

**Keller Independent School District
Indian Springs Middle School
2024-2025 Campus Improvement Plan**



Mission Statement

ISMS will empower all students to initiate their own learning so they cThe ISMS community will empower all students to initiate their own learning through continuous academic growth and personal development in order to become successful productive citizens. an develop into successful citizens.

Vision

The ISMS community will guide and inspire our students to be life-long learners.

Value Statement

Values:

- - *ISMS appreciates and embraces our diversity*
 - *ISMS believes in continuous academic growth*
 - *ISMS believes in teaching our students in how to learn, live, and be successful in the 21st century*
 - *ISMS believes in students being engaged in the learning process*
 - *ISMS believes in students learning how to collaborate and cooperate with their peers to enhance the learning process*
 - *ISMS believes in building and maintainingâ€ character*
 - *ISMS believes in hard work*

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Indian Springs Middle School serves students in grades 5 through 8 in Keller, Texas, and is a part of the Keller Independent School District. The school currently serves 890 students.

Our student body is represented by students of the following ethnicities:

9% Asian

5% African American

16% Hispanic

0% Pacific Islander

70% White

(7.3% Multi-Race belonging to two or more of the groups above)

Our student sub populations include 14.2% Gifted and talented, 16.2% Special Education, 18.3% 504 services, 3.3% At Risk, 2.4% English as a Second Language, 4% Limited English proficiency, and 14.2% Economically Disadvantaged.

2023-2024 Disciplinary Referrals

- 87.2% of students had 0 disciplinary referrals
- 7.2% of students had 1 disciplinary referral
- 3.6% of students had 2-3 disciplinary referrals
- 1% of students had 4-5 disciplinary referrals
- <1% had 6+ disciplinary referrals

Demographics Strengths

- ISMS has the opportunity to serve students for 4 years, allowing for one less transition in these developmental years, longevity in relationships between school and home,

opportunity for staff to have a strong knowledge of students, and the ability to plan instruction vertically. Counselors and assistant principals serve the same group of students during their 4 years at ISMS.

- Balance of male and female students.
- Overall majority of students did not have any disciplinary referrals with only 3.6% of all students having more than one office referred behavior.
- Overall low mobility rate
- Number of at-risk students decreased by 18% since 2021-2022 school year.
- 96.4% of students had 0-1 disciplinary referrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been a decrease in the projected total enrollment at ISMS compared to the 2023-2024 school year. **Root Cause:** - Various external factors including demographic changes - Various economic factors including housing costs increasing in the ISMS zone.

Student Learning

Student Learning Summary

ISMS remains committed to ongoing improvement of student performance through our professional learning communities, teaming, staff development, instructional coaching, technology resources, support systems and a focus on engagement through rigorous lessons, and relationship-building activities.

2022 STAAR Scores Breakdown by Grade Level:

2024 Grade 5 Math STAAR Scores: Approaches-87% Meets-71% Masters-25%
2024 Grade 5 Reading STAAR Scores: Approaches-95% Meets-84% Masters- 54%
2024 Grade 5 Science STAAR Scores: Approaches-83% Meets-53% Masters- 27%
2024 Grade 6 Math STAAR Scores: Approaches-90% Meets-69% Masters-40%
2024 Grade 6 Reading STAAR Scores: Approaches-92% Meets-80% Masters- 44%
2024 Grade 7 Math STAAR Scores: Approaches-66% Meets-30% Masters-3%
2024 Grade 7 Reading STAAR Scores: Approaches-93% Meets-79% Masters- 43%
2024 Grade 8 Math STAAR Scores: Approaches-89% Meets-70% Masters-40%
2024 Grade 8 Reading STAAR Scores: Approaches-95% Meets-83% Masters- 59%
2024 Grade 8 Science STAAR Scores: Approaches-84% Meets-59% Masters- 16%
2024 Grade 8 Social Studies STAAR Scores: Approaches-80% Meets-42% Masters- 20%

High School Credit Courses

English 1 EOC: 100% Approaches, 100% Meets, 55% Masters;

Algebra 1 EOC: 100% Approaches, 99% Meets, 97% Masters;

Biology 1 EOC: 100% Approaches, 100% Meets; 77% Masters

Students who did not pass the spring administration of STAAR were offered 30 hours or accelerated instruction during summer intervention and have the opportunity to participate in Quest or Styles intervention electives.

