

Keller Independent School District



Keller Middle School

Accountability Rating: A

Distinction Designation:

Top 25 Percent: Comparative Closing the Gaps

2025-2026 Campus Improvement Plan

Mission Statement

Mission:

Keller Middle School is 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.

Vision

Vision:

To cultivate a thriving community of well-rounded learners where academic excellence and personal growth empower every student to reach their full potential.

Value Statement

Motto:

We Command

Mantra:

RUMBLE

R – Respect

Treat yourself and others with kindness.

U – Understanding

Recognize the value of learning and actively seek new opportunities to grow.

M – Mindset

Embrace challenges with a growth mindset and a positive attitude.

B – Believe

Have confidence in yourself and others.

L – Lead

Be responsible and inspire those around you.

E – Excellence

Strive for your personal best in all you do.

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Comprehensive Needs Assessment

Demographics

Summary

Keller Middle School is a high-achieving middle school in Keller, Texas currently serving 911 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 - 8.5% (78)

Gifted & Talented - 16.3% (149)

Special Education - 12.6% (113)

504 - 11.3% (103)

At Risk - 24.3% (222)

ESL - 2.7% (25)

Hispanic-14.7

Native American-.7% (7)

Asian-12.9% (118)

Black-3.4% (31)

White- 73.1% (666)

Pac Islander-.1% (1)

Multi Race-9.6% (88)

Strengths

Keller Middle School Demographic Strengths

1. Diverse Student Population:

- **Ethnic Diversity:** The school has a varied ethnic composition, including Hispanic (15%), Caucasian (73%), African American (3.5%), Asian (13%), Pacific Islander (0.1%), Multi-Race (9.5%), and Native American (0.5%) students. This diversity enriches the school environment and promotes cultural awareness and inclusivity.

2. Strong Special Programs:

- **Gifted and Talented (GT):** 16% of students are identified as Gifted and Talented, indicating strong academic capabilities and potential for advanced learning opportunities.
- **Special Education (SPED):** 12% of students receive special education services, ensuring they have the necessary resources and accommodations to succeed.
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3. High Attendance Rate:

- **Average Daily Attendance:** The school maintains a high average daily attendance rate of 95.6%, reflecting strong student engagement and commitment to learning.

4. Academic Excellence:

- **State Assessment Scores:** Students perform above the state average in reading and math, demonstrating strong academic achievement.
- **College, Career, and Military Readiness:** The school has high engagement in preparatory programs, preparing students for future success in college, careers, and the military.

Student Learning

Summary

On the 2025 STAAR, the following scores for all grades show the percentages of students that score Meets Grade Level or higher:

Reading - 7th Grade 74% 8th Grade 76%

Math - 7th Grade 39% 8th Grade 68%

Science - 8th Grade 61%

Social Studies 45%

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.

2025 Spring MAP scores showed that our students achievement was

Math 7th-78th percentile

Math 8th-57th percentile

Reading 7th-72nd percentile

Reading 8th-58th percentile

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

While KMS levels of achievement are high on average, our average growth is low on both MAP and STAAR testing.

Extension activities and differentiation of instruction have not been implemented in our classrooms enough for our high achieving students to grow on MAP. Biology, Algebra and English I students have not been administered on our campus until this year with fidelity. Our accelerated students' High school EOC scores are not incorporated into our campus accountability score.

 = Priority

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.
- Weekly Intervention for students struggling with reading and during advisory.
- 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 using Read 180 program
- 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.

Strengths

- We are utilizing designated level planning meetings weekly, 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 weekly newsletters to parents and teachers from administration and every three weeks from teachers using parent square. Meet with all stakeholders to establish norms and evaluate instruction, process, and evaluation.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Staff and parents have requested more consistency with communication Root Cause	Lack of continuity and oversight.
2	Science and Social Studies STAAR score drops significantly, and other level decreased as well.	Planning meetings were not conducted weekly, norms were not established, and data was not effectively used to drive instruction.

 = Priority

Perceptions

Summary

During the 25-26 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.

Strengths

KMS is a high achieving campus where students excel academically and in extracurricular activities.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Staff and parents have requested more detailed and aligned communication regarding expectations, instruction, and calendared events. This is an area that needs continual improvement as we prioritized expectation and communication during the 24-25 school year as well.

Lack of continuity, systems and oversight.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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 Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback



Goals

Goal 1

According to 2026 STAAR data, we will increase student achievement by 60 percent of all students meeting grade level on 2026 STAAR test.

Performance Objective 1 HB3 Goal

Increase the percentage of 7th grade students meeting grade level on the Math STAAR from 39% in 2025 to 45% in 2026.

