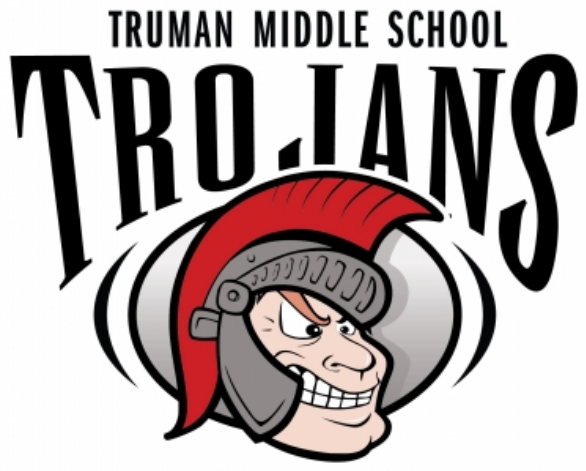
Grand Prairie Independent School District



Truman Middle School

2025-2026 Campus Improvement Plan

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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 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Support Systems and Other Data 19

Priority Focus Areas 20

Priority Focus Area 1 : GPISD will ensure student success through engaging learning exp... 21

Priority Focus Area Tables 25

RDA Strategies 26

Additional Targeted Support Strategies 26

Policies, Procedures, and Requirements 27

Comprehensive Needs Assessment

Demographics

Summary

Truman Middle School is a traditional middle school with an academic curriculum that offers all courses required by the State of Texas to master standards for each grade level. Truman serves 429 middle school students in the DFW metroplex. Truman's student ethnic distribution is 45% Hispanic, 29% African American, 7% White,12% Asian, and 2% two or more races. Students participate in the following programs: 73% Economically Disadvantaged, 25% Limited English Proficient (LEP), 20% Special Education, 8% Gifted and Talented, and 53% At Risk. Truman continues its commitment to support the district focus for improved coordination of programs and services targeting students at risk for dropping out of school. Truman utilizes State Compensatory Education (SCE) funds to provide supplemental services, activities, and materials to students identified as at-risk.

Teachers by Years of Experience:

Beginning Teachers - 1
1-5 Years Experience - 4
6-10 Years Experience - 5

11-20 Years Experience - 14

Over 20 Years Experience - 5

Review of current training records show positive attendance and feedback from Truman teachers. Professional development and training sessions have been expanded to include necessary preparation for Truman. Sessions include:

- *Professional Learning Communities (held daily)*
- *English as Second Language*
- *Data Analysis Training*
- *Technolgy training*
- *Restorative Practices*

Strengths

Demographic strengths include:

- Ethnic breakdowns are similar to the previous year
- Continued participation and support of programs addressing the needs of our at-risk populations, including the GPISD Connect Program.
- Training is aligned with individual, team, and campus instructional needs.
- Edugence is utilized to track teachers' participation in District training and some campus training
- Instructional strategists provide regular support through PLC's, staff meetings, team planning
- Academic Dean provides guidance and planning training based on student needs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students' social-emotional needs are changing faster than before, and teachers need more training to address these needs.	The instructional and social gaps created during the pandemic years created areas of need that still require additional training and supports.

★ = Priority

Student Learning

Summary

Students took the recent State of Texas Assessment of Academic Readiness test during the 2023-2024 school year.

- Truman's 6th-grade reading and math scores showed that students scored :
  - 71% approaches, 33% meets, 8% masters level in math
  - 61% approaches, 41% meets, and 17% masters in reading.
- Truman's 7th-grade reading and math scores showed that students scored:
  - 47% approaches, 26% meets, and 5% masters in math
  - 61% approaches, 31% meets, and 14% masters in reading
- Truman's 8th-grade reading, math, science, and social scores showed that students scored:
  - 67% approaches, 33% meets, and 11% masters in reading
  - 68% approaches, 33% meets, and 9% masters in math
  - 100% approaches, 60% meets, and 20% masters - Algebra I
  - 100% approaches, 100% meets, and 62% masters - ENG I
  - 60% approaches, 25% meets, and 4% masters - Science
  - 32% approaches, 9% meets and 2% masters - Social Studies

Strengths

- Truman's 6th grade math scores were higher than traditional 6-8 middle school campuses in the district.
- Truman's 7th grade math scores were second highest among traditional 6-8 middles school campuses on the district.
- Truman 8th grade math scores were second highest among traditional 6-8 middle school campuses.
- Truman ENG I scores show that 62% of students mastered English I
- Truman's 6th grade reading scores were the second highest amongst the traditional 6-8 middle school campuses in the district.
- Truman's 7th grade reading scores were the second highest amongst the traditional 6-8 middle school campuses in the district.
- Trumans 8th grade reading scores were third highest amongst the traditional 6-8 middle school campuses in the district.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Truman needs to elevate the percentage of students scoring at the approaches, meets, and masters proficiency levels in reading and math.	7th and 8th-grade ELA teachers lacked professional development in reading instructional delivery. 6th-8th Grade math teachers need professional development on differentiated learning. More instructional time is needed and is lacking due to the 8-period schedule.
2 ★	Truman must elevate the percentage of students scoring at the approaches, meets, and masters proficiency levels in science and social studies.	More instructional time is needed and is lacking due to the 8-period schedule.

