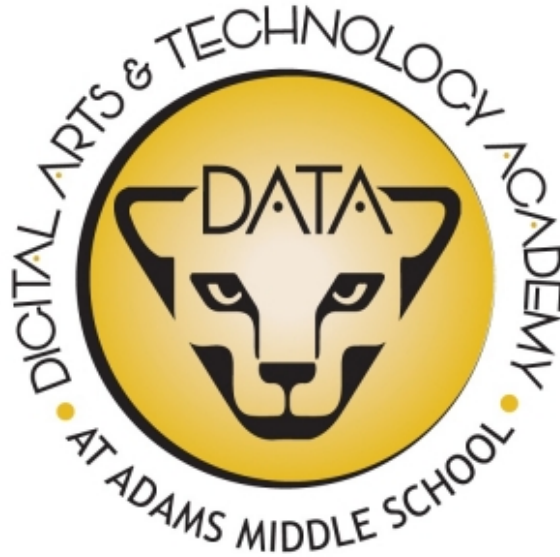


Grand Prairie Independent School District

Adams Middle School

2025-2026 Campus Improvement Plan



Mission Statement

The mission of the Digital Arts & Technology Academy at John Adams Middle School is to provide a diverse, well-rounded education for the 21st century learner interested in digital arts and technology applicable to real-life experiences.

Vision

Students at the Digital Arts & Technology Academy at John Adams Middle School will experience a rich and diverse curriculum integrating digital arts and technology. They will become collaborative, creative, communicative, and critical thinkers; paving the way for real life experiences, post-secondary opportunities, and career success

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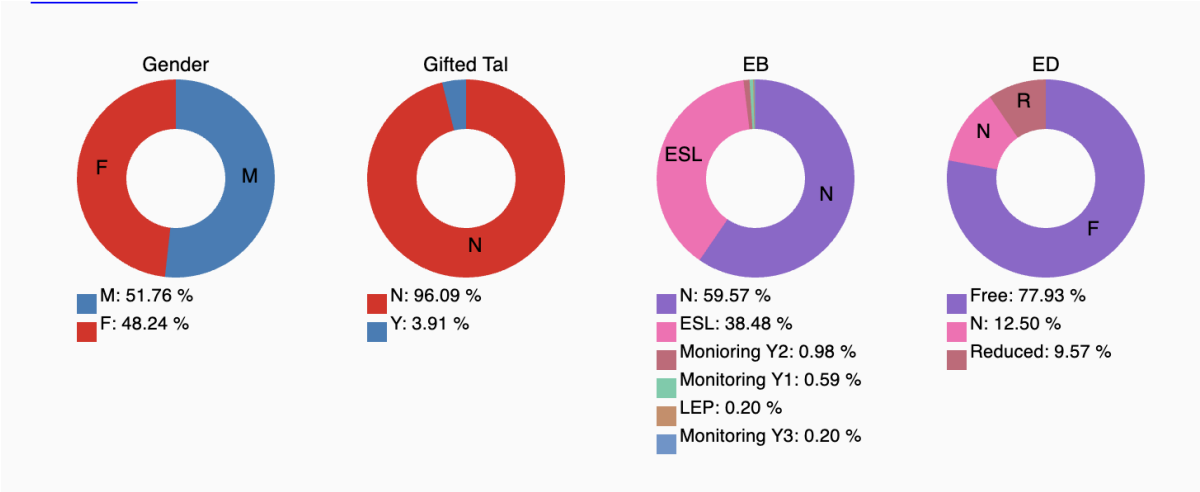
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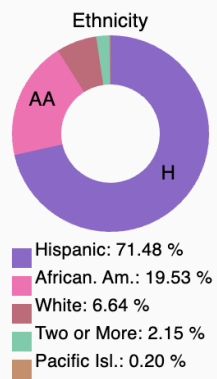
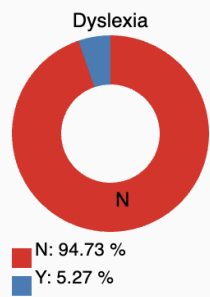
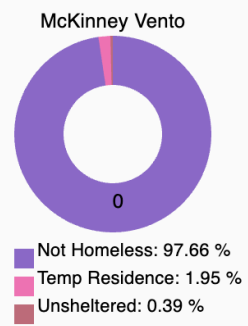
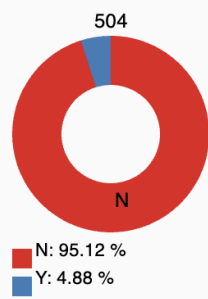
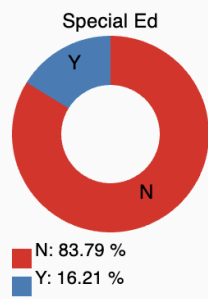
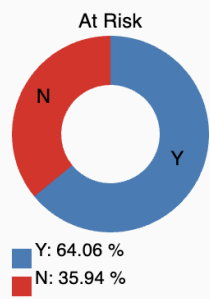
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Comprehensive Needs Assessment

Demographics

Demographics Summary





Attendance average: 94.5

Discipline: disproportionate number of AA male infractions

Demographics Strengths

- experienced staff

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There are significantly more students new to the country who require additional support that the staff has not been completely trained in providing.

