

Grapevine-Colleyville ISD

Colleyville Middle

2025-2026 Campus Improvement Plan



Mission Statement

Recognizing that the middle school is a transitional time, we will provide maximum opportunities within a positive, safe environment to promote the academic, emotional, creative, and social development of all students while cultivating confidence for success in future endeavors.

GCISD Middle Schools Mission Statement

The mission of the middle schools in Grapevine-Colleyville ISD, a launching pad that intentionally encourages personalized opportunities that allow developing students to embrace their unique identities with the support of our community, is to promote and guide dynamic collaboration among peers, foster confidence to explore new possibilities, and challenge students to be intrinsically motivated learners.

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Goals





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			
	Formative			Summative
	Sept	Feb	Apr	June
<p>Strategy 1: Utilize iReady diagnostic tools to gather student data that will be used to provide appropriate interventions for CMS students in both Reading and Math. Interventions will be provided during Colt Time and/or intervention classes.</p> <p>Strategy's Expected Result/Impact: CMS students will complete iReady BOY assessments during the first two weeks of the school year. Teachers will be attending iReady Professional Development. All CMS students will complete the iReady BOY assessment, and their teachers will use the data from it to populate intervention groups and assign/monitor MyPath intervention tools and lessons. All students will work on MyPath iReady lessons for 45 minutes a week per subject and focus on passing 1-2 lessons a week per subject. Students identified for additional support will work on teacher-assigned lessons from the Teacher Toolbox. Expected to close instructional gaps and increase student achievement.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Leadership</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>				





Strategy 2 Details		Reviews			
Strategy 2: Effectively hold weekly PLC meetings with all ELA teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes. Strategy's Expected Result/Impact: Increase 6th Reading Scores in Meets & Masters by 4% (Meets 86%/Masters 58%) Increase 7th Reading Scores in Meets & Masters by 4% (Meets 84%/Masters 59%) Increase 8th Reading Scores in Meets & Master by 6% (Meets 84%/Masters 55%) Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Sept	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Effectively hold weekly PLC meetings with all Math teachers to strengthen our instructional practices. By collectively deconstructing power standards and analyzing student data from common assessments, we will design rigorous and relevant lessons that meet the needs of every learner. This collaborative process will ensure that our lesson plans align with district curriculum and state standards, ultimately leading to improved student outcomes. Strategy's Expected Result/Impact: Increase 6th Math Scores in Meets & Masters by 8% (Meets 65%/Masters 34%) Increase 7th Math Scores in Meets & Masters by 8% (Meets 27%/Masters 9%) Increase 8th Math Scores in Meets & Masters by 8% (Meets 70%/Masters 35%) Increase Algebra Scores in Meets & Masters by 8%(Meets 94%/Masters 69%) Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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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			
Strategy 1: The Advanced Via Individualized Determination (AVID) program will continue to provide campus culture by creating a college and career-ready environment through added visuals. AVID will support teachers and all students with the continued implementation of a school-wide organization through the use of planners. Strategy's Expected Result/Impact: All students will receive training and guidelines for planner use. CMS Planners will be provided for each student. Staff Responsible for Monitoring: AVID program coordinator, AVID site team, and administrators. TEA Priorities: Connect high school to career and college	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: CMS will implement AVID and WICOR strategies in all classes. Staff will receive training on effective AVID strategies during monthly staff meetings. Admin and AVID Site Team will look for AVID strategies being used during campus learning walks and peer observations. Strategy's Expected Result/Impact: Increased rigor in classroom instruction and best practices that will contribute to increased student outcomes. Staff Responsible for Monitoring: AVID program coordinator, AVID site team, and administrators. ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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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: Campus committees formed common expectations for all common areas in the school. Posters were created and hung throughout the building. The students were taught the expectations during Colt Talks the first week of school. Strategy's Expected Result/Impact: Common expectations and language will decrease interruptions and off-task behavior. The expected result will be a 10% decrease in Lunch Detentions and a 15% decrease in office referrals. Staff Responsible for Monitoring: All CMS Staff and the campus leadership team. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: By the end of the school year, increase positive student behaviors by implementing a weekly staff-led recognition program. Staff members will nominate students for a Colt Pride award, highlighting those who demonstrate Perseverance, Respect, Integrity, Discipline, and Excellence. Weekly recognition will include a Colt Pride sticker and a social media spotlight. Strategy's Expected Result/Impact: Decrease discipline referrals and contribute to a positive campus culture. Staff Responsible for Monitoring: All staff. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: Ensure that all students have equal opportunities to participate in UIL teams, fine arts programs, and campus clubs, and actively monitor their involvement. Organize band, choir, and theatre recruitment trips to OCT, CES, BES. Strategy's Expected Result/Impact: Create and implement a comprehensive campus dot map that highlights all student organizations, clubs, and groups that students participate in, including UIL academic and sports teams as well as campus clubs. In April of 2026, create a student survey for students to complete during Colt Time. A survey will be used to gather data on the percentage of students involved in extra-curricular activities. Data will be used to set goals for participation in 2026-2027. Staff Responsible for Monitoring: Fine Arts Department and Campus Leadership ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Goal 1: Student Achievement and Post Secondary Readiness

