

Grand Prairie Independent School District

Reagan Middle School

2024-2025 Priority Focus Areas/Measurable Objectives/Strategies



Mission Statement

Reagan Middle School is dedicated to creating a respectful environment where individuals learn and succeed by developing character, intellect, wellness, and a desire for life-long learning. We are committed to assuring learning experiences that will assist our students in achieving their greatest potential to adapt and adjust to a diverse and ever changing society.

Motto: "Excellence IS the Standard"

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Priority Focus Areas


Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness


Measurable Objective 1: By June 2025, GPISD will see a 5% decrease in in-school suspension (ISS from 6953 to 6605), Out of school suspension (OSS from 739 to 702), and Disciplinary Alternative Education Program (DAEP from 661 to 628) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.


Evaluation Data Sources: Skyward discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan will implement the 3C's, Positive Behavior Intervention and Supports (Knight Bucks, quarterly attendance incentives by grade level, quarterly A/B Honor Roll). Reagan will also provide social emotional support through SEL lessons and counselor check-ins. APs will utilize a Discipline Management Plan to ensure consistency and fairness across the board. We will also celebrate student and staff successes to encourage continued positive behavior.</p> <p>Strategy's Expected Result/Impact: By the end of the 2024-2025 academic year, Reagan will see a 13% decrease in In School Suspension (78 to 68), Out of School Suspension (0 to 0), and Disciplinary Alternative Education Program (14 to 12) placements.</p> <p>Staff Responsible for Monitoring: Principal, Dean, APs, Counselors, Social Workers, PBIS Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - 199 - SCE - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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Measurable Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Students are continually looking for ways to be involved in school. For those students who are not a part of an athletic team, fine arts group, or other extracurricular organization, they feel less connected to their school and their peers. Root Cause: There are limited options for students other than NJHS, Kindness Crew, and Green and Clean. Getting staff to assist with organizing and meeting with student groups is a challenge due to time and demands of their regular responsibilities.</p>

Priority Focus Area 1: Wellness and Safety-Social-Emotional Learning; Restorative Practices; Security, Emergency Preparedness

Measurable Objective 2: By June 2025, the students' and family's perception of the physical and psychological safety on campuses will improve 10% from Fall survey data by maintaining successful annual TEA safety audits and 100% campus compliance with district-required safety measures.


Evaluation Data Sources: TEA safety audits; campus safety audits/tracking; survey data


Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will complete 100% of the required emergency drills as set by state mandates; complete 100% of weekly door checks with an average of 0% human error; maintain secured exterior doors and locked classroom doors, resulting in zero TEA IDA findings or notations (Phase 1 and Phase 3); All safe and supportive school team members (behavioral threat assessment) have completed mandated BTAM training.</p> <p>Strategy's Expected Result/Impact: Students and staff will feel safe at school knowing that the building is secure and that we have prepared for a variety of emergency situations. Parents will feel confident that Reagan is a safe place to send their children to school.</p> <p>Staff Responsible for Monitoring: Principal, APs, Dean</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 1: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 44% to 48%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will emphasize enhancing student comprehension through student-centered activities and increased writing, supported by professional development, one-on-one coaching, and modeling. It also focuses on deepening understanding of standards (SEs) by supporting text internalization within all Professional Learning Communities (PLCs) through active participation, facilitation, and communication. Additionally, the strategy includes coaching, modeling small group instruction, and peer observations to further refine teaching practices.</p> <p>Strategy's Expected Result/Impact: The percentage of students who perform at the Meets grade level or above in STAAR/EOC Reading will increase by 4%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>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</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

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Measurable Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>

School Processes & Programs





Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. **Root Cause:** Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 2: GPISD will improve early childhood literacy proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR reading will increase from 35% to 38% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area


Evaluation Data Sources: STAAR Data





Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 3: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC mathematics by 3% (from 35% to 38%) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will focus on aligning Tier 1 instruction with 21st-century skills, emphasizing mathematical problem-solving and student discourse. It also includes implementing PLC protocols for lesson internalization and alignment with High-Quality Instructional Materials (HQIM). The strategy supports the implementation of "Building Thinking Classrooms" to enhance problem-solving and academic discourse, and it emphasizes planning, supporting, and modeling small group and personalized instruction using data to inform instructional decisions. There will also be a focus on multiple representations of problems and solutions.</p> <p>Strategy's Expected Result/Impact: The percentage of students who perform at the Meets grade level or above in STAAR/EOC Math will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>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</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>

