Grapevine-Colleyville ISD

Cross Timbers Middle

2024-2025 Campus Improvement Plan

Mission Statement

We promote good citizenship and prepare, motivate and encourage each student to reach his or her full potential through the strength of the **PACK**:

Promoting high expectations for

ALL wolves through

Commitment to culture, community, and

Kindness

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Goals

Goal 1: Student Achievement and Post Secondary Readiness

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize iReady as diagnostic and intervention tools in RTI classes as well as in Wolf Time for both Reading and Math.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2025, a baseline will be established for wolve's meeting or exceeding iReady My Plan stretch goal in mathematics and reading. * 90% of the wolf pack will reach their iReady My Plan growth goal in reading and math * 55% of the wolf pack will reach their iReady My Plan stretch goals in reading and math **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Implement the DDI process with all ELA teachers, taking time to dissect power standards, create HOWLs, and debrief on assessments.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2025, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Reading Language Arts Assessment will increase: in 6th grade from 69% to 76% in 7th grade from 58% to 65% in 8th grade from 74% to 78% By June 2025, the percentage of Emerging Bilingual wolves earning meets grade level or above on STAAR Reading Language Arts will increase: in 6th grade from 12% to 25% in 7th grade from 13% to 25% in 8th grade from 31% to 41% **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS Mady Greenlee, CTMS ELA DLL	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Implement the DDI process with all math teachers, taking time to dissect power standards, create HOWLs, and debrief on assessments.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2025, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Math Assessment will increase: in 6th grade from 56% to 65% in 7th grade from 26% to 40% in 8th grade from 67% to 70% By June 2025, the percentage of Emerging Bilingual wolves earning meets grade level or above on the Math STAAR Assessment will increase: in 6th grade from 14% to 25% in 7th grade from 4% to 20% in 8th grade from 22% to 40% **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS Andrew Simmons, CTMS Math DLL	N/A			

Strategy 4 Details		Reviews			
Strategy 4: Implement the usage Summit K12 for all English language learning wolves who are either new comers (enrolled in US schools for three or less years) and/or score at the beginner or intermediate level on TELPAS during ELLA classes, purposefully place ELA extension classes, and/or Wolf Time.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Each of the 80 plus identified wolves will grow at least one proficiency level from BOY to EOY as evidenced on Summit K12 data and TELPAS scores. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Cinthia Morales, CTMS Assistant Principal & LPAC Lead Sally Osborne, Learning Liaison of CTMS Gigi Gonzalez, CTMS ELLA Teacher Brady Cobern, CTMS ELLA Teacher		N/A			

Strategy 5 Details		Reviews			
Strategy 5: Provide Math Investigations for 8th grade wolves who did not earn approaches on the 7th grade math STAAR test. This class will be taken as their third elective and does not replace core 8th grade math.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 8th grade wolves in math investigations will earn at least 1 growth measure point on the 8th grade STAAR test. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS Andrew Simmons, CTMS Math DLL Andrew Moore, CTMS Math Investigations Teacher		N/A			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

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

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Implementation of College and Career Readiness course as wolve's second ELA course, created by GCISD CTE Department for 7th grade wolves understanding of the CTE pathway courses to be selected in 8th grade and high school.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2025, 100% of 7th grade wolves will participate in a guidance conversation with counselors that includes CTE pathway options for 8th grade and high school course selections. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Wolf Time will be used to provide all wolves the opportunity to engage in AVID strategies through AVID Advisory Lessons to promote CCMR goals, Skyward grade checks, planner checks, and binder checks (6th grade focus).	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of the wolf pack will be exposed to AVID strategies by the end of the 2024-2025 school year. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Sally Osborne, CTMS Learning Liaison Sean Clary, CTMSSAVID Site Coordinator	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Provide all 8th grade wolves the opportunity to tour the GHS TECC Center before course selections in the spring of 2025. **Strategy's Expected Result/Impact:** Understanding of CTE offerings at the high school level **Staff Responsible for Monitoring:** Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor Bailey Gross, CTMS CTE Department Learning Leader	Formative			Summative
	Sept	**Feb**	**Apr**	**June**
	N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details	Reviews			
Strategy 1: Wolf Time structure with accountability checks for missing work, grade checks and correction opportunities, Character Strong Lessons, gym reward time, and work time dedicated to growth towards the iReady individualized goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the pack will follow the Wolf Time expectations with fidelity thus resulting in a decrease in missing assignments, progress towards iReady goals, and wolves will exemplify the wolf way as a result of implementation of Character Strong lessons. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS	**Sept**	**Feb**	**Apr**	**June**
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: The CTMS attendance committee will meet weekly to encourage members of the pack to be present through incentives, announcements, and awareness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CTMS will increase ADA from 96.34% to 97% **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor	**Sept**	**Feb**	**Apr**	**June**
	N/A			

