

Grand Prairie Independent School District



Reagan Middle School

2025-2026 Campus Improvement Plan

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"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Priority Focus Areas	15
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	16
Policies, Procedures, and Requirements	21



Comprehensive Needs Assessment

Demographics

Summary

Ronald W. Reagan is a traditional middle school with an academic curriculum that offers all courses required by the State of Texas for the mastery of standards for each grade level. For the 2025-2026 Academic Year, Reagan Middle School's ethnic distribution is 50.30% Hispanic, 28.27% African American, 11.56% White, 5.84% Asian, and 3.58% reporting two or more races. Reagan is 57.33% Economically Disadvantaged, 17.76% Limited English Proficient (LEP), 19.79% Special Education, 7.15% 504, 11.80% Gifted and Talented, and 47.44% At Risk. Enrollment is 839 Students (52.80% Male; 47.20% Female). The attendance rate to date at Reagan Middle School for the 2025-2026 school year is 95.97%.

Out of the 107 staff members from the 2024-2025 Academic Year, 3 teachers transferred to other positions in GPISD, 7 teachers resigned for other positions outside of GPISD, and 1 retired. We added 1 SPED CARE LS Aide due to our SPED numbers.

Reagan Middle School receives State Compensatory Education (SCE) funds. The purpose of the SCE program is to increase the academic achievement and reduce the dropout rate of these students. SCE funds must be used for direct services to students to improve instruction, reduce the dropout rate, and increase academic performance for students identified as at risk of dropping out of school and educationally disadvantaged students.

Strengths

Reagan Middle School's Special Programs (SPROG) population further diversifies student demographics. We have two units of CARE LS, one unit of CARE SS, and one unit of Functional Skills. Our attendance rate remains high from year to year, student ethnic breakdowns are similar to the previous year, At Risk, and LEP designations remain stable when compared to the previous school year and continued participation and support of programs addressing the needs of our at-risk populations include the 3Cs, All Pro Dad, Connection Counts, Hand Prints on Hearts, Behavior Rtl and Academic Rtl.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Our SPED Department is spread thin in the areas of Inclusion Support and SPROG. We currently have one paraprofessional vacancy.

The salary has been an issue for qualified candidates who are ready to accept the position, but cannot due to pay.

 = Priority

Student Learning

Summary

All students completed the BOY MAP assessment in reading, math, and science and will be taking MOY in January.

As a campus, these are our overall STAAR results for 2024-2025:

- Approaches: 73%
- Meets: 45%
- Masters: 18%

Our overall accountability for 2024-2025 was a C (77).

- Student Achievement: 76 (down from 78 in 2023-2024)
- School Progress: 77 (down from 81 in 2023-2024)
- Closing the Gaps: 77 (down from 85 in 2023-2024)

Strengths

Reagan's academic achievement strengths are noteworthy. For 20245-2026, 58.7% of Reagan Middle School students are enrolled in at least one Adv/GT class. In addition, Reagan Middle School offers 13 high school credit courses.

Our strengths in the area of academic achievement lie in the many opportunities we provide all students to be successful in their academic journey.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating.

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.

 = Priority

School Processes & Programs

Summary

For the 2025-2026 school year, Reagan Middle School will continue to operate as a traditional middle school campus serving grades six through eight.

Teachers are highly encouraged to attend district trainings over the summer and throughout the school year to help them develop instructionally, which will ensure success in the classroom. During daily PLC's, effective lesson planning and instructional strategies are discussed. Data meetings are held after District Common Assessments. Administrators and teachers review student data and develop an action plan to ensure student success.

Strengths

Reagan Middle School utilizes a multi-tiered approach to lesson development including but not limited to the following strategies: Lead4Ward field guides, TEKS Resource System, research based materials/programs to supplement teaching and learning efforts, data collection/analysis. This is reflected upon thorough daily products, performance indicators, student work, NWEA MAP, district assessments, teacher evaluations, and administrator feedback. One-to-one iPad ratio for all secondary students further engages and enlivens the learning process.