School Processes & Programs





Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. **Root Cause:** Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 4: GPISD will improve early childhood mathematics proficiency. The number of third graders who achieve or surpass the "meets grade level" category on STAAR math will increase from 34% to 37% by June of 2025. (HB3 Goal)

HB3 Priority Focus Area


Evaluation Data Sources: STAAR Data





Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 5: By June 2025, the percentage of students identified as economically disadvantaged in the Closing the Gaps domain that perform at Meets grade level or above on STAAR/EOC reading and math will increase by 3% (Reading: from 39% to 42%; Math: 30% to 33%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will focus on optimizing instructional time by working with teachers to ensure effective bell-to-bell instruction, maximizing student engagement during school hours. Additionally, Reagan supports teachers in implementing resources with offline access, allowing students to review and utilize materials at home as needed.</p> <p>Strategy's Expected Result/Impact: The percentage of economically disadvantaged students in the Closing the Gaps domain who perform at the Meets grade level or above in STAAR/EOC Reading and Math will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
 Accomplished
 Continue/Modify
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Measurable Objective 5 Problem Statements:


Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 6: By June 2025, the percentage of Special Education students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 36% to 40%).


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will use NWEA MAP at the beginning of the year to identify gaps in knowledge. Implement ongoing progress monitoring and adjust instruction based on real-time data. Tailor instruction to meet the diverse needs of Special Education students, incorporating both small group work and individualized learning plans aligned with their IEPs. Use small group instruction tailored to individual student needs, ensuring alignment with each student's Individualized Education Plan (IEP). Incorporate hands-on and interactive learning activities to engage young learners. Provide ongoing professional development for teachers, focusing on effective early literacy and numeracy strategies for Special Education students. Encourage collaboration between general education and Special Education staff.</p> <p>Strategy's Expected Result/Impact: The percentage of Special Education students in the Academic Achievement component who meet the performance targets in the areas of reading and math will increase by 4%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-between;"> <div data-bbox="1421 506 1575 1003" style="text-align: center;">  <p>40%</p> </div> <div data-bbox="1575 506 1728 1003"></div> <div data-bbox="1728 506 1877 1003"></div> <div data-bbox="1877 506 2032 1003"></div> </div>			

 No Progress

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Measurable Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>


School Processes & Programs


Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. **Root Cause:** Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 7: By June 2025, the percentage of Emergent Bilingual students in the Academic Achievement component that meet the performance targets in the areas of reading and mathematics will increase by 4% (from 60% to 64%).


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will ensure teachers are trained and utilize research-based effective instruction to meet student needs. Reagan will also partner with the Eco-Synergistic Connections Program with Texas A&M College Station, which is an extension of the Talk, Read, Talk, Write initiative that we started in the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: The percentage of Emergent Bilingual students in the Academic Achievement component who meet the performance targets in STAAR/EOC Reading and Math will increase by 4%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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Measurable Objective 7 Problem Statements:


Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 8: By June 2025, the percentage of GPISD students that meet their growth targets in the areas of reading and mathematics will increase by 3% (Reading: from 60% to 63%; Math from 53% to 56%).


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.</p> <p>Strategy's Expected Result/Impact: The percentage of students who meet their growth targets in the areas of reading and math will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress

 Accomplished

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Measurable Objective 8 Problem Statements:





Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 9: By June 2025, the percentage of Special Education students in the Student Growth component that meet their growth targets in the areas of reading and mathematics will increase by 7% (from 65% to 72%).

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will emphasize enhancing instructional practices through a focus on dialogue-based activities and increased writing for comprehension, supported by professional development, one-on-one coaching, and modeling. They include ensuring deep understanding of standards through text internalization in PLCs, coaching and modeling small group instruction across campuses, and utilizing data-driven instruction to ensure high levels of student learning.</p> <p>Strategy's Expected Result/Impact: The percentage of Special Education students who meet their growth targets in the areas of reading and math will increase by 7%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue


Measurable Objective 9 Problem Statements:


Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>


Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs


Measurable Objective 10: By June 2025, all Emergent Bilinguals will demonstrate a 7% (from 75% to 82%) increase of academic progress in the areas of reading and mathematics.


Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Plan and deliver lessons using methods that connect language learning with content instruction, as outlined in the English Language Proficiency Standards (ELPS). Language focus methods encompass comprehensible input, differentiated instruction, and structured support.</p> <p>Strategy's Expected Result/Impact: The percentage of Emergent Bilingual students who meet their growth targets in the areas of reading and math will increase by 7%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 <p>25%</p>			

 No Progress

 Accomplished

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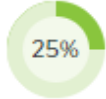




Measurable Objective 10 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 11: By June 2025, at least 30% English Learners will advance by at least one level of TELPAS composite rating (from 25% to 30%).

Evaluation Data Sources: TELPAS Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will include and plan for ELPS in lesson plans.</p> <p>Strategy's Expected Result/Impact: At least 30% of English Learners will advance at least one level in the TELPAS composite rating.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Measurable Objective 11 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 12: GPISD will implement best instructional practices for specialized programs by ensuring that 100% of instructional staff and leaders are trained to support students receiving specialized services as documented by training logs.

Evaluation Data Sources: Department Training Logs; Campus and District Professional Development Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will ensure teachers complete professional development including, but not limited to, the hours outlined in the district's PD requirements.</p> <p>Strategy's Expected Result/Impact: 100% of instructional staff and leaders are trained to support students receiving specialized services.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Measurable Objective 12 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 13: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC science by 3%, from 31% to 34% through the use of high quality instructional materials and standards-aligned curriculum grounded in phenomena-driven instruction guided by data-driven practices.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will ensure students can explain, justify, and model scientific concepts by providing phenomena-driven, hands-on, student-centered activities that incorporate authentic opportunities for reading, writing, and discourse.</p> <p>Strategy's Expected Result/Impact: The percentage of students who perform at the Meets grade level or above in STAAR science will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


Measurable Objective 13 Problem Statements:





Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>
School Processes & Programs
<p>Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. Root Cause: Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.</p>

Priority Focus Area 2: Student Achievement- Teaching and Learning; Specialized Programs

Measurable Objective 14: By June 2025, GPISD will elevate the number of students that perform at Meets grade level or above on STAAR/EOC social studies by 3% (from 70% to 73%) through the utilization of high-quality instructional materials, engaging research-based instructional practices, and a standards-aligned curriculum.

Evaluation Data Sources: STAAR/EOC Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will focus on enhancing source reading and analysis through visual and reading strategies, along with regular exposure to primary and secondary sources. It incorporates research-based instructional practices and inquiry methods, such as "Read, Write, Think like" frameworks, DBQs, and collaborative group work. Writing is elevated by integrating Short Constructed Response items and providing feedback. Additionally, the MAVIS program is implemented with fidelity for vocabulary, content, and assessment practice, including differentiation and gamification, with a focus on review and reinforcement based on assessment data and STAAR results.</p> <p>Strategy's Expected Result/Impact: The percentage of students who perform at the Meets grade level or above in STAAR social studies will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>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</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

 No Progress
  Accomplished
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  Discontinue

Measurable Objective 14 Problem Statements:

Student Learning
<p>Problem Statement 1: Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating. Root Cause: Rigor, differentiation, and small group instruction needs improvement to address the needs of our students. Teachers need additional training on how to manage teaching grade-level TEKS while addressing concepts where students have struggled in the past.</p>






School Processes & Programs

Problem Statement 1: Quarterly Assessment, MAP, and STAAR data has a wealth of information, but is often overwhelming for teachers to digest and then develop a plan of action for developing instructional strategies in the classroom. **Root Cause:** Teachers need training on identifying the most useful data points that would identify the areas of weakness. They also need strategies for incorporating those areas of weakness into lessons.

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 1: By June 2025, GPISD will increase overall family engagement participation by 20% (from 38,284 in attendance to 45,940) for district and campus events by implementing family engagement initiatives and strategies.






