779 while number of students completing each year at the virtual campus is expected to increase from 926 to 1,751.

Problem Statement 14 Areas: Demographics

Problem Statement 15: The district needs strategies to address the district teacher turnover rate.

Root Cause 15: In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%.

Problem Statement 15 Areas: Demographics

Problem Statement 16: The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students.

Root Cause 16: In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.

Problem Statement 16 Areas: Demographics

Problem Statement 17: Student performance on the STAAR Grade 5 Science assessments increased from 69% approaching grade level in 2024 to 75% in 2025. Student performance on the STAAR Grade 8 Science assessments decreased from 86% approaching grade level in 2024 to 84% in 2025. However, the percentage of meets and masters grade level remained approximately the same.

Root Cause 17: The district's written, assessed, and taught curriculum must be more tightly coupled with an emphasis on students experiencing the TEKS at the appropriate level of rigor.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: Student performance on the STAAR Grade 8 Social Studies assessments declined from 81% approaching grade level, 56% meeting grade level, and 34% mastering grade level in 2024 to 73% approaching grade level, 46% meeting grade level, and 27% mastering grade level.

Root Cause 18: The district's written, assessed, and taught curriculum must be more tightly coupled with an emphasis on students experience the TEKS at the appropriate level of

rigor.

Problem Statement 18 Areas: Student Learning

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: July 22, 2025

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 1: 1.1 Academic Growth & Development: By 2028, all student groups will meet or exceed the State's rigorous Long Term Closing the Gaps Targets in Reading and Mathematics [TEA HB 3 Board Goals]

HB3 Goal

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





Strategy 1 Details	Reviews			
<p>Strategy 1: 1.1.1 Ensure at least one year of growth for students at every level.</p> <p>Strategy's Expected Result/Impact: Instructional strategies and initiatives, which must be research-based, strengthen the core academic program, increase the quality and quantity of learning time, and address the learning needs of all students on each campus. Federal, state, and local services and programs are coordinated and integrated with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement [Title I Requirement].</p> <p>Progress Measures: (1) Utilize multiple sources of data to measure a year's growth, (2) Provide ongoing feedback and support to improve rigor of instruction (Tier 1), (3) Analyze student tasks to ensure alignment to the standards and summative assessment expectations.</p> <p>Outcome Measures: By June 2026, 75% of students in K-8 will meet or exceed typical growth and 45% will meet or exceed stretch growth on the i-Ready Math and Reading EOY Diagnostics.</p> <p>By June 2028, the percentage of all students scoring Meets Grade Level or Higher on the Science STAAR/EOC will be at least 92% up from 67% in 2023. Additionally, by June 2028, the percentage of students scoring Masters Grade Level on the Science STAAR/EOC will be at least 65% up from 33% in 2023.</p> <p>By June 2028, the percentage of all students scoring Meets Grade Level or Higher on the Social Studies STAAR/EOC will be at least 93% up from 70% in 2023. Additionally, by June 2028, the percentage of students scoring Masters Grade Level on the STAAR/EOC will be at least 73% up from 44% in 2023.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director of Science and Health, Brooke Schuster Director of Social Studies and AVID, Brandi Carey Director of Elementary Instruction, Nancy Hale Director of Mathematics, Emily Powell Academic Team Members Instructional Leadership Team Principals</p> <p>Results Driven Accountability Problem Statements: Student Learning 2, 5, 6 Funding Sources: TEKS Resource System - 199 - General Fund, iReady Diagnostic, Learning Acceleration Resources, Teacher Toolbox - 199 - General Fund</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 1.1.2 Ensure high-quality, engaging instruction in reading and mathematics.</p> <p>Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading skills that are at or above grade level will increase, resulting in improved preparation for the next set of grade level standards.</p> <p>Progress Measures: (1) Use ongoing data from various sources to review, monitor and adjust the curriculum, instructional resources and instructional practices, (2) Progress Monitor using the District Data Map to identify and support teachers with instructional coaching, (3) develop and implement a system to monitor use of i-Ready teacher toolkit led small group instruction.</p> <p>Outcome Measures: By June 2028, the percentage of all students performing at Meets Grade Level or Higher in Reading/Language Arts on the STAAR/EOC will increase to at least 93% up from 74% in 2023. Additionally, by June 2028, the percentage of students performing at Masters Grade Level in Reading/Language Arts on the STAAR/EOC will increase to at least 66% up from 38% in 2023.</p> <p>By June 2028, the percentage of all students performing at Meets Grade Level or Higher in Mathematics on the STAAR/EOC will increase to at least 90% up from 65% in 2023. Additionally, by June 2028, the percentage of all students performing at Masters Grade Level in Mathematics on the STAAR/EOC will increase to at least 62% up from 34% in 2023.</p> <p>By June 2026, each K-8 Student will increase at least one performance level from BOY to EOY on the i-Ready Diagnostic for both Reading and Mathematics.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director of Secondary English Language Arts, Michael Crow Director of Elementary Instruction, Nancy Hale Director of Mathematics, Emily Powell Academic Team Members Instructional Leadership Team Campus Principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Supplemental Interventionists, English Language Learning Teachers, ESL Inclusion Assistants, and Learning Support Specialists for Reading and Math, as well as, general academic instructional leadership and student support, will be provided at targeted campuses in order to accelerate learning and continue the recovery from learning loss due to the pandemic and interrupted learning. [ESSA] [TEC 11.252(a)(3)(A) TEA Requirement - Instructional methods for all student groups not achieving their full potential]</p> <p>Strategy's Expected Result/Impact: As evidenced by state and local assessments, the percentage of students with reading and mathematics skills that are at or above grade level will increase resulting in improved preparation for the next set of grade level standards - Bear Creek, Dove, Silver Lake, Timberline, GMS, CTMS.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director of Bilingual Services and Interventions, Dr. Elena Guerrero Campus Principals</p> <p>Results Driven Accountability - Equity Plan Problem Statements: Demographics 2 - Student Learning 4 Funding Sources: EL/BIL Inclusion Assistant MS - 263 - Title III, LEP - 263 11 6129 00 915 6 25 915 999 - \$22,676 , EL/BIL Program Supplies - 263 - Title III, LEP - 263 11 6399 00 915 6 25 915 999 - \$9,829, Associate Principal Timberline ES - 211 - ESEA Title I, Part A - 211 23 6119 11 104 6 24 915 999 - \$83,354, Student Engagement Teacher Timberline ES - 211 - ESEA Title I, Part A - 211 11 6119 00 104 6 24 915 999 - \$69,580, Student Advocate Timberline ES - 211 - ESEA Title I, Part A - 211 11 6119 00 104 6 915 999 - \$71,272, Literacy Achievement Teacher Timberline ES - 211 - ESEA Title I, Part A - 211 11 6119 00 104 6 24 915 999 - \$74,050, Administrative Liaison Bear Creek ES - 211 - ESEA Title I, Part A - 211 11 6119 00 106 6 24 915 999 - \$75,185, Instructional Paraprofessional Dove ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6129 00 103 6 24 915 999 - \$22,752, Parent Liaison Campus Bilingual Program Timberline ES - 255 - ESEA Title II, Part A, TPTR - 255 61 6129 00 104 6 24 915 999 - \$25,430, Parent Liaison Campus Bilingual Program Stipend Timberline ES - 255 - ESEA Title II, Part A, TPTR - 255 61 6127 00 104 6 24 915 999 - \$1,100, Student Learning Support Specialist Math Dove ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 103 6 24 915 999 - \$75,000, Student Learning Support Specialist Bear Creek ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 106 6 24 915 999 - \$37,500, Student Learning Support Specialist Silver Lake ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 110 6 24 915 999 - \$37,500, Bilingual Student Support Specialist Timberline ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 104 6 24 915 999 - \$68,618, Bilingual Student Support Specialist Stipend Timberline ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6117 00 104 6 24 - \$5,000, Student Math Learning Support Specialist Bear Creek ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 106 6 24 915 999 - \$69,851, Student Math Learning Support Specialist Silver Lake ES - 255 - ESEA Title II, Part A, TPTR - 255 11 6119 00 110 6 24 915 999 - \$69,250, Behavior Support Paraprofessional - Centrally Deployed - 255 - ESEA Title II, Part A, TPTR - 255 11 6129 00 915 6 24 915 999 - \$25,000, Campus Parent Liaison Silver Lake ES - 255 - ESEA Title II, Part A, TPTR - 255 61 6129 00 110 6 24 915 999 - \$24,046, Campus Parent Liaison Bilingual Stipend Silver Lake ES - 255 - ESEA Title II, Part A, TPTR - 255 61 6127 00 110 6 24 915 999 - \$1,000, Associate Principal Bilingual Stipend Timberline ES - 211 - ESEA Title I, Part A - 211 23 6117 00 104 6 24 915 999 - \$5,000</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: Identified students will receive accelerated instruction in state-assessed content areas using high-quality materials and tutors or small-group instructors trained on those materials [HB 1416]. Strategy's Expected Result/Impact: Students unsuccessful on state assessments will receive accelerated instruction as required by HB 4545/ HB 1416. Students identified through our universal screeners and other methods will also receive additional time on task. Students receiving additional time on task with high-quality materials and trained teachers/tutors will demonstrate significant growth in reading and mathematics in order to meet or exceed rigorous state grade-level standards. Campuses must report HB 1416 information through Edugence to ensure district is prepared each summer for the TEA required reporting through our student information system. Staff Responsible for Monitoring: Executive Director of Leadership, Dr. Kalee McMullen Director of Accountability and Continuous Improvement, Shannon Tovar Director of Data Systems Technology, Michael Jagoditsh Campus Principals Results Driven Accountability Funding Sources: - 199 - General Fund, Extra Duty Pay Timberline - 289 - Title IV - 289 61 6118 00 104 6 24 915 999 - \$1,480, Extra Duty Pay Silver Lake - 289 - Title IV - 289 61 6118 00 110 6 24 915 999 - \$18,830, Extra Duty Pay Bear Creek - 289 - Title IV - 289 61 6118 00 106 6 24 915 - \$3,795		Formative			Summative
		Sept	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: The district will access the Instructional Leadership pathway from the LASO Cycle III Grant with the Texas Education Agency which consists of a required suite of trainings and support intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of schoolwide culture routines, HQIM internalization and implementation, observation and feedback, and data-driven instruction. Strategy's Expected Result/Impact: The eligible campus will continue to be served as Title I Schoolwide and participation in the Instructional Leadership Pathway will increase system efficiency and effectiveness while improving student academic performance to a level that removes the campus from federal school improvement designation lists. Staff Responsible for Monitoring: Executive Director of Instructional Leadership, Dr. Kalee McMullen Timberline Principal, Liz Hilcher Funding Sources: Vendor from TEA Approved List for LASO III Grant (IL) - 2025-2027 Instructional Leadership Grant, Extra Duty Pay from LASO III Grant (IL) - 2025-2027 Instructional Leadership Grant		Formative			Summative
		Sept	Feb	Apr	June
Strategy 6 Details		Reviews			
Strategy 6: The district will participate in a shared service agreement through Region 11 for the 2025-2026 Texas Education of Homeless Children and Youth (TEHCY) - Continuation Grant program to support students experiencing homelessness. Staff Responsible for Monitoring: Director of Counseling, Mandy Ozuna		Formative			Summative
		Sept	Feb	Apr	June

Strategy 7 Details		Reviews			
Strategy 7: Dyslexia is identified through child-find within the Full Individual Evaluation (FIE) process. Once identified and the ARD committee agrees that dyslexia services are warranted, dyslexia services begin. Dyslexia intervention is provided utilizing one of the district-adopted dyslexia programs that align with the Texas Dyslexia Handbook. [TEA Requirement dyslexia treatment programs TEC 11.252(a)(3)(B)(iv)] Strategy's Expected Result/Impact: Intervention programs implemented with fidelity in order to address deficits and accelerate student progress in reading. Staff Responsible for Monitoring: Executive Director Special Services, Lindsey Fuentes Coordinator Dyslexia Services, Meredith Burns Problem Statements: Demographics 6		Formative			Summative
		Sept	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: The district needs to build capacity in serving learners with diverse needs and ensure parents have access to the information necessary to support the education of their children. Root Cause: In 1999-2000, 6.3% of the district's students were identified as Economically Disadvantaged. By the 2023-2024 school year, that percentage had increased to 27.1% and was 26.03% for 2024-2025. In the same time frame, the percentage of students who are Emergent Bilingual/ English Language Learners has increased from 1.9% to 12.2% and then decreased to 11.17%.</p> <p>Problem Statement 6: The district has a continuing need to allocate resources for Dyslexia programming, as well as, to build capacity in understanding the on-going academic and assessment needs of these students. Root Cause: In 2023-2024 PEIMS Snapshot, GCISD reported 1,203 students as identified with Dyslexia. This is 8.88% of district enrollment. As a comparison, GCISD reported 803 students in the 2020-2021 PEIMS Snapshot as identified with Dyslexia which was 5.76% of district enrollment. For the 2015-2016 PEIMS Snapshot, GCISD reported 349 students identified with Dyslexia which as 2.53% of district enrollment.</p>
Student Learning
<p>Problem Statement 2: As measured by the Spring 2025 STAAR Assessments, student achievement at meets grade level ranged from 31.9% to 80.6% by campus and from 6.9% to 51.9% at masters grade level by campus for all tests and all subjects combined. Root Cause: The district's written, assessed, and taught curriculum must be more tightly coupled with each one informing the others. The system needs to increase capacity in individualized learning acceleration and effective scaffolding to increase access and engagement.</p> <p>Problem Statement 4: For 2023-2024, district student achievement as measured by the state assessment for all subjects, all grade levels was 87% Approaches or Higher, 68% Meets or Higher, and 35% Masters Grade Level. EB/EL student achievement as measured by the state assessment for all subjects, all grade levels was 66% Approaches or Higher, 37% Meets or Higher, and 15% Masters Grade Level. Root Cause: Students identified as Emergent Bilingual/English Language Learners continue to show need for supplemental resources and interventions in order to meet rigorous state standards.</p> <p>Problem Statement 5: Student performance on the STAAR Grade 5 Science assessments increased from 69% approaching grade level in 2024 to 75% in 2025. Student performance on the STAAR Grade 8 Science assessments decreased from 86% approaching grade level in 2024 to 84% in 2025. However, the percentage of meets and masters grade level remained approximately the same. Root Cause: The district's written, assessed, and taught curriculum must be more tightly coupled with an emphasis on students experiencing the TEKS at the appropriate level of rigor.</p>

Student Learning

Problem Statement 6: Student performance on the STAAR Grade 8 Social Studies assessments declined from 81% approaching grade level, 56% meeting grade level, and 34% mastering grade level in 2024 to 73% approaching grade level, 46% meeting grade level, and 27% mastering grade level. **Root Cause:** The district's written, assessed, and taught curriculum must be more tightly coupled with an emphasis on students experience the TEKS at the appropriate level of rigor.

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 2: 1.2 College, Career, and Military Readiness: By 2028, 93% of annual graduates will demonstrate at least one college, career, and military ready criteria as measured by the State Accountability System [TEA HB3 Board Goals].





HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Feb	Apr	June
<p>Strategy 1: 1.2.1 (A) Increase the number of students who demonstrate college readiness as evidenced by the TSIA, SAT, ACT, AP Scores, and Dual Credit Completion.</p> <p>Strategy's Expected Result/Impact: Progress Measures:</p> <p>Implement monthly CCMR tracking meetings with high school campus leadership with embedded strategies and supports.</p> <p>Outcome Measures: By 2028, the CCMR indicator for GCISD Graduates will increase from 69% to 90% for students.</p> <p>The SAT Suite of Assessments will be administered to students as follows: PSAT 8/9 to Grade 8 students and ASPIRE 7 students, PSAT/NMSQT to all students in grades 9-11, SAT at School to all Spring Semester Juniors and Fall Semester Seniors who did not participate in the Spring Semester Junior administration. Students whose SAT at School Day results show meeting the ERW benchmark, but not the Math benchmark, will be identified for TSIA2 Math.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Chief of Schools, Dr. Holly Ray Director of Counseling, Mandy Ozuna Executive Director of Instructional Leadership, Dr. Kalee McMullen Director of Career & Technical Education, Stephanie Speaks</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: College Board - PSAT and SAT - 199 - General Fund - 199 E 31 6399 63 0 930 0 99 930 534 - \$139,450, TSIA2 Exams to support High School CCMR strategies - 199 - General Fund - 199 E 31 6339 63 0 930 0 38 930 534 - \$18,000, TSIA 2 Exams to support Collegiate Academy CCMR strategies - 199 - General Fund - 199 E 31 6339 63 0 930 0 38 930 534 - \$5,500, TSIA2 Online Proctor Exams to support iUniversity Prep CCMR strategies - 199 - General Fund - 199 E 31 6339 63 0 930 0 38 930 534 - \$4,375, SAT Boot Camp PrePaid/Revenue Funds - 199 - General Fund - 499 E 31 6339 SF 930 0 99 930 902 - \$3,817</p>				

Strategy 2 Details	Reviews			
Strategy 2: 1.2.1 (B) Increase the number of students who demonstrate workforce readiness. Strategy's Expected Result/Impact: Progress Measures: (1) Clarify CTE courses and pathways in Course Selection Guide. (2) Increase the number of students completing coherent sequence aligned with Industry-Based Certifications (3) Increase the number of students participating in work-based learning courses (4) Expand career awareness to elementary and junior high grade levels (5) Increase the number of students completing IEPs to earn code 54/55. Outcome Measures: (1) By 2028, the CCMR indicator for students will increase from 69% to 90% for students (2) By June 2028, our high school campuses will be in the top quartile of their comparability groups for SAT performance and participation, as well as AP Exam performance and participation (3) By June 2025, establish a baseline for students selected to participate in the TSIA2 Math boot camp meeting the TSIA2 math benchmark for CCMR, thereby increasing that Accountability indicator. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Executive Director of Special Services, Lindsey Fuentes Director of Student Data, Michael Jagoditsh Director of Career and Technical Education, Stephanie Speaks Campus Principals	Formative			Summative
	Sept	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: 1.2.1 (C) Increase exposure and awareness of Armed Forces post-secondary opportunities [SB 1843 85th Legislature]. Strategy's Expected Result/Impact: The ASVAB will be administered annually at the high school campuses. Graduates will provide the District with signed Enlistment DD-4 forms. Progress Measures: (1) Ensure students have the opportunity to meet with recruiters of all military branches, (2) Design a strategic plan to collect DD Forms, (3) Monitor ASVAB participation, (4) communicate the schedule for the test, which must occur during normal school hours and at a time that limits conflict with extracurricular activities Outcome Measures: By 2028, the CCMR indicator for students will increase from 69% to 90% for students. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Counseling, Mandy Ozuna Campus Principals	Formative			Summative
	Sept	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Improve the 4 Year Federal, as well as, the 4 Year, 5 Year Extended, and 6 Year Extended Graduation rates, as reported for State Accountability, to pre-pandemic levels or higher through student and family engagement and attendance interventions with a goal of 98% by 2028 for the 4 Year Federal Rate [State Accountability].</p> <p>Strategy's Expected Result/Impact: As the graduation rate improves, more students will be eligible to earn points towards CCMR. Consequently, we will have improved systems to ensure all students earn at least one CCMR measure prior to graduation. To support students graduating on-time, we provide credit by exam opportunities through UT High School and AVANT.</p> <p>Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Accountability and Continuous Improvement, Shannon Tovar Director of Counseling, Mandy Ozuna Director of Student Services, Dr. Tiffany Cunningham High School Principals</p> <p>Funding Sources: Credit By Exams for Acceleration UT High School - 199 - General Fund - 199 E 31 6399 63 0 930 0 99 930 534 - \$20,000, Credit By Exams for Languages AVANT - 199 - General Fund - 199 E 31 6339 63 0 930 0 99 930 534534 - \$5,725, ITBS Exams for EL/EB Exits - 199 - General Fund - 199 E 31 6339 63 0 930 0 38 930 534 - \$1,775</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Support CTE programs using Perkins V Funds in order to prepare workers for our local and regional economy and meet employers' needs in a variety of high-skill occupations and middle skills jobs [Perkins V Requirements].</p> <p>Strategy's Expected Result/Impact: Increasing numbers of students earning industry based certifications.</p> <p>Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Career and Technical Education, Stephanie Speaks</p> <p>Funding Sources: - 244 Perkins</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Educate secondary school students and families about higher education admissions and financial aid opportunities and sources of information, the TEXAS grant program, the Teach for Texas grant program, as well as, the importance of informed course selection in high school [TEA Requirement].</p> <p>Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Counseling, Mandy Ozuna</p>	Formative			Summative
	Sept	Feb	Apr	June

Strategy 7 Details	Reviews			
Strategy 7: Execute, monitor, and effectively communicate the implementation of all HB3 requirements including Board Goals, Hiring of Highly Effective Teachers, and Reading Academies [TEA Requirement]. Strategy's Expected Result/Impact: The district will remain in compliance with Texas Education Agency requirements. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Chief Academic Officer, Dr. Shiela Shiver Director of Elementary Instruction, Nancy Hale Equity Plan	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: For the Class of 2023, 71% of our 1,179 graduates earned a College, Career, or Military Readiness designation. Looking at our SAT School Day Data from 2025, one-half of the juniors met both the ERW and Math College Readiness Benchmarks. Approximately another quarter of them met the ERW, but not the Math benchmark. Root Cause: The district lacks a universal strategy to prepare all students to take the SAT School Day as juniors, as well as, a strategy to respond when students are able to meet one but not both college readiness benchmarks.

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 3: 1.3 Safety & Well-Being: By 2028, all classrooms will consistently reflect district research-based initiatives designed to preserve instructional time, encourage productive choices, and characterized by multi-tiered systems of support.

Evaluation Data 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 Uphold the Student Code of Conduct to maintain a safe, nurturing environment. Strategy's Expected Result/Impact: Progress Measures: Campus discipline coordinators track (monthly) and monitor campus stats to make adjustments and address trends. Outcome Measures: By May 2026, establish a baseline to measure student perception of feeling safe and nurtured in the learning environment. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Chief of Schools, Dr. Holly Ray Executive Director of Instructional Leadership, Dr. Kalee McMullen Executive Director of Special Services, Lindsey Fuentes Principals	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 1.3.2 Utilize a robust system to monitor attendance, identify patterns of absenteeism, and intervene early with support for students facing challenges. Strategy's Expected Result/Impact: Progress Measures: (1) Continue to implement PBIS Tier 1 Attendance Strategies (2) Conduct Attendance Fidelity Checks (3) Monitor and adjust attendance strategies based on the Monthly Campus Attendance Tracking Scoreboard. Outcome Measures: By May 2026, the overall average daily attendance will remain above 96.25%. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Student Services, Dr. Tiffany Cunningham	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Implement a prevention and awareness partnership with Challenge of Tarrant County, provide community drug awareness and prevention information regarding vaping, fentanyl/opioids, and other illegal substances. Strategy's Expected Result/Impact: Progress Measures: (1) Schedule parent/community prevention pop ups at highly attended school events (ie. Red Rail Game in an ongoing prevention campaign) (2) Produce Public Safety Announcements in conjunction with students in leadership positions and current content with Challenge of Tarrant County/Stay on Track Coalition and Recovery Resource Council throughout academic year. Outcome Measures: By May 2026, an on-going drug prevention and awareness campaign will be implemented in addition to traditional parent nights and Red Ribbon Week. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Health Services, Samantha Howard		Formative			Summative
		Sept	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: Meet or exceed the Texas required safety standards by accessing grant funds that may also be used for other statutory school safety requirements and allowable expenses when the district has already met the required standards, Strategy's Expected Result/Impact: The SAFE Cycle 2 funding is designed to help LEAs meet the required safety standards. If an LEA has already met the required safety standards, the funding may be used for other statutory school safety requirements and allowable expenses as outlined in Texas Education Code, SS48.115. Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux Director of Emergency Management, Allen Smith Funding Sources: School Safety Grant Cycle 2 - 429 - School Safety and Security Grant		Formative			Summative
		Sept	Feb	Apr	June
Strategy 5 Details		Reviews			
Strategy 5: The GCISD board of trustees shall determine the law enforcement duties of peace officers, school resource officers, and security personnel, which do not include behavioral or administrative duties better addressed by other district employees. Duties are listed in the District Improvement Plan, Student Code of Conduct, and any Memorandums of Understanding with law enforcement agencies [TEC 37.081 (d)]. The Memorandums of Understanding between the district and each of the cities of Grapevine and Colleyville are included in the district improvement plan addendum section. Strategy's Expected Result/Impact: Grapevine Duties: Monitoring access points to the school grounds and assisting in limiting access to the school grounds to authorized persons only; Providing police protection of school property, personnel, and students; Patrolling school property during school hours; Answering calls for service and assistance from school officials or any persons in need that are campus-related; Investigating criminal acts committed on and off school grounds and serving as the liaison between the DISTRICT and the Police Department and other agencies of the juvenile justice system as determined by the Chief of Police or designee; Making and preparing reports and documentation on criminal activities; Making court appearances, as necessary, related to events occurring within the officers' jurisdiction as addressed herein; Answering calls and assisting with the facilitation of dispute resolution between students, students and school authorities, and parents and school authorities; Being available as a resource person to teach, lead a discussion, or offer information on		Formative			Summative
		Sept	Feb	Apr	June

topics on which the officer has special competence due to law enforcement training; Providing a high-visibility crime deterrent on school property in order to effectively promote security and order in the schools; Assisting with campus assemblies, other large public events, and at other times and locations as requested by the DISTRICT and approved by the Chief of Police or designee; Assisting with traffic control and direction at assigned campuses during unusual or emergency circumstances. Officers will not be utilized for traffic control on a daily basis for routine drop off and pick up times for students; Being available to respond to a specific location upon request, when a school official is conducting a search of a student and the school official has reasonable grounds to believe that the search will discover evidence that the student has violated or is violating the law; Attending meetings as requested by the DISTRICT and approved by the Chief of Police or designee; Completing other duties as assigned by the DISTRICT and agreed upon by the Chief of Police or designee; and Completing training as required by the CITY and DISTRICT.