Strategy 3 Details	Reviews			
Strategy 3: CHAMPS will be used in all classrooms to communicate the PBIS expectations for the wolf pack.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clear communication of expectations will result in an increase in learning time and a decrease of classroom phase 1 behavioral referrals. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	**Sept** N/A	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Weekly behavior meetings reviewing data and making goals utilizing the four quadrant data protocol to bring to staff meetings, DLL meetings, and Alpha Team meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in desired behavior throughout campus Decrease in wolves moving past Phase 1 Decrease in wolves out of the classroom Increase in staff awareness of expectations and implementation **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	**Sept** N/A	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide clubs during the school day that students select based on interests six Fridays in the fall semester and an additional six times in the spring semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of the wolf pack will be involved in at least one non-academic activity. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison	**Sept**	**Feb**	**Apr**	**June**
	N/A			

Strategy 2 Details	Reviews			
Strategy 2: Increase time during the school day to afford more wolves opportunities to participate in co-curricular activities by providing honors band, playbill, and mixed choir 1/2 of Wolf Time.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher retention numbers in co-curricular activities when course selection occurs. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor	**Sept**	**Feb**	**Apr**	**June**
	N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details		Reviews			
Strategy 1: The CTMS counseling team will address wolves' needs proactively through Character Strong guidance lesson and district approved initiatives including Signs of Suicide and Play It Safe.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of the wolf pack will receive lessons on belonging, well-being, engagement, and safety. **Staff Responsible for Monitoring:** Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate		N/A			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

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

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

Evaluation Data Sources: Gallup Surveys

Strategy 1 Details		Reviews			

Strategy 1: Weekly campus culture meetings reviewing data and making goals utilizing the four quadrant data protocol to bring to staff meeting, DLL meetings, and Alpha Team meetings.
  Strategy's Expected Result/Impact: Increase in staff satisfaction and morale as evident in the CTMS BOY, MOY, and EOY staff surveys.
  Staff Responsible for Monitoring: .Jamie Halliburton, CTMS Principal
Angela Kaker, CTMS Librarian
		Formative			**Summative**

		Sept	**Feb**	**Apr**	**June**
		N/A			
0% No Progress	100% Accomplished		Continue/Modify	✗ Discontinue	

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

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

Strategy 1 Details	Reviews			
Strategy 1: CTMS created staff surveys will be given three times throughout the year with DLLs providing constant feedback in between survey cycle.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2025, the surveys will show growth in staff morale and understanding of campus initiatives and goals from BOY to EOY staff surveys **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

Strategy 1 Details	Reviews			
Strategy 1: Department Learning Leaders will engage in professional learning with Region XI's Debra Wall around Data Driven Instruction to assist with the redesign of CTMS Professional Learning Communities (PLCs).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase capacity and leadership for department learning leaders	**Sept**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal Sally Osborne, CTMS Learning Liaison	N/A			

Strategy 2 Details	Reviews			
Strategy 2: The four core Professional Learning Communities (PLCs) will be redesigned to implement the ideals in Driven by Data including dissecting the power standards, designing HOWLs aligned to the TEKS, and analyzing the work of the wolves. ASPIRE teachers will join the four core departments weekly for these PLCs.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in staff understanding and knowledge on content area standards as evidenced in staff surveys given three times a school year. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS	N/A			

