

Keller Independent School District
Keller Middle School
2024-2025 Campus Improvement Plan



Mission Statement

Keller Middle School

Mission - We are committed to creating a safe and nurturing environment that engages students with a rich and challenging curriculum while promoting integrity, responsibility and the acceptance of diversity within our unique student population so that we are intentionally exceptional.

KMS is a great place to be. We are friends. We're a tribe, a family. We work as a team. We play, and we dream. We strive to be the best we can be.

"We're off to great places!" This year is our year. We will think. We will wonder. We will never show fear. We were born to stand out. To ourselves we'll be true. I will be me, and you will be you.

We will read. We will grow. We will reap. We will sow. We will learn how to learn. That's much better than to know.

Our eyes will be open. Our chins will be up. Our feet will keep moving. Through it all, we'll hang tough.

Of some things I'm not certain. But t his one thing I know: With the brains in our heads, "Oh, the places we'll go!"

Vision

Keller ISD

Motto - Intentionally Exceptional

Mission - The community of Keller ISD will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision - An exceptional district in which to learn, work and live.

Keller Middle School

Motto - This year is our year...Oh, the places we'll go!

Vision - Our vision for KMS is to foster a community of life-long learners who positively impact their ever-changing world.

Value Statement

- We embrace a shared philosophy and MMVV.
- We inspire educational excellence through collaborative relationships.
- We make data-driven decisions.
- We promote change and innovation.
- We cultivate life-long learning.
- We maintain a positive attitude toward the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keller Middle School is a high-achieving middle school in Keller, Texas currently serving 942 students with the expectation of increased academic growth and high standards for athletics and the arts. The campus has the following student groups that reflect our student population.

Student attendance rate - 95.6%

Economically Disadvantaged - 9.9% (89)

Gifted & Talented - 13.7% (1123)

Special Education - 12.6% (113)

504 - 17.6% (158)

At Risk - 18.3% (164)

ESL - 1.9% (17)

Demographics Strengths

Financial, academic, and civic responsibility are definitive strengths at Keller Middle School. The KMS PTA has over 25 members and is very involved in the decision-making and funding processes. There is a strong emphasis from all stakeholders on the success of all aspects of all students at KMS. Our staff has high expectations for themselves and our students to be reflective and provide rigorous lessons.

Student Learning

Student Learning Summary

On the 2024 STAAR, the following scores for all grades show the percentage at the Did Not Meet Grade level:

Reading - 7th Grade 12% 8th Grade 13%

Math - 7th Grade 28% 8th Grade 9%

Science - 8th Grade 6%

Social Studies 13%

On the 2024 STAAR, the following scores for all grades show the percentage at the Approaches Grade level or Higher:

Reading - 7th Grade 88% 8th Grade 96%

English 1 - 100%

Math - 7th Grade 72% 8th Grade 91%

Algebra 1 - 100%

Science - 8th Grade 94%

Social Studies 87%

Biology 100%

On the 2024 STAAR, the following scores for all grades show the percentage at the Meets Grade level or higher:

Reading - 7th Grade 72% 8th Grade 85%

English 1 - 100%

Math - 7th Grade 39% 8th Grade 69%

Algebra 1 - 98%

Science - 8th Grade 68%

Social Studies 62%

Biology-100%

On the 2024 STAAR, the following scores for all grades show the percentage at the Masters Grade level:

Reading - 7th Grade 39% 8th Grade 55%

English 1 - 75%

Math - 7th Grade 9% 8th Grade 29%

Algebra 1 - 90%

Science - 8th Grade 30%

Social Studies 35%

Biology 82%

IN COMPARISON:

On the 2023 STAAR, the following scores for all grades show the percentage at the Did not meet grade level:

Reading - 7th Grade 4% 8th Grade 4%

Math - 7th Grade 12% 8th Grade 7%

Science - 8th Grade 8%

Social Studies 13%

On the 2023 STAAR, the following scores for all grades show the percentage at the Approaches level or higher:

Reading - 7th Grade 96% 8th Grade 96%

English 1 - 1/89 1%

Math - 7th Grade 88% 8th Grade 93%

Algebra 1 - 100%

Science - 8th Grade 92%

Social Studies 87%

On the 2023 STAAR, the following scores for all grades show the percentage at the Meets level or higher:

Reading - 7th Grade 80% 8th Grade 88%

English 1 - 99%

Math - 7th Grade 61% 8th Grade 74%

Algebra 1 - 100%

Science - 8th Grade 71%

Social Studies 60%

On the 2023 STAAR, the following scores for all grades show the percentage at the Masters level:

Reading - 7th Grade 53% 8th Grade 49%

English 1 - 77%

Math - 7th Grade 13% 8th Grade 29%

Algebra 1 - 93%

Science - 8th Grade 31%

Social Studies 36%

Student Learning Strengths

Keller Middle School has a population of focused, high-achieving, hard-working, students who have been very well-equipped to take command of their preparation and learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student success in the classroom setting does correlate with STAAR results. **Root Cause:** Imbalance of expectations between curriculum, instruction, and assessment criteria.

School Processes & Programs

School Processes & Programs Summary

Keller Middle School is dedicated to a comprehensive educational experience that focuses on preparing students for the rigors of the next steps of their educational careers. There is a high expectation for academic rigor and engagement in the classroom. Students will have the ability to demonstrate their learning through multiple modes of appraisal including common assessments, skill evaluation measurements, and collaboration activities.

The Curriculum, Instruction, and Assessment focus at Keller Middle School are guided by the district's TEKS scope and sequence in the TEKS Resource System and the results of district checkpoint assessments. The scope and sequence provide a framework to guide classroom instruction that focuses on critical thinking, communication, and collaboration to ensure students are mastering the required grade-level skills. Teachers collaborate twice weekly in PLCs to discuss how they will teach key components, and the expectations for student learning outcomes, and discuss relevant data points after common assessments.