Colleyville Duties:

Checking and confirming that access points to the school grounds are locked during the school day and assisting in limiting access to the school grounds to authorized persons only. The parties understand that all cameras, doors, and locks shall be maintained by the DISTRICT; Providing police protection of school property, personnel, and students. The parties understand that the SROs shall not be held responsible for securing school property or any damage to school property; Patrolling school property during school hours; Answering calls for assistance from school officials; Investigating, detecting, and enforcing State and local criminal laws at DISTRICT campuses and facilities and student-related criminal activity off DISTRICT property, and serving as the liaison between the DISTRICT and the Police Department and other agencies of the juvenile justice system as determined by the Chief of Police, or their designee; Making and preparing reports and documentation on criminal activities; Making court appearances as necessary, related to events occurring within the officers' jurisdiction as addressed herein; Answering calls and assisting with the facilitation of dispute resolution between students, students and school authorities, and parents and school authorities; Being available as a resource person to lead a discussion or offer information on topics on which the officer has special competence due to law enforcement training; Providing a high visibility crime deterrent on school property in order to effectively promote security and order in the schools; Attending and assisting with school assemblies and special events during school hours (or at other times approved by the SRO Supervisor), when requested and available; While on duty, assisting with traffic control and direction at assigned campuses. If traffic control and direction are needed during times the assigned SRO is off-duty or unavailable, the DISTRICT will notify the assigned SRO of the dates and times when such assistance is needed. The SRO shall contact the individual assigned at the CITY's Police Department to arrange for an officer to perform the traffic control and direction; Being available to respond to a specific location upon request, when a school official is conducting a search of a student and the school official has reasonable grounds to believe that the search will discover evidence that the student has violated or is violating the law; Attending meetings as requested by the DISTRICT and approved by the Chief of Police, or their designee; and Completing other duties as requested by the DISTRICT and agreed upon by the Chief of Police, or their designee.

Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux
Director of Emergency Management, Allen Smith



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

Performance Objective 4: 1.4 Student Involvement: Maintain, Grow, and Create co-curricular and extracurricular programming to ensure all students participate in at least one school-sponsored activity annually.

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

Strategy 1 Details	Reviews			
Strategy 1: 1.4.1 Monitor opportunities for all students to engage in experiences outside of coursework. Strategy's Expected Result/Impact: Progress Measures: Collect participation and performance in extracurricular events. Outcome Measures: By May 2026, establish a system to identify a baseline to identify students not engaged and identify opportunities for growth. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Executive Director of Athletics, Todd Raymond Director of Fine Arts, Paul Sikes Director of Career and Technical Education, Stephanie Speaks Campus Principals	Formative			Summative
	Sept	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				


Goal 1: Student Achievement and Post Secondary Readiness


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


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


Strategy 1 Details	Reviews			
Strategy 1: As dating violence will not be tolerated, counselors will provide guidance lessons to students emphasizing the definition of dating violence, methods to gain assistance for one's self or others, and reporting procedures regarding the alleged victim or perpetrator. To the extent possible, the schools will make available to students age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. Additionally, campus administration and counselors will be trained on the reporting procedures and appropriate policies will be updated [Legislative Requirement]. Strategy's Expected Result/Impact: Improved school cultures as evidenced by improved attendance, reduced instructional time lost to discipline, application of routes to gain assistance, and improved conflict resolution. Staff members can successfully apply the reporting procedures. Campus staff and students will have a greater awareness of what constitutes dating violence. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Counseling, Mandy Ozuna	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: In support of students experiencing homelessness, the district will participate in the 2025-2026 Texas Education of Homeless Children and Youth (TECHY) Continuation grant through a shared services agreement with Region 11 and may provide additional support to students, such as transportation, using a set aside amount from ESSA, Title IV. Strategy's Expected Result/Impact: Students experiencing homelessness will have access to their campuses of origin. Staff Responsible for Monitoring: Director of Counseling, Mandy Ozuna Director of Transportation, Manny Rubio Problem Statements: Demographics 1 Funding Sources: Homeless Student Support Services - 289 - Title IV - 289 61 6299 00 915 6 24 915 999 - \$689, Shared Services Aggrement Region 11 - 2025 - 2026 TEHCY Continuation	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Design and support programs that identify and help migratory students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. Funding Sources: Supplies - 211 - ESEA Title I, Part A - 212 11 6399 00 915 6 24 915 - \$2,153	Formative			Summative
	Sept	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness. Root Cause: Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.

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

Performance Objective 1: 2.1 Recruitment: Establish metrics and baseline data to connect recruitment strategies to the hiring of new and returning staff members while maintaining annual recognition as a top employer.

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details	Reviews			
Strategy 1: 2.1.1 Expand and enhance marketing program and relationships with universities, colleges, and alternative certification programs to support recruitment and retention efforts for critical positions. Strategy's Expected Result/Impact: Progress Measures: (1) Establish and maintain at least 3 active partnerships with universities, colleges, and ACPs that actively offer programs for hard-to-fill positions, (2) Launch targeted marketing campaigns for prospective candidates in identified hard-to-fill positions. Outcome Measures: By May 2026, the applicant pool will increase for hard-to-fill positions. Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires Director of Human Resources, Dave Denning Equity Plan	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 2.1.2. Conduct a yearly pay systems review of all salaries and maintain competitive and equitable compensation for employees. Strategy's Expected Result/Impact: Progress Measures: (1) Complete annual salary benchmark analysis with comparable districts and labor market data, (2) Address internal equity of current employee pay for market competitiveness, (3) Ensure stiped pay rates are comparable and aligned to area districts and districts similar in size. Outcome Measures: By June 2027, GCISD will target paying employees within market value (90% to 110%) for all positions including stipends. Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires Director of Human Resources, Dave Denning Equity Plan	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 2: 2.2 Employee Retention and Employee Satisfaction: Establish metrics and baseline data in order to connect retention and satisfaction strategies to staff members returning in subsequent years.

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

Strategy 1 Details	Reviews			
Strategy 1: 2.2.1 Analyze annual staff survey data to drive targeted improvements in employee satisfaction. Strategy's Expected Result/Impact: Progress Measures: (1) Conduct annual data analysis from the employee engagement survey, exit interviews, and stay interviews to identify common trends with employee satisfaction, (2) Develop targeted action plans created by departments and campuses based on identified trends from data. Outcome Measures: By December 2026, the turnover rate on the TAPR will decrease by 3 points. Staff Responsible for Monitoring: Chief Human Resources Officer, Dr. Kelly Mires Director of Human Resources, Dave Denning Equity Plan Problem Statements: Demographics 5	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 the individual employee's professional growth. Strategy's Expected Result/Impact: Progress Measures: (1) Increase the number of employees who participate in coaching sessions, mentor programs, or professional development aligned to their role and growth goals, (2) Gather employee feedback on coaching sessions and professional development sessions gathered through surveys and professional development sessions. Outcome Measures: By May 2026, employee retention will increase , and there will be an increase in internal advancement due to skill growth. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Executive Director of Instructional Leadership, Dr. Kalee McMullen Equity Plan	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 5: The district needs strategies to address the district teacher turnover rate. **Root Cause:** In 2009-2010, the district teacher turnover rate was 9.6% and increased to 16.1% by 2016-2017. For 2023-2024, the teacher turnover rate was 23.6%.





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].

Evaluation Data Sources: Performance of our low-income and minority students will increase to their non-Economically Disadvantaged and non-Minority peers. High quality teachers will be recruited, supported, and retained for all students.

Strategy 1 Details	Reviews			
Strategy 1: Provide training, mentoring, and practice to improve the observation and feedback cycle using a common coaching framework for selected campuses. During coaching visits, the following are prioritized: observation of classroom instruction, identifying the highest leverage gap, and supporting campus leaders with scripting/preparing feedback, providing 1:1 feedback & action steps, and mentoring implementation. Strategy's Expected Result/Impact: Student achievement at targeted campuses will increase due to changed teacher and administrator behaviors as evidenced by local and state assessments, Get Better Faster Walkthroughs, and identified supplemental programs. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Executive Director of Instructional Leadership, Dr. Kalee McMullen Results Driven Accountability - Equity Plan Funding Sources: Associate Principal Timberline ES - 211 - ESEA Title I, Part A - 211 23 6119 00 104 6 24 915 999 - \$83,354, Associate Principal Bilingual Stipend Timberline ES - 211 - ESEA Title I, Part A - 211 23 6117 00 104 6 915 999 - \$6,000	Formative			Summative
	Sept	Feb	Apr	June

Strategy 2 Details		Reviews			
<p>Strategy 2: Equity Plan Strategy One: In alignment with our district priority emphasizing Faculty and Staff Recruitment, Retention and Capacity-Building, the district will investigate opportunities in the Teacher Incentive Allotment, as well as, creating the role of Multi-Classroom Lead Teachers to encourage high performing teachers to remain in teaching roles. Additionally, the district will continue with Get Better Faster instructional coaching to grow campus leader skill in providing teachers with meaningful, timely, and actionable feedback. An emphasis will be placed on Focus Campuses.</p> <p>Strategy's Expected Result/Impact: Highly effective teachers will remain in our classrooms due to additional compensation for performance. Those evaluating and coaching teachers will have a common language across the system to lessen confusion and increase implementation.</p> <p>Equity Gap significantly closed as measured by STAAR performance, New teacher leadership pathways and compensation plans in place that reward high performers at focus campuses who remain in our classrooms</p> <p>Staff Responsible for Monitoring: Chief of Human Resources, Kelly Mires Chief Academic Officer, Dr. Shiela Shiver Executive Director of Instructional Leadership, Dr. Kalee McMullen</p> <p>Equity Plan</p>		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Equity Plan Strategy Two: In alignment with our district priorities and scorecard, the district will investigate grow your own teaching strategies in order to make recommendations for the future. Potential areas to consider are our existing instructional paraprofessionals, tutors, and our high school students participating in a CTE approved pathway for Education and Training.</p> <p>Strategy's Expected Result/Impact: GCISD will experience graduates returning to teach and raise their own families in the district. An Infusion of best practices and awareness that comes from having a staff intentionally selected for students at focus campuses to flourish along with new hires remaining in GCISD and enriching our culture. A bank of high quality subs means focus campus students are rarely without an excellent teacher.</p> <p>Staff Responsible for Monitoring: Chief of Human Resources, Kelly Mires Director of Human Resources, Dave Denning</p> <p>Equity Plan</p>		Formative			Summative
		Sept	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide training and implementation support to Title I Schoolwide campus leadership and teachers in order to build capacity around innovative strategies, updated activities, and tailored supports that cater to diverse language levels, ensuring every student is successful.</p> <p>Strategy's Expected Result/Impact: Teachers will (1) learn and apply new strategies targeting vocabulary, speaking, writing, reading comprehension, and listening comprehension, (2) gain capacity in the implications of proficiency levels and sublevels in a world language classroom, and (3) strategically plan ways to incorporate all modes of communication into lessons.</p> <p>Staff Responsible for Monitoring: Executive Director Instructional Leadership, Dr. Kalee McMullen Campus Principals</p> <p>Funding Sources: Seidlitz Education Training for Title I Schoolwide Campses - 211 - ESEA Title I, Part A</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 1: 3.1 Parents and Families Satisfaction and Engagement: Establish metrics and baseline data to connect engagement strategies to improved parent and family satisfaction.





Evaluation Data Sources: Parent and Family Engagement surveys

Strategy 1 Details	Reviews			
Strategy 1: 3.1.1 Analyze annual parent survey data to drive targeted improvements in parent engagement and satisfaction. Strategy's Expected Result/Impact: Progress Measures: (1) Pinpoint the top 3-5 scoring areas to identify existing strengths and the top 3-5 lowest scoring areas that represent the weakest points needing improvement, (2) Create action plans within departments and campuses to enhance or address each of these priority areas. Outcome Measures: Achieve an overall increase in participation and average satisfaction scores in the 2025-2026 parent engagement and satisfaction survey. Staff Responsible for Monitoring: Executive Director of Communications, Nicole Lyons	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.1.2 Evaluate committees to maximize engagement opportunities. Strategy's Expected Result/Impact: Progress Measures: (1) Identify committees that are excelling in engagement, impact, and participation by collecting data on each, (2) Share best practices across the district. Outcome Measures: By the end of the 2025-2026 school year, have baseline data collected on committee engagement, impact, and participation. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Chief Academic Officer, Dr. Shiela Shiver	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details		Reviews			
<p>Strategy 3: Each Title I, Part A campus will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend [Title I Requirement].</p> <p>Strategy's Expected Result/Impact: All Title I campuses will meet this compliance item in a way that has meaning for students, parents, and staff.</p> <p>Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero District Family and Community Engagement Liaison, Nilsa Hill</p> <p>Funding Sources: PFE Supplies Timberline - 289 - Title IV - 289 61 6399 00 104 6 24 915 999 - \$2,025, PFE Supplies Silver Lake - 289 - Title IV - 289 61 6399 00 110 6 24 915 999 - \$2,025, PFE Supplies Bear Creek - 289 - Title IV - 289 61 6399 00 106 6 24 915 999 - \$2,025, PFE Supplies Dove - 289 - Title IV - 289 61 6399 00 103 6 24 915 999 - \$2,025</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 2: 3.2 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 Maintain district representation with civic organizations. Strategy's Expected Result/Impact: Progress Measures: (1) Create district materials to be easily shared by any district representative attending civic events, (2) Periodically host district-wide presentations to provide updates, gather feedback, and foster networking. Outcome Measures: Annually, maintain speaking/presentation opportunities amongst civic organizations and community members. Staff Responsible for Monitoring: Superintendent's Cabinet	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.2.2 Enhance media relations programs and partnerships. Strategy's Expected Result/Impact: Progress Measures: (1) Weekly media advisory to all media contacts pitching story ideas for the following week that highlight how the district is committed to its performance objectives (2) Tracking GCISD media coverage/reports (3) Expand media training to more district and campus staff. Outcome Measures: By summer 2026, the district will broaden its media representation by ensuring at least 75% of all campuses and departments are featured in positive, proactive media coverage across media platforms. Staff Responsible for Monitoring: Executive Director of Communications, Nicole Lyons	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 3: 3.3 Corporate and Business Based Partnerships: Increase awareness of engagement and partnership opportunities between the district/campuses and our business community.





Strategy 1 Details	Reviews			
Strategy 1: 3.3.1 Increase relationships with corporate partners. Strategy's Expected Result/Impact: Progress Measures: (1) Strengthen our relationship with businesses within local chambers, (2) Establish a tracking system to effectively track and monitor relationships built with corporations and monetary or student experience benefits. Outcome Measures: By June 2026, have baseline data to set annual goals beginning in the 2026-2027 school year. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Executive Director of Communications, Nicole Lyons Director of Career and Technical Education, Stephanie Speaks	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 3.3.2 Strengthen involvement with the Education Foundation (GCEF). Strategy's Expected Result/Impact: Progress Measures: Actively engage with GCEF to support district initiatives through strategic communication, event participation, and fundraising efforts. Outcome Measures: By the end of the 2025-2026 school year, increase scholarship and grant amounts. Staff Responsible for Monitoring: Executive Director Education Foundation, Meredith Martin Superintendent's Cabinet	Formative			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: 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: Students in Foster Care and those experiencing homelessness will have access to transportation to and from their school of origin, as well as, support from the district Homeless Liaison. Strategy's Expected Result/Impact: Students impacted by homelessness or placement in foster care will be able to continue their education in Grapevine-Colleyville ISD. Staff Responsible for Monitoring: Director of Counseling & Homeless Liaison, Mandy Ozuna Director of Transportation, Manny Rubio Problem Statements: Demographics 1 Funding Sources: Transportation - 289 - Title IV	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Bilingual (Spanish) teachers, administration, and support staff will have additional compensation in the form of stipends at identified campuses and the central office counseling department. Additionally, identified middle schools will receive an ESL Inclusion Aide to support student success. Strategy's Expected Result/Impact: Student and school information can be shared with parents, families, and students - to the extent practicable - in a language the parents and students can understand - Bear Creek, Collegiate Academy, Silver Lake, Timberline - bilingual support in the district counseling office. Paraprofessional support will be provided in the form of ESL Inclusion Aides to GMS and CTMS, based on large numbers of EB/EL students while not receiving Title I services. Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero Campus Principals Funding Sources: Bilingual Stipends - 211 - ESEA Title I, Part A, Bilingual Stipends - 263 - Title III, LEP	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Parent and Family Engagement Liaisons will serve at identified campuses as the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner [Title I Requirement]. In order to achieve the desired outcome of engaging every family, the PFE liaisons should spend no more than 5-10% of their time on operational tasks. The district will also utilize at Title III Parent and Community Engagement Liaison.</p> <p>Strategy's Expected Result/Impact: These PFE Liaisons will represent the school through thoughtful, meaningful, and culturally appropriate communications. They will also represent the parent/family by understanding the many challenges that occur in the community and bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.</p> <p>Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero Campus Principals</p> <p>Funding Sources: - 211 - ESEA Title I, Part A, - 263 - Title III, LEP</p>	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Districts are required to provide summer school for emergent bilingual (EB) students served in bilingual education and English as a second language (ESL) programs entering kindergarten and grade 1 (Texas Education Code Sec. 29.060; Texas Administrative Code SS89.1250).</p> <p>Strategy's Expected Result/Impact: The required summer school program is intended to prepare our youngest EB students for linguistic and academic success in early grades. This program provides multiple opportunities for students to engage with meaningful linguistic and academic experiences to prepare them for the next grade level.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Director of Bilingual Services, Dr. Elena Guerrero</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 4 Problem Statements:

Demographics
<p>Problem Statement 1: Students with housing insecurity or transportation needs are at risk of not achieving the rigorous state standards for their grade level. On the 2024-2025 snapshot date, our district had 290 students experiencing homelessness. Root Cause: Students experiencing homelessness or those in foster care often lack consistent transportation to our schools and need it provided by the district to ensure attendance is not a barrier to achievement. Additionally, these students may not have access to home or public libraries over the summer.</p>

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			
<p>Strategy 1: Each campus-level site-based decision-making committee (Campus Excellence Committee) will hold at least one public meeting per year following the release of the annual State Accountability Ratings to discuss the performance of the campus and the campus performance objectives [TEA Requirement]. The district-level committee must likewise hold at least one public meeting per year after the release of the annual State Accountability Ratings to discuss the performance of the district and district performance objectives [TEA Requirement].</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 Campus Principals</p>		Formative			Summative
		Sept	Feb	Apr	June
Strategy 2 Details		Reviews			
<p>Strategy 2: The district will utilize a District Family and Community Engagement Liaison to support our Title I, Schoolwide and Title III, English Language Learner programs.</p> <p>Strategy's Expected Result/Impact: Increased coordination between local, state, and federal programs Schoolwide Program Parent & Family Engagement requirements met and exceeded</p> <p>Staff Responsible for Monitoring: Director of Bilingual Programs, Elena Guerrero District Family and Community Engagement Liaison, Nilsa Hill</p> <p>Funding Sources: District PFE Liaison - 263 - Title III, LEP - 263 32 6119 00 925 6 25 925 999 - \$62,350, District PFE Liaison Stipend - 263 - Title III, LEP - 263 32 6117 00 925 6 25 925 999 - \$1,000</p>		Formative			Summative
		Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school [Title I Requirement]. Staff Responsible for Monitoring: Director of Accountability and Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero District Family and Community Engagement Liaison, Nilsa Hill Funding Sources: Bilingual Assessment & Parent Support Specialist - 263 - Title III, LEP - 263 11 6127 00 915 6 25 915 999 - \$41,454, Bilingual Assessment & Parent Support Specialist Stipend - 263 - Title III, LEP - 263 11 6129 00 915 6 25 915 999 - \$1,000	Formative			Summative
	Sept	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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





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

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

Strategy 1 Details	Reviews			
Strategy 1: The GCISD School Health Advisory Council will hold at least five scheduled meetings during the school year. Staff Responsible for Monitoring: Chief of Schools, Dr. Holly Ray Director of Health Services, Samantha Howard	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: 4.1 Transparent Financial Stewardship: GCISD stakeholders will have multiple routes to provide feedback, as well as, an enhanced view of the alignment between financial actions and advancement towards the performance expectations held by the community for the District.

Strategy 1 Details	Reviews			
Strategy 1: 4.1.1 Refine robust internal controls and financial safeguards to ensure the integrity and accountability of budgetary processes. Strategy's Expected Result/Impact: Progress Measures: (1) Implement and maintain the zero-based budgeting process, (2) Regularly monitor financial reports. Outcome Measures: Achieve financial results consistent with the board-approved budget for the 2025 - 2026 fiscal year. Staff Responsible for Monitoring: Chief Financial Officer, David Johnson Director of Finance, Paula McBride Director of Purchasing, Mason Crenshaw Director of Payroll and Benefits, Laren Lisenbee	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 4.1.2 Maintain the highest rating for the Financial Integrity Rating System for Texas (FIRST) issues by the Texas Education Agency. Strategy's Expected Result/Impact: Progress Measures: Aligning the District's financial practices will result in the score that achieves the highest rating issued by the Texas Education Agency. Outcome Measures: Annually, the district will present the results issued by the Texas Education Agency in the fall of each year. Staff Responsible for Monitoring: Chief Financial Officer, David Johnson	Formative			Summative
	Sept	Feb	Apr	June
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 2: 4.2 Effective and Efficient District Operations: GCISD campuses, departments, and programs will benefit from clear financial processes allowing timely access to quality resources in order to achieve their core purposes and goals.

Strategy 1 Details	Reviews			
Strategy 1: 4.2.1 Track completion time of work orders. Strategy's Expected Result/Impact: Progress Measures: (1) Review reports in FMX to identify opportunities for improvement, (2) Develop communication standards to inform campus and district leaders. Outcome Measures: By June 2026, the Facility Services Department will establish a baseline measure with goals for subsequent years. Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux Director Facility Services, Michael Caressimo	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 4.2.2 Track completion time of technology tickets. Strategy's Expected Result/Impact: Progress Measures: (1) Review reports in Zendesk system to identify opportunities for improvement, (2) Maintain communication standards to inform the original requester. Outcome Measures: By May 2026, the Technology Department will establish a baseline measure with goals for subsequent years. Staff Responsible for Monitoring: Chief Technology Officer, Kyle Berger	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 4.2.3 Track Districtwide software usage. Strategy's Expected Result/Impact: Progress Measures: (1) Review software usage data from digital insights to identify programs that are low in use or adoption, (2) analyze software usage to identify areas of needed professional development or implementation assistants. Outcome Measures: By May 2026, the Technology Department will have identified and recommended programs for review based on low usage, resulting in a comprehensive plan for either their discontinuation or the redevelopment of training to improve utilization and achieve cost reductions. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Chief Technology Officer, Kyle Berger	Formative			Summative
	Sept	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 4.2.4 Sustain and evaluate systems of support to mitigate vulnerabilities and increase preparedness for emergencies and school safety. Strategy's Expected Result/Impact: Process Measures: (1) Complete and update district and campus emergency operations plans, (2) Evaluate campus drill schedules and monitor campus compliance throughout the year, (3) Monitor completion of campus door sweeps and intruder audits. Outcome Measures: Annually, the campus door sweeps and intruder audits will be 100% completed. Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux Director of Emergency Management and Safety, Allen Smith	Formative			Summative
	Sept	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Create and maintain a safe, secure learning environment by implementing the School Safety Standards including confirmed closed and locked doors, entry-resistant window film, exterior door sweeps, and semi-annual system checks [19 TAC Section 61.1031]. Strategy's Expected Result/Impact: School safety will not be a barrier to regular attendance. Staff Responsible for Monitoring: Chief Operations Officer, Paula Barbaroux Director of Emergency Management and School Security, Allen Smith Campus Principals Funding Sources: 2022 - 2025 Safety Standards Formula Grant Materials and Contracted Services - 429 - School Safety and Security Grant	Formative			Summative
	Sept	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 4: Strong Financial Stewardship and Internal System Efficiency

Performance Objective 3: 4.3 Long-range facility management plan: GCISD will have a district-wide plan that forms the basis for capital investment decisions and provides a sequence of planning processes to guide future capital measures.

