

# Keller Independent School District



## Indian Springs Middle School

## 2025-2026 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

## 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 901 students.

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

6.88% Asian

2.44% African American

14.87% Hispanic

0% Pacific Islander

58.27% White

(5.33% Multi-Race belonging to two or more of the groups above)

Our student sub populations include 12.65% Gifted and talented, 18.42% Special Education, 11.32% 504 services, 11.65% At Risk, 3.44% English as a Second Language, 2.44% Limited English proficiency, and 6.77% Economically Disadvantaged.

### 2024-2025 Disciplinary Referrals

- 85.4% of students had 0 disciplinary referrals
- 9.6% of students had 1 disciplinary referral
- 3.1% of students had 2-3 disciplinary referrals
- <1% of students had 4-5 disciplinary referrals
- <1% had 6+ disciplinary referrals

## 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 3.1% of all students having more than one office referred behavior.
- Overall low mobility rate
- Number of at-risk students decreased by 17.57% since 2021-2022 school year.
- 85.4% of students had 0 disciplinary referrals.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

There has been an increase in summer/early fall student enrollments compared to the 2024-2025 school year.

- Various external factors including demographic changes - Increase in students returning to ISMS from private or home school environments for 7th and 8th grade

 = Priority

# 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.

### **2025 STAAR Scores Breakdown by Grade Level:**

2025 Grade 5 Math STAAR Scores: Approaches-88% Meets-67% Masters-27%

2025 Grade 5 Reading STAAR Scores: Approaches-94% Meets-81% Masters- 43%

2025 Grade 5 Science STAAR Scores: Approaches-88% Meets-48% Masters- 20%

2025 Grade 6 Math STAAR Scores: Approaches-95% Meets-67% Masters-30%

2025 Grade 6 Reading STAAR Scores: Approaches-94% Meets-81% Masters- 56%

2025 Grade 7 Math STAAR Scores: Approaches-66% Meets-42% Masters-5%

2025 Grade 7 Reading STAAR Scores: Approaches-88% Meets-79% Masters- 44%

2025 Grade 8 Math STAAR Scores: Approaches-86% Meets-74% Masters-47%

2025 Grade 8 Reading STAAR Scores: Approaches-94% Meets-79% Masters- 47%

2025 Grade 8 Science STAAR Scores: Approaches-83% Meets-57% Masters-14%

2025 Grade 8 Social Studies STAAR Scores: Approaches-78% Meets-46% Masters-22%

### **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.

## Strengths

- Between 85% and 90% 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 2025 EOC exams.
- Overall campus reading performance was 92.5% 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

## Root Cause

1

While ISMS overall achievement reflects success when compared to MAP and STAAR norms and benchmarks, there has been a decline in the rate of students advancing from one performance level to the next (Approaches to Meets, Meets to Masters). Greater emphasis should be placed on promoting student growth, increasing higher-level achievement, and earning academic distinctions.

Emphasis has been placed more on proficiency than on growth. Targeted interventions have primarily addressed lower-performing students. Additional reinforcement and enrichment opportunities are needed for students across all performance levels.

 = Priority

# 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 opportunities 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 5-8, 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 (Advisory)
- 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, weekly newsletter from Principal

## 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

## Root Cause

1

As a 5-8 campus, ISMS has a smaller number of students participating in athletics, fine arts, and student-led clubs.

- Lower student population for each grade level compared to other campuses in the district. - Serving students across 4 grade-levels.

 = Priority

# Perceptions

## Summary

During the 2024–2025 school year, ISMS continued to build upon its strong, family-like culture. The CEIC, teachers, staff, and the Principals' Cabinet students recognized that ISMS fosters a welcoming environment where teachers and staff demonstrate a deep commitment to the school, actively pursue professional growth, and collaborate to support student learning and success.

Student feedback collected through surveys and focus groups affirmed that students feel ISMS provides a safe, orderly, and supportive environment that meets their needs, interests, and talents. At the same time, students expressed a desire for additional opportunities to engage with peers and experience greater diversity in activities. In response, students initiated and expanded a variety of clubs, particularly for 5th and 6th grade students.

Parent involvement remains a vital strength of the ISMS community. Families consistently partner with the school to support students by attending events, actively participating in PTA (which has earned multiple membership awards), responding promptly to school communication, and collaborating through committees such as 504 and ARD. Parents also show strong support by attending student activities and proactively communicating needs or concerns.

ISMS communication channels continue to be well-utilized and effective, as seen through parents' awareness of school events, engagement with social media updates, celebration of student successes, and timely two-way communication.