Progress Monitoring protocols are instrumental in tracking student progress. Protocols allow Reagan staff to disaggregate data to determine academic and instructional strengths and weaknesses. We regularly conduct progress monitoring using multiple check-points to help identify the instructional needs of our campus in order to create data-driven lessons and implement effective interventions for students. Finally, progress monitoring includes fidelity in assessing student data to re-evaluate the accurate placement of students within our master schedule.

Our PLC protocol is refined and streamlined to enable teachers the opportunity to collaborate, plan, and analyze student work. Our Dean of Instruction ensures teachers receive professional development throughout the school year to support individual interests and needs.

We are continuing Advisory for the 2025-2026 school year helps with the implementation of SEL Lessons as well as HB1416 hours that must be completed.

We also offer Accelerated Instruction for Math and we are continuing with ELA to help with HB1416 hours and targeted instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

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.

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

Perceptions

Summary

Administrators work closely with all stakeholders to facilitate meaningful relationships and partnerships. Parental involvement with our school helps to enhance the learning ability of children and helps parents identify a secure and valuable school community with educational resources. Our PTA and parental support for our extracurricular programs help enrich our climate and culture. Parental involvement through the Campus Improvement Committee (CIC) also allows parents the opportunity to have input on-campus strategies and offer solutions to help meet the needs of our community. The CIC operates throughout the year in an advisory capacity to help impact the culture and climate of our school community. RMS uses GPISD's 3C's principles for classroom management and to enhance relational capacity. RMS promotes continuous support to end bullying and provide an environment conducive to teaching and learning.

Strengths

We provide all staff members the opportunity to improve our culture through the creation and implementation of campus student clubs and we have started PBIS as part of the district-wide initiative. We issue Knight Bucks to reward positive behavior. Examples include following classroom, hallway, and cafeteria expectations. Students will then be able to spend these Knight Bucks in our PBIS store for prizes. We have solicited donations from our community to assist with stocking the store.

We also have a grade level competition for the lowest percentage of tardies, with a celebration taking place for the grade level that wins each quarter. We will have quarterly A/B Honor Roll celebrations as well.

There are several organizations/clubs available for student participation. Celebrations days/weeks are held throughout the year to promote a positive school culture and environment (i.e. Red Ribbon Week, Spirit Days, etc.).

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause


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.

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.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our SPED Department is spread thin in the areas of Inclusion Support and SPROG. We currently have one paraprofessional vacancy.

The salary has been an issue for qualified candidates who are ready to accept the position, but cannot due to pay.

2
★

Out of the 1678 total STAAR tests taken, 542 students (32%) downgraded from their previous year's performance rating.

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.

3
★

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.

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.

4
★

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.

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.

★ = Priority



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 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: Not applicable. Reagan MS is a 6th through 8th grade campus.

Measurable Objective 2 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: Not applicable. Reagan MS is a 6th grade through 8th grade campus.

Measurable Objective 3 High Priority

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

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Data-Driven Small-Group Instruction Focused on STAAR-Priority Standards: Implement targeted instructional practices that address identified student learning gaps through ongoing data analysis and differentiated instruction. Action Steps -Analyze STAAR results, benchmarks, and MAP data to identify the highest-impact and lowest-performing Reading TEKS. -Implement small-group instruction at least 2-3 times per week based on current student data. -Prioritize students performing at Approaches for accelerated growth.

Strategy's Expected Result/Impact: -Increased mastery of priority Reading TEKS across grade-level assessments.

-A measurable increase in the percentage of students moving from Approaches to Meets on interim and STAAR assessments.

-Reduced performance gaps among student subgroups through targeted intervention.