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





Strategy 1 Details	Reviews			
Strategy 1: 4.3.3 Review district programs and needs, facilities and capacities, and enrollment projections. Strategy's Expected Result/Impact: Progress Measure: (1) Continue the Education Master Planning Committee's visioning process of taking a systemic look at the district, (2) Develop and discuss ideas/scenarios to explore for the long-term sustainability of the district. Outcome Measure: By January 2026, the committee formulates recommendations for the district's consideration. Staff Responsible for Monitoring: Superintendent's Cabinet	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 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: Campuses will be identified for participation in Title I according to their percentage of economically disadvantaged students from the prior year's snapshot. Elementary campuses above 40% economically disadvantaged will be served through ESSA this year as Schoolwide Programs. Campus per pupil determinations are based on percentage bands. For the 2025-2026 school year, 100% of Title IV and Title II will be transferred into Title I. Private Nonprofit equitable services amount determined by identifying students by address who live in one of our Title I, Schoolwide attendance zones. Strategy's Expected Result/Impact: Resources will be concentrated in areas of highest need. Staff Responsible for Monitoring: Chief Financial Officer, David Johnson Chief Academic Officer, Dr. Shiela Shiver Director of Accountability and Continuous Improvement, Shannon Tovar Funding Sources: Private NonProfit Equitable Services - 289 - Title IV - 289 61 6118 00 915 6 24 915 999 - \$10,113 , Private NonProfit PFE Supplies/Equitable Services - 289 - Title IV - 289 61 6399 00 915 6 24 915 999 - \$102	Formative			Summative
	Sept	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Family, Business, and Community input into federally funded programs will be collected through informal and formal means such as campus and district-level committees, as well as, public hearings at board meetings. Strategy's Expected Result/Impact: GCISD will remain up to date on all grant assurances and requirements. Staff Responsible for Monitoring: Chief Academic Officer, Dr. Shiela Shiver Chief of Schools, Dr. Holly Ray Director of Accountability and Continuous Improvement, Shannon Tovar Director of Career and Technical Education, Stephanie Speaks	Formative			Summative
	Sept	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Title I Crate from 806 Technologies will be used to collect and organize documentation as required for administration of the ESSA grants. Additionally, campus and district improvement plan translations, to the extent possible, will occur through the Plan4Learning platform additionally from 806 Technologies. A stipend will be paid to a member of the counseling team for verbal translations. Campus and District Improvement plans will be translated into Spanish prior to posting on our websites [Title I Requirement].</p> <p>Strategy's Expected Result/Impact: The products from 806 Technologies will assist us in communicating our ESSA grant program plans, expenditures, and program evaluations.</p> <p>Staff Responsible for Monitoring: Director of Accountability & Continuous Improvement, Shannon Tovar Director of Bilingual Services, Dr. Elena Guerrero</p> <p>Funding Sources: 806 Technologies Title I Crate and Plan4Learning Translations - 289 - Title IV - 289 61 629 00 915 6 24 915 999 - \$6,000, Stipend for Counseling Department Translation - 263 - Title III, LEP - 289 61 629 00 915 6 24 915 999 - \$1,000</p>	Formative			Summative
	Sept	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Grapevine-Colleyville ISD implements a cohesive and comprehensive approach to monitoring student progress and supporting academic success through a well-rounded program of instruction. We implement a curriculum management plan with a focus on continuous improvement, fidelity of implementation, and integration of universal screeners to assess and guide instruction. By monitoring the alignment between the written, taught, and assessed curriculum, the district is able to adapt and intervene in real time to support students in meeting the Texas Essential Knowledge and Skills.

1.2: Identifying students who may be at risk for academic failure;

Grapevine-Colleyville ISD identifies students at risk of academic failure using tools such as iReady diagnostics, TEKS Checks, STAAR Interim assessments, and classroom observations. We provide targeted interventions, including supplemental instruction from interventionists, learning support specialists, and inclusion assistants to address identified needs, especially at Title I campuses. Campuses also provide accelerated instruction to students who were previously unsuccessful on the state assessment as required by HB 1416.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Through strategies such as accelerated instruction using high-quality materials during small group intervention periods during the school day and participation in the LASO Cycle III Grant's Instructional Leadership Pathway, we strengthen instructional practices and enhance learning environments. Our MTSS framework ensures that academic, behavioral, and social supports are provided through data-informed practices. The district provides individualized, online learning to all students in grades K-8 through our learning acceleration tools in both reading and math, as well as, provides teachers in those grades with a toolkit of resources to support Tier One Instruction and small group interventions.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Grapevine-Colleyville ISD Board of Trustees, beginning with the 2023-2024 school year, established a strategic scorecard with academic annual targets and five-year goals for all STAAR and STAAR EOC assessed subjects, as well as, indicators of College Career and Military Readiness. Each month in our public board meetings, district administrators report on strategies and progress monitoring for these strategic priorities. Using data to measure our progress towards those targets and goals informs our decision making. In our continuous improvement model, common data points provide signals to the central office that additional resources or time may be needed.

Descriptor 2: Teacher Quality

Grapevine-Colleyville ISD actively addresses teacher quality by implementing targeted strategies to recruit, support, and retain highly effective educators, particularly for campuses serving low-income and minority students. We utilize multiple strategies to attract high-quality talent, including attending statewide job fairs, expanding partnerships with

universities, and growing our internal pipeline through our Grow Your Own program. We monitor teacher placement data to ensure equitable access to effective instruction and provide additional supports where inequities are identified. We implement an Equity Plan that includes initiatives such as the Teacher Incentive Allotment and Multi-Classroom Lead Teachers to retain high-performing staff at focus campuses. Additionally, we offer ongoing professional development and coaching through models like Get Better Faster to improve instructional practices and close the opportunity gap. These efforts reflect our commitment to ensuring that no student group is disproportionately taught by ineffective, out-of-field, or inexperienced teachers.

Descriptor 3: School Improvement and Support Activities

Grapevine-Colleyville ISD fulfills our responsibilities for school improvement by implementing targeted strategies at campuses identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS) by the Texas Education Agency. We participate in the Texas Education Agency's LASO Cycle III Grant, which includes the Instructional Leadership Pathway, providing structured training and coaching in areas such as data-driven instruction, campus culture, and observation and feedback. At identified campuses like Timberline Elementary, we strengthen instructional leadership and provide focused support to accelerate academic growth. These activities are supported through professional development, the use of high-quality instructional materials, and continuous progress monitoring. Our approach ensures that we build capacity at both the campus and district levels to improve student outcomes and exit campuses from improvement status, thereby fulfilling federal and state accountability requirements.

Descriptor 4: Measure of Poverty

Grapevine-Colleyville ISD uses a consistent and federally recognized measure of poverty to determine Title I school eligibility and funding allocations. Free and reduced lunch participation, as well as, identification as other economically disadvantaged from the state snapshot date are used to determine the percent economically disadvantaged for each campus. We implement the criteria outlined in Section 1113, primarily relying on the percentage of students eligible for free and reduced-price lunch to identify and rank school attendance areas. This data informs our decision-making process regarding which campuses qualify for Title I, Part A support under Schoolwide or Targeted Assistance models. By using this standardized poverty measure, we ensure equitable distribution of resources to campuses serving the highest percentages of economically disadvantaged students, supporting our commitment to close achievement gaps and provide all students with access to high-quality education.

Descriptor 5: Nature of Programs

Grapevine-Colleyville ISD implements Title I, Part A through Schoolwide programs, with strategies tailored to meet the specific needs of each campus. We provide supplemental instructional support in reading and math through interventionists, English Language Learning teachers, ESL inclusion assistants (Title III), and learning support specialists at designated campuses. These services are designed to accelerate learning and close achievement gaps, especially for students affected by pandemic-related learning disruptions. At our Schoolwide campuses, we integrate federal, state, and local services to upgrade the entire educational program and strategies are focused on students identified as most in need based on academic data. Additionally, we coordinate services to support neglected or delinquent children through partnerships with appropriate agencies as needed, ensuring that all students—regardless of circumstance—have equitable access to quality instruction and support systems.

Descriptor 6: Services to Homeless Children and Youth

Grapevine-Colleyville ISD provides targeted support for homeless children and youth to ensure their enrollment, attendance, and academic success in compliance with the McKinney-Vento Homeless Assistance Act. We identify students experiencing homelessness through district-level coordination and work closely with campuses to remove barriers to school access. We provide transportation services, when needed, to maintain school stability and ensure consistent attendance. In addition, we address students' academic needs

through access to learning materials, participation in supplemental programs, and individualized interventions aligned with district instructional goals as appropriate. Our district is fortunate to have a community that can assist us with needs our students experiencing homelessness might have. Our Director of Counseling serves as our Homeless Liaison. We recognize the heightened risk of academic failure among homeless students and implement wraparound supports that promote their academic progress and engagement, helping to ensure equitable educational opportunities for all.

Descriptor 7: Parent and Family Engagement Strategy

Grapevine-Colleyville ISD implements a comprehensive parent and family engagement strategy that aligns with Title I, Part A requirements to foster strong partnerships between schools, families, and the community. We engage parents through regular communication, campus events, and district initiatives that promote meaningful participation in the educational process. Our improvement planning acknowledges the importance of language accessibility, ensuring communications are provided, to the extent practicable, in languages parents understand. We involve parents in the development and review of school improvement plans and provide resources to help families support student learning at home. We also coordinate with community partners to extend support services, particularly for families of students from diverse backgrounds, including those who are economically disadvantaged or emergent bilingual. The District Excellence Committee (DEC) provides feedback for the district parent and family involvement (PFE) policy and a public hearing process for the Student and Parent Handbook informs the PFE policy pieces included in that document as well. These efforts reflect our commitment to creating a collaborative educational environment where all families are empowered to be active participants in their children's education.

Overview

Grapevine-Colleyville ISD is committed to our district vision *to honor our legacy, equip for the future, and achieve excellence*. Additionally, it is our mission to promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential. Activities to support the mission and vision are arranged into four strategic priorities: Student Achievement and Post Secondary Preparedness, Faculty and Staff Recruitment, Retention and Capacity-Building, Parents, Families and Community Satisfaction and Engagement, and Strong Financial Stewardship and Internal System Efficiency.

We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A Program. This program provides funding for schools with a high percentage of students qualifying as economically disadvantaged. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.

Goals for Parent and Family Engagement

Parents and families are a child's first teacher. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to

collaboratively support learning. Our objectives are:

- Experiencing effective two-way communication between school and home to foster a strong partnership
- Parents confidently navigating our district's information systems and routes to gain assistance
- Increasing attendance at PFE events by sharing additional ways parents and families can be involved

How to be Involved

Parents and families have input into the development of our district PFE policy through our District Excellence Committee and Student Parent Handbook development process. Additionally, parents and families can be involved by volunteering, attending board meetings, supporting campus parent organizations, reading district and campus newsletters about upcoming events, participating in parent-teacher conferences, and serving on district-level committees.

Parents and families are encouraged to participate in district-wide and campus events including:

- Annual "Walk A Mile" at Mustang-Panther Stadium
- Kindergarten Round Up
- Curriculum Nights
- Course Selection Information Sessions
- Public Meetings about State Accountability and District Academic Performance
- College Nights and Completing the FAFSA Support Sessions
- School Health Advisory Council, District Excellence Committee, Campus Excellence Committees
- GCISD Parent Technology Academy
- GCISD Back to School Fair
- EB/EL Parent and Family Programming

How will this plan be distributed?

The GCISD Parent and Family Engagement Policy is included in our Student Parent Handbook annually. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements. For translation assistance with this form, please contact our district parent liaison at nilsa.hill@gcisd.net. Para obtener ayuda con la traducción de este formulario, comuníquese con nuestro enlace de padres del distrito en nilsa.hill@gcisd.net.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Grapevine-Colleyville ISD supports early childhood education through targeted strategies that prepare students for academic success and ensure smooth transitions into elementary school. We recognize disparities in early literacy skills among incoming kindergarten and first-grade students, particularly at our Title I Schoolwide campuses, and we respond by

identifying needs through universal screeners and early assessments. We collaborate with families to strengthen early literacy development and are actively working to develop programs that engage parents in supporting reading readiness during the summer months. While we provide early learning opportunities and literacy support, we also acknowledge a gap in a formalized transition plan connecting early childhood programs to elementary school. Over the summer, rising kindergarten students at our Title I schools and their families have the opportunity to participate in a parent and family engagement strategy that focuses on supporting early literacy. As a result, we are exploring additional strategies to build stronger connections between pre-kindergarten programs and the K-5 curriculum to better support long-term academic growth.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Grapevine-Colleyville ISD does not operate any Targeted Assistance programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Grapevine-Colleyville ISD facilitates smooth transitions for students from middle school to high school and from high school to postsecondary education. We implement bridge programs, academic counseling, and individualized graduation planning. On our Career & Technical Education website, a Business Interest and Partnership form is available for organizations to express interest in partnering with the district and families can gain more information about our CTE programs of study.

Additionally, the GCISD Go Centers, located at Grapevine High School in the Technology Education and Career Center and at Colleyville Heritage High School, are dedicated to fostering college, career, and military readiness among our students. The Go Center mission is to provide comprehensive resources, guidance, and support to empower students to explore various pathways beyond high school, equipping them with the skills and knowledge necessary for success in higher education, the workforce, or military service. We aim to inspire students to make informed decisions about their future endeavors, ensuring that they are well-prepared to achieve their goals and contribute meaningfully to society. Through the Go Center, students have access to individual assistance or self-guided tools that include: career and aptitude tests, test information (ACT, SAT, ASVAB, and etc.). FAFSA assistance, financial aid resources, and college admission literature/applications.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Grapevine-Colleyville ISD offers college and career readiness initiatives at our high schools, such as dual credit courses, career exploration with industry based certifications, and access to college entrance exam preparation. We work with students and families to navigate postsecondary options and promote long-term academic and career success. At no cost, students in Grade 8 are tested with the PSAT 8 annually while students in Grades 9-11 are tested with the PSAT NMSQT annually. Junior students participated in SAT School Day in March at no cost. Students who meet the SAT ERW Benchmark, but not the Math Benchmark on the Junior SAT School Day administration are provided the opportunity to take the TSIA2 at no cost following learning acceleration activities in mathematics. Dual credit opportunities are available through our Early College High School, as well as, partnerships with Tarrant County College North East and McMurray College.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may

incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Grapevine-Colleyville ISD offers career and technical education (CTE) programs with coherent sequences that guide students through a carefully crafted learning journey, ensuring a seamless progression towards career success. From hands-on experiences to industry-relevant curriculum, our CTE Programs of Study empower students to build expertise in a chosen field. Students can discover a pathway tailored to interests, leading to a brighter and more fulfilling professional future. Students with skills in languages other than English are offered opportunities to take a credit by exam that can award up to three years of high school credit thereby freeing up space in the high school schedule to pursue a CTE pathway.

12.2: Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Grapevine-Colleyville ISD students engage in internships and mentorships that enhance their academic learning and prepare them for future careers while earning academic credit when appropriate.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Grapevine-Colleyville ISD provides multiple pathways for above credit level and gifted and talented opportunities.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Grapevine-Colleyville ISD invests in school library programs that enhance students' digital literacy skills and support academic achievement through access to diverse, high-quality resources and instructional technology. The district provides a 1:1 student-device ratio.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Arredondo Guzman	Student Advocate	Title I Timberline ES	1
Christina Williams Lopez	Bilingual Student Support & Stipend	Title II Timberline ES	1
Cloricia Milagros Armas	Bil Parent & Assessment Support	Title III, Part A LAC	1
Daniela Alvarez	Associate Principal & Stipend	Title I Timberline ES	1
Ellen Esslinger	Administrative Liaison	Title I Bear Creek ES	1
Emily Jane Hanaway	Student Support Reading Specialist	Title II Bear Creek & Silver Lake	1
Ericka Bravo Rosete	Parent Liaison & Bilingual Stipend	Title II Timberline ES	1
Evan B Payne	Literacy Achievement Teacher	Title I Timberline ES	1
Haley Julia Gallaway	Student Engagement Teacher	Title I Timberline ES	1
Heidi Nesta	Student Learning Support Math	Title I Silver Lake ES	1
Itzayana Burgos Martinez	Campus PFE Liaison & Stipend	Title II Silver Lake ES	1
JaLexus Lemon	Behavior Support Paraprofessional	Title II Central	1
Karina Castro Mora	Counseling Bilingual Stipend	Title III, Part A	1
Kayla Nicole Gibbs	Instructional Paraprofessional	Title II Dove	1
Maria Matrakas Asbill	Student Reading Learning Support	Title II Bear Creek	1
Nancy Beatriz Summers	EL Instructional Paraprofessional	Title III, Part A	1
Nilsa Ivette Hill	District PFE Liaison & Stipend	Title III, Part A	1
Sarah Khaled Farag	Student Math Learning Support Specialist	Title II Dove	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TEKS Resource System		\$0.00
1	1	1	iReady Diagnostic, Learning Acceleration Resources, Teacher Toolbox		\$0.00
1	1	4			\$0.00
1	2	1	TSIA 2 Exams to support Collegiate Academy CCMR strategies	199 E 31 6339 63 0 930 0 38 930 534	\$5,500.00
1	2	1	College Board - PSAT and SAT	199 E 31 6399 63 0 930 0 99 930 534	\$139,450.00
1	2	1	TSIA2 Online Proctor Exams to support iUniversity Prep CCMR strategies	199 E 31 6339 63 0 930 0 38 930 534	\$4,375.00
1	2	1	SAT Boot Camp PrePaid/Revenue Funds	499 E 31 6339 SF 930 0 99 930 902	\$3,817.00
1	2	1	TSIA2 Exams to support High School CCMR strategies	199 E 31 6339 63 0 930 0 38 930 534	\$18,000.00
1	2	4	ITBS Exams for EL/EB Exits	199 E 31 6339 63 0 930 0 38 930 534	\$1,775.00
1	2	4	Credit By Exams for Languages AVANT	199 E 31 6339 63 0 930 0 99 930 534534	\$5,725.00
1	2	4	Credit By Exams for Acceleration UT High School	199 E 31 6399 63 0 930 0 99 930 534	\$20,000.00
Sub-Total					\$198,642.00
211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Literacy Achievement Teacher Timberline ES	211 11 6119 00 104 6 24 915 999	\$74,050.00
1	1	3	Associate Principal Bilingual Stipend Timberline ES	211 23 6117 00 104 6 24 915 999	\$5,000.00
1	1	3	Associate Principal Timberline ES	211 23 6119 11 104 6 24 915 999	\$83,354.00
1	1	3	Administrative Liaison Bear Creek ES	211 11 6119 00 106 6 24 915 999	\$75,185.00
1	1	3	Student Advocate Timberline ES	211 11 6119 00 104 6 915 999	\$71,272.00
1	1	3	Student Engagement Teacher Timberline ES	211 11 6119 00 104 6 24 915 999	\$69,580.00
1	5	3	Supplies	212 11 6399 00 915 6 24 915	\$2,153.00
2	3	1	Associate Principal Timberline ES	211 23 6119 00 104 6 24 915 999	\$83,354.00
2	3	1	Associate Principal Bilingual Stipend Timberline ES	211 23 6117 00 104 6 915 999	\$6,000.00
2	3	4	Seidlitz Education Training for Title I Schoolwide Campses		\$0.00
3	4	2	Bilingual Stipends		\$0.00
3	4	3			\$0.00

211 - ESEA Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$469,948.00
255 - ESEA Title II, Part A, TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Parent Liaison Campus Bilingual Program Stipend Timberline ES	255 61 6127 00 104 6 24 915 999	\$1,100.00
1	1	3	Student Learning Support Specialist Silver Lake ES	255 11 6119 00 110 6 24 915 999	\$37,500.00
1	1	3	Campus Parent Liaison Bilingual Stipend Silver Lake ES	255 61 6127 00 110 6 24 915 999	\$1,000.00
1	1	3	Behavior Support Paraprofessional - Centrally Deployed	255 11 6129 00 915 6 24 915 999	\$25,000.00
1	1	3	Student Math Learning Support Specialist Silver Lake ES	255 11 6119 00 110 6 24 915 999	\$69,250.00
1	1	3	Campus Parent Liaison Silver Lake ES	255 61 6129 00 110 6 24 915 999	\$24,046.00
1	1	3	Student Learning Support Specialist Math Dove ES	255 11 6119 00 103 6 24 915 999	\$75,000.00
1	1	3	Student Math Learning Support Specialist Bear Creek ES	255 11 6119 00 106 6 24 915 999	\$69,851.00
1	1	3	Instructional Paraprofessional Dove ES	255 11 6129 00 103 6 24 915 999	\$22,752.00
1	1	3	Bilingual Student Support Specialist Stipend Timberline ES	255 11 6117 00 104 6 24	\$5,000.00
1	1	3	Student Learning Support Specialist Bear Creek ES	255 11 6119 00 106 6 24 915 999	\$37,500.00
1	1	3	Parent Liaison Campus Bilingual Program Timberline ES	255 61 6129 00 104 6 24 915 999	\$25,430.00
1	1	3	Bilingual Student Support Specialist Timberline ES	255 11 6119 00 104 6 24 915 999	\$68,618.00
Sub-Total					\$462,047.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	EL/BIL Inclusion Assistant MS	263 11 6129 00 915 6 25 915 999	\$22,676.00
1	1	3	EL/BIL Program Supplies	263 11 6399 00 915 6 25 915 999	\$9,829.00
3	4	2	Bilingual Stipends		\$0.00
3	4	3			\$0.00
3	5	2	District PFE Liaison Stipend	263 32 6117 00 925 6 25 925 999	\$1,000.00
3	5	2	District PFE Liaison	263 32 6119 00 925 6 25 925 999	\$62,350.00
3	5	3	Bilingual Assessment & Parent Support Specialist Stipend	263 11 6129 00 915 6 25 915 999	\$1,000.00
3	5	3	Bilingual Assessment & Parent Support Specialist	263 11 6127 00 915 6 25 915 999	\$41,454.00
4	4	3	Stipend for Counseling Department Translation	289 61 629 00 915 6 24 915 999	\$1,000.00
Sub-Total					\$139,309.00

289 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Extra Duty Pay Silver Lake	289 61 6118 00 110 6 24 915 999	\$18,830.00
1	1	4	Extra Duty Pay Timberline	289 61 6118 00 104 6 24 915 999	\$1,480.00
1	1	4	Extra Duty Pay Bear Creek	289 61 6118 00 106 6 24 915	\$3,795.00
1	5	2	Homeless Student Support Services	289 61 6299 00 915 6 24 915 999	\$689.00
3	1	3	PFE Supplies Silver Lake	289 61 6399 00 110 6 24 915 999	\$2,025.00
3	1	3	PFE Supplies Dove	289 61 6399 00 103 6 24 915 999	\$2,025.00
3	1	3	PFE Supplies Timberline	289 61 6399 00 104 6 24 915 999	\$2,025.00
3	1	3	PFE Supplies Bear Creek	289 61 6399 00 106 6 24 915 999	\$2,025.00
3	4	1	Transportation		\$0.00
4	4	1	Private NonProfit PFE Supplies/Equitable Services	289 61 6399 00 915 6 24 915 999	\$102.00
4	4	1	Private NonProfit Equitable Services	289 61 6118 00 915 6 24 915 999	\$10,113.00
4	4	3	806 Technologies Title I Crate and Plan4Learning Translations	289 61 629 00 915 6 24 915 999	\$6,000.00
Sub-Total					\$49,109.00
429 - School Safety and Security Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	School Safety Grant Cycle 2		\$0.00
4	2	5	2022 - 2025 Safety Standards Formula Grant Materials and Contracted Services		\$0.00
Sub-Total					\$0.00
244 Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00
2025-2027 Instructional Leadership Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Extra Duty Pay from LASO III Grant (IL)		\$0.00
1	1	5	Vendor from TEA Approved List for LASO III Grant (IL)		\$0.00
Sub-Total					\$0.00
2025 - 2026 TEHCY Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Shared Services Aggrement Region 11		\$0.00

2025 - 2026 TEHCY Continuation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00

Addendums

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	68	0.50%
PRE-KINDERGARTEN	390	2.88%
KINDERGARTEN	754	5.57%
GRADE 1	778	5.75%
GRADE 2	824	6.09%
GRADE 3	896	6.62%
GRADE 4	815	6.02%
GRADE 5	981	7.24%
GRADE 6	1,010	7.46%
GRADE 7	1,087	8.03%
GRADE 8	1,193	8.81%
GRADE 9	1,174	8.67%
GRADE 10	1,190	8.79%
GRADE 11	1,203	8.88%
GRADE 12	1,178	8.70%
TOTAL	13,541	100.00%

