

Grand Prairie Independent School District



Fannin Middle School

2025-2026 Campus Improvement Plan

Mission Statement

We will ignite a love for learning by creating an environment of trust and mutual respect that allows students to take risks and overcome adversity in order to develop critical thinking and life skills for personal success in an ever-changing society.

Vision

Love. Serve. Value

Value Statement

- We believe that every student has the capability of achieving his/her highest goals and deserve to be supported by stakeholders who believe in and challenge them.
- We believe that successful classrooms require student-centered environments where backgrounds, opinions, and comments matter and are valued.
- We believe continuous learning by all stakeholders leads to innovative and effective instruction which is fundamental in order to reach today's students.
- We believe all students can learn and we should be committed to doing whatever it takes to ensure all students learn at high levels.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	16
Improvement Planning Data	17
Accountability Data	17
Student Data: Assessments	17
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	18
Employee Data	18
Parent/Community Data	18
Support Systems and Other Data	18
Priority Focus Areas	19
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	20
Policies, Procedures, and Requirements	25



Comprehensive Needs Assessment

Demographics

Summary

Fannin is a community school that serves 460 students in the northeast sector of GPISD. The neighborhood is one of the oldest in the city and the school serves neighborhood students as well as students in its school zone, which extends to a part of the neighboring city of Irving. We also serve new to country students from across GPISD. Fannin is committed to improving each student's experience through coordination with programs designed to improve student achievement. Demographic highlights are listed below:

- 85.27% of students economically disadvantaged.
- The demographic percentages are as follows: 90.11% Hispanic, 6.37% White, 2.64% African Americans, .66% American Indian, and .22% Asian.
- Our Emergent Bilingual (EB) population is 61.10%
- Our Special Education population is 17.58%
- Our At Risk population is 84.62%

Strengths

Fannin MS has a culturally diverse environment where it serves students from various backgrounds.

- Students who are newcomers to the country are served at Fannin. We aim to support the language transition and school environment transition for these students and support them emotionally and academically.
- Professional development and training is aligned to our campus/student needs
- Our PLCs, staff meetings, and teacher meetings are aligned to provide instructional support for teachers
- We house two academic facilitators to coach teachers in instructional best practices:
 - 1 in Math and Science
 - 1 in ELAR and Social Studies
- Fannin promotes Social Emotional Learning (SEL) and houses two counselors and a full time social worker.
- We offer the following elective courses:
 - Mariachi
 - Band
 - Orchestra
 - Choir
 - Cosmetology
 - Business
 - AVID
 - KICKSTART Karate

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★ Fannin MS has new to country students that come from different parts of Latin America and to a lesser degree, other non-English speaking countries. They and their families are unfamiliar with the American school system model. Students struggle with English in different content areas.</p>	<p>When families enter, there is no official introduction to the school system and performance measures.</p>
<p>2 ★ Parent participation has been historically low. Evidence points to low numbers of parents volunteers and other participation.</p>	<p>There needs to be an update on customer service training for staff members who interact with families.</p>

★ = Priority

Student Learning

Summary

Fannin's 2023-2024 STAAR data in Math and Reading is as follows:

Math STAAR Performance:

- 6th: Approaches (73), Meets (33), Masters (5)
- 7th: Approaches (39), Meets (25), Masters (5)
- 8th: Approaches (43), Meets (18), Masters (3)
- Alg I: Approaches (100), Meets (70), Masters (26)

Reading STAAR Performance:

- (6th): Approaches (45), Meets (22), Masters (8)
- 7th: Approaches (49), Meets (23), Masters (9)
- 8th: Approaches (56), Meets (28), Masters (7)
- Eng I: Approaches (100), Meets (100), Masters (50)

Science STAAR Performance:

- (8th): Approaches (28), Meets (20), Masters (2)

Social Studies STAAR Performance:

- 8th: Approaches (25), Meets (9), Masters (4)

TELPAS **Composite** Scores (336 tests were taken):

- Beginning (49), Intermediate (165), Advanced (117), Advanced High (5)

Fannin will progress monitor each student on campus using data tracking systems that will measure whether students are regressing, meeting, or exceeding target goals. The data from the BOY MAP data will be used as a baseline to engage students in quarterly data talks. District Fall & Spring assessments will be utilized to measure student progress and 1:1 data talks between teachers and instructional leaders will take place.