Root Cause: Teachers have been trained on ESL support, but they have not been trained on support of those with little to no English acquisition.

Problem Statement 2 (Prioritized): Enhanced communication is needed for families about services provided by the district and campuses.

Root Cause: A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Problem Statement 3: There is a disproportionate number of disciplinary infractions of African-American males.

Root Cause: African-American males are committing more infractions than other ethnic groups.

Student Learning

Student Learning Summary

Overall, student performance has declined the last three years.

2022 - TEA rating of 78

2023 - TEA rating of 69

2024 - TEA rating of 67

2025 - TEA rating of 66

Texas Education Agency

2025 Accountability Rating Overall Summary DIGITAL ARTS & TECHNOLOGY ACADEMY AT ADAMS MIDDLE (057910041) - GRAND PRAIRIE ISD - DALLAS COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		66	D	
Student Achievement		60	D	0%
STAAR Performance	32	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	53	58	F	
Relative Performance (Eco Dis: 88.9%)		70	C	✓
Closing the Gaps	13	55	F	30%

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Student Learning Strengths

Reading performance is historically the highest performing subject on this campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The performance of our English language learner population falls below the performance of our other student populations.

Root Cause: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

Problem Statement 2 (Prioritized): Gains need to be made in writing.

Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 3 (Prioritized): Gains need to be made in math achievement.

Root Cause: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Problem Statement 4: There has been a significant decrease in instructional minutes, beginning 22-23 school year, which began the downward trend in student performance. (root cause previously deleted)

Root Cause: Students come from elementary school receiving 2 hours of reading and 2 hours of math instruction daily. When they come to middle school, instruction time is reduced to less than half of that time with 45 minutes a day of instruction in reading and math. Previous schedule allowed for 75 minutes of instructional time each day.

School Processes & Programs

School Processes & Programs Summary

- Curriculum and Instruction
 - Daily PLCs (Mon-Thurs) in tested core areas
 - PLCs led by academic facilitator
 - High Quality Instructional Materials - district provided
 - Small group instruction required weekly
 - Tutoring available after school
- Professional Development
 - TTESS
 - Emergent Bilingual
 - Small Group
 - Safety
 - SEL Support and Learning
 - Dyslexia
 - Response to Intervention
 - Technology
 - Assessment
- Leadership & Decision-making Processes
 - DATA Leadership Team - meets weekly
 - Instructional/Academic Committee (representative from each department)
 - PBIS
- Communication
 - Staff: weekly newsletter, Remind 101, Blackboard Communications emails, calls, texts
 - Students: Canvas
 - Parents: newsletter, Remind 101, texts
- Organization & Context
 - middle school
 - CTE focus
 - real-world problem solving
- Scheduling
 - 50 minute classes
 - 4 core, 1 CTE (minimum), electives
 - advanced and on-level
- Support Services
 - 504, SPED, EB, RTI
 - 504: annual meeting required; accommodations based on need
 - SPED: annual meeting; accommodations required, inclusion support, Foundations class, SEA class, CARE class, 6 total SPED teachers, 1 SPED para
 - EB: language testing required, ESL support, translation app, bilingual dictionary
 - RTI: on average, lowest 20% of a campus; supports provided; increased small group instruction based on data-based tier
- Discipline
 - prevention with Connections
 - Lunch detention, ISS, OSS, DAEP based on severity

- PBIS - positive reinforcement used to help encourage positive choices
- Attendance
 - Overall, 94% for 2024-2025 school year
 - 94.5% goal for 2025-2026 school year

School Processes & Programs Strengths

- CTE classes provide real world opportunities for students to apply their learning.
- Specialized classrooms are fully staffed and have been operating thus far without major incident.
- Social skills are taught through direct instruction in both CARE and SEA.
- Data-based decisions impacting goals, accommodations, and instruction

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Attendance rate overall was 94%.

Root Cause: There was an increased number of unexcused absences.

Problem Statement 2 (Prioritized): 25-26: 290 ISS placements, 39 OSS placements, and 30 DAEP placements 24-25: 254 ISS placements, 24 OSS placements, and 13 DAEP placements

Root Cause: Although behaviors decreased, the students still experience gaps in making positive behavior choices.

Perceptions

Perceptions Summary

- House system is used to foster a positive environment and culture.
- Increased parent views on communications sent to parents
- Communication with parents occurs every 1-2 weeks.
- Parent participation in parent workshops

Perceptions Strengths

- Frequent communication to parents
- House system integration throughout the day - campus earned 3rd place in district
- parent participation in workshops

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of consistent parent participation in advertised academic events.

Root Cause: Parents most often come to campus when their child is being recognized but not for academic events.