ENROLLMENT BY SEX		Count	%Enroll
MALE		6,944	51.28%
FEMALE		6,597	48.72%
	TOTAL	13,541	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	39	0.29%
"1" ELIGIBLE FOR FULL DAY	11,169	82.48%
"2" ELIGIBLE FOR HALF DAY	199	1.47%
"3" TRANSFER FOR FULL DAY	1,866	13.78%
"4" INELIGIBLE FOR FULL DAY	189	1.40%
"5" INELIGIBLE FOR HALF DAY	11	0.08%
"6" TRANSFER FOR HALF DAY	4	0.03%
"7" ELIGIBLE FLEX ATND	64	0.47%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRT LRNG	0	0.00%
TOTAL	13,541	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	1,706	12.60%
IMMIGRANT	168	1.24%
ECONOMIC DISADVANTAGE	3,524	26.02%
MILITARY CONNECTED	847	6.26%
FOSTER CARE	44	0.32%
DYSLEXIA	1,203	8.88%
PK ELIGIBLE PREVIOUS YEAR	3	0.02%

TOTAL ENROLLMENT		13541	
ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	38	0.28%	0.28%
ASIAN	1,398	10.32%	10.32%
BLACK/AFRICAN AMER.	1,013	7.48%	7.48%
HISPANIC/LATINO	3,723	27.49%	27.49%
WHITE	6,591	48.67%	48.67%
HAWAIIAN/PAC ISLAND	35	0.26%	0.26%
TWO OR MORE	743	5.49%	5.49%
TOTAL	13,541	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	3	0.27%	0.02%
ASIAN	73	6.64%	0.54%
BLACK/AFRICAN AMER.	185	16.82%	1.37%
HISPANIC/LATINO	606	55.09%	4.48%
WHITE	201	18.27%	1.48%
HAWAIIAN/PAC ISLAND	2	0.18%	0.01%
TWO OR MORE	30	2.73%	0.22%
TOTAL	1,100	100.00%	8.12%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	5	0.21%	0.04%
ASIAN	95	3.92%	0.70%
BLACK/AFRICAN AMER.	383	15.80%	2.83%
HISPANIC/LATINO	1,393	57.47%	10.29%
WHITE	446	18.40%	3.29%
HAWAIIAN/PAC ISLAND	14	0.58%	0.10%
TWO OR MORE	88	3.63%	0.65%
TOTAL	2,424	100.00%	17.90%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.20%	0.01%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	0.20%	0.01%
HISPANIC/LATINO	479	94.48%	3.54%
WHITE	25	4.93%	0.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	0.20%	0.01%
TOTAL	507	100.00%	3.74%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.10%	0.01%
ASIAN	157	15.61%	1.16%
BLACK/AFRICAN AMER.	54	5.37%	0.40%
HISPANIC/LATINO	689	68.49%	5.09%
WHITE	94	9.34%	0.69%
HAWAIIAN/PAC ISLAND	2	0.20%	0.01%
TWO OR MORE	9	0.89%	0.07%
TOTAL	1,006	100.00%	7.43%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	12	8.45%	0.09%
BLACK/AFRICAN AMER.	2	1.41%	0.01%
HISPANIC/LATINO	119	83.80%	0.88%
WHITE	9	6.34%	0.07%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	142	100.00%	1.05%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.08%	0.01%
ASIAN	410	15.85%	3.03%
BLACK/AFRICAN AMER.	60	2.32%	0.44%
HISPANIC/LATINO	374	14.46%	2.76%
WHITE	1,558	60.25%	11.51%
HAWAIIAN/PAC ISLAND	6	0.23%	0.04%
TWO OR MORE	176	6.81%	1.30%
TOTAL	2,586	100.00%	19.10%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
LEA-level Data
Campuses: All Campuses
2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD

TITLE I, PART A	Count	%Group
NOT REPORTED	11,523	85.10%
"6" ATTENDS SCHOOL WIDE	1,812	13.38%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	206	1.52%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	13,541	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	290	2.14%
UNACCOMPANIED YOUTH CODE 3	268	1.98%
UNACCOMPANIED YOUTH CODE 4	22	0.16%
UNACCOMPANIED YOUTH TOTAL	290	2.14%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	11	0.26%	0.08%
ASIAN	316	7.46%	2.33%
BLACK/AFRICAN AMER.	405	9.56%	2.99%
HISPANIC/LATINO	2,060	48.63%	15.21%
WHITE	1,284	30.31%	9.48%
HAWAIIAN/PAC ISLAND	12	0.28%	0.09%
TWO OR MORE	148	3.49%	1.09%
TOTAL	4,236	100.00%	31.28%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.22%	0.03%
ASIAN	82	4.55%	0.61%
BLACK/AFRICAN AMER.	185	10.25%	1.37%
HISPANIC/LATINO	640	35.48%	4.73%
WHITE	806	44.68%	5.95%
HAWAIIAN/PAC ISLAND	3	0.17%	0.02%
TWO OR MORE	84	4.66%	0.62%
TOTAL	1,804	100.00%	13.32%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	199	51.03%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	0.26%
"05" PK INELIG 4+ HRS/DAY	190	48.72%
TOTAL	390	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	190	48.72%	1.40%
"2" LOCAL DIST SHARE	2	0.51%	0.01%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	198	50.77%	1.46%
"9" OTHER	0	0.00%	0.00%
TOTAL	390	100.00%	2.88%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	184	92.00%	1.36%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	14	7.00%	0.10%
"5" EARLY ED ALLOTMENT	2	1.00%	0.01%
"9" OTHER	0	0.00%	0.00%
TOTAL	200	100.00%	1.48%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

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

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	403	24.82%
GRADE 10	432	26.60%
GRADE 11	404	24.88%
GRADE 12	385	23.71%
TOTAL	1,624	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	837	51.54%
FEMALE	787	48.46%
TOTAL	1,624	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	1,560	96.06%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	64	3.94%
"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	1,624	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	183	11.27%
IMMIGRANT	24	1.48%
ECONOMIC DISADVANTAGE	406	25.00%
MILITARY CONNECTED	150	9.24%
FOSTER CARE	3	0.18%
DYSLEXIA	159	9.79%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	4	0.25%	0.25%
ASIAN	118	7.27%	7.27%
BLACK/AFRICAN AMER.	85	5.23%	5.23%
HISPANIC/LATINO	481	29.62%	29.62%
WHITE	868	53.45%	53.45%
HAWAIIAN/PAC ISLAND	4	0.25%	0.25%
TWO OR MORE	64	3.94%	3.94%
TOTAL	1,624	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	2	0.49%	0.12%
ASIAN	11	2.71%	0.68%
BLACK/AFRICAN AMER.	51	12.56%	3.14%
HISPANIC/LATINO	271	66.75%	16.69%
WHITE	64	15.76%	3.94%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	1.72%	0.43%
TOTAL	406	100.00%	25.00%

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	3	1.85%	0.18%
BLACK/AFRICAN AMER.	2	1.23%	0.12%
HISPANIC/LATINO	154	95.06%	9.48%
WHITE	3	1.85%	0.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	162	100.00%	9.98%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	11.76%	0.12%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	14	82.35%	0.86%
WHITE	1	5.88%	0.06%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	17	100.00%	1.05%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	75	14.12%	4.62%
BLACK/AFRICAN AMER.	7	1.32%	0.43%
HISPANIC/LATINO	84	15.82%	5.17%
WHITE	336	63.28%	20.69%
HAWAIIAN/PAC ISLAND	1	0.19%	0.06%
TWO OR MORE	28	5.27%	1.72%
TOTAL	531	100.00%	32.70%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

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

TITLE I, PART A	Count	%Group
NOT REPORTED	1,578	97.17%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	46	2.83%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,624	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	46	2.83%
UNACCOMPANIED YOUTH CODE 3	36	2.22%
UNACCOMPANIED YOUTH CODE 4	10	0.62%
UNACCOMPANIED YOUTH TOTAL	46	2.83%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.61%	0.18%
ASIAN	10	2.04%	0.62%
BLACK/AFRICAN AMER.	40	8.15%	2.46%
HISPANIC/LATINO	274	55.80%	16.87%
WHITE	149	30.35%	9.17%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	15	3.05%	0.92%
TOTAL	491	100.00%	30.23%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	2.19%	0.18%
BLACK/AFRICAN AMER.	17	12.41%	1.05%
HISPANIC/LATINO	48	35.04%	2.96%
WHITE	60	43.80%	3.69%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	6.57%	0.55%
TOTAL	137	100.00%	8.44%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906004 - COLLEYVILLE HERITAGE H S

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	475	25.86%
GRADE 10	443	24.12%
GRADE 11	459	24.99%
GRADE 12	460	25.04%
TOTAL	1,837	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	975	53.08%
FEMALE	862	46.92%
TOTAL	1,837	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.05%
"1" ELIGIBLE FOR FULL DAY	1,767	96.19%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	66	3.59%
"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	0.16%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	1,837	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	142	7.73%
IMMIGRANT	20	1.09%
ECONOMIC DISADVANTAGE	400	21.77%
MILITARY CONNECTED	153	8.33%
FOSTER CARE	3	0.16%
DYSLEXIA	166	9.04%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	8	0.44%	0.44%
ASIAN	282	15.35%	15.35%
BLACK/AFRICAN AMER.	165	8.98%	8.98%
HISPANIC/LATINO	428	23.30%	23.30%
WHITE	833	45.35%	45.35%
HAWAIIAN/PAC ISLAND	5	0.27%	0.27%
TWO OR MORE	116	6.31%	6.31%
TOTAL	1,837	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	50	12.50%	2.72%
BLACK/AFRICAN AMER.	85	21.25%	4.63%
HISPANIC/LATINO	183	45.75%	9.96%
WHITE	69	17.25%	3.76%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	13	3.25%	0.71%
TOTAL	400	100.00%	21.77%

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	21	16.41%	1.14%
BLACK/AFRICAN AMER.	7	5.47%	0.38%
HISPANIC/LATINO	83	64.84%	4.52%
WHITE	15	11.72%	0.82%
HAWAIIAN/PAC ISLAND	1	0.78%	0.05%
TWO OR MORE	1	0.78%	0.05%
TOTAL	128	100.00%	6.97%

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

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.24%	0.05%
ASIAN	91	21.93%	4.95%
BLACK/AFRICAN AMER.	13	3.13%	0.71%
HISPANIC/LATINO	56	13.49%	3.05%
WHITE	227	54.70%	12.36%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	27	6.51%	1.47%
TOTAL	415	100.00%	22.59%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906004 - COLLEYVILLE HERITAGE H S

TITLE I, PART A	Count	%Group
NOT REPORTED	1,807	98.37%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	30	1.63%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,837	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	30	1.63%
UNACCOMPANIED YOUTH CODE 3	24	1.31%
UNACCOMPANIED YOUTH CODE 4	6	0.33%
UNACCOMPANIED YOUTH TOTAL	30	1.63%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.48%	0.16%
ASIAN	71	11.36%	3.86%
BLACK/AFRICAN AMER.	74	11.84%	4.03%
HISPANIC/LATINO	223	35.68%	12.14%
WHITE	222	35.52%	12.08%
HAWAIIAN/PAC ISLAND	2	0.32%	0.11%
TWO OR MORE	30	4.80%	1.63%
TOTAL	625	100.00%	34.02%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	5.11%	0.49%
BLACK/AFRICAN AMER.	26	14.77%	1.42%
HISPANIC/LATINO	58	32.95%	3.16%
WHITE	73	41.48%	3.97%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	10	5.68%	0.54%
TOTAL	176	100.00%	9.58%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906006 - THE BRIDGES ACAD ALTER

TOTAL ENROLLMENT 57		
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	5	8.77%
GRADE 10	9	15.79%
GRADE 11	19	33.33%
GRADE 12	24	42.11%
TOTAL	57	100.00%
ENROLLMENT BY SEX	Count	%Enroll
MALE	22	38.60%
FEMALE	35	61.40%
TOTAL	57	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	1.75%
"1" ELIGIBLE FOR FULL DAY	53	92.98%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	1	1.75%
"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	2	3.51%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTl LRNG	0	0.00%
TOTAL	57	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	21	36.84%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	28	49.12%
MILITARY CONNECTED	8	14.04%
FOSTER CARE	0	0.00%
DYSLEXIA	5	8.77%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.75%	1.75%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	2	3.51%	3.51%
HISPANIC/LATINO	38	66.67%	66.67%
WHITE	14	24.56%	24.56%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	3.51%	3.51%
TOTAL	57	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	3.57%	1.75%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	3.57%	1.75%
HISPANIC/LATINO	23	82.14%	40.35%
WHITE	1	3.57%	1.75%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	7.14%	3.51%
TOTAL	28	100.00%	49.12%

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	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	20	95.24%	35.09%
WHITE	1	4.76%	1.75%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	21	100.00%	36.84%

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	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	5	100.00%	8.77%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	5	100.00%	8.77%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906006 - THE BRIDGES ACAD ALTER

TITLE I, PART A	Count	%Group
NOT REPORTED	57	100.00%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	57	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	2	3.51%
UNACCOMPANIED YOUTH CODE 3	2	3.51%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	2	3.51%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.75%	1.75%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	2	3.51%	3.51%
HISPANIC/LATINO	38	66.67%	66.67%
WHITE	14	24.56%	24.56%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	3.51%	3.51%
TOTAL	57	100.00%	100.00%

SPECIAL EDUCATION	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	7	77.78%	12.28%
WHITE	2	22.22%	3.51%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	9	100.00%	15.79%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906007 - IUNIVERSITY PREP

TOTAL ENROLLMENT 1415		
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	45	3.18%
GRADE 6	110	7.77%
GRADE 7	169	11.94%
GRADE 8	222	15.69%
GRADE 9	193	13.64%
GRADE 10	225	15.90%
GRADE 11	227	16.04%
GRADE 12	224	15.83%
TOTAL	1,415	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	605	42.76%
FEMALE	810	57.24%
TOTAL	1,415	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	41	2.90%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	1,373	97.03%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	1	0.07%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	1,415	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	18	1.27%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	92	6.50%
MILITARY CONNECTED	57	4.03%
FOSTER CARE	0	0.00%
DYSLEXIA	25	1.77%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	8	0.57%	0.57%
ASIAN	165	11.66%	11.66%
BLACK/AFRICAN AMER.	98	6.93%	6.93%
HISPANIC/LATINO	260	18.37%	18.37%
WHITE	795	56.18%	56.18%
HAWAIIAN/PAC ISLAND	1	0.07%	0.07%
TWO OR MORE	88	6.22%	6.22%
TOTAL	1,415	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	5	5.43%	0.35%
BLACK/AFRICAN AMER.	16	17.39%	1.13%
HISPANIC/LATINO	35	38.04%	2.47%
WHITE	34	36.96%	2.40%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	2.17%	0.14%
TOTAL	92	100.00%	6.50%

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	1	8.33%	0.07%
BLACK/AFRICAN AMER.	1	8.33%	0.07%
HISPANIC/LATINO	7	58.33%	0.49%
WHITE	2	16.67%	0.14%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	8.33%	0.07%
TOTAL	12	100.00%	0.85%

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	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	12.50%	0.07%
WHITE	6	75.00%	0.42%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	12.50%	0.07%
TOTAL	8	100.00%	0.57%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906007 - IUNIVERSITY PREP

TITLE I, PART A	Count	%Group
NOT REPORTED	1,412	99.79%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	3	0.21%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	1,415	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	3	0.21%
UNACCOMPANIED YOUTH CODE 3	2	0.14%
UNACCOMPANIED YOUTH CODE 4	1	0.07%
UNACCOMPANIED YOUTH TOTAL	3	0.21%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.67%	0.07%
ASIAN	10	6.71%	0.71%
BLACK/AFRICAN AMER.	11	7.38%	0.78%
HISPANIC/LATINO	37	24.83%	2.61%
WHITE	84	56.38%	5.94%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	4.03%	0.42%
TOTAL	149	100.00%	10.53%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	1.92%	0.07%
ASIAN	2	3.85%	0.14%
BLACK/AFRICAN AMER.	2	3.85%	0.14%
HISPANIC/LATINO	7	13.46%	0.49%
WHITE	38	73.08%	2.69%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	3.85%	0.14%
TOTAL	52	100.00%	3.67%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906008 - GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE

TOTAL ENROLLMENT			358			
ENROLLMENT BY GRADE	Count	%Enroll	ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
EARLY EDUCATION	0	0.00%	AMER. INDIAN/ALASKAN	3	0.84%	0.84%
PRE-KINDERGARTEN	0	0.00%	ASIAN	25	6.98%	6.98%
KINDERGARTEN	0	0.00%	BLACK/AFRICAN AMER.	14	3.91%	3.91%
GRADE 1	0	0.00%	HISPANIC/LATINO	169	47.21%	47.21%
GRADE 2	0	0.00%	WHITE	130	36.31%	36.31%
GRADE 3	0	0.00%	HAWAIIAN/PAC ISLAND	1	0.28%	0.28%
GRADE 4	0	0.00%	TWO OR MORE	16	4.47%	4.47%
GRADE 5	0	0.00%	TOTAL	358	100.00%	100.00%
GRADE 6	0	0.00%				
GRADE 7	0	0.00%				
GRADE 8	0	0.00%				
GRADE 9	98	27.37%				
GRADE 10	81	22.63%				
GRADE 11	94	26.26%				
GRADE 12	85	23.74%				
TOTAL	358	100.00%				
ENROLLMENT BY SEX	Count	%Enroll				
MALE	167	46.65%				
FEMALE	191	53.35%				
TOTAL	358	100.00%				
ADA ELIGIBILITY	Count	%Enroll				
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%				
"1" ELIGIBLE FOR FULL DAY	283	79.05%				
"2" ELIGIBLE FOR HALF DAY	0	0.00%				
"3" TRANSFER FOR FULL DAY	16	4.47%				
"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	59	16.48%				
"8" INELIGIBLE FLEX ATND	0	0.00%				
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%				
TOTAL	358	100.00%				
OTHER ECON DISADV	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	2	100.00%	0.56%			
WHITE	0	0.00%	0.00%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	0	0.00%	0.00%			
TOTAL	2	100.00%	0.56%			
ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll			
AMER. INDIAN/ALASKAN	2	1.32%	0.56%			
ASIAN	2	1.32%	0.56%			
BLACK/AFRICAN AMER.	10	6.58%	2.79%			
HISPANIC/LATINO	111	73.03%	31.01%			
WHITE	23	15.13%	6.42%			
HAWAIIAN/PAC ISLAND	1	0.66%	0.28%			
TWO OR MORE	3	1.97%	0.84%			
TOTAL	152	100.00%	42.46%			
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	0	0.00%	0.00%			
BLACK/AFRICAN AMER.	1	1.79%	0.28%			
HISPANIC/LATINO	51	91.07%	14.25%			
WHITE	4	7.14%	1.12%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	0	0.00%	0.00%			
TOTAL	56	100.00%	15.64%			
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	3	7.32%	0.84%			
BLACK/AFRICAN AMER.	1	2.44%	0.28%			
HISPANIC/LATINO	13	31.71%	3.63%			
WHITE	23	56.10%	6.42%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	1	2.44%	0.28%			
TOTAL	41	100.00%	11.45%			

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906008 - GRAPEVINE-COLLEYVILLE COLLEGIATE ACADEMY AT TCC NE

TITLE I, PART A	Count	%Group
NOT REPORTED	0	0.00%
"6" ATTENDS SCHOOL WIDE	358	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	358	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	2	0.56%
UNACCOMPANIED YOUTH CODE 3	2	0.56%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	2	0.56%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	7	6.36%	1.96%
BLACK/AFRICAN AMER.	4	3.64%	1.12%
HISPANIC/LATINO	71	64.55%	19.83%
WHITE	27	24.55%	7.54%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	0.91%	0.28%
TOTAL	110	100.00%	30.73%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	4.55%	0.28%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	4	18.18%	1.12%
HISPANIC/LATINO	7	31.82%	1.96%
WHITE	9	40.91%	2.51%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.55%	0.28%
TOTAL	22	100.00%	6.15%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906038 - TARRANT CO J J A E P

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2024 - 2025 Fall Collection, Resubmission

* * * No Data To Report * * *

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

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

TOTAL ENROLLMENT 635		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	0	0.00%
GRADE 1	0	0.00%
GRADE 2	0	0.00%
GRADE 3	0	0.00%
GRADE 4	0	0.00%
GRADE 5	0	0.00%
GRADE 6	195	30.71%
GRADE 7	217	34.17%
GRADE 8	223	35.12%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	635	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	346	54.49%
FEMALE	289	45.51%
TOTAL	635	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	621	97.80%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	14	2.20%
"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	635	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	158	24.88%
IMMIGRANT	12	1.89%
ECONOMIC DISADVANTAGE	303	47.72%
MILITARY CONNECTED	45	7.09%
FOSTER CARE	3	0.47%
DYSLEXIA	100	15.75%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	22	3.46%	3.46%
BLACK/AFRICAN AMER.	50	7.87%	7.87%
HISPANIC/LATINO	298	46.93%	46.93%
WHITE	231	36.38%	36.38%
HAWAIIAN/PAC ISLAND	2	0.31%	0.31%
TWO OR MORE	32	5.04%	5.04%
TOTAL	635	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	1	4.00%	0.16%
BLACK/AFRICAN AMER.	1	4.00%	0.16%
HISPANIC/LATINO	22	88.00%	3.46%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.00%	0.16%
TOTAL	25	100.00%	3.94%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	5	1.80%	0.79%
BLACK/AFRICAN AMER.	32	11.51%	5.04%
HISPANIC/LATINO	186	66.91%	29.29%
WHITE	44	15.83%	6.93%
HAWAIIAN/PAC ISLAND	2	0.72%	0.31%
TWO OR MORE	9	3.24%	1.42%
TOTAL	278	100.00%	43.78%

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	4	3.88%	0.63%
BLACK/AFRICAN AMER.	1	0.97%	0.16%
HISPANIC/LATINO	93	90.29%	14.65%
WHITE	5	4.85%	0.79%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	103	100.00%	16.22%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	6.52%	0.47%
BLACK/AFRICAN AMER.	1	2.17%	0.16%
HISPANIC/LATINO	40	86.96%	6.30%
WHITE	2	4.35%	0.31%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	46	100.00%	7.24%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	5	5.95%	0.79%
BLACK/AFRICAN AMER.	3	3.57%	0.47%
HISPANIC/LATINO	22	26.19%	3.46%
WHITE	47	55.95%	7.40%
HAWAIIAN/PAC ISLAND	1	1.19%	0.16%
TWO OR MORE	6	7.14%	0.94%
TOTAL	84	100.00%	13.23%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

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

TITLE I, PART A	Count	%Group
NOT REPORTED	611	96.22%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	24	3.78%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	635	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	25	3.94%
UNACCOMPANIED YOUTH CODE 3	25	3.94%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	25	3.94%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	2.63%	1.42%
BLACK/AFRICAN AMER.	27	7.89%	4.25%
HISPANIC/LATINO	217	63.45%	34.17%
WHITE	82	23.98%	12.91%
HAWAIIAN/PAC ISLAND	1	0.29%	0.16%
TWO OR MORE	6	1.75%	0.94%
TOTAL	342	100.00%	53.86%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	2.34%	0.47%
BLACK/AFRICAN AMER.	11	8.59%	1.73%
HISPANIC/LATINO	63	49.22%	9.92%
WHITE	49	38.28%	7.72%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	1.56%	0.31%
TOTAL	128	100.00%	20.16%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906042 - COLLEYVILLE MIDDLE

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	163	26.72%
GRADE 7	225	36.89%
GRADE 8	222	36.39%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	610	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	299	49.02%
FEMALE	311	50.98%
TOTAL	610	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	564	92.46%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	46	7.54%
"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	610	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	18	2.95%
IMMIGRANT	3	0.49%
ECONOMIC DISADVANTAGE	46	7.54%
MILITARY CONNECTED	35	5.74%
FOSTER CARE	1	0.16%
DYSLEXIA	60	9.84%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	56	9.18%	9.18%
BLACK/AFRICAN AMER.	24	3.93%	3.93%
HISPANIC/LATINO	83	13.61%	13.61%
WHITE	415	68.03%	68.03%
HAWAIIAN/PAC ISLAND	1	0.16%	0.16%
TWO OR MORE	31	5.08%	5.08%
TOTAL	610	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.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	1	100.00%	0.16%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.16%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	5	11.11%	0.82%
BLACK/AFRICAN AMER.	6	13.33%	0.98%
HISPANIC/LATINO	11	24.44%	1.80%
WHITE	20	44.44%	3.28%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	6.67%	0.49%
TOTAL	45	100.00%	7.38%