Staff Responsible for Monitoring: 8th Grade ELA Teachers, Dean of Instruction, Advanced Academics Specialist, Assistant Principal, Principal

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 Reviews

No Progress
November

No Progress
January

March

June

Strategy 2

Daily Explicit Reading Comprehension Routines Using Grade-Level, STAAR-Aligned Texts: Strengthen Tier 1 instruction through consistent, aligned instructional routines that promote rigorous reading comprehension and academic discourse. Action Steps -Implement a daily 10-15 minute reading comprehension routine focused on inference, author's purpose, and text evidence. -Use grade-level complex texts aligned to STAAR rigor, including released passages. -Require written responses using STAAR-aligned question stems at least 2-3 times per week. -Establish campus-wide expectations for annotation and evidence-based responses.

Strategy's Expected Result/Impact: -Improved student ability to analyze grade-level texts and justify answers using text evidence.
-Increased accuracy on STAAR-style multiple-choice and constructed-response questions.
-Stronger Tier 1 instruction resulting in fewer students requiring intensive intervention over time.

Staff Responsible for Monitoring: 8th Grade ELA Teachers, Dean of Instruction, Advanced Academics Specialist, Assistant Principal, Principal

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 Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 4 High Priority

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.

Evaluation Data Source: Skyward Discipline Data

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.

Strategy's Expected Result/Impact: By June 2025 academic year, Reagan Middle School 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.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

January

March

June

Measurable Objective 5 High Priority

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.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

Personalized, Multi-Channel Communication with Data-Driven Outreach Action Steps -Use attendance data to identify groups with lower participation. -Combine text reminders with social media posts, emails, and personal phone calls.

Strategy's Expected Result/Impact: Stronger family-school relationships, enhanced student outcomes, and positive community perception.

Staff Responsible for Monitoring: Family Engagement Liaison, Counselors, Social Worker, Assistant Principals, Dean of Instruction, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 6 High Priority

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

Evaluation Data Source: Skyward Attendance Data

Strategy 1

Monitoring Our Tiered Attendance Intervention System Action Steps -Early identification of

students and monitoring of the Attend dashboard. -Positive reinforcement -Email messages to parents notifying of absences with a phone call followup for excessive unexcused absences. - Staff check-ins with students. -Attendance incentive party in May.

Strategy's Expected Result/Impact: Stronger student engagement and sense of belonging, reduced chronic absenteeism, improved academic performance, and campus morale.

Staff Responsible for Monitoring: Attendance Clerk, Counselors, Social Worker, Assistant Principals, Dean of Instruction, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

No Progress
November

No Progress
January

March

June

Measurable Objective 7 High Priority HB3 Priority Focus Area

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)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

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.

Formative Reviews

No Progress
November

January

March

June

Strategy 2

Data-Driven Small Group Instruction Action Steps -Use fall and spring district assessments and STAAR item analysis to identify TEKS where students struggle. -Group students by skill level for focused reteach sessions. -Incorporate spiral review and high-yield strategies (e.g., problem-solving models, academic vocabulary). -Monitor progress weekly and adjust groups dynamically.

Strategy's Expected Result/Impact: Accelerates growth for students near the Meets threshold and builds mastery of high-priority standards that drive STAAR performance.

Staff Responsible for Monitoring: Math Teachers, Dean of Instruction, Advanced Academics Specialist, Assistant Principal, Principal

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 Reviews

No Progress
November

No Progress
January

March

June

Strategy 3

Increase Math Discourse & Problem-Solving in Core Instruction Action Steps -Implement structured math talk routines (e.g., "Turn and Talk," "Explain Your Reasoning"). -Use STAAR-aligned performance tasks and real-world problems in daily lessons. -Train teachers on questioning techniques that promote critical thinking. -Embed academic vocabulary and sentence stems to support all learners, including ELs.

Strategy's Expected Result/Impact: Improves conceptual understanding and confidence and prepares students for rigorous STAAR question formats (multi-step, open-ended).

Staff Responsible for Monitoring: Math Teachers, Dean of Instruction, Advanced Academics Specialist, Assistant Principal, Principal

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 Reviews

No Progress
November

No Progress
January

March

June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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