Student Learning Strengths

- Between 85% and 95% of students met the standard for MAP during all administrations of the MAP exam.
- All of the high school credit course students were successful on the 2024 EOC exams.
- Overall campus reading performance was 95% success.
- In the grade breakdown, all grades and subjects showed at least 85% success with the exception of 2 (grade 8 science, and grade 8 social studies, and grade 7 math)
- ISMS continues to exceed the state, region, and Keller ISD STAAR passing rate across almost all subjects.
- Teachers plan collaboratively each week and are developing common assessments and practices for targeted reteaching.
- Large population of students enrolled in advanced courses.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the overall achievement of ISMS indicates success based upon MAP and STAAR norms and benchmarks, there is an decrease of movement from one performance area to another (approaches to meets, meets to masters) and there should be greater emphasis on growth and higher achievement and distinctions. **Root Cause:** -A focus on proficiency rather than growth. -Targeted interventions have focused more on the lower performing students. -There is a need for more reinforcement and enrichment for students performing at all levels.

School Processes & Programs

School Processes & Programs Summary

The following practices are in place to support student success at ISMS:

- The campus map was redeveloped to allow for each grade level to have a specific area of the building to minimize and provide ease for transitions, allow for teachers of common subjects to be close to one another for support and planning purposes, and to allow for designated bathroom areas by grade levels.
- Master schedule is designed to allow for students to participate in a variety of learning paths, electives, and advanced course options.
- Grade level common assessments, MAP testing, and STAAR interim data are utilized to identify interventions, curriculum needs, and small group instruction (MAP 3X per year, STAAR Interim 1 X per year).
- ISMS flight class in each students' daily schedule to allow for during the day tutorials, pull-out interventions, organizational strategies, progress checks, accountability, community building, and recognition and rewards for success.
- A variety of electives are offered, including intervention electives (Quest and Styles) to allow for a variety of opportunities for students to cultivate and explore interests, talents, and receive additional instruction during school hours.
- Student created clubs for grades 5-6, fine arts programs, and athletic competitions and campus events for all students
- Pre-athletics for 6th grade students aligned to in-season sport of 7th and 8th grade students.
- Co-curricular exposure for all 5th grade students to preview available electives options across fine arts and athletics.

Campus wide Programs:

- AVID strategies
- Flight
- PTA
- Student leadership clubs and organizations (STUCO, NJHS, PALS, principal's cabinet)
- Advanced/ Accelerated course options with open enrollment
- Advisory council for counseling
- Pep Rallies

Communication Channels:

- Staff: Eagle 2 Eagle, Principal Newsletter
- Students: Daily announcements, Flight visual announcements, emails, google classroom/ Canvas/ Aeries
- Families: Blackboard, Monthly Smore newsletters, teacher newsletters (biweekly by grade/ department), Aeries, Social media/ website, Weekly Updates from Principal
- Community: Social media, website, marquee

School Processes & Programs Strengths

- There are a variety of formal and informal opportunities for students to explore talents and interests.
- There are a variety of sources of data to inform instruction.
- There are systems in place to foster collaboration and professional development among staff members
- There are a variety of learning paths and experiences available for students.
- There are a variety of means for communication between stakeholders to inform of learning, events, information and success.
- There is a common culture of high expectations for students and staff members.
- The ISMS PTA is highly involved and supports the goals and initiatives of ISMS.
- There is a shared vision for supporting student achievement.
- The ISMS parents are involved and supportive of their child's learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: With ISMS being a campus that serves students in grades 5-8, there are fewer students involved in programs such as athletics, fine arts, and student driven clubs. **Root Cause:** - Lower student population for each grade level compared to other campuses in the district.

