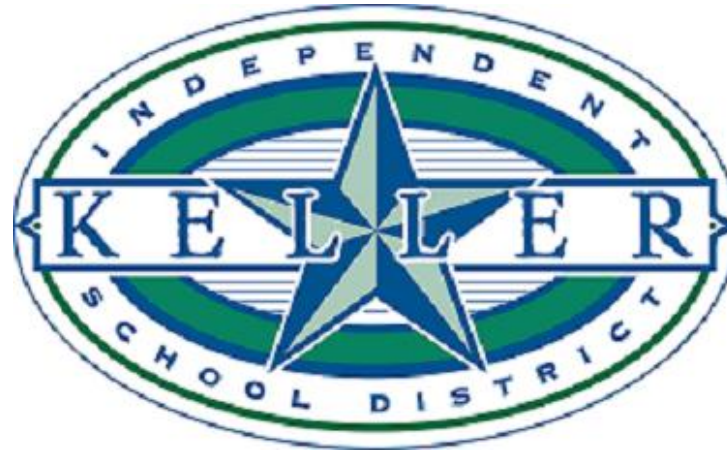


**Keller Independent School District
Trinity Meadows Intermediate School
2024-2025 Campus Improvement Plan**



Mission Statement

Working together, our TMI school community will contribute towards maximizing the potential of all learners.

Vision

Trinity Meadows is a school that models responsiveness, adaptability, and hope to a changing world.

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Trinity Meadows Intermediate School is a 5th and 6th Grade campus with a current enrollment of 811 students. We have an average class size of about 26 students. 40.2% of these students are White, 30% are Hispanic, 12.6% are African American, 8.8% are Asian, 0.0% are American Indian or Alaska Native, and 8.5% have indicated multiple race/ethnicity. A little more than 24.9% of our students are served through Special Education, almost 7.9% are served through G/T, and 7.3% of our students receive Bilingual/ESL educational services, and 42.8% of the students at TMI are classified as Economically Disadvantaged. 37.7% of our students are classified as At Risk.

Our staff is made up of 3 administrators, 3 counselors, 9 Special Education Teachers, 1 Librarian, 3 Dyslexia Specialists, 2 ISTs and 1 ESA, 2 bilingual teachers, 10 Co-Curr teachers (5 full time at TMIS and 5 that are shared with other campuses), 32 General Education Teachers, 16 Paraprofessionals, 1 Nurse, 1 Diagnostician, and a Speech teacher that is shared with another campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TMI is seeing a rise in the number of Economically Disadvantaged students each year. **Root Cause:** Economic conditions following the COVID pandemic, as well as the end of the federal government's provision of a free lunch to all students has resulted in a high number of families applying and qualifying for Free/Reduced Lunch status.

School Processes & Programs

School Processes & Programs Summary

Trinity Meadows Intermediate School students and staff feel safe and secure on our campus. A positive environment of mutual respect and trust has been established and maintained through a variety of activities, but can be improved through consistency, respect, and achieving our goals. The teachers have a common, genuine concern and desire to work with individual students and their families to ensure academic and social success. Communication on the campus is open, honest, timely, and professional. Teachers are involved with many of the decisions that are made on the campus through departmental meetings, river teams, and CEIC.

The master schedule is designed so that each classroom has time allotted for departmental planning, FLEX time, and a teacher planning time. We have implemented a campus wide character development program called The Energy Bus for Schools. FLEX time is used for instructional interventions, remediation, and extension for students.

Curriculum at Trinity Meadows aligns with the Texas Essential Knowledge and Skills standards and Keller ISD scope and sequence documents. Teachers integrate technology applications daily and each student has a district issued Chromebook. Grade level departments plan collaboratively to ensure each student is receiving quality instruction based on classroom and campus data. Through the RTI process, students are served at their individual levels of needed support in the classroom and through pull-out services. Both students and teachers use management tools to track students' progress toward instructional goals.

Trinity Meadows also utilizes a housing, or camp system, that promotes positive relationships and a sense of belonging among the entire building. Students are able to earn and accumulate camp points throughout the week, and a weekly winner is announced every Monday, with the winning camp having their flag raised in front of the school for the week of. Camps are also celebrated each quarter with a Bonfire event where the whole school comes together.