Action Step 1

Utilize planning meetings to analyze DCA, MAP and STAAR data to identify students at risk for failure and aren't showing growth on DCA and MAP. Discuss activities and resources within the curriculum documents, identify teaching strategies, monitor pacing, identify hotspots and extension activities that can be reviewed in warmup, closure and spiral activities.

Measures: DCA, MAP and STAAR data

Staff Responsible for Monitoring: Teacher, Level Lead, Admin

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

HB1416 Plan for 2025-2026

Accelerated instruction will begin the week of August 25, 2025.

Tutoring must be provided for a minimum of one hour per week:

RLA Instruction will be held during advisory and PBR classes on Tuesday and any extra class time on Wednesday or Friday.

Math Instruction will be held during advisory and PBR classes on Thursday and any extra class time on Monday or Friday.

Students can also attend tutoring before and after school with their Math or RLA teacher following our campus tutoring schedule.

Beginning during the 2nd quarter, students who may need additional tutoring will be provided pull-out tutoring during the school day.

Students failing the same subject two years in a row will require the development of an Accelerated Education Plan for that subject.

Students with an IEP or 504 plan will have their Accelerated Education Plan documented in Frontline.

All other student plans will be documented in Aware.

Parent Contact/AEP Creation

For students in Special Education, the case manager will contact the parent to create the

Accelerated Education Plan. The case manager will complete the HB1416 form. For all other students, the classroom teacher (Math or RLA) will contact the parent and complete the HB1416 form.

The HB1416 form will be used to document details of the conversation with the parent regarding HB1416 as well as the area(s) of focus for the tutoring.

Students who were absent for the STAAR test, can opt out of the HB1416 tutorials only if they are able to show they are on grade level in the BOY MAP assessment for that subject. BOY MAP assessments will be taken September 9-12, 2025.

Points to communicate with parents:

Subject(s) student qualifies for HB1416 and number of hours

KMS plans to work with students during advisory and all students will be working on lessons at that time

Groups may be larger than 4 students

Lessons will be designed to assist students in achieving satisfactory performance in the grade level that they struggled with STAAR (6th or 7th)

Teachers can also assist students with current classwork for Math or RLA

Lessons will be provided by a teacher from that subject area (Math or RLA)

How do we determine the number of hours required?

Measures: STAAR, MAP and DCA data

Staff Responsible for Monitoring: Teachers and Assessment Administrator

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Tier Two interventions will be implemented in Advisory classes on Tuesdays by utilizing district approved resources such as skill builders, spiral activities, delta math, and PSAT prep activities. Small group instruction will be offered to students that have failed the previous year's STAAR and those that are at risk for failure according to DCA and MAP data.

Measures: MAP, STAAR and DCA

Staff Responsible for Monitoring: Teachers and Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2

Increase the percentage of 7th grade students achieving Approaches Grade Level on the ELA STAAR from 88% in 2025 to 91% in 2026.

Action Step 1

Utilize planning meetings to analyze DCA, MAP and STAAR data to identify students at risk for failure and aren't showing growth on DCA and MAP. Discuss activities and resources within the curriculum documents, identify teaching strategies, monitor pacing, identify hotspots and extension activities that can be reviewed in warmup, closure and spiral activities. Students will establish growth goals based on MAP data and utilize Waggle/READ 180 as Tier 2 Intervention.

Measures: DCA, MAP, STAAR data, Read 180 data

Staff Responsible for Monitoring: Teacher and Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

HB1416 Plan for 2025-2026

Accelerated instruction will begin the week of August 25, 2025.

Tutoring must be provided for a minimum of one hour per week:

RLA Instruction will be held during advisory and PBR classes on Tuesday and any extra class time on Wednesday or Friday.

Math Instruction will be held during advisory and PBR classes on Thursday and any extra class time on Monday or Friday.

Students can also attend tutoring before and after school with their Math or RLA teacher following our campus tutoring schedule.

Beginning during the 2nd quarter, students who may need additional tutoring will be provided pull-out tutoring during the school day.

Students failing the same subject two years in a row will require the development of an Accelerated Education Plan for that subject.

Students with an IEP or 504 plan will have their Accelerated Education Plan documented in Frontline.

All other student plans will be documented in Aware.

Parent Contact/AEP Creation

For students in Special Education, the case manager will contact the parent to create the Accelerated Education Plan. The case manager will complete the HB1416 form.

For all other students, the classroom teacher (Math or RLA) will contact the parent and complete the HB1416 form.

The HB1416 form will be used to document details of the conversation with the parent regarding HB1416 as well as the area(s) of focus for the tutoring.

Students who were absent for the STAAR test, can opt out of the HB1416 tutorials only if they are able to show they are on grade level in the BOY MAP assessment for that subject. BOY MAP assessments will be taken September 9-12, 2025.