Perceptions

Perceptions Summary

During the 2023-2024 school year, the CEIC, the teachers and staff members, and the principals' cabinet students recognized that ISMS has an overall positive family-like culture. Teachers and staff demonstrate and verbalize a high level of commitment to ISMS, a focus on continually growing as professionals, and a collaborative culture with the purpose of supporting student learning and success.

Student surveys through focus groups indicated that students felt that while their school provided a safe and orderly environment that supported their needs, interests, and talents, they desired more opportunities for interaction with their peers and more opportunities for diverse experiences. Students began to suggest and start a variety of clubs for our 5th and 6th grade students.

Parent involvement continues to be a strong aspect of the ISMS family with families partnering with the school to support students. Overall, ISMS parents attend events, are active in the PTA (as the PTA has earned several membership awards), responsive to calls and emails from the school, proactive in communicating needs/ concerns, supportive in attendance of student activities, and participating in partnering in their child's needs (504/ ARD committees).

Our school's communication channels are frequently utilized, as evidenced by parent knowledge of activities and events, supporting and engaging in social media posts, promotion/ recognition of students and responded to in a timely manner.

Perceptions Strengths

- ISMS family and community involvement
- Students' overall perceptions of safety, well-being and support
- Students indicate pride in their school
- Student enrollment and engagement in extracurricular activities and clubs.
- Shared celebratory spirit and recognition of student achievement, staff recognition and accomplishments
- Collegial staff culture
- Collaborative culture
- Engagement and support of PTA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the school communicates information, events, activities, and highlights, there is opportunity for further student and staff recognition of success in academics, talents, and character. **Root Cause:** - Lack of academic showcase events for parents - Time constraints - Need to explore forums and ways to promote and highlight positive happenings.

Priority Problem Statements

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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
- PSAT
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





Goal 1: Increase Student Achievement - Math

Performance Objective 1: 60% of 7th grade math students will score meets as measured by the 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Continued use of MAP testing data to identify instructional or curriculum areas of opportunity. MAP will be administered 3 times during the school year and teachers will analyze their data during quarterly PLC meetings and professional development days, analyzing their class and individual student needs in order to plan reteaching, targeted interventions, or tutorials for students based on the Learning Continuum report.</p> <p>Measures: MAP Testing/Data</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</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</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Students develop and track their goals using MAP data for BOY, MOY, and EOY MAP testing.</p> <p>Measures: MAP Testing/Data Student goal progress data</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Classroom teachers will meet quarterly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.</p> <p>Measures: MAP Growth Data Unit Assessments</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Implement instructional strategies such as small group activities, differentiated instruction, and lesson extensions.</p> <p>Measures: Teacher Lesson Plans Unit Assessment Data</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<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>			

Goal 2: Increase student achievement - RLA

Performance Objective 1: 85% of 7th grade RLA students will score meets as measured by the 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Continued use of MAP testing data to identify instructional or curriculum areas of opportunity. MAP will be administered 3 times during the school year and teachers will analyze their data during quarterly PLC meetings and professional development days, analyzing their class and individual student needs in order to plan reteaching, targeted interventions, or tutorials for students based on the Learning Continuum report.</p> <p>Measures: MAP Data MAP Growth Data</p> <p>Staff Responsible for Monitoring: Campus Administration Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Classroom teachers will meet quarterly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.</p> <p>Measures: MAP Growth Data Unit Assessments</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details

Progress Reviews

Action Step 3: Implement instructional strategies such as small group activities, differentiated instruction, and lesson extensions.

Measures: Teacher Lesson Plans

Staff Responsible for Monitoring: Classroom Teachers

TEA Priorities:

Build a foundation of reading and math

- ESF Levels:

Lever 5: Effective Instruction

Progress

Dec

Apr

July