Strategy 3 Details	Reviews			
Strategy 3: Redesign Professional Learning Communities by implementing the DDI process with the goal of designing lessons and assessments to reach the rigor of the verbs in the TEKS.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By May 2025, lesson plans will reflect teachers' understanding of student objectives and the rigor of the TEKS as evidenced by the alignment between the TEKS, task, and assessment. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS CTMS Department Learning Leaders	N/A			

Strategy 4 Details		Reviews			
Strategy 4: Each 9 weeks, provide an optional half day planning time for all pack members engaged in the DDI process to design high quality, rigorous lessons.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement as evidenced by iReady goals and stretch goals as well as STAAR scores. * 90% of the wolf pack will reach their iReady My Plan growth goal in reading and math * 55% of the wolf pack will reach their iReady My Plan stretch goals in reading and math By June 2025, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Reading Language Arts Assessment will increase: in 6th grade from 69% to 76% in 7th grade from 58% to 65% in 8th grade from 74% to 78% By June 2025, the percentage of ALL wolves earning meets grade level or higher in on the STAAR Math Assessment will increase: in 6th grade from 56% to 65% in 7th grade from 26% to 40% in 8th grade from 67% to 70% **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Alishia Ilic, Assistant Principal of CTMS Cinthia Morales, Assistant Principal of CTMS Sally Osborne, Learning Liaison of CTMS CTMS Department Learning Leaders		N/A			

Strategy 5 Details		Reviews			
Strategy 5: Implement the Get Better Faster coaching model with all wolves to provide timely feedback, coaching, and small moves to level up instruction.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase efficacy of the pack staff will result in an increase in student achievement as evidenced on iReady, STAAR, and TEKS checks as well as staff satisfaction as measured by CTMS BOY, MOY, and EOY staff surveys. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal Sally Osborne, CTMS Learning Liaison Angela Kaker, CTMS Librarian		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Strategy 1 Details		Reviews			
Strategy 1: Engage in the GCISD created family survey after the first nine weeks and at the end of the school year to focus on customer service for the pack.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By June 2025, a baseline will be established of satisfaction with the CTMS pack families through survey results. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Alishia Ilic, CTMS Assistant Principal Cinthia Morales, CTMS Assistant Principal		N/A			

Strategy 2 Details		Reviews			
Strategy 2: In collaboration with CTMS PTA, conduct parent learning walks to provide CTMS families insight into the learning their wolves are experiencing at CTMS.		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in parent awareness of middle school learning as evidenced on the family engagement survey. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

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

Strategy 1 Details		Reviews			

Strategy 1: Using Thrillshare, the CTMS website will be kept timely and relevant as will the CTMS social media platforms to promote campus happenings and community partnerships.
    Strategy's Expected Result/Impact: Relevant and timely information will be shared with the wolf pack stakeholders
    Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal
Angela Kaker, CTMS Librarian & Website Manager
		Formative			**Summative**

		Sept	**Feb**	**Apr**	**June**
		N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Strategy 1 Details		Reviews		
Strategy 1: In conjunction with CTMS PTA, CTMS will increase partnerships with local businesses.		**Formative**		**Summative**
Strategy's Expected Result/Impact: By May of 2025, CTMS and PTA will create partnerships with at least three businesses wanting to support the pack. **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian & PTA Staff Liaison	**Sept**	**Feb**	**Apr**	**June**
	N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: Staff will review data with wolves and alpha team to provide appropriate guidance and placement in course selection for the coming school year.
    Strategy's Expected Result/Impact: Wolves will be placed in the appropriate classes and levels
    Fewer course change request
    Staff Responsible for Monitoring: Jamie Halliburton, CTMS Principal
Alishia Ilic, CTMS Assistant Principal
Cinthia Morales, CTMS Assistant Principal
Sally Osborne, CTMS Learning Liaison
Rachel Smith, CTMS Counselor
Molly Brown, CTMS Counselor
	Formative			**Summative**