Points to communicate with parents:

Subject(s) student qualifies for HB1416 and number of hours

KMS plans to work with students during advisory and all students will be working on lessons at that time

Groups may be larger than 4 students

Lessons will be designed to assist students in achieving satisfactory performance in the grade

level that they struggled with STAAR (6th or 7th)
Teachers can also assist students with current classwork for Math or RLA
Lessons will be provided by a teacher from that subject area (Math or RLA)

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Tier Two interventions will be implemented in Advisory classes on Tuesdays by utilizing district approved resources such as Waggle and Read 180. Small group instruction will be offered to students that have failed the previous year's STAAR and those that are at risk for failure according to DCA and MAP data.

Measures: MAP, STAAR, and DCA data

Staff Responsible for Monitoring: Teachers and Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 3

Increase the percentage of 8th grade students meeting grade level on the Social Studies STAAR from 45% in 2025 to 60% in 2026.

Action Step 1

Implement spiraled review of key TEKS throughout the year using bell ringers and exit tickets.

Measures: Student Notebooks, DCA's

Staff Responsible for Monitoring: Teachers

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

Use primary source analysis and document-based questioning to build critical thinking.

Measures: Formative and Summative assessments.

Staff Responsible for Monitoring: Teachers

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Incorporate CER writing assignments for each unit so that students can learn, practice and receive timely feedback on their writing.

Measures: Essays, DCA's

Staff Responsible for Monitoring: Teachers

Progress Reviews

No Progress

December

April

July

August

Action Step 4

Utilize planning meetings to analyze DCA, MAP and STAAR data to identify students at risk for failure and aren't showing growth on DCA and MAP. Discuss activities and resources within the curriculum documents, identify teaching strategies, monitor pacing, identify hotspots and extension activities that can be reviewed in warmup, closure and spiral activities.

Measures: DCA and STAAR Data

Staff Responsible for Monitoring: Teachers and Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 4

Increase the percentage of 8th grade students meeting grade level on the Science STAAR from 61% in 2025 to 65% in 2026.

Action Step 1

Utilize planning meetings to analyze DCA, MAP and STAAR data to identify students at risk for

failure and aren't showing growth on DCA and MAP. Discuss activities and resources within the curriculum documents, identify teaching strategies, monitor pacing, identify hotspots and extension activities that can be reviewed in warmup, closure and spiral activities.

Measures: DCA, MAP and STAAR data

Staff Responsible for Monitoring: Teachers and Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Improve outdoor learning environment for science classes in order to increase hands on learning activities.

Measures: DCA, MAP and STAAR data.

Staff Responsible for Monitoring: Principal, Campus Beautification Committee, Teachers

Progress Reviews

Moderate Progress

December

April

July

August

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

Performance Objective 1

Improve campus communication.

Performance Objective 2

Build a positive school culture.

Performance Objective 3

Create a shared vision.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May of 2026, targeted professional development will be provided for each content area through PLC's, staff meetings and campus PD days.

Success Criteria

Using campus data such as MAP, DCAs and STAAR data along with teacher surveys to identify areas of need for professional development. Utilize campus lead teachers and PD committee members as well as administrators to deliver PD on campus.

Action Step 1

Campus Leadership Retreat

Measures: Input from Levels leads for instructional, cultural, and communication improvement on campus

Staff Responsible for Monitoring: Level Leads, AP's, Counselors, Principal

Progress Reviews

December

April

July

August

Action Step 2

PD Rotations lead by teachers and Committee Meetings

Progress Reviews

December

April

July

August

Performance Objective 2

Improve teacher retention.

Action Step 1

Creation of campus fun committee to organize the new teacher buddy program, staff socials, dress up days, games and prizes.

Measures: Number of teachers returning.

Staff Responsible for Monitoring: Admin, teachers and counselors.

Progress Reviews

December

April

July

August

Action Step 2

Improve the quality of staff celebrations, and staff recognition programs such as teacher of the month, BIG K award and district recognition programs. Admin and counselors are going into classrooms to sing, and our new Facebook page is being utilized to share this information.

Measures: Teacher feedback, survey and retention rates.

Staff Responsible for Monitoring: all staff

Progress Reviews

December

April

July

August

Performance Objective 3

Improve quality and consistency in campus communications.

Action Step 1

Admin will send weekly updates to staff via living documents where teachers can find important information and directives in chronological order throughout the year.

Measures: Staff surveys feedback.

Staff Responsible for Monitoring: Admin and counselors

Progress Reviews

December

April

July

August

Action Step 2

Parent newsletter to be sent weekly via parent square to share important information.

Measures: Parent Feedback and surveys.

Progress Reviews

December

April

July

August

Action Step 3

Improve campus communication by using Facebook and Instagram to share celebrations and experiences on campus and at extracurricular events.

Measures: Facebook and Instagram Data, feedback, surveys.

Staff Responsible for Monitoring: Admin

Progress Reviews

December

April

July

August