Evaluation Data Sources: Family Engagement Attendance Logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School campuses will review Beginning of the Year parent survey responses to design family engagement activities that address the specific needs of their families. Campuses with family engagement liaisons will collaborate to increase participation in these events, and submit a monthly report to monitor and assess participation levels.</p> <p>Strategy's Expected Result/Impact: The percentage of family engagement will increase by 20%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 3: Family and Community Involvement- Home to School Connections; Diverse Communication

Measurable Objective 2: By June 2025, there will be a 3% increase in the number of GPISD high school students who report through annual surveys that district and campus communication is both clear and timely and is delivered through diverse communication methods that give students the opportunity to share their perspectives.






Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: At Reagan Middle School, we will begin utilizing Canvas for student communication in preparation for high school, alongside traditional stakeholder communication methods such as BBComms (text, email, phone call), social media, flyers, OptiSigns TV screens, and our website.</p> <p>Strategy's Expected Result/Impact: The percentage of students who report that campus communication is both clear and timely will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 1: GPISD will increase the frequency of student-centered, engaging, and differentiated classroom experiences by integrating instructional technology based on real-world learning and to check for understanding. By June 2025, the average percent of students reporting weekly engagement in each of the four C's (communication, collaboration, creativity, and critical thinking skills) will increase from 31% to 40% as measured by BrightBytes survey data.






Evaluation Data Sources: Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will establish clear goals for teachers to complete badges required to become an Apple teacher; utilize the campus instructional technology specialist in PLCs to model best practices, tailor technology integration to subject-specific needs, and foster a supportive environment for teachers to explore innovative instructional strategies; monitor progress; and regularly review and adjust strategies based on feedback.</p> <p>Strategy's Expected Result/Impact: The average percentage of students who report weekly engagement in each of the four C's will increase by 9%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 4: Technology- Instructional Support and Cybersecurity

Measurable Objective 2: By June 2025, GPISD will implement research-based best strategies in cybersecurity and data loss prevention in order to decrease risk by 10% and reach a target of 60% risk reduction and increase staff cybersecurity training compliance to 100%.

Evaluation Data Sources: Training Logs; Risk Assessment Data






Strategy 1 Details	Reviews			
<p>Strategy 1: Establish clear expectations for 100% of campus staff to complete required Cybersecurity training provided through Vector solutions; utilize the campus cybersecurity champion to provide professional development on cybersecurity and data privacy practices throughout the year; adhere to the district Software Approval Process for implementation of any programs purchased or implemented at the campus level to ensure compatibility with district infrastructure, cybersecurity, and data privacy practices.</p> <p>Strategy's Expected Result/Impact: Decrease risk by 10%, reach a target of 60% risk reduction, and increase staff cybersecurity training compliance to 100%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 1: For the Class of 2025, the number of graduates who meet the CCMR criteria for A-F accountability will increase from 76% to 80% (HB3 Goal).

HB3 Priority Focus Area





Evaluation Data Sources: THECB, College Board, ACT, University of Texas, TSDS/PEIMS, and TEAL Submission Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will increase college, career, and military readiness by introducing career awareness programs, fostering a college-going culture, encouraging goal-setting, and increasing advanced course enrollment to help students prepare for future academic and career success.</p> <p>Strategy's Expected Result/Impact: Increased knowledge of CTE programs/pathways at Reagan and in high school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 2: By June 2025, the percentage of GPISD CTE "completers" who earn a state-accountable industry-based certification (IBC) will increase by 3% (from 32% to 35%).






Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	✘
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 3: By June 2025, the number of 7th and 8th grade students enrolled in a CTE elective will increase by 4% (from 36% to 40%).






Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School CTE teachers will recruit, engage, and maintain CTE students via hands-on curriculum and activities, guest speakers, field trips, 21st century certifications, special events, etc. Middle school campuses will offer CTE courses provided by CTE administration. Middle school counselors/campus deans will enroll students based on student choice.</p> <p>Strategy's Expected Result/Impact: The percentage of 7th and 8th Grade students enrolled in a CTE elective will increase by 4%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Counselors</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 4: By June 2025, GPISD will increase the percentage of students meeting college readiness standards in both Math and ELA by 3% (from 17% to 20%).