★ = Priority

School Processes & Programs

Summary

Truman adheres to TRS with a focus on data analysis. The STAAR assessment is closely tied to TRS's core curriculum. To support TRS lessons, we will add supplemental instructional resources for teachers. Truman will utilize multiple data sources to evaluate the impact of lesson planning and delivery on student achievement.

- The Data Review process consists of short student assessments in quiz format at the quarterly assessment time frame. At the end of the nine-week period, a more detailed assessment is given. Teachers and administrators review this data for performance adjustments necessary to ensure student success.
- Teachers participate in professional learning communities (PLC) every day.

During PLC, professional development will be offered on an ongoing basis to address teacher needs based on walkthrough data and assessment outcomes.

Strengths

Support for TRS based lesson planning and implementation using the IFD and other material. Daily PLC's for each grade level for lesson planning and addressing instructional and achievement gaps Weekly walk-throughs by assigned administrator Effective scientifically based researched materials to supplement teaching and learning efforts Data Reviews at the quarter and 9 week period for Progress Monitoring and instructional adjustments.

Campus based training plan is well planned and implemented

- Training is aligned with individual, team and campus instructional needs.
- Edugence is utilized to track teachers' participation in District training
- Instructional strategist provide regular support through PLC's, staff meetings, team planning
- All teachers have iPads and laptops.
- Many teachers have elmos or document camera 1:1 implementation of iPads for every student.
- Teachers are actively seeking technology training.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Truman currently serves a student population with over 50% qualifying as At-Risk which causes teacher professional development needs and instructional support needs to change.	More at-risk students have chosen to attend our campus
2 ★	Truman's special education population is at 20% and is higher than most middle school campuses which causes teacher professional development needs and instructional support needs to change.	Truman has five special education units along with inclusion support services.

★ = Priority

Perceptions

Summary

Improvement efforts will focus on increased parent participation. Parent communication must include a shared commitment to maintain or increase Truman's state ratings. Parents are informed through BBcoms, social media pages, parent emails, and parent call-outs. This is done at the campus, grade, and teacher levels. Parents and the Truman community are involved through PTA, Family Nights, the yearly homecoming events, and school field trips. Parents provide educational and behavioral support to teachers and are equal partners in their child's education.

Context and Organization for Truman addresses data and customer feedback to support changes and improvements. The CIC also reviews effective implementation of the required decision-making processes and proper documentation of these efforts. Improvement efforts will focus on increased parent involvement in PTA, and active campus committees. (In the past, Truman has had great parent attendance for our academic night, PTA nights, and parent education classes). Truman, with a current enrollment of about 429 students, prides itself on its diverse population, not only ethnic but also culturally and socioeconomically. This diversity underscores the need for inclusive communication and engagement strategies. Improvement efforts will focus on increased parent participation in specific areas of reading and math at home. We will continue to have academic parent nights and focus on more participation.

Strengths

- Daily PLC time is highly regarded and all teachers attend.
- Student work is analyzed during designated PLC times.
- RtI schedule is adhered to Duty rosters, tutoring schedules and supervision schedules are developed by campus administrators.
- Student work, along wtih products and objectives, are posted for all to see in each and every classroom.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Low attendance at parent workshops focused on student achievement.	Parents attend events that showcase their students performing or playing sports

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students' social-emotional needs are changing faster than before, and teachers need more training to address these needs.	The instructional and social gaps created during the pandemic years created areas of need that still require additional training and supports.
2 ★	Truman needs to elevate the percentage of students scoring at the approaches, meets, and masters proficiency levels in reading and math.	7th and 8th-grade ELA teachers lacked professional development in reading instructional delivery. 6th-8th Grade math teachers need professional development on differentiated learning. More instructional time is needed and is lacking due to the 8-period schedule.
3 ★	Truman must elevate the percentage of students scoring at the approaches, meets, and masters proficiency levels in science and social studies.	More instructional time is needed and is lacking due to the 8-period schedule.
4 ★	Truman currently serves a student population with over 50% qualifying as At-Risk which causes teacher professional development needs and instructional support needs to change.	More at-risk students have chosen to attend our campus
5 ★	Truman's special education population is at 20% and is higher than most middle school campuses which causes teacher professional development needs and instructional support needs to change.	Truman has five special education units along with inclusion support services.
6 ★	Low attendance at parent workshops focused on student achievement.	Parents attend events that showcase their students performing or playing sports