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	4	33.33%	0.66%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	3	25.00%	0.49%
WHITE	4	33.33%	0.66%
HAWAIIAN/PAC ISLAND	1	8.33%	0.16%
TWO OR MORE	0	0.00%	0.00%
TOTAL	12	100.00%	1.97%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	20.00%	0.16%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	2	40.00%	0.33%
WHITE	2	40.00%	0.33%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	5	100.00%	0.82%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	11	7.43%	1.80%
BLACK/AFRICAN AMER.	2	1.35%	0.33%
HISPANIC/LATINO	13	8.78%	2.13%
WHITE	113	76.35%	18.52%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	6.08%	1.48%
TOTAL	148	100.00%	24.26%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906042 - COLLEYVILLE MIDDLE

TITLE I, PART A	Count	%Group
NOT REPORTED	609	99.84%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	1	0.16%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	610	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	1	0.16%
UNACCOMPANIED YOUTH CODE 3	1	0.16%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	1	0.16%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	12	8.63%	1.97%
BLACK/AFRICAN AMER.	12	8.63%	1.97%
HISPANIC/LATINO	25	17.99%	4.10%
WHITE	86	61.87%	14.10%
HAWAIIAN/PAC ISLAND	1	0.72%	0.16%
TWO OR MORE	3	2.16%	0.49%
TOTAL	139	100.00%	22.79%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	5	6.94%	0.82%
BLACK/AFRICAN AMER.	4	5.56%	0.66%
HISPANIC/LATINO	10	13.89%	1.64%
WHITE	50	69.44%	8.20%
HAWAIIAN/PAC ISLAND	1	1.39%	0.16%
TWO OR MORE	2	2.78%	0.33%
TOTAL	72	100.00%	11.80%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906043 - HERITAGE MIDDLE

ENROLLMENT BY GRADE			TOTAL ENROLLMENT 724		
	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	274	37.85%			
GRADE 7	204	28.18%			
GRADE 8	246	33.98%			
GRADE 9	0	0.00%			
GRADE 10	0	0.00%			
GRADE 11	0	0.00%			
GRADE 12	0	0.00%			
TOTAL	724	100.00%			

ENROLLMENT BY SEX		
	Count	%Enroll
MALE	361	49.86%
FEMALE	363	50.14%
TOTAL	724	100.00%

ADA ELIGIBILITY		
	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%
"1" ELIGIBLE FOR FULL DAY	704	97.24%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	20	2.76%
"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	724	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	59	8.15%
IMMIGRANT	9	1.24%
ECONOMIC DISADVANTAGE	180	24.86%
MILITARY CONNECTED	52	7.18%
FOSTER CARE	5	0.69%
DYSLEXIA	104	14.36%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	124	17.13%	17.13%
BLACK/AFRICAN AMER.	76	10.50%	10.50%
HISPANIC/LATINO	152	20.99%	20.99%
WHITE	317	43.78%	43.78%
HAWAIIAN/PAC ISLAND	1	0.14%	0.14%
TWO OR MORE	54	7.46%	7.46%
TOTAL	724	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	3	17.65%	0.41%
BLACK/AFRICAN AMER.	2	11.76%	0.28%
HISPANIC/LATINO	9	52.94%	1.24%
WHITE	2	11.76%	0.28%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	5.88%	0.14%
TOTAL	17	100.00%	2.35%

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	11	6.75%	1.52%
BLACK/AFRICAN AMER.	47	28.83%	6.49%
HISPANIC/LATINO	48	29.45%	6.63%
WHITE	46	28.22%	6.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	11	6.75%	1.52%
TOTAL	163	100.00%	22.51%

BILINGUAL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	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	13	26.00%	1.80%
BLACK/AFRICAN AMER.	4	8.00%	0.55%
HISPANIC/LATINO	24	48.00%	3.31%
WHITE	8	16.00%	1.10%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.00%	0.14%
TOTAL	50	100.00%	6.91%

Alternative Language Program			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	66.67%	0.28%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	33.33%	0.14%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	3	100.00%	0.41%

GIFTED & TALENTED			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	42	26.75%	5.80%
BLACK/AFRICAN AMER.	6	3.82%	0.83%
HISPANIC/LATINO	15	9.55%	2.07%
WHITE	82	52.23%	11.33%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	7.64%	1.66%
TOTAL	157	100.00%	21.69%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906043 - HERITAGE MIDDLE

TITLE I, PART A	Count	%Group
NOT REPORTED	704	97.24%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	20	2.76%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	724	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	20	2.76%
UNACCOMPANIED YOUTH CODE 3	18	2.49%
UNACCOMPANIED YOUTH CODE 4	2	0.28%
UNACCOMPANIED YOUTH TOTAL	20	2.76%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	40	13.42%	5.52%
BLACK/AFRICAN AMER.	35	11.74%	4.83%
HISPANIC/LATINO	83	27.85%	11.46%
WHITE	113	37.92%	15.61%
HAWAIIAN/PAC ISLAND	1	0.34%	0.14%
TWO OR MORE	26	8.72%	3.59%
TOTAL	298	100.00%	41.16%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	7	6.09%	0.97%
BLACK/AFRICAN AMER.	16	13.91%	2.21%
HISPANIC/LATINO	30	26.09%	4.14%
WHITE	56	48.70%	7.73%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	5.22%	0.83%
TOTAL	115	100.00%	15.88%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

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

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	268	32.68%		
GRADE 7	272	33.17%		
GRADE 8	280	34.15%		
GRADE 9	0	0.00%		
GRADE 10	0	0.00%		
GRADE 11	0	0.00%		
GRADE 12	0	0.00%		
TOTAL	820	100.00%		

ENROLLMENT BY SEX			Count	%Enroll
MALE	429	52.32%		
FEMALE	391	47.68%		
TOTAL	820	100.00%		

ADA ELIGIBILITY			Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.24%		
"1" ELIGIBLE FOR FULL DAY	784	95.61%		
"2" ELIGIBLE FOR HALF DAY	0	0.00%		
"3" TRANSFER FOR FULL DAY	34	4.15%		
"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	820	100.00%		

			Count	%Enroll
EMERGENT BILINGUAL	152	18.54%		
IMMIGRANT	17	2.07%		
ECONOMIC DISADVANTAGE	285	34.76%		
MILITARY CONNECTED	52	6.34%		
FOSTER CARE	4	0.49%		
DYSLEXIA	86	10.49%		
PK ELIGIBLE PREVIOUS YEAR	0	0.00%		

TOTAL ENROLLMENT			820
ENROLLMENT BY ETHNICITY			
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	83	10.12%	10.12%
BLACK/AFRICAN AMER.	61	7.44%	7.44%
HISPANIC/LATINO	289	35.24%	35.24%
WHITE	339	41.34%	41.34%
HAWAIIAN/PAC ISLAND	1	0.12%	0.12%
TWO OR MORE	47	5.73%	5.73%
TOTAL	820	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.	6	21.43%	0.73%		
HISPANIC/LATINO	17	60.71%	2.07%		
WHITE	4	14.29%	0.49%		
HAWAIIAN/PAC ISLAND	1	3.57%	0.12%		
TWO OR MORE	0	0.00%	0.00%		
TOTAL	28	100.00%	3.41%		

ELIGIBLE FOR FREE/REDUC MEALS			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%		
ASIAN	6	2.33%	0.73%		
BLACK/AFRICAN AMER.	36	14.01%	4.39%		
HISPANIC/LATINO	183	71.21%	22.32%		
WHITE	25	9.73%	3.05%		
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%		
TWO OR MORE	7	2.72%	0.85%		
TOTAL	257	100.00%	31.34%		

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

ESL			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%		
ASIAN	2	1.83%	0.24%		
BLACK/AFRICAN AMER.	1	0.92%	0.12%		
HISPANIC/LATINO	106	97.25%	12.93%		
WHITE	0	0.00%	0.00%		
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%		
TWO OR MORE	0	0.00%	0.00%		
TOTAL	109	100.00%	13.29%		

Alternative Language Program			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%		
ASIAN	0	0.00%	0.00%		
BLACK/AFRICAN AMER.	1	2.70%	0.12%		
HISPANIC/LATINO	35	94.59%	4.27%		
WHITE	1	2.70%	0.12%		
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%		
TWO OR MORE	0	0.00%	0.00%		
TOTAL	37	100.00%	4.51%		

GIFTED & TALENTED			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%		
ASIAN	62	21.91%	7.56%		
BLACK/AFRICAN AMER.	8	2.83%	0.98%		
HISPANIC/LATINO	46	16.25%	5.61%		
WHITE	145	51.24%	17.68%		
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%		
TWO OR MORE	22	7.77%	2.68%		
TOTAL	283	100.00%	34.51%		

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2024 - 2025 Fall Collection, Resubmission

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

TITLE I, PART A	Count	%Group
NOT REPORTED	784	95.61%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	36	4.39%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	820	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	37	4.51%
UNACCOMPANIED YOUTH CODE 3	36	4.39%
UNACCOMPANIED YOUTH CODE 4	1	0.12%
UNACCOMPANIED YOUTH TOTAL	37	4.51%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	1.05%	0.37%
BLACK/AFRICAN AMER.	28	9.82%	3.41%
HISPANIC/LATINO	195	68.42%	23.78%
WHITE	49	17.19%	5.98%
HAWAIIAN/PAC ISLAND	1	0.35%	0.12%
TWO OR MORE	9	3.16%	1.10%
TOTAL	285	100.00%	34.76%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	3.54%	0.49%
BLACK/AFRICAN AMER.	9	7.96%	1.10%
HISPANIC/LATINO	71	62.83%	8.66%
WHITE	24	21.24%	2.93%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	4.42%	0.61%
TOTAL	113	100.00%	13.78%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906101 - CANNON EL

TOTAL ENROLLMENT 465		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	2	0.43%
PRE-KINDERGARTEN	0	0.00%
KINDERGARTEN	61	13.12%
GRADE 1	65	13.98%
GRADE 2	73	15.70%
GRADE 3	91	19.57%
GRADE 4	75	16.13%
GRADE 5	98	21.08%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	465	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	233	50.11%
FEMALE	232	49.89%
TOTAL	465	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.43%
"1" ELIGIBLE FOR FULL DAY	455	97.85%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	8	1.72%
"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	465	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	39	8.39%
IMMIGRANT	4	0.86%
ECONOMIC DISADVANTAGE	138	29.68%
MILITARY CONNECTED	22	4.73%
FOSTER CARE	3	0.65%
DYSLEXIA	58	12.47%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.22%	0.22%
ASIAN	18	3.87%	3.87%
BLACK/AFRICAN AMER.	14	3.01%	3.01%
HISPANIC/LATINO	145	31.18%	31.18%
WHITE	256	55.05%	55.05%
HAWAIIAN/PAC ISLAND	4	0.86%	0.86%
TWO OR MORE	27	5.81%	5.81%
TOTAL	465	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	1	25.00%	0.22%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	2	50.00%	0.43%
WHITE	1	25.00%	0.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	4	100.00%	0.86%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	8	5.97%	1.72%
BLACK/AFRICAN AMER.	9	6.72%	1.94%
HISPANIC/LATINO	76	56.72%	16.34%
WHITE	35	26.12%	7.53%
HAWAIIAN/PAC ISLAND	2	1.49%	0.43%
TWO OR MORE	4	2.99%	0.86%
TOTAL	134	100.00%	28.82%

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	2	8.70%	0.43%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	19	82.61%	4.09%
WHITE	1	4.35%	0.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.35%	0.22%
TOTAL	23	100.00%	4.95%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	7.69%	0.22%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	12	92.31%	2.58%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	13	100.00%	2.80%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	3.66%	0.65%
BLACK/AFRICAN AMER.	1	1.22%	0.22%
HISPANIC/LATINO	13	15.85%	2.80%
WHITE	60	73.17%	12.90%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	6.10%	1.08%
TOTAL	82	100.00%	17.63%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906101 - CANNON EL

TITLE I, PART A	Count	%Group
NOT REPORTED	460	98.92%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	5	1.08%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	465	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	5	1.08%
UNACCOMPANIED YOUTH CODE 3	5	1.08%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	5	1.08%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.67%	0.22%
ASIAN	5	3.33%	1.08%
BLACK/AFRICAN AMER.	5	3.33%	1.08%
HISPANIC/LATINO	68	45.33%	14.62%
WHITE	62	41.33%	13.33%
HAWAIIAN/PAC ISLAND	2	1.33%	0.43%
TWO OR MORE	7	4.67%	1.51%
TOTAL	150	100.00%	32.26%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.90%	0.22%
ASIAN	3	2.70%	0.65%
BLACK/AFRICAN AMER.	5	4.50%	1.08%
HISPANIC/LATINO	35	31.53%	7.53%
WHITE	59	53.15%	12.69%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	8	7.21%	1.72%
TOTAL	111	100.00%	23.87%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906102 - COLLEYVILLE EL

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	36	8.67%
KINDERGARTEN	46	11.08%
GRADE 1	66	15.90%
GRADE 2	60	14.46%
GRADE 3	73	17.59%
GRADE 4	49	11.81%
GRADE 5	85	20.48%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	415	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	213	51.33%
FEMALE	202	48.67%
TOTAL	415	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.24%
"1" ELIGIBLE FOR FULL DAY	350	84.34%
"2" ELIGIBLE FOR HALF DAY	10	2.41%
"3" TRANSFER FOR FULL DAY	28	6.75%
"4" INELIGIBLE FOR FULL DAY	25	6.02%
"5" INELIGIBLE FOR HALF DAY	1	0.24%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSH P VIRT L RNG	0	0.00%
TOTAL	415	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	16	3.86%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	40	9.64%
MILITARY CONNECTED	16	3.86%
FOSTER CARE	0	0.00%
DYSLEXIA	30	7.23%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	0.72%	0.72%
ASIAN	29	6.99%	6.99%
BLACK/AFRICAN AMER.	20	4.82%	4.82%
HISPANIC/LATINO	40	9.64%	9.64%
WHITE	289	69.64%	69.64%
HAWAIIAN/PAC ISLAND	2	0.48%	0.48%
TWO OR MORE	32	7.71%	7.71%
TOTAL	415	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.	3	100.00%	0.72%
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	3	100.00%	0.72%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	10.81%	0.96%
BLACK/AFRICAN AMER.	2	5.41%	0.48%
HISPANIC/LATINO	8	21.62%	1.93%
WHITE	19	51.35%	4.58%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	10.81%	0.96%
TOTAL	37	100.00%	8.92%

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	56.25%	2.17%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	6	37.50%	1.45%
WHITE	1	6.25%	0.24%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	16	100.00%	3.86%

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	7	9.72%	1.69%
BLACK/AFRICAN AMER.	2	2.78%	0.48%
HISPANIC/LATINO	4	5.56%	0.96%
WHITE	52	72.22%	12.53%
HAWAIIAN/PAC ISLAND	1	1.39%	0.24%
TWO OR MORE	6	8.33%	1.45%
TOTAL	72	100.00%	17.35%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906102 - COLLEYVILLE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	413	99.52%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	2	0.48%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	415	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	2	0.48%
UNACCOMPANIED YOUTH CODE 3	2	0.48%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	2	0.48%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	15.00%	2.17%
BLACK/AFRICAN AMER.	4	6.67%	0.96%
HISPANIC/LATINO	12	20.00%	2.89%
WHITE	31	51.67%	7.47%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	6.67%	0.96%
TOTAL	60	100.00%	14.46%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.27%	0.24%
BLACK/AFRICAN AMER.	3	6.82%	0.72%
HISPANIC/LATINO	5	11.36%	1.20%
WHITE	28	63.64%	6.75%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	7	15.91%	1.69%
TOTAL	44	100.00%	10.60%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	10	27.78%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	1	2.78%
"05" PK INELIG 4+ HRS/DAY	25	69.44%
TOTAL	36	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	26	72.22%	6.27%
"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	10	27.78%	2.41%
"9" OTHER	0	0.00%	0.00%
TOTAL	36	100.00%	8.67%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	10	100.00%	2.41%
"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	10	100.00%	2.41%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906103 - DOVE EL

TOTAL ENROLLMENT 411		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	14	3.41%
PRE-KINDERGARTEN	46	11.19%
KINDERGARTEN	70	17.03%
GRADE 1	51	12.41%
GRADE 2	68	16.55%
GRADE 3	58	14.11%
GRADE 4	51	12.41%
GRADE 5	53	12.90%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	411	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	227	55.23%
FEMALE	184	44.77%
TOTAL	411	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	6	1.46%
"1" ELIGIBLE FOR FULL DAY	349	84.91%
"2" ELIGIBLE FOR HALF DAY	29	7.06%
"3" TRANSFER FOR FULL DAY	9	2.19%
"4" INELIGIBLE FOR FULL DAY	16	3.89%
"5" INELIGIBLE FOR HALF DAY	2	0.49%
"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	411	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	47	11.44%
IMMIGRANT	6	1.46%
ECONOMIC DISADVANTAGE	189	45.99%
MILITARY CONNECTED	21	5.11%
FOSTER CARE	5	1.22%
DYSLEXIA	37	9.00%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	0.49%	0.49%
ASIAN	18	4.38%	4.38%
BLACK/AFRICAN AMER.	56	13.63%	13.63%
HISPANIC/LATINO	123	29.93%	29.93%
WHITE	183	44.53%	44.53%
HAWAIIAN/PAC ISLAND	3	0.73%	0.73%
TWO OR MORE	26	6.33%	6.33%
TOTAL	411	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.	3	42.86%	0.73%
HISPANIC/LATINO	1	14.29%	0.24%
WHITE	3	42.86%	0.73%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	1.70%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.55%	0.24%
BLACK/AFRICAN AMER.	41	22.53%	9.98%
HISPANIC/LATINO	72	39.56%	17.52%
WHITE	54	29.67%	13.14%
HAWAIIAN/PAC ISLAND	3	1.65%	0.73%
TWO OR MORE	11	6.04%	2.68%
TOTAL	182	100.00%	44.28%

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	11	25.58%	2.68%
BLACK/AFRICAN AMER.	9	20.93%	2.19%
HISPANIC/LATINO	16	37.21%	3.89%
WHITE	6	13.95%	1.46%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.33%	0.24%
TOTAL	43	100.00%	10.46%

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	1	2.44%	0.24%
BLACK/AFRICAN AMER.	2	4.88%	0.49%
HISPANIC/LATINO	4	9.76%	0.97%
WHITE	27	65.85%	6.57%
HAWAIIAN/PAC ISLAND	1	2.44%	0.24%
TWO OR MORE	6	14.63%	1.46%
TOTAL	41	100.00%	9.98%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906103 - DOVE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	0	0.00%
"6" ATTENDS SCHOOL WIDE	411	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	411	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	10	2.43%
UNACCOMPANIED YOUTH CODE 3	8	1.95%
UNACCOMPANIED YOUTH CODE 4	2	0.49%
UNACCOMPANIED YOUTH TOTAL	10	2.43%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	14	8.64%	3.41%
BLACK/AFRICAN AMER.	25	15.43%	6.08%
HISPANIC/LATINO	61	37.65%	14.84%
WHITE	56	34.57%	13.63%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	3.70%	1.46%
TOTAL	162	100.00%	39.42%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	2.17%	0.49%
BLACK/AFRICAN AMER.	11	11.96%	2.68%
HISPANIC/LATINO	38	41.30%	9.25%
WHITE	32	34.78%	7.79%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	9	9.78%	2.19%
TOTAL	92	100.00%	22.38%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	29	63.04%
"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	17	36.96%
TOTAL	46	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	16	34.78%	3.89%
"2" LOCAL DIST SHARE	1	2.17%	0.24%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	29	63.04%	7.06%
"9" OTHER	0	0.00%	0.00%
TOTAL	46	100.00%	11.19%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	26	86.67%	6.33%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	3	10.00%	0.73%
"5" EARLY ED ALLOTMENT	1	3.33%	0.24%
"9" OTHER	0	0.00%	0.00%
TOTAL	30	100.00%	7.30%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906104 - TIMBERLINE EL

TOTAL ENROLLMENT 593		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	16	2.70%
PRE-KINDERGARTEN	62	10.46%
KINDERGARTEN	72	12.14%
GRADE 1	82	13.83%
GRADE 2	77	12.98%
GRADE 3	104	17.54%
GRADE 4	92	15.51%
GRADE 5	88	14.84%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	593	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	312	52.61%
FEMALE	281	47.39%
TOTAL	593	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	4	0.67%
"1" ELIGIBLE FOR FULL DAY	508	85.67%
"2" ELIGIBLE FOR HALF DAY	59	9.95%
"3" TRANSFER FOR FULL DAY	15	2.53%
"4" INELIGIBLE FOR FULL DAY	2	0.34%
"5" INELIGIBLE FOR HALF DAY	5	0.84%
"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	593	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	361	60.88%
IMMIGRANT	29	4.89%
ECONOMIC DISADVANTAGE	465	78.41%
MILITARY CONNECTED	24	4.05%
FOSTER CARE	3	0.51%
DYSLEXIA	51	8.60%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.17%	0.17%
ASIAN	5	0.84%	0.84%
BLACK/AFRICAN AMER.	56	9.44%	9.44%
HISPANIC/LATINO	448	75.55%	75.55%
WHITE	71	11.97%	11.97%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	2.02%	2.02%
TOTAL	593	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.	8	18.60%	1.35%
HISPANIC/LATINO	27	62.79%	4.55%
WHITE	8	18.60%	1.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	43	100.00%	7.25%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.24%	0.17%
ASIAN	4	0.95%	0.67%
BLACK/AFRICAN AMER.	36	8.53%	6.07%
HISPANIC/LATINO	354	83.89%	59.70%
WHITE	21	4.98%	3.54%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	1.42%	1.01%
TOTAL	422	100.00%	71.16%

BILINGUAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.31%	0.17%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	0.31%	0.17%
HISPANIC/LATINO	307	95.64%	51.77%
WHITE	11	3.43%	1.85%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	0.31%	0.17%
TOTAL	321	100.00%	54.13%

ESL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	6.98%	0.51%
BLACK/AFRICAN AMER.	5	11.63%	0.84%
HISPANIC/LATINO	27	62.79%	4.55%
WHITE	7	16.28%	1.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.33%	0.17%
TOTAL	43	100.00%	7.25%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	20.00%	0.34%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	8	80.00%	1.35%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	10	100.00%	1.69%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	3	7.14%	0.51%
HISPANIC/LATINO	20	47.62%	3.37%
WHITE	18	42.86%	3.04%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	2.38%	0.17%
TOTAL	42	100.00%	7.08%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906104 - TIMBERLINE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	0	0.00%
"6" ATTENDS SCHOOL WIDE	593	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	593	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	53	8.94%
UNACCOMPANIED YOUTH CODE 3	53	8.94%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	53	8.94%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.22%	0.17%
ASIAN	5	1.09%	0.84%
BLACK/AFRICAN AMER.	25	5.46%	4.22%
HISPANIC/LATINO	391	85.37%	65.94%
WHITE	31	6.77%	5.23%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	1.09%	0.84%
TOTAL	458	100.00%	77.23%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.68%	0.17%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	13	8.90%	2.19%
HISPANIC/LATINO	111	76.03%	18.72%
WHITE	17	11.64%	2.87%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	4	2.74%	0.67%
TOTAL	146	100.00%	24.62%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	58	93.55%
"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	4	6.45%
TOTAL	62	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	4	6.45%	0.67%
"2" LOCAL DIST SHARE	1	1.61%	0.17%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	57	91.94%	9.61%
"9" OTHER	0	0.00%	0.00%
TOTAL	62	100.00%	10.46%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	51	87.93%	8.60%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	6	10.34%	1.01%
"5" EARLY ED ALLOTMENT	1	1.72%	0.17%
"9" OTHER	0	0.00%	0.00%
TOTAL	58	100.00%	9.78%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906105 - TAYLOR EL

ENROLLMENT BY GRADE			Count	%Enroll
EARLY EDUCATION			15	2.94%
PRE-KINDERGARTEN			39	7.63%
KINDERGARTEN			80	15.66%
GRADE 1			67	13.11%
GRADE 2			80	15.66%
GRADE 3			80	15.66%
GRADE 4			60	11.74%
GRADE 5			90	17.61%
GRADE 6			0	0.00%
GRADE 7			0	0.00%
GRADE 8			0	0.00%
GRADE 9			0	0.00%
GRADE 10			0	0.00%
GRADE 11			0	0.00%
GRADE 12			0	0.00%
TOTAL			511	100.00%

ENROLLMENT BY SEX			Count	%Enroll
MALE			264	51.66%
FEMALE			247	48.34%
TOTAL			511	100.00%

ADA ELIGIBILITY			Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP			5	0.98%
"1" ELIGIBLE FOR FULL DAY			441	86.30%
"2" ELIGIBLE FOR HALF DAY			15	2.94%
"3" TRANSFER FOR FULL DAY			25	4.89%
"4" INELIGIBLE FOR FULL DAY			25	4.89%
"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			511	100.00%