Evaluation Data Sources: ACT, SAT, and TSIA2 Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will establish and support vertical teams across all grade levels to ensure seamless curriculum alignment. These teams will work to align the curriculum with Advanced Placement (AP), ACT, and Texas Success Initiative (TSI) standards, supported by ongoing professional development and targeted resources. To enhance College, Career, and Military Readiness (CCMR) outcomes, the district will implement evidence-based practices and strategies. Regular data analysis will guide adjustments to these strategies, ensuring continuous improvement and equipping students for success beyond high school.</p> <p>Strategy's Expected Result/Impact: The percentage of students meeting college readiness standards in both Math and ELA will increase by 3%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 5: By June 2025, GPISD will increase the percentage of graduates that enroll in college the following fall semester by 3% (from 57% to 60%).





Evaluation Data Sources: National Student Clearinghouse Research Center Data

Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 6: By June 2025, the percentage of graduates earning 3 college hours in ELA or Math or 9 hours in any other course will increase by 3% (from 17% to 20%).





Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 5: Postsecondary Readiness- Career and Technology Education; College, Career, and Military Readiness

Measurable Objective 7: By June 2025, the percentage of students earning a score of 3 or higher on any subject AP exam will increase by 3% (from 11% to 14%).


Evaluation Data Sources: College Board


Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✗	✗	✗	✗
 No Progress  Accomplished  Continue/Modify  Discontinue				


Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility


Measurable Objective 1: GPISD will increase the retention rate of teachers that receive the Teacher Incentive Allotment (TIA) designation by 3% (from 93% to 96%) as reported in annual TIA data.


Evaluation Data Sources: Annual TIA Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Show all TIA videos sent to campuses in a faculty meeting. Take time to answer questions and ensure full understanding by teachers. Schedule training times for any new in-person training that may be requested for TIA purposes (data for student growth, T-TESS coaching opportunities, etc.).</p> <p>2) Disseminate the TIA survey to teachers and talk to them about the importance of providing feedback so the district can best support them in earning a designation.</p> <p>3) Spend time in faculty meetings celebrating GPISD's participation in TIA and teachers on your campus that have earned designation. Use district provided marketing materials to drive talking points for celebration. Prominently display posters in common teacher areas such as the workroom and teacher lounge.</p> <p>Strategy's Expected Result/Impact: The percentage of teachers who receive the TIA designation will increase by 3%</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1444 521 1556 625">  <p>30%</p> </div> <div data-bbox="1575 521 1728 1015"></div> <div data-bbox="1728 521 1877 1015"></div> <div data-bbox="1877 521 2032 1015"></div> </div>			

 No Progress

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Measurable Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our SPED Department is spread thin in the areas of Inclusion Support and SPROG. We currently have two paraprofessional vacancies. Root Cause: The salary has been an issue for qualified candidates who are ready to accept the position, but cannot due to pay.</p>

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 2: GPISD will maintain an annual rating of an A for superior achievement as measured by the Financial Integrity Rating System of Texas (FIRST) while strategically allocating resources to support GPISD's strategic priorities.






Evaluation Data Sources: TEA

Strategy 1 Details	Reviews			
Strategy 1: Does not pertain to middle school.	Formative			Summative
	Nov	Jan	Mar	June
	✘	✘	✘	✘
 No Progress  Accomplished  Continue/Modify  Discontinue				

Priority Focus Area 6: Personnel and Financial Support- Recruit, Support, and Retain Personnel; Fiscal Responsibility

Measurable Objective 3: By June 2025, GPISD will increase overall ADA from 93% to 94% and maintain a student enrollment of at least 26,461 in order to meet the annual fiscal enrollment and attendance goals.

Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Reagan Middle School will track attendance rates and evaluate the success of implemented strategies using the district's data analysis tools. Create individualized attendance improvement plans for students with chronic absenteeism, and communicate the overall attendance goals, rewards for improved attendance, and consequences of declining attendance during quarterly grade-level chats. Host attendance awards and recognition programs for students with improved and perfect attendance.</p> <p>To increase enrollment, Reagan will promote its programs through targeted marketing, engage in community outreach, partner with feeder elementary schools, and encourage word-of-mouth referrals. Additionally, the school will provide world class customer service, personalized support, and highlight academic and extracurricular achievements to attract new students.</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of overall ADA of 1%.</p> <p>Staff Responsible for Monitoring: Principal, Dean, Assistant Principals, Attendance Clerk</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				