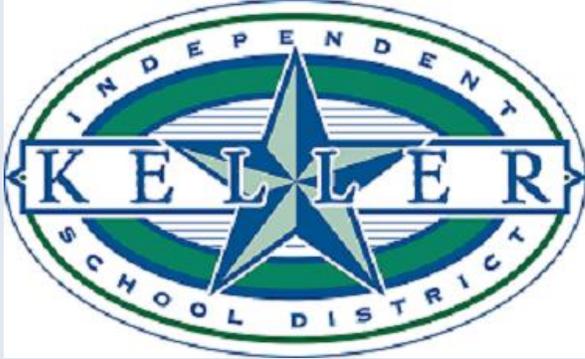


Keller Independent School District



Trinity Meadows Intermediate School

2025-2026 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	15
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	18
Student Data: Behavior and Other Indicators	19
Employee Data	19
Parent/Community Data	19
Support Systems and Other Data	19
Goals	21
Goal 1 : Increase Student Achievement	22
Goal 2 : Overall excellence in student, parent, and community relationships	25
Goal 3 : Employee Excellence and Organizational Improvement	27



Comprehensive Needs Assessment

Demographics

Summary

Trinity Meadows Intermediate School is a 5th and 6th Grade campus with a current enrollment of 801 students.

Current Enrollment Numbers

Campus	Enrolled	GT	SPED	At Risk	Homeless	LEP	ESL	Bilingual	Title I	Immigrant	Migrant	Eco Dis	504	Hispanic	Native Amer	Asian	Blaci
Trinity Meadows Intermediate School	801	68	229	314	4	143	57	76	0	14	0	295	35	264	17	75	99

	2021	2022	2023	2024	2025
Total Enrollm	898	895	924	865	813

Enrollment by Ethnicity %	2021	2022	2023	2024	2025
	Amer. Ind/Alaskan	0.22%	0.34%	0.22%	0.12%
Asian	5.90%	6.26%	7.14%	7.75%	8.73%
Black/African Amer	8.35%	8.27%	10.28%	11.45%	12.92%
Hispanic/Latino	27.62%	28.38%	28.35%	27.75%	30.14%
White	50.22%	48.49%	45.02%	44.28%	39.98%
Hawaiian/Pac Island	0.22%	0.00%	0.00%	0.00%	0.00%
Two or More	7.46%	8.27%	8.98%	8.67%	8.24%

Enrollment by Program %	2021	2022	2023	2024	2025
	Economically Disadv	27.95%	25.36%	36.47%	39.65%
LEP	13.14%	14.64%	14.83%	15.03%	15.99%
GT	8.91%	5.92%	6.93%	7.28%	8.00%
Title 1	12.69%	0.67%	0.32%	0.46%	0.25%
Special Ed	13.36%	14.53%	15.91%	17.92%	24.60%
At-Risk	34.19%	41.68%	40.58%	43.24%	47.60%
Homeless	0.22%	0.67%	0.32%	0.46%	0.25%
Dyslexia	15.70%	14.30%	13.31%	13.99%	15.01%

Strengths

Our PTA is strong and growing. They are very supportive of our campus' students and teachers. They plan events that help build a positive campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Trinity Meadows Intermediate School (TMI) has Special Education students comprising of 28.6% of the total enrollment, which require additional support and resources to ensure they receive equitable access to high quality education.

Insufficient staffing, funding, and tailored resources for Special Education programs impact the ability to meet the unique academic and behavioral needs of these students, preventing them from achieving their full potential.

 = Priority

Student Learning

Summary

Trinity Meadows Intermediate School received B accountability rating and serves a diverse community of learners across multiple demographics and programs. The campus is committed to continuous improvement of student performance through professional learning communities, collaboration on scope and sequence, utilizing the district curriculum, and interventions to meet students needs.

TMI will assess student progress on learning and growing through utilizing a range of assessments, including STAAR, MAP, district common assessments, and other formative and summative assessments. Teachers will analyze the data and develop targeted lessons, intervention strategies, and extensions to meet every student where they are at in their learning.

