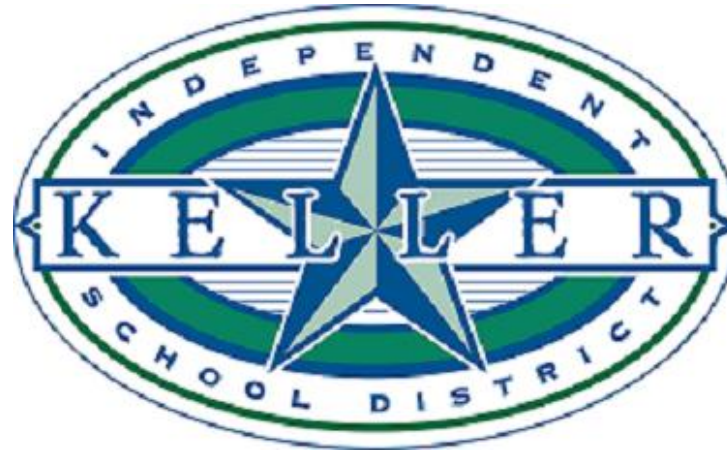


Keller Independent School District
Trinity Springs Middle School
2024-2025 Campus Improvement Plan



Mission Statement

We at Trinity Springs will authentically educate both students and staff through support, teamwork, and high expectations by teaching, modeling, and mentoring.

Vision

KISD-An Exceptional district in which to learn, work, and live.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Keller ISD covers 51 square miles in the cities of Keller, Colleyville, Fort Worth, Haltom City, Hurst, North Richland Hills, Southlake, Watauga and Westlake. Keller ISD has 42 campuses, which will serve approximately 35,000 students for the 2022-2023 school year.

The total enrollment for the 2022-2023 school year at Trinity Springs Middle School is as follows:

7th graders: 466

8th graders: 440

906 Campus Total

The current demographics for Trinity Springs Middle School are as follows:

| |
|--------------------------------|
| White: 411 students |
| Hispanic: 256 students |
| African American: 104 students |
| Asian: 72 students |
| Multi-Race: 88 students |
| Native American: 2 students |
| Pac. Islander: 0 student |
| At-Risk Students: 328 students |

| |
|---|
| White: 411 students |
| GT: 67 students |
| Economically Disadvantaged: 355 students LEP: 103 students |
| ESL: 64 students |
| Bilingual: 18 students |
| Homeless: 7 students |
| Special Education: 149 students |
| 504: 138 students |

Demographics Strengths

At TSMS, we embrace diversity and seek opportunities to celebrate that our differences make us stronger together. We strive to build community and Titan Pride in all aspects of our school with positivity and belonging. Diversity allows us to practice and model respect, and this is evident in the everyday interactions with students and staff.

Our Special Education population and programs allow our students a chance to see the strengths in everyone as well. These students are respected and are an important part of our Titan Family.

At TSMS, we understand the need to build relationships, have a growth mindset, and to push one another to new heights. Diversity helps us experience this in new ways. The Effective Schools Framework states that Strategic Staffing, High-Quality Instructional Materials and Assessments, and Positive school culture are what drive Effective instruction. We embrace our diversity to champion these ideas to help our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a pronounced belief that TSMS's demographics are changing and that we need to adjust the needs of our students. **Root Cause:** From 23-24 to 24-25, we have increased the number of our economically disadvantaged students from 259 to 355.

Student Learning

Student Learning Summary

STAAR Performance is listed below. We have areas of success, and areas we are looking to grow in.

| Content | Grade | Approaches | Meets | Masters |
|---------|-------|------------|-------|---------|
| RLA | 7 | 84 | 63 | 35 |
| Math | 7 | 66 | 30 | 4 |
| RLA | 8 | 88 | 62 | 28 |
| Math | 8 | 85 | 58 | 20 |
| SS | 8 | 77 | 46 | 26 |
| Science | 8 | 79 | 41 | 8 |

2023 Preliminary Accountability Rating: B

Student Learning Strengths

TSMS is performing over 80% Approaches in 3 areas. Through PLC work, we are expanding on the positive learning experiences and strong instructional practice by collaborating within our teams and school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a pronounced need at TSMS for a concerted effort for personalized learning. **Root Cause:** Differentiation is a challenging task, which requires teachers to master the content and develop meaningful learning experiences that directly addresses individual academic needs, as well as foster a sense of personal relevance in each student. This process is a skill as much as it is an art, and many novice teachers can feel quickly overwhelmed orchestrating the complexities of intentional differentiation and thus, feel reluctant to engage these learning opportunities regularly.

School Processes & Programs

School Processes & Programs Summary

TSMS is working toward 100% alignment with KISD approved and supplied resources and curriculum while maintaining a strong focus on TEKS based instruction. Through guidance from campus leadership, our PLCs are becoming a place where teachers can support one another while leadership leverages the strong teacher leaders to propel our students and staff to new heights.

School Processes & Programs Strengths

Our PLCs are the backbone of the work we are doing here at TSMS. Our teams are collaborative and open to new opportunities of learning and taking support and guidance from Campus and District leadership.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers struggle to effectively differentiate for higher-level students. **Root Cause:** Due to the academic implications for passing or failing the STAAR test, teachers typically focus on struggling student whose academic history indicates a likely or possible failure on future standardized testing. As such, teachers have limited experience in focusing on these higher-level students and providing extension activities.