Priority Problem Statements

Problem Statement 1: Attendance rate overall was 94%.

Root Cause 1: There was an increased number of unexcused absences.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a lack of consistent parent participation in advertised academic events.

Root Cause 2: Parents most often come to campus when their child is being recognized but not for academic events.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: 25-26: 290 ISS placements, 39 OSS placements, and 30 DAEP placements 24-25: 254 ISS placements, 24 OSS placements, and 13 DAEP placements

Root Cause 3: Although behaviors decreased, the students still experience gaps in making positive behavior choices.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are significantly more students new to the country who require additional support that the staff has not been completely trained in providing.

Root Cause 4: Teachers have been trained on ESL support, but they have not been trained on support of those with little to no English acquisition.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Enhanced communication is needed for families about services provided by the district and campuses.

Root Cause 5: A community of diverse learners also includes families and students who speak more languages, and resources need to be provided in a way they all can consume.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The performance of our English language learner population falls below the performance of our other student populations.

Root Cause 6: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Gains need to be made in writing.

Root Cause 7: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Gains need to be made in math achievement.

Root Cause 8: Our teachers need more training and support with math content, allowing discourse in the classroom, and allowing students to engage in productive struggle as defined by researched-based best mathematical practices.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Priority Focus Areas

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1: Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

High Priority

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Reading Data & MAP Data

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 2: Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

High Priority

HB3 Priority Focus Area

Evaluation Data Sources: STAAR Math Data & MAP Data

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 3: 8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

High Priority
Evaluation Data Sources: STAAR Reading Data & MAP Data

Strategy 1 Details		Reviews			
Strategy 1: 8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 32% to 48% by June 2030. Strategy's Expected Result/Impact: Incremental increases from present to 2030 Staff Responsible for Monitoring: Administrators, Academic Facilitators, and Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: RBIS ELAR training - 199 - General Fund - \$500		Formative			Summative
		Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Measurable Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The performance of our English language learner population falls below the performance of our other student populations. Root Cause: Our teachers need to gain proficiency with using classroom strategies and supports to support EL students.
Problem Statement 2: Gains need to be made in writing. Root Cause: Teachers were not familiar with the new writing rubric from the state that was released late. Students need more practice writing by making a claim, using text-evidence, and explaining the reasoning of their claim based on the text-evidence.

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 4: Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

High Priority
Evaluation Data Sources: Skyward Discipline Data

Strategy 1 Details		Reviews			
Strategy 1: Student Discipline: DATA will see a 5% decrease in in-school suspension, out of school suspension, and DAEP by June 2030 through the use of PBIS. Strategy's Expected Result/Impact: incremental decreases from present to June 2030 Staff Responsible for Monitoring: Campus Behavior Coordinator, Principal, Counselors - ESF Levers: Lever 3: Positive School Culture Funding Sources: Liveschool database subscription, student incentives, house system and supplies - 199 - SCE - \$1,400		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 5: Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

High Priority
Evaluation Data Sources: Survey Data & Sign-In Documents

Strategy 1 Details	Reviews			
Strategy 1: Family Engagement: DATA will increase family engagement participation by increasing attendance at campus events by 5% from beginning of year to June 2030. Strategy's Expected Result/Impact: increased parent engagement will positively impact student performance by increasing academic student outcomes. Staff Responsible for Monitoring: Administration, Parent Liaison Problem Statements: Perceptions 1 Funding Sources: parent resources - 211 - Title 1 - \$2,200	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 5 Problem Statements:

Perceptions
Problem Statement 1: There is a lack of consistent parent participation in advertised academic events. Root Cause: Parents most often come to campus when their child is being recognized but not for academic events.

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 6: Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

High Priority

Evaluation Data Sources: Skyward Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Student Attendance: DATA will achieve overall Average Daily Attendance (ADA) 94.5% annually through June 2030. Strategy's Expected Result/Impact: Increased student attendance will positively impact student academic student outcomes through increased student performance. Staff Responsible for Monitoring: Administrators, counselors, social worker Title I: 2.53 Problem Statements: School Processes & Programs 1 Funding Sources: student attendance incentives - 199 - SCE - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Measurable Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Attendance rate overall was 94%. Root Cause: There was an increased number of unexcused absences.

Priority Focus Area 1: GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 7: College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

High Priority

HB3 Priority Focus Area

Evaluation Data Sources: EMS CCMR Dashboard Data & OnDataSuite Data

Campus Funding Summary

199 - General Fund					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	RBIS ELAR training		\$500.00
Sub-Total					\$500.00
199 - SCE					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Liveschool database subscription, student incentives, house system and supplies		\$1,400.00
1	6	1	student attendance incentives		\$2,000.00
Sub-Total					\$3,400.00
211 - Title 1					
Priority Focus Area	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	parent resources		\$2,200.00
Sub-Total					\$2,200.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect			Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation		6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services		7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel		5/5/2025	Holly Mohler	5/24/2024