	Sept	**Feb**	**Apr**	**June**
	N/A			

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Strategy 1 Details	Reviews			
Strategy 1: Increase PTA membership and involvement at CTMS through publicity and communication, visibility at events, and added events.	**Formative**			**Summative**
	Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase parent involvement from 2023-2024 to 2024-2025 as evidenced in the family satisfaction survey **Staff Responsible for Monitoring:** Jamie Halliburton, CTMS Principal Angela Kaker, CTMS Librarian & PTA Staff Liaison	N/A			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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: CTMS counseling team will identify at least 10 wolves each as attendance targets based on previous as well as this year's data to monitor, check in with, and make plans for attending school.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CTMS will increase ADA from 96.34% to 97% **Staff Responsible for Monitoring:** Cinthia Morales, CTMS Assistant Principal Molly Brown, CTMS Counselor Rachel Smith, CTMS Counselor Allyiah Daniels, CTMS Student Advocate	**Sept**	**Feb**	**Apr**	**June**
	N/A			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

Strategy 1 Details		Reviews			
Strategy 1: CTMS Campus Excellence Committee and department learning leaders will guide the CTMS budget creation and adjustments during regular meetings and budget reviews		**Formative**			**Summative**
		Sept	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: By April 2025, the creation of the 2025-2026 school budget will contain accurate projections based on current year needs and expenses. **Staff Responsible for Monitoring:** Jamie Halliburton, Principal of CTMS Sheila Richards, Administrative Assistant to the Principal		N/A			
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue					

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

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

Goal 4: Strong Financial Stewardship and Internal System Efficiency

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

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

Addendums

Texas Education Agency
PDM1-120-009
v24.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2023 - 2024 Fall Collection, Resubmission

Wednesday 02/07/2024 4:01 PM
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LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD

Campus: 220906044 - CROSS TIMBERS MIDDLE

TOTAL ENROLLMENT	809

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

ENROLLMENT BY SEX

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

ADA ELIGIBILITY

	Count	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	1	0.12%
"1" ELIGIBLE FOR FULL DAY	785	97.03%
"2" ELIGIBLE FOR HALF DAY	0	0.00%
"3" TRANSFER FOR FULL DAY	23	2.84%
"4" INELIGIBLE FOR FULL DAY	0	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%
"8" INELIGIBLE FLEX ATND	0	0.00%
"9" ENRLD, NOT MBRSHP VIRTL LRNG	0	0.00%
TOTAL	809	100.00%

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

ENROLLMENT BY ETHNICITY

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	1	0.12%	0.12%
ASIAN	73	9.02%	9.02%
BLACK/AFRICAN AMER.	49	6.06%	6.06%
HISPANIC/LATINO	302	37.33%	37.33%
WHITE	343	42.40%	42.40%
HAWAIIAN/PAC ISLAND	3	0.37%	0.37%
TWO OR MORE	38	4.70%	4.70%
TOTAL	809	100.00%	100.00%

MIGRATORY

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

OTHER ECON DISADV

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	5	16.13%	0.62%
HISPANIC/LATINO	21	67.74%	2.60%
WHITE	4	12.90%	0.49%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	3.23%	0.12%
TOTAL	31	100.00%	3.83%

ELIGIBLE FOR FREE/REDUC MEALS

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

BILINGUAL

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	1	100.00%	0.12%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	1	100.00%	0.12%

ESL

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

Alternative Language Program

	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	10	90.91%	1.24%
WHITE	1	9.09%	0.12%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	11	100.00%	1.36%

GIFTED & TALENTED

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

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Texas Education Agency
PDM1-120-009
v24.1.3

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA
Campus-level Data
Campuses: All Campuses
2023 - 2024 Fall Collection, Resubmission

Wednesday 02/07/2024 4:01 PM
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LEA: 220906 - GRAPEVINE-COLLEYVILLE ISD

Campus: 220906044 - CROSS TIMBERS MIDDLE

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

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

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

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

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"5" EARLY ED ALLOTMENT	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

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