			Count	%Enroll
EMERGENT BILINGUAL			21	4.11%
IMMIGRANT			4	0.78%
ECONOMIC DISADVANTAGE			35	6.85%
MILITARY CONNECTED			27	5.28%
FOSTER CARE			5	0.98%
DYSLEXIA			38	7.44%
PK ELIGIBLE PREVIOUS YEAR			0	0.00%

TOTAL ENROLLMENT			511
ENROLLMENT BY ETHNICITY			
AMER. INDIAN/ALASKAN			1
ASIAN			61
BLACK/AFRICAN AMER.			23
HISPANIC/LATINO			74
WHITE			323
HAWAIIAN/PAC ISLAND			0
TWO OR MORE			29
TOTAL			511

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.			0	0.00%	0.00%
HISPANIC/LATINO			0	0.00%	0.00%
WHITE			4	100.00%	0.78%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			0	0.00%	0.00%
TOTAL			4	100.00%	0.78%

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.			2	6.45%	0.39%
HISPANIC/LATINO			11	35.48%	2.15%
WHITE			17	54.84%	3.33%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			1	3.23%	0.20%
TOTAL			31	100.00%	6.07%

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			15	71.43%	2.94%
BLACK/AFRICAN AMER.			0	0.00%	0.00%
HISPANIC/LATINO			4	19.05%	0.78%
WHITE			2	9.52%	0.39%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			0	0.00%	0.00%
TOTAL			21	100.00%	4.11%

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			7	7.95%	1.37%
BLACK/AFRICAN AMER.			1	1.14%	0.20%
HISPANIC/LATINO			15	17.05%	2.94%
WHITE			57	64.77%	11.15%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			8	9.09%	1.57%
TOTAL			88	100.00%	17.22%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906105 - TAYLOR EL

TITLE I, PART A	Count	%Group
NOT REPORTED	507	99.22%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	4	0.78%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	511	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	4	0.78%
UNACCOMPANIED YOUTH CODE 3	4	0.78%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	4	0.78%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	17	32.69%	3.33%
BLACK/AFRICAN AMER.	2	3.85%	0.39%
HISPANIC/LATINO	9	17.31%	1.76%
WHITE	23	44.23%	4.50%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.92%	0.20%
TOTAL	52	100.00%	10.18%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	13	13.98%	2.54%
BLACK/AFRICAN AMER.	6	6.45%	1.17%
HISPANIC/LATINO	13	13.98%	2.54%
WHITE	58	62.37%	11.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	3.23%	0.59%
TOTAL	93	100.00%	18.20%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	14	35.90%
"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	25	64.10%
TOTAL	39	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	25	64.10%	4.89%
"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	14	35.90%	2.74%
"9" OTHER	0	0.00%	0.00%
TOTAL	39	100.00%	7.63%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	13	92.86%	2.54%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	1	7.14%	0.20%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	14	100.00%	2.74%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906106 - BEAR CREEK EL

TOTAL ENROLLMENT 524		
ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	7	1.34%
PRE-KINDERGARTEN	41	7.82%
KINDERGARTEN	72	13.74%
GRADE 1	61	11.64%
GRADE 2	86	16.41%
GRADE 3	81	15.46%
GRADE 4	86	16.41%
GRADE 5	90	17.18%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	524	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	283	54.01%
FEMALE	241	45.99%
TOTAL	524	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	4	0.76%
"1" ELIGIBLE FOR FULL DAY	473	90.27%
"2" ELIGIBLE FOR HALF DAY	24	4.58%
"3" TRANSFER FOR FULL DAY	4	0.76%
"4" INELIGIBLE FOR FULL DAY	14	2.67%
"5" INELIGIBLE FOR HALF DAY	3	0.57%
"6" TRANSFER FOR HALF DAY	2	0.38%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	524	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	85	16.22%
IMMIGRANT	9	1.72%
ECONOMIC DISADVANTAGE	242	46.18%
MILITARY CONNECTED	29	5.53%
FOSTER CARE	4	0.76%
DYSLEXIA	37	7.06%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	61	11.64%	11.64%
BLACK/AFRICAN AMER.	130	24.81%	24.81%
HISPANIC/LATINO	134	25.57%	25.57%
WHITE	156	29.77%	29.77%
HAWAIIAN/PAC ISLAND	6	1.15%	1.15%
TWO OR MORE	37	7.06%	7.06%
TOTAL	524	100.00%	100.00%

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

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	5	83.33%	0.95%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	16.67%	0.19%
TOTAL	6	100.00%	1.15%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	25	10.59%	4.77%
BLACK/AFRICAN AMER.	89	37.71%	16.98%
HISPANIC/LATINO	56	23.73%	10.69%
WHITE	42	17.80%	8.02%
HAWAIIAN/PAC ISLAND	4	1.69%	0.76%
TWO OR MORE	20	8.47%	3.82%
TOTAL	236	100.00%	45.04%

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	23	34.85%	4.39%
BLACK/AFRICAN AMER.	17	25.76%	3.24%
HISPANIC/LATINO	15	22.73%	2.86%
WHITE	9	13.64%	1.72%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	2	3.03%	0.38%
TOTAL	66	100.00%	12.60%

Alternative Language Program	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	14.29%	0.19%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	3	42.86%	0.57%
WHITE	3	42.86%	0.57%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	7	100.00%	1.34%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	6	13.04%	1.15%
BLACK/AFRICAN AMER.	3	6.52%	0.57%
HISPANIC/LATINO	8	17.39%	1.53%
WHITE	23	50.00%	4.39%
HAWAIIAN/PAC ISLAND	2	4.35%	0.38%
TWO OR MORE	4	8.70%	0.76%
TOTAL	46	100.00%	8.78%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906106 - BEAR CREEK EL

TITLE I, PART A	Count	%Group
NOT REPORTED	517	98.66%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	7	1.34%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	524	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	7	1.34%
UNACCOMPANIED YOUTH CODE 3	7	1.34%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	7	1.34%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	28	14.58%	5.34%
BLACK/AFRICAN AMER.	58	30.21%	11.07%
HISPANIC/LATINO	54	28.12%	10.31%
WHITE	39	20.31%	7.44%
HAWAIIAN/PAC ISLAND	2	1.04%	0.38%
TWO OR MORE	11	5.73%	2.10%
TOTAL	192	100.00%	36.64%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	7	6.54%	1.34%
BLACK/AFRICAN AMER.	31	28.97%	5.92%
HISPANIC/LATINO	27	25.23%	5.15%
WHITE	35	32.71%	6.68%
HAWAIIAN/PAC ISLAND	1	0.93%	0.19%
TWO OR MORE	6	5.61%	1.15%
TOTAL	107	100.00%	20.42%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	27	65.85%
"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	14	34.15%
TOTAL	41	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	14	34.15%	2.67%
"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	27	65.85%	5.15%
"9" OTHER	0	0.00%	0.00%
TOTAL	41	100.00%	7.82%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	23	85.19%	4.39%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	4	14.81%	0.76%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	27	100.00%	5.15%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906107 - HERITAGE EL

TOTAL ENROLLMENT			538			
ENROLLMENT BY GRADE	Count	%Enroll	ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
EARLY EDUCATION	8	1.49%	AMER. INDIAN/ALASKAN	2	0.37%	0.37%
PRE-KINDERGARTEN	41	7.62%	ASIAN	110	20.45%	20.45%
KINDERGARTEN	76	14.13%	BLACK/AFRICAN AMER.	20	3.72%	3.72%
GRADE 1	80	14.87%	HISPANIC/LATINO	86	15.99%	15.99%
GRADE 2	77	14.31%	WHITE	298	55.39%	55.39%
GRADE 3	91	16.91%	HAWAIIAN/PAC ISLAND	1	0.19%	0.19%
GRADE 4	77	14.31%	TWO OR MORE	21	3.90%	3.90%
GRADE 5	88	16.36%	TOTAL	538	100.00%	100.00%
GRADE 6	0	0.00%				
GRADE 7	0	0.00%				
GRADE 8	0	0.00%				
GRADE 9	0	0.00%				
GRADE 10	0	0.00%				
GRADE 11	0	0.00%				
GRADE 12	0	0.00%				
TOTAL	538	100.00%				
ENROLLMENT BY SEX	Count	%Enroll				
MALE	279	51.86%				
FEMALE	259	48.14%				
TOTAL	538	100.00%				
ADA ELIGIBILITY	Count	%Enroll				
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.37%				
"1" ELIGIBLE FOR FULL DAY	464	86.25%				
"2" ELIGIBLE FOR HALF DAY	10	1.86%				
"3" TRANSFER FOR FULL DAY	27	5.02%				
"4" INELIGIBLE FOR FULL DAY	35	6.51%				
"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	538	100.00%				
OTHER ECON DISADV	Count	%Group	%Enroll			
AMER. INDIAN/ALASKAN	0	0.00%	0.00%			
ASIAN	1	25.00%	0.19%			
BLACK/AFRICAN AMER.	0	0.00%	0.00%			
HISPANIC/LATINO	0	0.00%	0.00%			
WHITE	2	50.00%	0.37%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	1	25.00%	0.19%			
TOTAL	4	100.00%	0.74%			
ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll			
AMER. INDIAN/ALASKAN	1	1.85%	0.19%			
ASIAN	9	16.67%	1.67%			
BLACK/AFRICAN AMER.	9	16.67%	1.67%			
HISPANIC/LATINO	17	31.48%	3.16%			
WHITE	14	25.93%	2.60%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	4	7.41%	0.74%			
TOTAL	54	100.00%	10.04%			
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	15	44.12%	2.79%			
BLACK/AFRICAN AMER.	0	0.00%	0.00%			
HISPANIC/LATINO	9	26.47%	1.67%			
WHITE	9	26.47%	1.67%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	1	2.94%	0.19%			
TOTAL	34	100.00%	6.32%			
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	14	16.67%	2.60%			
BLACK/AFRICAN AMER.	3	3.57%	0.56%			
HISPANIC/LATINO	9	10.71%	1.67%			
WHITE	55	65.48%	10.22%			
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%			
TWO OR MORE	3	3.57%	0.56%			
TOTAL	84	100.00%	15.61%			

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906107 - HERITAGE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	534	99.26%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	4	0.74%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	538	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	4	0.74%
UNACCOMPANIED YOUTH CODE 3	4	0.74%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	4	0.74%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	23	23.23%	4.28%
BLACK/AFRICAN AMER.	6	6.06%	1.12%
HISPANIC/LATINO	23	23.23%	4.28%
WHITE	44	44.44%	8.18%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	3	3.03%	0.56%
TOTAL	99	100.00%	18.40%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	6	9.52%	1.12%
BLACK/AFRICAN AMER.	1	1.59%	0.19%
HISPANIC/LATINO	13	20.63%	2.42%
WHITE	42	66.67%	7.81%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.59%	0.19%
TOTAL	63	100.00%	11.71%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	8	19.51%
"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	33	80.49%
TOTAL	41	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	33	80.49%	6.13%
"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	8	19.51%	1.49%
"9" OTHER	0	0.00%	0.00%
TOTAL	41	100.00%	7.62%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	8	100.00%	1.49%
"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	8	100.00%	1.49%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906108 - BRANSFORD EL

ENROLLMENT BY GRADE	Count	%Enroll
EARLY EDUCATION	0	0.00%
PRE-KINDERGARTEN	39	8.59%
KINDERGARTEN	57	12.56%
GRADE 1	84	18.50%
GRADE 2	64	14.10%
GRADE 3	77	16.96%
GRADE 4	60	13.22%
GRADE 5	73	16.08%
GRADE 6	0	0.00%
GRADE 7	0	0.00%
GRADE 8	0	0.00%
GRADE 9	0	0.00%
GRADE 10	0	0.00%
GRADE 11	0	0.00%
GRADE 12	0	0.00%
TOTAL	454	100.00%

ENROLLMENT BY SEX	Count	%Enroll
MALE	231	50.88%
FEMALE	223	49.12%
TOTAL	454	100.00%

ADA ELIGIBILITY	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.22%
"1" ELIGIBLE FOR FULL DAY	358	78.85%
"2" ELIGIBLE FOR HALF DAY	7	1.54%
"3" TRANSFER FOR FULL DAY	56	12.33%
"4" INELIGIBLE FOR FULL DAY	32	7.05%
"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	454	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	21	4.63%
IMMIGRANT	2	0.44%
ECONOMIC DISADVANTAGE	47	10.35%
MILITARY CONNECTED	26	5.73%
FOSTER CARE	0	0.00%
DYSLEXIA	48	10.57%
PK ELIGIBLE PREVIOUS YEAR	2	0.44%

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.22%	0.22%
ASIAN	40	8.81%	8.81%
BLACK/AFRICAN AMER.	7	1.54%	1.54%
HISPANIC/LATINO	44	9.69%	9.69%
WHITE	339	74.67%	74.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	23	5.07%	5.07%
TOTAL	454	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	1	50.00%	0.22%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	50.00%	0.22%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	2	100.00%	0.44%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	2.22%	0.22%
ASIAN	5	11.11%	1.10%
BLACK/AFRICAN AMER.	2	4.44%	0.44%
HISPANIC/LATINO	8	17.78%	1.76%
WHITE	29	64.44%	6.39%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	45	100.00%	9.91%

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	8	44.44%	1.76%
BLACK/AFRICAN AMER.	2	11.11%	0.44%
HISPANIC/LATINO	2	11.11%	0.44%
WHITE	6	33.33%	1.32%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	18	100.00%	3.96%

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	11.43%	1.76%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	4	5.71%	0.88%
WHITE	53	75.71%	11.67%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	7.14%	1.10%
TOTAL	70	100.00%	15.42%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906108 - BRANSFORD EL

TITLE I, PART A	Count	%Group
NOT REPORTED	453	99.78%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	1	0.22%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	454	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	2	0.44%
UNACCOMPANIED YOUTH CODE 3	2	0.44%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	2	0.44%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	15	13.76%	3.30%
BLACK/AFRICAN AMER.	2	1.83%	0.44%
HISPANIC/LATINO	18	16.51%	3.96%
WHITE	69	63.30%	15.20%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	4.59%	1.10%
TOTAL	109	100.00%	24.01%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	2.63%	0.44%
BLACK/AFRICAN AMER.	2	2.63%	0.44%
HISPANIC/LATINO	12	15.79%	2.64%
WHITE	59	77.63%	13.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.32%	0.22%
TOTAL	76	100.00%	16.74%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	7	17.95%
"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	32	82.05%
TOTAL	39	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	32	82.05%	7.05%
"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	7	17.95%	1.54%
"9" OTHER	0	0.00%	0.00%
TOTAL	39	100.00%	8.59%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	7	100.00%	1.54%
"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	7	100.00%	1.54%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906109 - GRAPEVINE EL

ENROLLMENT BY GRADE			Count	%Enroll
EARLY EDUCATION			1	0.19%
PRE-KINDERGARTEN			43	8.07%
KINDERGARTEN			85	15.95%
GRADE 1			84	15.76%
GRADE 2			71	13.32%
GRADE 3			82	15.38%
GRADE 4			91	17.07%
GRADE 5			76	14.26%
GRADE 6			0	0.00%
GRADE 7			0	0.00%
GRADE 8			0	0.00%
GRADE 9			0	0.00%
GRADE 10			0	0.00%
GRADE 11			0	0.00%
GRADE 12			0	0.00%
TOTAL			533	100.00%

ENROLLMENT BY SEX			Count	%Enroll
MALE			286	53.66%
FEMALE			247	46.34%
TOTAL			533	100.00%

ADA ELIGIBILITY			Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP			1	0.19%
"1" ELIGIBLE FOR FULL DAY			470	88.18%
"2" ELIGIBLE FOR HALF DAY			12	2.25%
"3" TRANSFER FOR FULL DAY			19	3.56%
"4" INELIGIBLE FOR FULL DAY			30	5.63%
"5" INELIGIBLE FOR HALF DAY			0	0.00%
"6" TRANSFER FOR HALF DAY			1	0.19%
"7" ELIGIBLE FLEX ATND			0	0.00%
"8" INELIGIBLE FLEX ATND			0	0.00%
"9" ENRLD, NOT MBRSHP VIRTl LRNG			0	0.00%
TOTAL			533	100.00%

			Count	%Enroll
EMERGENT BILINGUAL			37	6.94%
IMMIGRANT			10	1.88%
ECONOMIC DISADVANTAGE			98	18.39%
MILITARY CONNECTED			30	5.63%
FOSTER CARE			1	0.19%
DYSLEXIA			46	8.63%
PK ELIGIBLE PREVIOUS YEAR			0	0.00%

TOTAL ENROLLMENT			533
ENROLLMENT BY ETHNICITY			
AMER. INDIAN/ALASKAN			1
ASIAN			81
BLACK/AFRICAN AMER.			58
HISPANIC/LATINO			89
WHITE			271
HAWAIIAN/PAC ISLAND			0
TWO OR MORE			33
TOTAL			533

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	28.57%	0.75%
HISPANIC/LATINO			1	7.14%	0.19%
WHITE			7	50.00%	1.31%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			2	14.29%	0.38%
TOTAL			14	100.00%	2.63%

ELIGIBLE FOR FREE/REDUC MEALS			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN			0	0.00%	0.00%
ASIAN			6	7.14%	1.13%
BLACK/AFRICAN AMER.			28	33.33%	5.25%
HISPANIC/LATINO			30	35.71%	5.63%
WHITE			17	20.24%	3.19%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			3	3.57%	0.56%
TOTAL			84	100.00%	15.76%

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			1	3.03%	0.19%
ASIAN			13	39.39%	2.44%
BLACK/AFRICAN AMER.			1	3.03%	0.19%
HISPANIC/LATINO			13	39.39%	2.44%
WHITE			5	15.15%	0.94%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			0	0.00%	0.00%
TOTAL			33	100.00%	6.19%

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			11	16.67%	2.06%
BLACK/AFRICAN AMER.			0	0.00%	0.00%
HISPANIC/LATINO			6	9.09%	1.13%
WHITE			46	69.70%	8.63%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			3	4.55%	0.56%
TOTAL			66	100.00%	12.38%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906109 - GRAPEVINE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	513	96.25%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	20	3.75%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	533	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	20	3.75%
UNACCOMPANIED YOUTH CODE 3	20	3.75%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	20	3.75%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.72%	0.19%
ASIAN	22	15.94%	4.13%
BLACK/AFRICAN AMER.	28	20.29%	5.25%
HISPANIC/LATINO	32	23.19%	6.00%
WHITE	49	35.51%	9.19%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	6	4.35%	1.13%
TOTAL	138	100.00%	25.89%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	9	10.34%	1.69%
BLACK/AFRICAN AMER.	14	16.09%	2.63%
HISPANIC/LATINO	17	19.54%	3.19%
WHITE	42	48.28%	7.88%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	5	5.75%	0.94%
TOTAL	87	100.00%	16.32%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	13	30.23%
"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	30	69.77%
TOTAL	43	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	30	69.77%	5.63%
"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	13	30.23%	2.44%
"9" OTHER	0	0.00%	0.00%
TOTAL	43	100.00%	8.07%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	13	100.00%	2.44%
"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	13	100.00%	2.44%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906110 - SILVER LAKE EL

ENROLLMENT BY GRADE			TOTAL ENROLLMENT 450		
	Count	%Enroll			
EARLY EDUCATION	2	0.44%			
PRE-KINDERGARTEN	43	9.56%			
KINDERGARTEN	76	16.89%			
GRADE 1	60	13.33%			
GRADE 2	65	14.44%			
GRADE 3	58	12.89%			
GRADE 4	65	14.44%			
GRADE 5	81	18.00%			
GRADE 6	0	0.00%			
GRADE 7	0	0.00%			
GRADE 8	0	0.00%			
GRADE 9	0	0.00%			
GRADE 10	0	0.00%			
GRADE 11	0	0.00%			
GRADE 12	0	0.00%			
TOTAL	450	100.00%			

ENROLLMENT BY SEX		
	Count	%Enroll
MALE	226	50.22%
FEMALE	224	49.78%
TOTAL	450	100.00%

ADA ELIGIBILITY		
	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	2	0.44%
"1" ELIGIBLE FOR FULL DAY	397	88.22%
"2" ELIGIBLE FOR HALF DAY	33	7.33%
"3" TRANSFER FOR FULL DAY	8	1.78%
"4" INELIGIBLE FOR FULL DAY	10	2.22%
"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	450	100.00%

	Count	%Enroll
EMERGENT BILINGUAL	209	46.44%
IMMIGRANT	9	2.00%
ECONOMIC DISADVANTAGE	269	59.78%
MILITARY CONNECTED	15	3.33%
FOSTER CARE	3	0.67%
DYSLEXIA	49	10.89%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

ENROLLMENT BY ETHNICITY			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	11	2.44%	2.44%
BLACK/AFRICAN AMER.	32	7.11%	7.11%
HISPANIC/LATINO	275	61.11%	61.11%
WHITE	124	27.56%	27.56%
HAWAIIAN/PAC ISLAND	1	0.22%	0.22%
TWO OR MORE	7	1.56%	1.56%
TOTAL	450	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.	0	0.00%	0.00%
HISPANIC/LATINO	10	90.91%	2.22%
WHITE	1	9.09%	0.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	11	100.00%	2.44%

ELIGIBLE FOR FREE/REDUC MEALS			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	1.16%	0.67%
BLACK/AFRICAN AMER.	24	9.30%	5.33%
HISPANIC/LATINO	203	78.68%	45.11%
WHITE	26	10.08%	5.78%
HAWAIIAN/PAC ISLAND	1	0.39%	0.22%
TWO OR MORE	1	0.39%	0.22%
TOTAL	258	100.00%	57.33%

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	172	92.47%	38.22%
WHITE	14	7.53%	3.11%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	186	100.00%	41.33%

ESL			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	2.78%	0.22%
BLACK/AFRICAN AMER.	1	2.78%	0.22%
HISPANIC/LATINO	30	83.33%	6.67%
WHITE	4	11.11%	0.89%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	36	100.00%	8.00%

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	4	100.00%	0.89%
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%	0.89%

GIFTED & TALENTED			
	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	3	7.69%	0.67%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	9	23.08%	2.00%
WHITE	27	69.23%	6.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	39	100.00%	8.67%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906110 - SILVER LAKE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	0	0.00%
"6" ATTENDS SCHOOL WIDE	450	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	450	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	14	3.11%
UNACCOMPANIED YOUTH CODE 3	14	3.11%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	14	3.11%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.40%	0.22%
BLACK/AFRICAN AMER.	10	4.05%	2.22%
HISPANIC/LATINO	211	85.43%	46.89%
WHITE	22	8.91%	4.89%
HAWAIIAN/PAC ISLAND	1	0.40%	0.22%
TWO OR MORE	2	0.81%	0.44%
TOTAL	247	100.00%	54.89%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	2	2.30%	0.44%
BLACK/AFRICAN AMER.	4	4.60%	0.89%
HISPANIC/LATINO	58	66.67%	12.89%
WHITE	20	22.99%	4.44%
HAWAIIAN/PAC ISLAND	1	1.15%	0.22%
TWO OR MORE	2	2.30%	0.44%
TOTAL	87	100.00%	19.33%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	33	76.74%
"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	10	23.26%
TOTAL	43	100.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	10	23.26%	2.22%
"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	33	76.74%	7.33%
"9" OTHER	0	0.00%	0.00%
TOTAL	43	100.00%	9.56%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	33	100.00%	7.33%
"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	33	100.00%	7.33%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906111 - GLENHOPE EL

ENROLLMENT BY GRADE			Count	%Enroll
EARLY EDUCATION			3	0.53%
PRE-KINDERGARTEN			0	0.00%
KINDERGARTEN			59	10.41%
GRADE 1			78	13.76%
GRADE 2			103	18.17%
GRADE 3			101	17.81%
GRADE 4			109	19.22%
GRADE 5			114	20.11%
GRADE 6			0	0.00%
GRADE 7			0	0.00%
GRADE 8			0	0.00%
GRADE 9			0	0.00%
GRADE 10			0	0.00%
GRADE 11			0	0.00%
GRADE 12			0	0.00%
TOTAL			567	100.00%

ENROLLMENT BY SEX			Count	%Enroll
MALE			349	61.55%
FEMALE			218	38.45%
TOTAL			567	100.00%

ADA ELIGIBILITY			Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP			7	1.23%
"1" ELIGIBLE FOR FULL DAY			527	92.95%
"2" ELIGIBLE FOR HALF DAY			0	0.00%
"3" TRANSFER FOR FULL DAY			33	5.82%
"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			567	100.00%

			Count	%Enroll
EMERGENT BILINGUAL			21	3.70%
IMMIGRANT			8	1.41%
ECONOMIC DISADVANTAGE			49	8.64%
MILITARY CONNECTED			34	6.00%
FOSTER CARE			1	0.18%
DYSLEXIA			31	5.47%
PK ELIGIBLE PREVIOUS YEAR			0	0.00%