Target students will be those who need assistance meeting standard, as well as those who are very close to meeting or exceeding growth. In class small group instruction will be targeted and teachers will utilize the blended learning model to provide in class intervention.

Strengths

- Sixth grade Math Fannin students performed higher than students at other grade levels providing a starting point for student growth.
- Students taking Algebra I and Geometry performed higher than previous year, better preparing them for high school math.
- Students taking high school credit courses:
 - Algebra I: Has remained steady
 - English I: Saw growth in Masters over the last 2 years

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Gains need to be made in Math and Reading Meets at all grade levels.

Tier I instruction should be monitored, and feedback should align with student outcomes. Professional development must be aligned with the feedback from observations.

2



English learners' performance falls below district averages and that of other student populations in all core content areas.

Data from TELPAS, LPAC, and formative assessments are not routinely used to guide instruction or adjust supports for English Learners.

 = Priority

School Processes & Programs

Summary

STAAR tested subject teachers engage in a 50 minute PLC period daily. Teachers use the HQIM and district vetted resources to plan and prepare learning experiences for all learners. Decisions are made with three focus areas in mind: Connections First, High Quality Instruction, and Ensuring Student Achievement.

The admin team meets twice per week:

- Administrative: review academics, attendance, discipline, concerns, programs and events
- Instructional: review walkthrough data, academic focus, concerns, upcoming PLC items

Professional development is designed to enhance the three focus areas with the goal of improving Tier 1 instruction for all students and support in other areas such as learning for ELs, SPED support, SEL, etc.

Fannin has 7 periods throughout the day with an advisory period. Advisory provides support in Math and Reading through IXL, SEL lessons with the counselors, and a Reading Initiative (P.A.G.E.S) to develop a love for reading in our students. Periods are 50 minutes long and advisory is 30 minutes.

Strengths

Our students have a extracurricular choices such as CTE courses, mariachi, band, choir, AVID, art, Kickstart, and Spanish.

Teachers who teach STAAR tested subjects have protected time built into schedule for PLC.

Support in specialized programs such as dyslexia, SPED, English Learners

Professional development that focuses on gaps in student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="272 319 812 411">Imbalance of planning in PLC that focuses on teacher strategies (planning) rather than on the impact in student learning.</p>	<p data-bbox="902 319 1487 380">Feedback has focused on procedural component of teaching rather than conceptual learning.</p>

★ = Priority

Perceptions

Summary

Parents have historically not been involved on campus outside of their student's extracurricular activities. This year a biweekly parent newsletter has been sent out with information for parents - events, academics, SEL, extracurricular activities, etc. Fannin has hosted the first Campus with the Principal and hosted 10 parents, 8 more than the previous year.

There has been an emphasis on using social media, Facebook, to showcase our students and teachers beyond extracurricular activities. The goal is for at least 50% of postings should be academic in nature.

The CIC has four parents on it and they will be instrumental in providing input on the procedures and goals of our campus.

In the previous year Panorama survey, 32% of students felt that they felt they believed they can learn at Fannin.


Strengths

- There has been an increase in parental involvement on campus. Parents participated in the Fiestas Patrias parade, Hispanic Heritage Night preparations, and school meetings.
- Our Parent Liaison now has a Parent Center to welcome parents to campus.
- Events are being scheduled for the year and communication to parents is going out earlier and more often.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students at Fannin have low level of self-efficacy.	Students face challenges that need to be supported.
2 ★	Parental involvement has been significantly low.	Parents are not aware of the services offered to them on campus.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Fannin MS has new to country students that come from different parts of Latin America and to a lesser degree, other non-English speaking countries. They and their families are unfamiliar with the American school system model. Students struggle with English in different content areas.

When families enter, there is no official introduction to the school system and performance measures.

2
★

Parent participation has been historically low. Evidence points to low numbers of parents volunteers and other participation.