## 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

## Root Cause

1

Although the school shares information, events, activities, and highlights, greater emphasis is needed on recognizing students and staff for their accomplishments in academics, talents, and character.

Recognition efforts have primarily focused on events and activities rather than individual academic, talent-based, or character achievements. Limited systems or structures are in place for consistently highlighting student and staff successes across multiple platforms. Opportunities for recognition are not fully embedded into the school culture or daily routines, leading to inconsistencies

 = Priority



# Goals

# Goal 1 Increase Student Achievement

## Performance Objective 1

70% of all math students will score Meets as measured by 2026 STAAR/EOC.

### 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 weekly PLC meetings and quarterly 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.

**Measures:** MAP Testing/Data

**Staff Responsible for Monitoring:** Campus Administration  
Classroom Teachers

**TEA Priorities:** 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

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Students develop and track their goals using MAP data for BOY, MOY, and EOY MAP testing.

**Measures:** MAP Testing/Data  
Student goal progress data

**Staff Responsible for Monitoring:** Classroom Teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 3

Classroom teachers will meet weekly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.

**Measures:** MAP Growth Data  
Unit Assessments

**Staff Responsible for Monitoring:** Classroom Teachers  
Campus Administration

**TEA Priorities:** 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

## Progress Reviews

Moderate Progress

December

April

July

August

## Performance Objective 2

85% of all RLA students will score Meets as measured by 2026 STAAR/EOC.

### 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 weekly PLC meetings and quarterly 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.

**Measures:** MAP Data

**Staff Responsible for Monitoring:** Administration & Teachers

**TEA Priorities:** 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

## Progress Reviews

Moderate Progress

December

April

July

August

## Action Step 2

Students develop and track their goals using MAP data for BOY, MOY, and EOY MAP testing.

**Measures:** MAP Data  
Student Goal Progress

**Staff Responsible for Monitoring:** Classroom Teachers

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Progress Reviews

Moderate Progress

December

April

July

August

## Action Step 3

Classroom teachers will meet weekly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.

**Measures:** MAP Data  
Unit Assessments

**TEA Priorities:** Build a foundation of reading and math

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Progress Reviews

Moderate Progress

December

April

July

August

## Performance Objective 3

60% of all 5th and 8th grade science students will score Meets as measured by 2026 STAAR/EOC.

## 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.

**Measures:** MAP Data

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Students develop and track their goals using MAP data for BOY, MOY, and EOY MAP testing.

**Measures:** MAP Data

**Staff Responsible for Monitoring:** Classroom Teachers

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 3

Classroom teachers will meet weekly to analyze data, including MAP scores, unit assessments, and formative assessments, to inform and enhance their instruction.

**Measures:** MAP Growth Data  
Unit Assessments

**Staff Responsible for Monitoring:** Administration  
Classroom Teachers

**TEA Priorities:** Connect high school to career and college

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

## Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

## Performance Objective 4

60% of all 8th grade social studies students will score Meets as measured by 2026 STAAR/EOC.

### Action Step 1

Classroom teachers will meet weekly to analyze data, including unit assessments and formative assessments, to inform and enhance their instruction.

**Measures:** Unit Assessment Data

**Staff Responsible for Monitoring:** Classroom teachers  
Campus Administration

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

### Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**

# Goal 2 Overall Excellence in Student, Parent, and Community Relations

## Performance Objective 1

Achieve a 10% increase in positive responses on campus climate surveys related to communication, academic preparedness, and student engagement by the end of the 2025-2026 school year.

### Action Step 1

Develop and implement a structured monthly communication system that includes parent newsletters, student updates, staff highlights, and periodic survey feedback opportunities.

**Measures:** Campus Climate Survey Data (BOY, MOY, and EOY)

**Staff Responsible for Monitoring:** Campus Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Establish a Student Advisory Committee that meets monthly with administrators to provide input on communication, instruction, and engagement.

**Measures:** ISMS Principal's Cabinet Meeting Data  
Campus Climate Survey Data

**Staff Responsible for Monitoring:** Campus Administration

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

Decrease out of placement student discipline incidents by 20% for the 2025-2026 school year.

### Action Step 1

Provide professional development for staff on restorative practices, de-escalation strategies, and proactive classroom management.

**Measures:** Campus Discipline Data

**Staff Responsible for Monitoring:** Campus Administration  
Counseling

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

Monitor student progress biweekly through admin and counselor check-ins to reduce escalation to out-of-placement incidents.

**Measures:** Campus Discipline Data

**Staff Responsible for Monitoring:** Campus Administration  
Counseling

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

#### Progress Reviews

Moderate Progress

December

April

July

August