TOTAL ENROLLMENT			567
ENROLLMENT BY ETHNICITY			
AMER. INDIAN/ALASKAN			2
ASIAN			89
BLACK/AFRICAN AMER.			22
HISPANIC/LATINO			67
WHITE			339
HAWAIIAN/PAC ISLAND			2
TWO OR MORE			46
TOTAL			567

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.			0	0.00%	0.00%
HISPANIC/LATINO			2	66.67%	0.35%
WHITE			0	0.00%	0.00%
HAWAIIAN/PAC ISLAND			1	33.33%	0.18%
TWO OR MORE			0	0.00%	0.00%
TOTAL			3	100.00%	0.53%

ELIGIBLE FOR FREE/REDUC MEALS			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN			0	0.00%	0.00%
ASIAN			1	2.17%	0.18%
BLACK/AFRICAN AMER.			10	21.74%	1.76%
HISPANIC/LATINO			19	41.30%	3.35%
WHITE			14	30.43%	2.47%
HAWAIIAN/PAC ISLAND			1	2.17%	0.18%
TWO OR MORE			1	2.17%	0.18%
TOTAL			46	100.00%	8.11%

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	45.00%	1.59%
BLACK/AFRICAN AMER.			2	10.00%	0.35%
HISPANIC/LATINO			7	35.00%	1.23%
WHITE			2	10.00%	0.35%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			0	0.00%	0.00%
TOTAL			20	100.00%	3.53%

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

GIFTED & TALENTED			Count	%Group	%Enroll
AMER. INDIAN/ALASKAN			1	0.35%	0.18%
ASIAN			61	21.48%	10.76%
BLACK/AFRICAN AMER.			5	1.76%	0.88%
HISPANIC/LATINO			27	9.51%	4.76%
WHITE			161	56.69%	28.40%
HAWAIIAN/PAC ISLAND			0	0.00%	0.00%
TWO OR MORE			29	10.21%	5.11%
TOTAL			284	100.00%	50.09%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: All Campuses

2024 - 2025 Fall Collection, Resubmission

LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD
Campus: 220906111 - GLENHOPE EL

TITLE I, PART A	Count	%Group
NOT REPORTED	564	99.47%
"6" ATTENDS SCHOOL WIDE	0	0.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	3	0.53%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	567	100.00%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	3	0.53%
UNACCOMPANIED YOUTH CODE 3	3	0.53%
UNACCOMPANIED YOUTH CODE 4	0	0.00%
UNACCOMPANIED YOUTH TOTAL	3	0.53%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	15	20.55%	2.65%
BLACK/AFRICAN AMER.	7	9.59%	1.23%
HISPANIC/LATINO	18	24.66%	3.17%
WHITE	32	43.84%	5.64%
HAWAIIAN/PAC ISLAND	1	1.37%	0.18%
TWO OR MORE	0	0.00%	0.00%
TOTAL	73	100.00%	12.87%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	4	5.41%	0.71%
BLACK/AFRICAN AMER.	6	8.11%	1.06%
HISPANIC/LATINO	10	13.51%	1.76%
WHITE	53	71.62%	9.35%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.35%	0.18%
TOTAL	74	100.00%	13.05%

PK PROGRAM CODE	Count	%Group
NOT REPORTED	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%

20 25 District Parent and Family Engagement Policy

Overview	<p>Grapevine-Colleyville ISD is committed to our district vision to honor our legacy, equip for the future, and achieve excellence. Additionally, it is our mission to promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential. Activities to support the mission and vision are arranged into four strategic priorities: Student Achievement and Post Secondary Preparedness, Faculty and Staff Recruitment, Retention and Capacity-Building, Parents, Families and Community Satisfaction and Engagement, and Strong Financial Stewardship and Internal System Efficiency.</p> <p>We strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. One way we continue to do this is by participating in the Title I, Part A Program. This program provides funding for schools with a high percentage of students qualifying as economically disadvantaged. In return, we promise to meet the expectations laid out for us by the Texas Education Agency and the United States Department of Education.</p>
Goals for Parent and Family Engagement	<p>Parents and families are a child's first teacher. Therefore, a mutually beneficial relationship between school and home is in the best interest of every child. The expectation of our PFE Program is to foster communication and decision-making with parents about student performance and to collaboratively support learning. Our objectives are:</p> <p>Experiencing effective two-way communication between school and home to foster a strong partnership Parents confidently navigating our district's information systems and routes to gain assistance Increasing attendance at PFE events by sharing additional ways parents and families can be involved</p>
How to be involved	<p>Parents and families have input into the development of our district PFE policy through our District Excellence Committee and Student Parent Handbook development process. Additionally, parents and families can be involved by volunteering, attending board meetings, supporting campus parent organizations, reading district and campus newsletters about upcoming events, participating in parent-teacher conferences, and serving on district-level committees.</p> <p>Parents and families are encouraged to participate in district-wide and campus events including:</p> <p>Annual "Walk A Mile" at Mustang-Panther Stadium Kindergarten Round Up Curriculum Nights Course Selection Information Sessions Public Meetings about State Accountability and District Academic Performance College Nights and Completing the FAFSA Support Sessions School Health Advisory Council, District Excellence Committee, Campus Excellence Committees GCISD Parent Technology Academy GCISD Back to School Fair EB/EL Parent and Family Programming</p>
How will this plan be distributed?	<p>The GCISD Parent and Family Engagement Policy is included in our Student Parent Handbook annually. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements. For translation assistance with this form, please contact our district parent liaison at nilsa.hill@gcisd.net. Para obtener ayuda con la traducción de este formulario, comuníquese con nuestro enlace de padres del distrito en nilsa.hill@gcisd.net.</p>

The following services are allowable uses of the Title I, Part A Homeless Reservation, if reasonable and necessary to assist students experiencing homelessness and if the funds or services are not available from other public or private sources. The LEA may determine which of these items to include in its needs assessment.

Additionally, services must be reasonable and necessary to assist homeless students to take advantage of educational opportunities. (ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)). Secondly, Title I, Part A funds must be used **only as a last resort** when funds or services are not available from other public or private sources, such as the USDA's National School Lunch Program and Breakfast Program, public health clinics, or local discretionary funds (sometimes provided by the PTA) used to provide similar services for economically disadvantaged students generally. (See ESEA section 1115(e)(2)).

LEA Name: Grapevine-Colleyville ISD

County-District # 220906 **School Year:** 2025-2026

Service	Other Fund Sources the LEA has researched	Title I Estimated Amount Per Homeless Student
Items of clothing, particularly if necessary to meet a school's dress or uniform requirement;	Counseling department and athletics collaborate on uniforms for PE/Sports; GRACE, a local nonprofit, supports students needing clothing	-
Clothing and shoes necessary to participate in physical education classes;	Counseling department and athletics collaborate on uniforms for PE/Sports; GRACE, a local nonprofit, supports students needing clothing	-
Student fees that are necessary to participate in the general education program;	Administrators are able to waive fees per acknowledgement of McKinney Vento status	-
Personal school supplies such as backpacks and notebooks;	Donations through the Grapevine Women's Division	-
Birth certificates necessary to enroll in school;	Our district social workers connect with county records departments especially for unaccompanied youth	-
Immunizations;	Refer to free clinics and low cost providers	-
Food;	Nonprofit partnership with GRACE food pantry, weekend food through Grapevine United Methodist Church	-
Medical and dental services;	Refer to free clinics and low cost providers	-

Eyeglasses and hearing aids;	Refer to Lion's Club, use vouchers from Nursing	-
Counseling services to address anxiety related to homelessness that is impeding learning;	TCHATT through JPS Hospital System for TeleHealth free sessions	-

Outreach services to students living in shelters, motels, and other temporary residences;	Partnership with GRACE for exploring rehoming or transitional housing	-
Extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions;	Partnership with Valuable After School Time (VAST) in conjunction with the Community Outreach Center - on campus and neighborhood based	-
Tutoring services, especially in shelters or other locations where homeless students live;	Partnership with Valuable After School Time (VAST) in conjunction with the Community Outreach Center - on campus and neighborhood based	-
Parental involvement specifically oriented to reaching out to parents of homeless students;	Social workers and campus counselors work with them on a welcome packet and establishing transportation	-
Fees for AP and IB testing;	High School campuses support with reduced fee waiver	-
Fees for college entrance exams such as SAT or ACT; and	High School campuses support with reduced fee waiver AND the district tests all Junior students in the Spring Semester	-
GED testing for school-age students.	Refer to Texas Workforce Commission for support and next steps	-
Other (specify): Transportation	Title I, General Operating	Varies by Need
Other: Care Portal	We use this online platform to solicit support from community members to meet financial, material, and other needs	-

How many students experiencing homelessness does the LEA anticipate serving during the school year? ____290 at snapshot and 369 May 21, 2025_____

Amount of LEA's Homeless Reservation _____

STATE OF TEXAS

COUNTY OF TARRANT

INTERLOCAL AGREEMENT

WHEREAS, the Interlocal Cooperation Act, Chapter 791, Government Code, authorizes local governments to contract with one another for the performance of governmental functions and services, and

WHEREAS, the City of Grapevine ("CITY ") and the Grapevine-Colleyville Independent School District ("DISTRICT ") desire to enter into an agreement for the purpose of providing police services to DISTRICT by CITY, as hereinafter set out in the body of this Interlocal Agreement (the "Agreement"); and

WHEREAS, the CITY and the DISTRICT seek to deploy CITY Police Department assets and resources to protect the safety and welfare of DISTRICT students, DISTRICT employees, residents, and visitors to DISTRICT facilities; and

WHEREAS, the CITY and the DISTRICT seek to expand the available resources to DISTRICT campuses to increase the law enforcement capacities and protection levels in the CITY and the DISTRICT; and

WHEREAS, the parties hereto find that the performance of this Agreement is in their common public interest, and that the services provided pursuant to this Agreement will benefit the citizens of the CITY and the DISTRICT; and

WHEREAS, the parties, in expending funds in the performance of their governmental functions or in performing such governmental functions under this Agreement, will make payments only from current revenues legally available to such party; and

WHEREAS, the Parties desire to enter into this Agreement for the purposes stated herein; and

WHEREAS, these Recitals are incorporated into this Agreement and are expressly made a part of this Agreement.

NOW, THEREFORE, CITY and DISTRICT do hereby contract, agree, and covenant for good and valuable consideration the mutual promises and agreements made in the body of this agreement, as follows:

I.

The initial term of the agreement shall commence on August 1, 2023, and end on July 31, 2024.

II.

CITY agrees to assign police officers ("Officers") as follows:

1. One officer to serve as a School Resource Officer ("SRO") at Grapevine High School;
2. One officer to serve as a SRO at Grapevine Middle School;
3. One officer to serve as a SRO at Cross Timbers Middle School,
4. Six officers to serve as SROs at each DISTRICT Elementary School in the CITY (Grapevine Elementary School, Cannon Elementary School, Dove Elementary School, Heritage Elementary School, Timberline Elementary School, and Silverlake Elementary School),
5. One officer to serve as a SRO at Bear Creek Elementary School in Euless, Texas, and
6. One sergeant to supervise, assist, and serve as a SRO, when needed.

Said officers are to serve under the direction of CITY's Chief of Police ("Chief") or the designee. Said officers will be administratively supported by a Sergeant. The CITY will provide equipment, uniforms, and training for the Officers. Said Officers shall conduct police activities and investigations on the designated campuses and at other properties of the DISTRICT as necessary to carry out said Officers' duties.

III.

The primary functions of the SRO shall be to protect the safety of students and faculty, provide campus security, investigate criminal offenses, and plan and participate in law enforcement operations designed to prevent juvenile delinquency. Nothing contained herein shall restrict an officer's method of response during investigations of criminal activity or response to behavior that violates criminal laws or threatens the safety of a student or others.

Specific Duties:

1. Monitoring access points to the school grounds and assisting in limiting access to the school grounds to authorized persons only;
2. Providing police protection of school property, personnel, and students;
3. Patrolling school property during school hours;
4. Answering calls for service and assistance from school officials or any persons in need that are campus related;
5. Investigating criminal acts committed on and off school grounds and serving as the liaison between the DISTRICT and the Police Department and other agencies of the juvenile justice system as determined by the Chief of Police or designee;
6. Making and preparing reports and documentation on criminal activities;
7. Making court appearances, as necessary, related to events occurring within the officers' jurisdiction as addressed herein;
8. Answering calls and assisting with the facilitation of dispute resolution between students, students and school authorities, and parents and school authorities;
9. Being available as a resource person to teach, lead a discussion, or offer information on topics on which the officer has special competence due to law enforcement training;
10. Providing a high visibility crime deterrent on school property in order to effectively promote security and order in the schools;
11. Assisting with campus assemblies, other large public events, and at other times and locations as requested by the DISTRICT and approved by the Chief of Police or designee;

12. Assisting with traffic control and direction at assigned campuses during unusual or emergency circumstances. Officers will not be utilized for traffic control on a daily basis for routine drop off and pick up times for students.
13. Being available to respond to a specific location upon request, when a school official is conducting a search of a student and the school official has reasonable grounds to believe that the search will discover evidence that the student has violated or is violating the law.
14. Attending meetings as requested by the DISTRICT and approved by the Chief of Police or designee; and
15. Completing other duties as assigned by the DISTRICT and agreed upon by the Chief of Police or designee.
16. All appointed SRO's will complete training as required by the CITY and DISTRICT.

Specific Limitations:

1. SROs may assist with, but shall not be specifically assigned to perform, lunchroom duties, hall monitoring, bus duties, parking lot monitoring, or any other duties which would restrict an officer's ability to investigate or respond to threats to the school or criminal activity.
2. SROs will not enforce school rules, but may assist teachers and administrators on the designated campuses or on other DISTRICT properties in connection with the DISTRICT'S investigation of student discipline matters. SROs will not administer discipline under the DISTRICT'S Student Code of Conduct.
3. When School Administrators discuss school disciplinary matters with students or parents, SROs may be requested to attend such meetings to preserve the peace. While in that capacity, a School Resource Officer will not intervene unless a criminal violation is identified or observed or a situation has escalated.
4. Any disputes regarding assigned duties and responsibilities will be resolved between the District's Director of Emergency Management & School Security ("Director"), principal and the officer's supervisor. Should an agreement not be reached, the dispute will be resolved between the Superintendent of the DISTRICT or Designee and the CITY'S Chief of Police or designee.

In addition, a DISTRICT administrator or a Principal may request a SRO to work after-school, evening, or weekend events for purposes of security, and other security duties as requested by the DISTRICT. DISTRICT will provide reasonable notice to the SRO(s) of the need to work after-school, evening, or weekend events. In the event the SRO is not available to work an after-school event, another Officer may be provided. Officers will be directly compensated by the DISTRICT or affiliated organization at a minimum rate of three (3) hours at the off-duty pay rate.

The Officers may also assist teachers and administrators on the designated campuses or on other DISTRICT properties in connection with student discipline matters. Solely for the purpose of assisting in student discipline matters, the DISTRICT hereby designates the Officers as "school officials," as that term is defined in DISTRICT policy FL (Local) and in the Family Education Rights and Privacy Act and the regulations thereunder ("FERPA"). It is specifically agreed and understood, however, that the Officers may not use education records (as that phrase is defined in DISTRICT policy FL (Legal) and FERPA) or the information contained therein in connection with their police activities and duties without first obtaining the consents or authorizations required by FERPA. Copies of DISTRICT policies FL (Legal) and FL (Local) are attached hereto as Exhibits A and B, respectively.

IV.

The Parties acknowledge that the designated campuses and other DISTRICT properties are monitored by a video surveillance system. The system is designed so that the DISTRICT can enable it to be monitored by Officers remotely from the Public Safety Building and vehicles and the DISTRICT has taken the necessary steps for the system to be accessible from the Public Safety Building. Whenever the DISTRICT determines that there is an emergency and it is necessary for Officers to access the surveillance system to protect the health or safety of students or other persons, the DISTRICT will notify the CITY of this necessity so that the CITY can begin monitoring the system. If an Officer, other than an SRO, believes that there is an emergency and it is necessary for Officers to access the surveillance system to protect the health and safety of students or other persons, the Officer shall contact his/her supervisor and describe the situation to him/her. The supervisor may determine that the use of the camera system is warranted and may allow the Officer access to those cameras by providing the Officer an access code. The supervisor shall then contact any one of the following DISTRICT Administrators to communicate that access to the surveillance system has occurred: the Director of Emergency Management and School Security, the Chief Operations Officer, or the Chief of Schools. The DISTRICT will provide the CITY with telephone numbers and email addresses to enable the CITY to contact the designated Administrators 24 hours per day, 7 days per week. If an SRO believes that there is an emergency on the campus to which that SRO is assigned and it is necessary for the SRO to monitor the surveillance system to protect the health and or safety of students or other persons, that SRO will not be required to contact his/her supervisor prior to monitoring the system. The SRO will, however, either contact the campus principal or one of the DISTRICT personnel named above about his/her monitoring of the system.

V.

The DISTRICT shall furnish suitable office space, computer(s), radio and telephones for the use of the Officers, but all other operational supplies and expenses shall be furnished and paid for by the CITY. The Chief or designee shall meet and confer with the Director of Emergency Management and School Security and principals of the designated campuses from time to time, to establish mutually agreeable operational policies for the Officers. However, nothing in this agreement shall abridge the right and responsibility of the Chief to assign, reassign, discipline, or otherwise supervise the activities of the Officers. While nothing in this agreement shall require the CITY to provide continuous police presence on the designated campuses during every school day, and while the parties recognize that the Officers may need to be away from the designated campuses for court appearances, administrative duties, arrest processing or other official duties as determined solely by the Chief, it is the intent of the parties that the Officers will be on the designated campuses on those dates and times for the regular sessions of the school year. The CITY also agrees to use its best efforts to schedule training for the Officers on days or hours outside of the school day and to ensure coverage when vacancies arise.

VI.

The total annual costs for the provision of the Personnel (Officers and Supervisor), as described in Section II above, is approximately \$1,463,993.00. This figure factors for the maximum level of pay for Personnel. Should actual Personnel costs be less than the amount

estimated in Section VI of this Agreement, then District reimbursement will be adjusted accordingly.

The DISTRICT agrees to reimburse the CITY fifty percent (50%) of those costs (estimated at \$731,996.60) within sixty (60) days of the Effective Date. For future years, the CITY will submit the budget for Personnel (Officer and Supervisor) costs to the DISTRICT at least ninety (90) days prior to renewal and extension of the Agreement.

Post approval of this agreement, the CITY and the DISTRICT staff will meet to review longer-term funding strategies for the SRO Program as described in this agreement. CITY and DISTRICT staff will make recommendations to the GRAPEVINE CITY COUNCIL and GCISD BOARD of TRUSTEES regarding alternative program funding opportunities. The review and recommendations shall occur no later than one year from the Effective Date.

The governing bodies of the CITY and DISTRICT find this fair compensation for the services performed. On an annual basis, the DISTRICT's reimbursement may be increased by no more than five percent (5%).

VII.

CITY shall operate hereunder as an independent contractor and not as an officer, agent, servant or employee of DISTRICT. CITY shall be solely responsible for the acts and omissions of its Officers, members, agents, servants, and employees. Neither CITY nor DISTRICT shall be responsible under the Doctrine of Respondent Superior for the acts and omissions of Officers, members, agents, servants, employees, or trustees of the other. Nothing in this agreement shall waive any statutory or common-law immunity or defense of CITY or DISTRICT.

VIII.

The governing bodies of CITY and DISTRICT have approved the execution of this Agreement, and the persons signing the Agreement have been duly authorized by the governing bodies of the CITY and DISTRICT to sign this Agreement on behalf of the governing bodies.

IX.

This Agreement shall be for a one (1) year initial term.

X.

Claims Against Parties: Each party shall be responsible for defending or disposing of all claims arising against the respective party as a result of the Services provided pursuant to this Agreement.

Entire Agreement: This Agreement contains the entire Agreement of the parties, and no other oral or written commitments shall have any force or effect if not contained in this Agreement.

If the parties to this Agreement dispute the terms, application of the terms of this Agreement, or performance hereunder, the parties hereto agree, as a condition precedent to filing or pursuing any legal remedy (including suit in any court or arbitration), the parties agree to participate in good faith in a full day of non-binding mediation, assisted by a trained neutral mediator.

Severability: In case any one or more of the provisions contained in this Agreement is for any reason held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of this Agreement, and this Agreement shall be construed as if such invalidity, illegality, or unenforceable provision had never been contained in this Agreement.

Authority: The signatories to this Agreement are authorized to execute this Agreement on behalf of the parties, and each party certifies to the others, that any necessary resolutions extending such authority have been duly passed and are now in full force and effect.

Applicable Law: This Agreement is governed by the laws of the State of Texas and venue of any action brought to enforce the terms hereof shall lie exclusively in Tarrant County, Texas.

Legal Construction: In case any one or more of the provisions contained in this Agreement shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect any other provision of it and this Agreement shall be considered as if such invalid, illegal, or unenforceable provision had never been contained in this Agreement.

Execution: This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and constitute one and the same instrument and shall be effective upon execution by all parties.

EXECUTED this 2 day of August, 2023.

CITY OF GRAPEVINE


Bruno Rumbelow, City Manager

Approved as to form:


City's Attorney

EXECUTED this 7 day of August, 2023.

GRAPEVINE-COLLEYVILLE INDEPENDENT SCHOOL DISTRICT

By: Shannon Braun

Name: Shannon Braun

Title: Board President

Approved as to form:

M. H. K.
District's Attorney

STATE OF TEXAS

COUNTY OF TARRANT

AMENDED INTERLOCAL AGREEMENT

This Amended Interlocal Cooperation Agreement (“Agreement”) is made by and between the City of Colleyville, Texas (“CITY”) and Grapevine-Colleyville Independent School District (“DISTRICT”), (individually as the “Party” or collectively as the “Parties”), acting by and through their authorized representatives.

WHEREAS, the Interlocal Cooperation Act, Chapter 791, Government Code, authorizes local governments to contract with one another for the performance of governmental functions and services; and

WHEREAS, the CITY and the DISTRICT entered into an agreement for the purpose of providing police services to DISTRICT by CITY on August 15, 2023 (“Original Agreement”), with an initial term commencing August 1, 2023 and ending July 31, 2024, with annual automatic renewals for additional one-year terms unless or until either party requests termination; and

WHEREAS, the CITY and the DISTRICT wish to proceed with the automatic renewal of the Original Agreement but amend the terms of the Original Agreement as set forth herein; and

NOW, THEREFORE, CITY and DISTRICT do hereby contract, agree, and covenant for good and valuable consideration the mutual promises and agreements made in the body of this agreement, as follows:

I. TERM; EARLY TERMINATION

A. This Agreement shall commence on August 1, 2024, and end July 31, 2025. It shall thereafter automatically renew annually for up to three additional one-year terms unless either party requests termination at least ninety (90) days in advance of the end of the term, in writing to

the other party.

B. Either Party may terminate the Agreement for convenience with one hundred twenty (120) days' written notice to the other Party. In the event the agreement is terminated prior to the end of the term year, the compensation provided in section IX shall be prorated to the date of termination.

II. AGREEMENT FOR SCHOOL RESOURCE OFFICERS

CITY agrees to assign police officers to serve as School Resource Officers ("SRO") at all DISTRICT campuses within the city limits of Colleyville. While nothing in this agreement shall require the CITY to provide continuous police presence at each school campus during every school day, and while the parties recognize that the SROs may need to be away from their designated campus for court appearances, administrative duties, arrest processing, paid-time off or other official duties as determined solely by the Chief of Police, it is the intent of the parties that the SROs will use their best efforts to be on their designated campuses school days during each school year. The CITY also agrees to use its best efforts to schedule training for the SROs on days and hours outside of the regular session school day and to ensure coverage when vacancies arise. DISTRICT shall notify the CITY no less than thirty (30) days before the beginning of the summer school session if any of the Colleyville school locations will be used for the summer session during that applicable term.

III. TRAINING AND EQUIPMENT

A. CITY shall provide all training and certifications required for the SROs to maintain their qualification as certified peace officers, State-required and Basic SRO training, a police vehicle, and other police equipment including communication equipment necessary to allow each SRO to communicate with the CITY'S Police Department and other officers.

B. As determined jointly by representatives from the DISTRICT and the CITY, additional training to be provided by the DISTRICT, may include school values and mission; Texas Penal Code Section 21.12(a) and the Educator Code of Ethics; child and adolescent

development; cultural competency; positive behavioral supports, strategies, and interventions; federal and state anti-discrimination and special education laws; the provisions of Texas law pertaining to the use of seclusion and restraint by school personnel; trauma informed practices; de-escalation techniques; threat assessments; compulsory attendance; suicide prevention; and school mental health.