There needs to be an update on customer service training for staff members who interact with families.

3
★

Gains need to be made in Math and Reading Meets at all grade levels.

Tier I instruction should be monitored, and feedback should align with student outcomes. Professional development must be aligned with the feedback from observations.

4
★

English learners' performance falls below district averages and that of other student populations in all core content areas.

Data from TELPAS, LPAC, and formative assessments are not routinely used to guide instruction or adjust supports for English Learners.

5
★

Imbalance of planning in PLC that focuses on teacher strategies (planning) rather than on the impact in student learning.

Feedback has focused on procedural component of teaching rather than conceptual learning.

6
★

Students at Fannin have low level of self-efficacy.

Students face challenges that need to be supported.

7
★

Parental involvement has been significantly low.

Parents are not aware of the services offered to them on campus.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- Special education/non-special education population including discipline, progress and participation data

- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- T-TESS 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 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 to Fannin Middle School. Fannin 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 to Fannin Middle School. Fannin MS is a 6th 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

Establish a campus reading culture through enrichment through monthly reading logs and student reading challenges tracked through SORA, staff led book spotlights, and the promotion on the joy of reading.

Strategy's Expected Result/Impact: Increased library circulation, student survey data reflecting engagement and reading motivation, and improved reading scores.

Staff Responsible for Monitoring: IMS, Admin, Dean of Instruction, Sunshine Committee

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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

Expand use of the Wolf Den and Fannin Bucks system as a proactive, positive behavior reinforcement tool, offering incentives and reflection opportunities before disciplinary escalation.

Strategy's Expected Result/Impact: Fannin Bucks redemption data, reduction in minor referrals, students advocating and seeking SEL team when feeling stressed.

Staff Responsible for Monitoring: PBIS Committee, Counselors, Assistant Principals

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

Increase teacher capacity for classroom management through professional learning focused on de-escalation strategies, student engagement, and trauma-informed practices.

Strategy's Expected Result/Impact: PD attendance records, walkthrough feedback with evidence of strategy implementation.

Staff Responsible for Monitoring: Admin team, Academic Facilitators, Counselors

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

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

Develop and implement parent classes created by the Parent Liaison in collaboration with staff, based on identified campus needs and family feedback.

Strategy's Expected Result/Impact: Families will have access to a wider range of meaningful engagement opportunities aligned to their needs, resulting in higher participation and satisfaction. Parent sign-in sheets, and survey results showing relevance to family needs.

Staff Responsible for Monitoring: Parent Liaison, Admin, IMS

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November

January

March

June

Strategy 2

Strengthen the partnership with outside community members (ie, El Concilio, First Baptist Church) to expand outreach to families and provide culturally responsive supports.

Strategy's Expected Result/Impact: Greater participation of bilingual and all families and increased trust between the school and community, reflected in higher attendance at events.

Staff Responsible for Monitoring: Admin Team, Parent Liaison, Social Worker

Title I: 2.5.1, 2.5.3

Formative Reviews

November

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

Recognize and celebrate students, classes, and grade levels with the highest attendance through monthly competitions, announcements, and awards.

Strategy's Expected Result/Impact: Positive reinforcement will build school-wide enthusiasm for attendance and promote friendly competition among students.

Staff Responsible for Monitoring: APs, Admin Team, Attendance Committee

Title I: 2.5.1, 2.5.3

Formative Reviews

November

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

Provide targeted tutorials for Algebra I for students not yet mastering standards.

Strategy's Expected Result/Impact: The percentage of students meeting Meets Grade Level will increase by 3-5 percentage points.

Staff Responsible for Monitoring: Dean, Academic Facilitators, Teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

No Progress

January

March

June

Strategy 2

Use longitudinal student data to intentionally place students into accelerated and supportive math pathways, ensuring students graduate with Algebra II or higher, increasing eligibility for CCMR indicators under HB 3.

Strategy's Expected Result/Impact: Math pathway alignment will positively contribute to Domain 1 and Domain 2 ratings.

Staff Responsible for Monitoring: Principal, Dean, Math Facilitator, GT Specialist

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: 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