District alignment by unit will provide the teachers and campus to track student growth. PLC meetings will be focused on data analysis and held after each checkpoint with the administration.

- Providing services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE), resource, emergent, Redirection, and Life Skills.
- Supporting students identified as dyslexic by providing the MTA reading program.
- Providing focused support to GT students
- Providing focused support to students struggling with Reading
- Faculty and leadership meetings will be held monthly to discuss processes, alignment, and calibration measures.
- Community partnerships will be available in various forums to collect data for school improvement.

School Processes & Programs Strengths

- We are utilizing designated PLC segments during the school day for teacher planning, data discovery/collection, and attending professional development.
- Continually providing collaboration opportunities between the counselors, teachers, parents, and administration to support students is discussed
- We are utilizing open community communication forums to establish norms and evaluate instruction, process, and evaluation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff and parents have requested more consistency with the enforcement of tardies **Root Cause:** Lack of continuity and oversight.

Problem Statement 2 (Prioritized): Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with our expected performance (Approaches pass rate dropped from 2023 (88%) to 2024 (72%)). **Root Cause:** Inconsistency in implementation of district curriculum resources, inconsistency in data analysis and effective PLCs in 7th grade Math.

Perceptions

Perceptions Summary

During the 24-25 school year our primary focus is building relationships through trust and common goal setting with our students, staff, and community. This year we are focused on making sure everyone involved with Keller Middle School feels safe, involved, and valued as a member of our school community. Our school motto "We Command" encourages students to take command of their learning experience to empower and engage them in the future. We believe that building and connecting them as an educational community will strengthen each student within the school.

Perceptions Strengths

Our Keller Middle School community has a rich network and history that we want to ensure remains connected. Our staff values the importance of prioritizing building relationships with our students and the community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff and parents have requested more detailed and aligned communication regarding expectations, instruction, and calendared events. **Root Cause:** Lack of continuity and oversight.

Priority Problem Statements

Problem Statement 1: Problem Statement 1 (Prioritized): Our 7th grade Math STAAR passing rates were not in line with our expected performance (Approaches pass rate dropped from 2023 (88%) to 2024 (72%)).

Root Cause 1: Inconsistency in implementation of district curriculum resources, inconsistency in data analysis and effective PLCs in 7th grade Math.

Problem Statement 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

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
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate

Goals

Goal 1: Increase Student Achievement

Performance Objective 1: 60% of students will score Meets in each tested grade level and content as measured by 2025 STAAR/EOC.


High Priority


HB3 Goal

Met/Did Not Meet Goals: None

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrators and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data from campus common assessments and MAPS Data to spiral and reteach TEKS not mastered either in class or in HB1416 tutorials after school. Administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers.</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will use individual student STAAR data to provide targeted scheduled tutorials to students twice per week prior to STAAR testing. Administrators will monitor tutorial attendance by gathering documentation from teachers.</p> <p>Measures: Teachers will use individual student STAAR data, campus common assessments and MAPS data to reteach TEKS not mastered either in class or in HB1416 tutorials after school. Administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department heads, content area teachers.</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Increase Student Achievement in Math

Performance Objective 1: By May 2025, 85% of students will meet the Approaches pass rate on 7th grade Math STAAR.

High Priority

HB3 Goal





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data from campus common assessments to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Math teachers, Content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will conduct goal setting meetings with students and monitor progress on student goals with the student.</p> <p>Measures: Teachers will use data from campus common assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.</p> <p>Staff Responsible for Monitoring: Math teachers, content administrators, campus principal, department heads</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Administrators and teachers will facilitate data analysis discussions with 7th grade math teachers during PLC meetings.</p> <p>Measures: MAP student growth report, PLC training session, Data Analysis training during PLC. Common formative assessments.</p> <p>Staff Responsible for Monitoring: 7th grade math teachers, content administrators, campus principal, department heads</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 3: Increase Student Achievement in Reading

Performance Objective 1: By May 2025, 95% of students will meet the Approaches pass rate on 7th grade Reading STAAR.

High Priority





HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate each PLC and monitor teacher participation, PLC agendas and follow through on required agenda topics. Content administrators will support in the implementation of the PLC process.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, department head</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet to plan and discuss data and the new curriculum after every checkpoint to improve instruction and student success.</p> <p>Measures: Teachers will use data to spiral and reteach TEKS not mastered, administrators will monitor through walkthroughs, thus resulting in an increase in student performance.</p> <p>Staff Responsible for Monitoring: Content administrators, campus principal, ELA teachers, department heads</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Teachers will conduct goal setting meetings with student and monitor progress on student goals with the student.</p> <p>Measures: Teachers will use data from formal assessments and MAP data to conduct/facilitate goal setting meetings with students to empower student accountability in their learning and progress monitoring.</p> <p>Staff Responsible for Monitoring: ELA teachers, content administrators, campus principal, department heads</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 4: Increase Student Achievement by Increasing Meets to Masters pass rate

Performance Objective 1: By May 2025, KMS will show a 10% increase in the Meets to Masters pass rate on 8th grade Math STAAR, compared to May 2024.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: All 8th grade teachers will meet in Professional Learning Communities weekly to work on TEKS Resource planning, alignment, lesson planning and data analysis focused on MAP reports and the district summative reports.</p> <p>Measures: Content administrator and PLC lead teacher will facilitate monthly PLC on data analysis focused on student enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: G/T Specialist will provide professional development during PLCs focused on instructional strategies for enrichment and extensions.</p> <p>Measures: Classroom walkthroughs, observations, and data analysis</p> <p>Staff Responsible for Monitoring: Administrators, teachers, G/T specialist</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>			