C. DISTRICT shall provide all SROs with suitable office space, basic office furniture, a telephone, a DISTRICT e-mail address, and a DISTRICT radio. The SRO will be required to sign and comply with the DISTRICT Acceptable Use Agreement signed by all personnel regarding the use of the DISTRICT computer networks and internet access. As a user of the DISTRICT's network, each SRO will be required to complete the annual State-required online training related to cybersecurity topics, or provide proof of completion of said training through the CITY.

IV. DUTIES OF SCHOOL RESOURCE OFFICERS

A. The primary function of the SRO shall be to protect the safety of students and faculty, provide campus security, investigate criminal offenses, and plan and participate in law enforcement operations designed to prevent juvenile delinquency. Nothing contained herein shall restrict an SRO's method of response during investigations of criminal activity or response to behavior that violates criminal laws or threatens the safety of a student or others.

B. Specific Duties:

1. Checking and confirming that access points to the school grounds are locked during the school day and assisting in limiting access to the school grounds to authorized persons only. The parties understand that all cameras, doors, and locks shall be maintained by the DISTRICT;
2. Providing police protection of school property, personnel, and students. The parties understand that the SROs shall not be held responsible for securing school property or any damage to school property;
3. Patrolling school property during school hours;
4. Answering calls for assistance from school officials;

5. Investigating, detecting, and enforcing State and local criminal laws at DISTRICT campuses and facilities and student-related criminal activity off DISTRICT property, and serving as the liaison between the DISTRICT and the Police Department and other agencies of the juvenile justice system as determined by the Chief of Police, or their designee;
6. Making and preparing reports and documentation on criminal activities;
7. Making court appearances as necessary, related to events occurring within the officers' jurisdiction as addressed herein;
8. Answering calls and assisting with the facilitation of dispute resolution between students, students and school authorities, and parents and school authorities;
9. Being available as a resource person to lead a discussion or offer information on topics on which the officer has special competence due to law enforcement training;
10. Providing a high visibility crime deterrent on school property in order to effectively promote security and order in the schools;
11. Attending and assisting with school assemblies and special events during school hours (or at other times approved by the SRO Supervisor), when requested and available;
12. While on duty, assisting with traffic control and direction at assigned campuses. If traffic control and direction are needed during times the assigned SRO is off-duty or unavailable, the DISTRICT will notify the assigned SRO of the dates and times when such assistance is needed. The SRO shall contact the individual assigned at the CITY's Police Department to arrange for an officer to perform the traffic control and direction;
13. Being available to respond to a specific location upon request, when a school official is conducting a search of a student and the school official has reasonable grounds to believe that the search will discover evidence that the student has violated or is violating the law;
14. Attending meetings as requested by the DISTRICT and approved by the Chief of Police, or their designee; and

15. Completing other duties as requested by the DISTRICT and agreed upon by the Chief of Police, or their designee.

C. Specific limitations:

1. SROs may assist with, but shall not be specifically assigned to perform lunchroom duties, hall monitoring, bus duties, parking lot monitoring, or any other duties which would restrict an officer's ability to investigate or respond to threats to the school or criminal activity.
2. SROs will not enforce school rules, but may assist teachers and administrators on the designated campuses or on other DISTRICT properties in connection with the DISTRICT'S investigation of student discipline matters. SROs will not administer discipline under the DISTRICT'S Student Code of Conduct.
3. When School Administrators discuss school disciplinary matters with students or parents, SROs may be requested to preserve the peace. While in that capacity, a School Resource Officer will not intervene unless a criminal violation is identified or observed, or if, in the SRO's reasonable discretion, intervention is necessary to maintain the safety of those present.
4. Any disputes regarding assigned duties and responsibilities will be resolved between the District's Director of Emergency Management & School Security ("Director"), principal and the SRO's supervisor. Should an agreement not be reached, the dispute will be resolved between the Superintendent of the DISTRICT or Designee and the CITY'S Chief of Police or Designee.

V. CONFIDENTIALITY

A. In carrying out duties, SROs shall at all times recognize and respect the confidentiality of student and education records and shall seek access to such records only in accordance with the requirements of the Family Education Rights and Privacy Act, 20 U.S.C. §1232g ("FERPA") and will not use education records (as that phrase is defined in DISTRICT

policy FL(Legal) and FERPA) or the information contained therein in connection with their police activities and duties without first obtaining the consents or authorizations required by FERPA. Copies of the DISTRICT policies FL(Legal) and FL(Local) are attached hereto as Exhibits A and B, respectively.

B. The DISTRICT designates the SRO a “school official” as provided in FERPA, and complimentary provision of the Texas Statutes. An SRO may be provided access to student records information maintained by the school district only as needed by the SRO to perform his or her duties as SRO. An SRO may also be granted access to student records information in the event of an emergency situation threatening the health and safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Texas pupil records law.

C. Records created and maintained by a SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO. (This provision does not prohibit school personnel from complying with the notice and reporting requirements of seclusion or restraint of a student by the SRO as specified in the Texas Statutes.)

VI. SCHOOL RESOURCE OFFICER DIRECTION AND SUPERVISION

A. Operational Supervision. The day-to-day operation and administrative control of the SRO will be the responsibility of the CITY’s Police Department. The City’s Chief of Police, or his/her designee, (hereinafter the “Chief”) may meet and confer with designated DISTRICT personnel from time-to-time to establish mutually agreeable operational policies for the SRO; provided, nothing in this Agreement shall affect the right and responsibility of the Chief to assign, reassign, replace, discipline or otherwise supervise the activities of any individual SRO. While the parties understand that continued assignment at a specific campus will be subject to maintaining a satisfactory working relationship with the DISTRICT administration and campus administration, nothing in this Agreement shall require the CITY to provide continuous twenty-

four (24) hour police presence on any particular DISTRICT facility nor shall obligate the CITY to provide an SRO or other police presence at any school activities or events outside of regular school hours. The SROs will at all times remain responsible for carrying out all duties and responsibilities of a certified peace police officer for the State of Texas, and remain under the primary control and supervision of the CITY's Police Department.

B. SRO Supervision. Each SRO is assigned to an SRO Supervisor within the CITY's Police Department. The SRO Supervisor's responsibilities will generally include, without limitation, the following:

1. Serve as the liaison between DISTRICT administrative personnel and the CITY's Police Department;
2. Manage scheduling and work hours of the SROs, including all regular scheduling duties such as requests for leave, modifications to work schedules, extra assignments and overtime requests;
3. Review and approval of reports written by the SROs for school-related criminal offenses;
4. Manage all SRO conduct and/or disciplinary matters concerning violation of the Department's General Orders, policies, rules, regulations and/or directives. SRO Supervisors may request that the DISTRICT's Director and principal of the school provide formative and summative feedback to the SRO Supervisor to assist in evaluations; and
5. Engage and/or coordinate official law enforcement action on any criminal matter when appropriate.

C. Requests from DISTRICT. The principal may request specific assistance from SROs, and SROs shall endeavor to provide such assistance, except to the extent this agreement excludes such matters from the duties of SROs, or the SRO believes such request is contrary to law or principles of good judgment; and further, provided that no specific assignments can be made that would interfere with the officer's primary law enforcement, investigation, and security responsibilities. The principal or his/her designated representative and the District's Director shall

be notified by the assigned SRO of all custodial arrests or detentions that occur on the principal's campus. While SROs assist school officials as outlined in this agreement, they are first, and foremost, police officers and employees of the CITY of Colleyville.

VII. SCHOOL RESOURCE OFFICER PERFORMANCE

If the Director or a principal is not satisfied with the performance of the SRO assigned to his/her school, or has a concern regarding a specific incident, the principal should immediately contact the SRO Supervisor. The SRO Supervisor will handle the inquiry or complaint per the CITY Police Department's adopted policies. The DISTRICT will have no authority to discipline an SRO, or to take any other action other than to express concerns to the SRO Supervisor. All issues of discipline, termination, or transfer of an SRO shall remain the exclusive province of the CITY. The Superintendent and the Chief of Police or their designated representatives are authorized to establish and modify rules and procedures concerning the SRO's duties and schedule so long as they both agree on such changes in writing.

VIII. SCHOOL RESOURCE OFFICER WORK HOURS

CITY shall assign SROs to work during the school day. Specific work hours will be mutually agreed upon by the Director and campus school principal and SRO Supervisor.

IX. REMUNERATION FOR SERVICES

A. For the term of this Agreement, the DISTRICT and the CITY agree that the CITY will provide SROs to the DISTRICT for the following schools:

1. Colleyville Heritage High School
2. Bridges / VISTA
3. Bransford Elementary School
4. Colleyville Elementary School
5. O.C. Taylor Elementary School

6. Glenhope Elementary School
7. Colleyville Middle School
8. Heritage Middle School

B. DISTRICT shall pay CITY for costs related to the SROs services provided under this Agreement (including salary and benefits) in a total amount not to exceed \$900,000.00 per each term of this Agreement. Said costs shall be outlined in a detailed invoice submitted to DISTRICT on an annual basis. All invoices submitted herein shall be payable within thirty (30) days of the date of the applicable invoice. The SRO costs outlined herein shall not include Off-Duty Hours (as addressed in Section X herein), which shall be paid directly to the applicable SRO within thirty (30) days of such performance.

C. In recognition of the DISTRICT's challenge to fund the new state-mandated school security requirements, including the expanded SRO program, CITY agrees to make one payment of \$900,000.00 to GCISD during each term of this Agreement for use by GCISD for school security and/or costs related to operating reinvestment zone project facilities in Colleyville TIRZ #1.

X. REMUNERATION FOR SERVICES – OFF-DUTY HOURS

The Director or a Principal may request the SRO to work after-school, evening, or weekend events for purposes of security. DISTRICT will provide reasonable notice to the SRO of any requests to work after-school, evening, or weekend events. In the event the SRO is not available to work an after-school event, another CITY Officer will be provided. Officers will be directly compensated by the DISTRICT or affiliated organization, a minimum of three (3) hours at the off-duty rate.

XI. VENUE

The obligations of the parties are performable in Colleyville, Texas and if legal action is necessary to enforce same, exclusive venue shall be in Tarrant County, Texas.

XII. STATUS OF PARTIES

CITY shall operate hereunder as an independent contractor and not as an officer, agent, servant, or employee of the DISTRICT. CITY shall be solely responsible for the acts and omissions of its Officers, members, agents, servants, and employees. Neither CITY nor DISTRICT shall be responsible under the Doctrine of Respondent Superior for the acts and omissions of Officers, members, agents, servants, employees, or trustees or the other. Nothing in this agreement shall waive any statutory or common-law immunity or defense of CITY or DISTRICT.

XIII. ENTIRE AGREEMENT

This Agreement embodies the complete agreement of the parties hereto, superseding all oral or written previous and contemporary agreements between the parties and relating to matters in this Agreement, and except as otherwise provided herein, cannot be modified without the written agreement of the parties to be attached to and made a part of this Agreement.

XIV. NOTICE

Any notice, demand or request required or permitted to be delivered hereunder shall be deemed received when delivered in person or sent by United States Mail, postage prepaid, certified mail, or by hand-delivery or facsimile transmission addressed to the party at the address set forth below:

If intended for CITY:	With copy to:	With copy to:
City of Colleyville	Whitt L. Wyatt	City of Colleyville
Attn: Michael C. Miller	Wyatt Hamilton Findlay,	Attn: Jerry Ducay
Chief of Police	PLLC	City Manager
5201 Riverwalk Dr,	5810 Long Prairie Road	100 Main Street
Colleyville, TX 76034	Suite 700-220	Colleyville, 76034
	Flower Mound, Texas 75028	

If intended for DISTRICT:	With copy to:	With copy to:
Grapevine-Colleyville	Leasor Crass, P.C.	Grapevine-Colleyville ISD
ISD	Attn: Mike Leasor	Attn: Paula Barbaroux
Attn: Superintendent	302 W Broad Street	Chief Operations Officer
3051 Ira E. Woods Avenue	Mansfield, Texas 76063	3051 Ira E. Woods Avenue
Grapevine, TX 76051		Grapevine, TX 76051

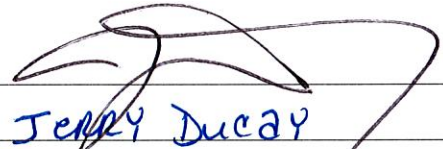
XV. AUTHORIZATION

The governing bodies of CITY and DISTRICT have approved the execution of this Agreement, and the persons signing the Agreement have been duly authorized by the governing bodies of the CITY and DISTRICT to sign the Agreement on behalf of the governing bodies.


EXECUTED this 21ST day of AUGUST, 2024.

CITY OF COLLEYVILLE

Approved by
RESOLUTION R-24-4962
AUG 20 2024
 Colleyville
 City Council

By: 
 Name: JERRY DUCAY
 Title: CITY MANAGER

By: _____
 Name: _____
 Title: _____

Approved as to form: 

 City's Attorney

Approved by the Colleyville City Council on the 20th day of AUGUST 2024.

EXECUTED this 29 day of July, 2024.

GRAPEVINE-COLLEYVILLE INDEPENDENT
SCHOOL DISTRICT

By: Shannon Braun
Name: Shannon Braun
Title: Board President

Approved as to form:

M. DeLeon

District's Attorney



Title I, Part A Schoolwide Campus Guidebook

Grapevine-Colleyville ISD

2024 - 2025

GCISD Title I, Part A Schoolwide Campus Guidebook

Background Information

Funds Transferability

For the 2024-2025 school year, 100% of Title II and 100% of Title IV funds will be transferred to Title I, Part A. While expenditures will all follow Title I spending rules, expenditures must be attributed back to the original funding source.

Therefore, the line codes in use will have fund codes of 211 for Title I, 255 for Title II, and 289 for Title IV. Available amounts are as follows:

- Every Student Succeeds Act (ESSA) Amounts
 - Title I \$949,152
 - Title II \$266,437
 - Title IV \$77,024
 - Planned Carry Forward from 23-24 \$215,000
- Every Student Succeeds Act (ESSA) Final Amounts - TBA

Campus Identification, Selection, and Allocations

1. Determining Poverty Counts of Schools and Ranking the Campuses
 - a. PEIMS Snapshot date (most recent for 24-25 is October 27, 2023)
 - b. % Economically Disadvantaged includes students who are Eligible for Free and Reduced Meals, as well as, those coded Other Economic Disadvantage
 - c. District is 27.14%

Fall Snapshot 2023-2024	Total Enrollment	Other Economically Disadvantaged	Free/Reduced Meals Eligible	% Economically Disadvantaged 23-24
Timberline	583	32	412	76.2
Bridges	60	36	0	60.0
Silver Lake EL	451	10	257	59.2
Dove EL	399	7	192	49.9
Grapevine MS	656	19	285	46.3
Bear Creek EL	545	9	243	46.2
Collegiate Academy	360	1	164	45.8
Cross Timbers MS	809	31	263	36.3
Cannon EL	494	5	152	31.8
Heritage MS	677	14	158	25.4
Grapevine HS	1749	436	0	24.9

GCISD Title I, Part A Schoolwide Campus Guidebook

Colleyville Heritage HS	1812	419	0	23.1
Grapevine EL	543	13	89	18.8
Heritage EL	527	5	60	12.3
Bransford EL	456	1	54	12.1
Glenhope EL	546	4	49	10.6
Colleyville EL	441	1	44	10.2
Colleyville MS	628	5	54	9.4
iUniversity Prep	1332	115	0	8.6
OC Taylor EL	496	9	33	8.5

2. Identifying Eligible Schools in Order

- First serve all campuses 75% and greater
- High Schools greater than 50%
- To determine eligibility among these schools, in addition to the districtwide, the district chooses which grade span(s) to serve and determines eligibility within grade spans.
- Eligibility does not determine whether or not a school is served.

3. Allocating Funds to Eligible Schools

- The district ensures that a higher poverty school receives a per-pupil allocation that is at least as high as the per-pupil allocations of lower poverty schools
- If the district serves any school below 35 percent poverty, the it is required to allocate an amount for each low-income child in each participating Title I school that is at least 125 percent of the LEA's allocation per low-income child, except that the per-pupil amount for the served school with the lowest poverty rate may be less due to the amount of funds remaining.
- The district is not required to allocate the same per-pupil amount to each participating school.

4. Schoolwide Program Eligibility based on 40% or greater low income percentage.

Supplement, Not Supplant (SNS) Methodology

The term “supplement, not supplant” has traditionally meant that federal funds cannot be used to perform a service that would normally be paid for with state or local funds. The SNS methodology requirement for Title I, Part A represents a shift in mindset. Districts demonstrate through the SNS

GCISD Title I, Part A Schoolwide Campus Guidebook

Methodology that the distribution of State and local funds to campuses has been accomplished in a Title I-neutral manner. In other words, the LEA allocates State and local funds to its campuses without regard to their Title I status. Each campus receives all the State and local funds it would otherwise receive if it were not receiving assistance under Title I. Once that is accomplished, the supplemental requirement for Title I, Part A funds at the campus level has been met.

The GCISD Finance Department produces our SNS Methodology document annually.

Allowable Use of Funds

All Title I, Part A expenditures must still be for activities that—

- support a need that is identified in the Comprehensive Needs Assessment;
- are included in the Campus Improvement Plan;
- are reasonable in cost;
- are necessary to carry out the intent and purpose of the Title I, Part A program;
- are allocable under the grant;
- are allowable under Title I, Part A; and
- meet all EDGAR requirements, as well as, all LEA policies and procedures.

Travel

The GCISD does not permit the use of federal funds for employee travel.

Allowability of Food Costs for Parents and/or Students

Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.

The following costs are allowable:

- Nutritional snacks for students during extended day (after-school) programs;
- Nutritional snacks for children in childcare while parents are participating in grant activities;
- Food necessary to conduct nutrition education programs for parents;

GCISD Title I, Part A Schoolwide Campus Guidebook

- Parent involvement activities in which refreshments are necessary to encourage participation or attendance by parents, such as in low-income areas, and thus meet program objectives.

Full meals for parents or students are unallowable for these purposes under any circumstances. Likewise, alcoholic beverages are never permitted.

Unallowable food costs also include:

- Refreshments of any kind, including beverages, breaks, and snack foods except as necessary for parent involvement activities to encourage attendance by parents;
- Refreshments or meals at an awards banquet or function;
- Any food costs that are not necessary to accomplish the objectives of the grant program;
- Any food cost associated with an event in which a guest speaker or other individual conducts a presentation and the participants are not actively engaged in performing activities;
- Working meals” or “light meals” that exceed \$20 per person, include tax;
- Gratuities or tips.

Use of Funds for Schoolwide Campus Programs

District Steps

1. The campus must be a Title I, Part A Schoolwide program campus. *All of our served campuses run schoolwide programs.*
2. The district must have a valid Supplement, Not Supplant Methodology. *Our finance department maintains this annually.*

Campus Steps

3. The strategy (activity, resources, or personnel) must be linked to a need identified in the Comprehensive Needs Assessment ([see TEA Toolkit](#))
4. The strategy (activity, resources, or personnel) must be included in the current year Campus Improvement Plan
 - a. Showing how the strategy will be monitored and evaluated
 - b. Showing how the needs of students at risk of not meeting state standards are being met
5. Show evidence of seeking [multiple quotes](#) as necessary
6. Use our [Federal Programs Budget Request Form](#) as the cover sheet

GCISD Title I, Part A Schoolwide Campus Guidebook

Federal Programs Department Steps

7. Make a determination of whether or not the campus demonstrated that the strategy (activities, resources, or personnel) is
 - a. Reasonable
 - b. Necessary to carry out the intent and purpose of the program
 - c. Allocable
 - d. Allowable
 - e. Meeting all EDGAR and GCISD requirements, policies, and procedures

Parent and Family Engagement (PFE) Requirements

Parent and family engagement (PFE) is a critical requirement of the Title I, Part A program. Campuses fulfill the PFE requirement by conducting outreach to all parents and family members and by implementing programs, activities, and procedures for the meaningful involvement of parents and family members in Title I, Part A programs. Parents of participating children should play an important role in the planning of such programs, activities and procedures and the campus should engage parents in meaningful consultation to ensure optimal involvement

- According to the Texas Education Code §11.251, parent representatives on District and Campus Improvement Plan committees must not also be LEA or school employees.
- As required by the Texas Education Agency (TEA), the district reserves at least 1% of its Title I, Part A entitlement to assist schools to carry out parent and family engagement activities

Three important “Back to School” Activities for Campuses:

1. Parent and Family Engagement (PFE) Policy
 - a. [Toolkit link](#)
 - b. Include on website
 - c. Upload Policy, Agenda, Sign In Sheets, and Minutes to Title I Crate
2. School Parent Compact
 - a. [Toolkit link](#)
 - b. Include on website
 - c. Upload Compact, Agenda, Sign In Sheets, and Minutes with distribution plan to Title I Crate

GCISD Title I, Part A Schoolwide Campus Guidebook

- d. Ensure distribution to parents and families
3. Annual Title I Meeting
 - a. [Toolkit link](#)
 - b. Promote in your newsletters and other customary methods
 - c. Host two events at different times to assist parents in attending
 - d. Upload Agenda, Sign In Sheets, and Minutes to Title I Crate

Two resources from the TEA Statewide Parent and Family Engagement Initiative

1. PFE [Capacity Building](#) Toolkit
2. PFE [Evaluation](#) Toolkit

Building Capacity for Parent and Family Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each Title I, Part A school and LEA shall:

- provide assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

GCISD Title I, Part A Schoolwide Campus Guidebook

- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provide such other reasonable support for parental involvement activities under Title I, Part A, as parents may request.

To learn more about customer service in schools, [please see this toolkit](#).

Personnel

SemiAnnual Certification, Time & Effort, and Job Description

Employees funded 100% by the grant program are required to have a job description for time and effort purposes that clearly states the employee is assigned 100% to that program or a single cost objective.

Since we redirect funds via Funding Transferability from Title II and Title IV, into Title I, the job description should be an updated list of job duties that align with the ESSA Title I, Part A cost objectives (the description may already provide for this).

Our Human Resources department works directly with the campuses and staff members to get the required signatures at least once a semester.

Extra Duty/Stipends

Time and effort documentation is required for any type of compensation paid with federal funds, including extra duty and stipends. To meet the time and effort requirements, campuses should complete the district's Extra Duty Addendum/Stipend form and submit it along with payment documentation:

1. [Extra Duty Addendum/Stipend Form](#)
2. [District Payment Authorization \(PA\) Form](#)
3. Relevant Campus Improvement Plan (CIP) pages showing link to a need identified in the CIP
4. Time and Effort Log
 - a. [Student Tutoring](#)
 - b. [Parent and Family Engagement Events](#)
5. Sign In Sheets
 - a. Student Tutoring

GCISD Title I, Part A Schoolwide Campus Guidebook

b. Parent and Family Engagement Events

Campus Parent Liaison

A Title I, Part A Parent and Family Engagement (PFE) Liaison is the designated individual based at a school whose primary function is to connect the home and school in a positive, respectful, and welcoming manner. PFE Liaisons play a dual role of ambassadorship. They represent the school through thoughtful, meaningful, and culturally appropriate communications. They also represent the parent/family by understanding the many challenges that occur in the community. The PFE Liaison works to bridge the gap between home and school by helping parents get the information and support they need to ensure their child's academic and social success.

Any activities outside the parent engagement responsibilities must be minimal and restricted to no more than 5-10% of the liaison's time and must not exceed the percentage of time other staff are required to work the same operational tasks outside their funded program responsibilities.

Please see the updated [Guidance Document](#) that contains additional information related to the role of Parent and Family Engagement Liaisons:

Parents' Right to Know

The district will ensure that all teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.

At the beginning of each school year, the district shall notify the parents of each student attending any school receiving Title I, Part A funds that the parents may request, and the district will provide in a timely manner on request, information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the student's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;

GCISD Title I, Part A Schoolwide Campus Guidebook

- Whether the student's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- Whether the student's teacher is teaching in a field of discipline of the certification of the teacher;
- Whether the child is provided services by paraprofessionals and if so, their qualifications. [[Refer to Requirements for Title I, Part A Paraprofessionals.](#)]

The campus must also provide timely notice that the student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher is assigned.

Reporting Requirements

Accountability Public Meeting (Not the Title I Annual Meeting)

With the August release of the 2024 ratings on the public accountability website, campus-level planning and decision-making committees must schedule a public meeting to comply with Texas Education Code (TEC), §11.253(g), which requires each committee to hold at least one public meeting after the release of accountability ratings to discuss campus performance and performance objectives.

Accountability Rating in Student Report Cards

We must include the most current campus performance rating and distinction designations, if applicable, with the first student report card each year, along with an explanation of the rating and distinction designations.

Campus Improvement Plan Translation

The district will have your campus improvement plan (CIP) translated into Spanish in late Fall so that it can be posted on your campus website along with your English version of the CIP.

State and Federal Report Cards

Every school in the district is required to distribute the state, district, and campus-level federal report cards that are generated by the Texas Education Agency each year. Additional information will be provided to all campuses.