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and**

workforce readiness

- [x] Student failure and/or retention rates

Student Data: Student Groups

- [x] Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- [x] Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- [x] Economically disadvantaged / Non-economically disadvantaged performance and participation data
- [x] Male / Female performance, progress, and participation data
- [x] Special education/non-special education population including discipline, progress and participation data
- [x] Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- [x] Section 504 data
- [x] Homeless data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Tobacco, alcohol, and other drug-use data
- [x] Class size averages by grade and subject
- [x] School safety data
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**
- [x] **T-PESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **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)

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

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)

Evaluation Data Source: Not applicable. Truman 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 45% to 50% by June 2030

Evaluation Data Source: STAAR Data

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1 ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

TMS will implement a unified instructional strategy focused on collaboration, professional development, and targeted support. By embedding Visible Learning strategies, guiding vertical teams, and emphasizing dialogue-based activities and writing for comprehension, the district will ensure instructional consistency and depth of learning across all grade levels. Teachers will receive personalized coaching and support, particularly in small group instruction, while ongoing professional development on High-Quality Instructional Materials (HQIM) will be provided. Progress will be monitored through standardized observations and learning walks to ensure the effective application of these strategies, ultimately elevating student achievement.

Strategy's Expected Result/Impact: By June 2025, TMS will elevate the number of students that perform at Meets grade level or above on STAAR/EOC reading by 4% (from 38% to 42 %) through the utilization of high quality instructional materials and standards-aligned curriculum which are guided by data-driven practices.

Staff Responsible for Monitoring: Principal, Academic Dean, Academic Facilitator

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, 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

Some Progress

November	January	March	June

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.

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

Establish clear goals for Positive Behavioral Interventions & Supports (PBIS) and 3Cs (Connect, Community, Celebrate), and professional development, provide targeted training for staff, ensure consistent implementation with regular monitoring for fidelity, and engage stakeholders through ongoing communication while celebrating successes to maintain momentum.

Strategy's Expected Result/Impact: By June 2026, TMS will see a 5% decrease in in-school suspension (ISS from 213 to 159), Out of school suspension (OSS from 3 to 0), and Disciplinary Alternative Education Program (DAEP from 11 to 8) placements by implementing positive behavioral interventions, providing mental health services, fostering strong student-staff relationships, and utilizing restorative discipline practices.

Staff Responsible for Monitoring: Campus behavior coordinator, Counselor, Principal

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	January	March	June

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.

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

TMS 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.

Strategy's Expected Result/Impact: TMS parent engagement will increase by 20%.

Staff Responsible for Monitoring: Parent Liaison, Principal

Formative Reviews

November	January	March	June
Some Progress			

Strategy 2

TMS will Implement and elevate parent engagement learning obtained through journals and books received through TEPSA and TASSA membership

Strategy's Expected Result/Impact: TMS parent engagement will increase by 20%.

Formative Reviews

November	January	March	June
No Progress	No Progress		

Measurable Objective 6

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

Summative Evaluation: Some progress made toward meeting Measurable Objective

Strategy 1

TMS will implement a Pk-8 attendance incentive program using trackers and tangible rewards to promote consistent daily attendance.Truman will increase the overall Average Daily Attendance (ADA) from 94.4% to 94.5% by June 2030.

Strategy's Expected Result/Impact: Truman will increase the overall Average Daily Attendance (ADA) from 94.4% to 94.5% by June 2030.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

Some Progress			

November	January	March	June

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)

Strategy 1

TMS 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.

Strategy's Expected Result/Impact: TMS students will have a strong academic foundation so that they may reach their full potential.

Staff Responsible for Monitoring: Principal, Counselor, classroom teachers.

Formative Reviews

November	January	March	June
No Progress	No Progress		

Priority Focus Area Tables

RDA Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	3	1	TMS will implement a unified instructional strategy focused on collaboration, professional development, and targeted support. By embedding Visible Learning strategies, guiding vertical teams, and emphasizing dialogue-based activities and writing for comprehension, the district will ensure instructional consistency and depth of learning across all grade levels. Teachers will receive personalized coaching and support, particularly in small group instruction, while ongoing professional development on High-Quality Instructional Materials (HQIM) will be provided. Progress will be monitored through standardized observations and learning walks to ensure the effective application of these strategies, ultimately elevating student achievement.

Additional Targeted Support Strategies

Priority Focus Area	Measurable Objective	Strategy	Description
1	3	1	TMS will implement a unified instructional strategy focused on collaboration, professional development, and targeted support. By embedding Visible Learning strategies, guiding vertical teams, and emphasizing dialogue-based activities and writing for comprehension, the district will ensure instructional consistency and depth of learning across all grade levels. Teachers will receive personalized coaching and support, particularly in small group instruction, while ongoing professional development on High-Quality Instructional Materials (HQIM) will be provided. Progress will be monitored through standardized observations and learning walks to ensure the effective application of these strategies, ultimately elevating student achievement.

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