Perceptions

Perceptions Summary

At TSMS we are constantly working toward connection with our community. Through working with PTA, and parent communication, we are growing together under the shared belief of providing the best we can for our students in terms of learning and safety.

Perceptions Strengths

Open communication between stakeholders is a key aspect of the unity we are working towards with our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for clear behavioral expectations and consequences at TSMS. **Root Cause:** There is a view from some community members that "nothing is done" about some situations within the school. We need to align with the Student Code of Conduct and District approved resources to present all our students with a firm foundation in expectations, and clear ways that we help our students align to expectations.

Priority Problem Statements

Problem Statement 1: There is a pronounced need at TSMS for a concerted effort for personalized learning.

Root Cause 1: Differentiation is a challenging task, which requires teachers to master the content and develop meaningful learning experiences that directly addresses individual academic needs, as well as foster a sense of personal relevance in each student. This process is a skill as much as it is an art, and many novice teachers can feel quickly overwhelmed orchestrating the complexities of intentional differentiation and thus, feel reluctant to engage these learning opportunities regularly.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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

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

Student Data: Behavior and Other Indicators

- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data





- Parent surveys and/or other feedback

Goals

Goal 1: Increase student achievement.

Performance Objective 1: By June 2025, TSMS will increase EOC Mastery scores by 5% compared to 2024 measured by state assessment results.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|-----|------|
| <p>Action Step 1: At the beginning, middle, and end of the year, MAP assessments will be administered to allow for teachers and students to monitor individual progress and complete RTI goals and strategies to improve student success.</p> <p>Measures: MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: By June 2025, all teachers will implement District Resources and Curriculum with fidelity.</p> <p>Measures: Weekly lesson plans Walk-throughs conducted by Principal and Assistant Principals</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals IC</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

| Action Step 3 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| <p>Action Step 3: Teachers will communicate last years STAAR scores with all students.</p> <p>Measures: Form during Staff Meeting</p> <p>Staff Responsible for Monitoring: Principal IC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 4 Details | Progress Reviews | | |
| <p>Action Step 4: Teachers will utilize district provided assessments to monitor mastery of TEKS for each student they teach.</p> <p>Measures: CCA DCA Unit Assessments</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</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 1: Increase student achievement.

Performance Objective 2: By June 2025, TSMS Meets Performance will increase Math and Science to 60% compared to 2024, measured by the State Assessment Results.

| Action Step 1 Details | Progress Reviews | | |
|---|------------------|------------|-------------|
| <p>Action Step 1: At the beginning, middle, and end of the year, MAP will be administered to allow for teachers and students to monitor individual progress and complete RTI goals and strategies to improve student success.</p> <p>Measures: MAP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals IST</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| <p>Action Step 2: By June 2024, all teachers will implement District Resources and Curriculum with fidelity.</p> <p>Measures: Lesson Plans Walkthrough Data</p> <p>Staff Responsible for Monitoring: Principal APs Instructional Coach</p> | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| <p>Action Step 3: Teachers will utilize district provided assessments to monitor mastery of TEKS for each student they teach.</p> <p>Measures: CCA DCA Unit Assessments</p> <p>Staff Responsible for Monitoring: Principal APs Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> | Progress | | |
| | Dec | Apr | July |
| | | | |

Action Step 4 Details

Progress Reviews

Action Step 4: Teachers will know and communicate students' previous scores to help students set goals of improvement.

Measures: Form from Staff Meeting

ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Progress

Dec

Apr

July



No Progress



Accomplished



Continue/Modify




Discontinue


Goal 2: Overall improvement with staff students and parents measured by our campus survey

Performance Objective 1: By May 2025, 70% of surveyed parents will "Always" or "Very Often" feel their student is supported at school.

| Action Step 1 Details | Progress Reviews | | |
|--|------------------|------------|-------------|
| Action Step 1: Collaborate with Leadership team on weekly newsletter to include important information pertinent to student safety, and community promotion. | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 2 Details | Progress Reviews | | |
| Action Step 2: Increase PTA membership by 10% Measures: PTA Membership: 22/23 - 44 Members Goal is 49+ Staff Responsible for Monitoring: Crawford TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 3 Details | Progress Reviews | | |
| Action Step 3: Implement a Watch D.O.G.S. program at TSMS. Measures: By January 2024, TSMS will have a WatchD.O.G.S. Program. ESF Levers: Lever 3: Positive School Culture | Progress | | |
| | Dec | Apr | July |
| | | | |
| Action Step 4 Details | Progress Reviews | | |
| Action Step 4: Continue to have open communication between stakeholders within our community while sending out newsletters and other communication monthly or more. Measures: One form of communication a month will go to parents from TSMS/Principal. ESF Levers: Lever 3: Positive School Culture | Progress | | |
| | Dec | Apr | July |
| | | | |

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: Improvement in employee retention compared to the hiring season of 2024

Performance Objective 1: Have a moral boost activity for each month to show appreciation.

Goal 3: Improvement in employee retention compared to the hiring season of 2024

Performance Objective 2: Send out weekly shoutouts to staff. Use Trinity and Beyond to allow parents to shout out teachers.

State Compensatory

Budget for Trinity Springs Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

| |
|--|
| |
|--|

Personnel for Trinity Springs Middle School

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|-------------------|-----------------|------------|
| Jennifer Williams | Math Quest | 1 |
| Lara Newman | IST | 1 |