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

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

Strategy 1 Details		Reviews			
Strategy 1: By February, in collaboration with the PTA, we will promote a positive school culture and reduce bullying by hosting a guest speaker from the "Hey Dude, Nice Shoes" program for all 6th-, 7th-, and 8th-grade students. The effectiveness of the program will be measured through a pre- and post-program student survey, which will show an increase in positive attitudes towards kindness and a decrease in reported bullying incidents. Strategy's Expected Result/Impact: Reduce bullying incidents by 15% from the 2024-2025 school year. Staff Responsible for Monitoring: School leadership team and PTA ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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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: By May of 2026, we will reduce teacher attrition by 10% by fostering a positive staff climate. This will be accomplished by implementing a weekly recognition program that awards three "door signs" to staff members who exemplify campus goals and by recognizing a teacher and a staff member of the month at all scheduled staff meetings. Strategy's Expected Result/Impact: Promote positive staff culture and reduce teacher attrition by 10%. Staff Responsible for Monitoring: Campus leadership team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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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: CMS will use a campus climate survey to gather data on staff engagement, overall satisfaction, and school culture. Strategy's Expected Result/Impact: The overall culture of staff engagement will have a direct effect on both student and staff involvement and performance throughout the school year. During professional development sessions, PLCs, staff meetings, and leadership meetings, the school's core values--positivity, growth mindset, teamwork, and strengths--will be revisited and assessed. This process will help pinpoint focus areas and strategies to improve key factors identified in the campus survey. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
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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: In partnership with the PTA executive committee, CMS leadership will conduct a thorough review of the strategies used to achieve the high ratings from the previous school year, using this as baseline data. This analysis will provide a foundation for improving overall parent, family, and community satisfaction, as outlined in the National PTA School of Excellence survey, which led to CMS being recognized as a National PTA School of Excellence. Strategy's Expected Result/Impact: The partnership will deepen the school community's ties to the institution, enriching the experiences of staff, parents, and students. This collaboration will play a key role in fostering an engaging school environment that supports student success, with the aim of achieving improvements across 100% of the survey questions. Staff Responsible for Monitoring: PTA Executive Staff and school administration.	Formative			Summative
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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: The campus website will be kept updated and reviewed weekly during leadership meetings for accuracy of information. In addition, the CMS Social Media platforms will be consistently used to promote campus activities as well as community partnerships. Strategy's Expected Result/Impact: Provide timely and accurate information to all CMS stakeholders. Staff Responsible for Monitoring: Administration and Campus Website Liaison.	Formative			Summative
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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: Develop a partnership between CMS and members of our business community. Strategy's Expected Result/Impact: Provide timely and accurate information to all CMS stakeholders. Staff Responsible for Monitoring: By May 2026, CMS will have 2 new area business partnerships that positively impact our school community.	Formative			Summative
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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: Overall student attendance will continue to be monitored in order to have the utmost success with overall student academic performance, in addition to meeting overall state requirements for attendance compliance. Strategy's Expected Result/Impact: Student attendance continued to increase or exceed pre-pandemic levels with at least a 98% attendance rate. Staff Responsible for Monitoring: The CMS Attendance clerk, counselors, and administrators will evaluate the overall attendance of all students and reinforce positive attendance rates for all students.	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement






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

Strategy 1 Details	Reviews			
Strategy 1: By March, CMS will increase parent and community involvement by establishing a dedicated Dads' Club volunteer group. This group will consistently assist with morning student drop-off and will engage with staff and students at quarterly events. This will be measured by an increase in the number of dads volunteering, as well as positive feedback from staff and students regarding the improved school climate. Strategy's Expected Result/Impact: Dads' Club members and CMS administration.	Formative			Summative
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Goal 3: Parents, Families, and Community Satisfaction and Engagement

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

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

Strategy 1 Details		Reviews			
Strategy 1: By the end of the school year, CMS will promote student physical wellness by meeting all state requirements for the annual FitnessGram assessment. Additionally, in partnership with the PTA, the school will host a Health and Wellness Day each semester. These initiatives will be measured by students' successful completion of the FitnessGram, with data from physical education, pre-athletics, and athletics being used to inform wellness initiatives and promote positive academic outcomes. Strategy's Expected Result/Impact: Students will meet the requirements for physical activity, and other indicators recommended by the GCISD school health advisory council. Also, CMS will host at least one Health and Wellness Day each semester. Staff Responsible for Monitoring: Counselors, physical education teachers, coaches, PTA members, and CMS administration. ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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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: By the end of the school year, we will develop and adopt a fiscally responsible annual budget that strategically allocates resources to enhance student academic achievement and support extracurricular activities. The budget will reflect a data-driven approach, with allocations tied to specific, measurable outcomes in both academic and extracurricular programs, ensuring alignment with the district's and community's commitment to excellence and results. Strategy's Expected Result/Impact: The school budget will be reviewed monthly to ensure proper allocations and budgeting for the school year are done with fidelity. Staff Responsible for Monitoring: Principal, Finance office, personnel, and Administrative Assistant.		Formative			Summative
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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.

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: By the end of the school year, we will complete a comprehensive evaluation of all campus and departmental facilities, technology, equipment, and functional needs. This assessment will result in a prioritized action plan to address identified gaps and deficiencies, ensuring all resources are aligned to support academic and operational objectives for the upcoming fiscal year. Strategy's Expected Result/Impact: Supporting teachers with their instructional needs for students' overall well-being and academic advancement. Staff Responsible for Monitoring: Administration including the Administrative Assistant, and department leaders.	Formative			Summative
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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