School Processes & Programs Strengths

- Campus emergency procedures are in place and practiced
- Campus emergency teams are trained, in place, and practiced
- Student arrival and dismissal procedures are in place
- Continued implementation of the Camp System
- Camp Council (a group of teachers) to help monitor and implement Camp system activities (Camp fires, River Camps, and Bonfires)
- Variety of activities to involve parents and students in campus life - after school clubs (mostly initiated by the students), Show Choirs, after school sport tournaments, PTA activities, Fall Musical, Spring Plays, Student Council, Art Club, Yearbook Club, Marimba Club, etc.
- Strong support of social/emotional health for students through the counseling department (small group sessions, guidance lessons, SOS screenings)
- Common planning times for each department within each grade level
- Use of KISD learning frameworks
- Teachers collaboratively create grade-level assessments and evaluate the results
- Self-contained special education students are integrated with general education students in a variety of settings (lunch, Co-curr, Recess, FLEX, etc).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The school is seeing an increase in violent and physical related discipline. **Root Cause:** Societal changes in social skills creates a gap in appropriate expectations at home and at school.

Perceptions

Perceptions Summary

At Trinity Meadows our teachers provide a rigorous learning environment for students. Students are well prepared for the next grade level. Parents are invited to participate in various activities throughout the year (Bonfires, PTA events, Principal Coffee Talks, Meet the Teachers, Fine Arts performances, etc.).

Trinity Meadows has a low teacher turnover rate which allows us to continue to develop our proficiency with campus initiatives (Leveled math classes, Camp System, and student achievement). Opportunities for teachers to learn and grow professionally are created through staff development, attending conferences, and work with district coaches and mentors. The staff at TMI works to create a sense of community in which they can collaborate and support one another in every aspect.

Perceptions Strengths

- All Pro Dads organization is continuing this year
- Parents as Tutors
- Full and active PTA Board
- Genuine compassion that staff member have for each other
- Commitment to growth and learning
- Many of our staff members hold advanced degrees or are currently pursuing post-graduate work
- New teachers to the profession or campus are assigned a campus mentor
- New teachers participate in the Inspire Academy

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase parent engagement in order to increase student achievement. **Root Cause:** Parents are more and more spread thin with work, other children, and not able to engage with the student's academics as much as earlier years.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Increase Student Achievement

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

S - Scores will be at a minimum of 60% Meets on the 2025 STAAR assessment

M - 2024 STAAR Results * 5th ELA - 55% - Need 5% Growth * 5th Math - 46% - Need 14% Growth * 5th Science - 28% - Need 32% Growth * 6th ELA - 62% - Would like this to go up another 5% * 6th Math - 53% - Need 7% Growth





A - All campus personnel will use formative, unit and summative data throughout the year to drill down in areas where students are struggling with particular standards.

R - Goal is aligned with Keller ISD goal of 60% meets. This will also be in our campus improvement plan that will be shared with stakeholders of TMI.

T - We will seek to achieve this goal by the 2025 STAAR Assessments.

High Priority





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Use of Student Success Criteria to have students and teacher focus on the learning vs. the doing.</p> <p>Measures: Check of planners, conversations with students</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Campus wide 1416 interventions during Flex periods and "Foundation Fridays" to help students with basic TEKS that the campus needs support on.</p> <p>Measures: Schedule, Intervention Logs, Feedback from staff</p> <p>Staff Responsible for Monitoring: Admin, Teachers, ISTs</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Work with district curriculum coaches to work with teachers on foundations and areas of need.</p> <p>Measures: Feedback from district curriculum coaches and teachers</p> <p>Staff Responsible for Monitoring: Admin, District curriculum coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Admin and teachers will look at the data after each unit summative to analyze areas of need.</p> <p>Measures: MAP, Unit Summative Assessments</p> <p>Staff Responsible for Monitoring: Admin, Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Campus admin expectation and monitoring of adherence to district scope and sequence and use of district resources.</p> <p>Measures: District scope and sequence documents</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Overall excellence in student, parent, and community relations

Performance Objective 1: TMI will use The Energy Bus for Schools program to build positive relationships between all stakeholders on campus.





High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Weekly Energy Bus for Schools lessons will be taught during the Wednesday camp cabin times. Students will display work and activities throughout the building.</p> <p>Measures: Student work, feedback from students.</p> <p>Staff Responsible for Monitoring: Admin, teachers, parents</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</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: Overall excellence in student, parent, and community relations

Performance Objective 2: To improve the communication between TMI and parents, campus administration will hold monthly Coffee Talks, inviting parents to come in and receive information about the school and provide feedback.

High Priority

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Monthly meeting scheduled with times before and after school.</p> <p>Measures: Sign in sheets, correspondence from parents.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</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>			