		Math											
Grade 5		Performance											
		Approaches or Higher				Meets or Higher				Masters			
		2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Trinity Meadows		89%	88%	72%	70%	56%	53%	46%	41%	29%	24%	17%	16%
State		76%	79%	76%	73%	46%	50%	49%	46%	24%	21%	19%	22%
Region		76%	79%	75%	72%	46%	49%	48%	45%	24%	21%	19%	21%
Keller ISD		83%	86%	80%	80%	55%	61%	57%	57%	32%	30%	25%	30%

		Reading											
Grade 5		Performance											
		Approaches or Higher				Meets or Higher				Masters			
		2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Trinity Meadows		88%	85%	79%	80%	63%	63%	56%	65%	43%	31%	27%	30%
State		80%	81%	78%	77%	57%	56%	54%	58%	37%	28%	29%	30%
Region		82%	81%	78%	77%	59%	57%	55%	58%	38%	29%	29%	30%
Keller ISD		87%	87%	84%	83%	65%	66%	63%	66%	43%	35%	36%	36%

		Science												
Grade 5		Performance												
		Approaches or Higher				Meets or Higher				Masters				
		2022	2023	2024	2025	2022	2023	2024	2025	2021	2022	2023	2024	2025
Trinity Meadows		77%	77%	60%	66%	51%	42%	28%	25%	15%	23%	21%	12%	9%
State		66%	64%	57%	64%	37%	34%	26%	29%	12%	17%	15%	11%	12%
Region		67%	65%	57%	63%	39%	36%	27%	29%	14%	18%	16%	11%	12%
Keller ISD		77%	75%	66%	72%	50%	43%	34%	36%	18%	23%	19%	15%	14%

		Math											
--	--	------	--	--	--	--	--	--	--	--	--	--	--

Grade 6	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Trinity Meadows	83%	88%	83%	87%	54%	55%	53%	56%	29%	27%	22%	28%
State	72%	74%	70%	72%	37%	38%	37%	37%	15%	15%	13%	15%
Region	74%	76%	70%	74%	40%	40%	38%	39%	17%	16%	13%	16%
Keller ISD	84%	88%	81%	85%	53%	57%	54%	54%	26%	29%	27%	27%

Grade 6	Reading											
	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Trinity Meadows	74%	83%	84%	85%	47%	63%	62%	62%	22%	29%	26%	34%
State	69%	75%	75%	75%	41%	51%	55%	54%	15%	22%	25%	28%
Region	71%	77%	76%	77%	44%	52%	56%	56%	17%	22%	26%	29%
Keller ISD	77%	86%	86%	87%	49%	65%	69%	68%	26%	30%	34%	40%

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1



Our 5th grade Math STAAR % of students Approaches or Higher has been declining and is showing a continued downward trend that must be addressed.

Lack of consistency and effective PLC practices, particularly in the area of data analysis and instructional planning. Instructional Gaps: Differences in instruction delivery and rigor across grade levels results in uneven student outcomes.

 = Priority

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, Camp committee, 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 during our Flex (Camp) period daily. FLEX time is used for character lessons and discussions, goal setting, 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 Surface Go devices. 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 receiving an award on that Friday. Camps are also celebrated each quarter with a Bonfire event where the whole school comes together.

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 character lessons, Bonfires, awards)
- 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, 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

Root Cause

1

The school is seeing an increase in violent and physical related discipline.

Societal changes in social skills creates a gap in appropriate expectations at home and at school.

 = Priority

Perceptions

Summary

At Trinity Meadows our teachers provide a rigorous learning environment for students. Students are prepared for the next grade level. Parents are invited to participate in various activities throughout the year (Bonfires, PTA events, School dances, 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.

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

Root Cause

1

There is a need to increase parent engagement in order to increase student achievement.

Parents are more spread thin with work, other children, and not able to engage with the student's academics as much as earlier years.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Our 5th grade Math STAAR % of students Approaches or Higher has been declining and is showing a continued downward trend that must be addressed.

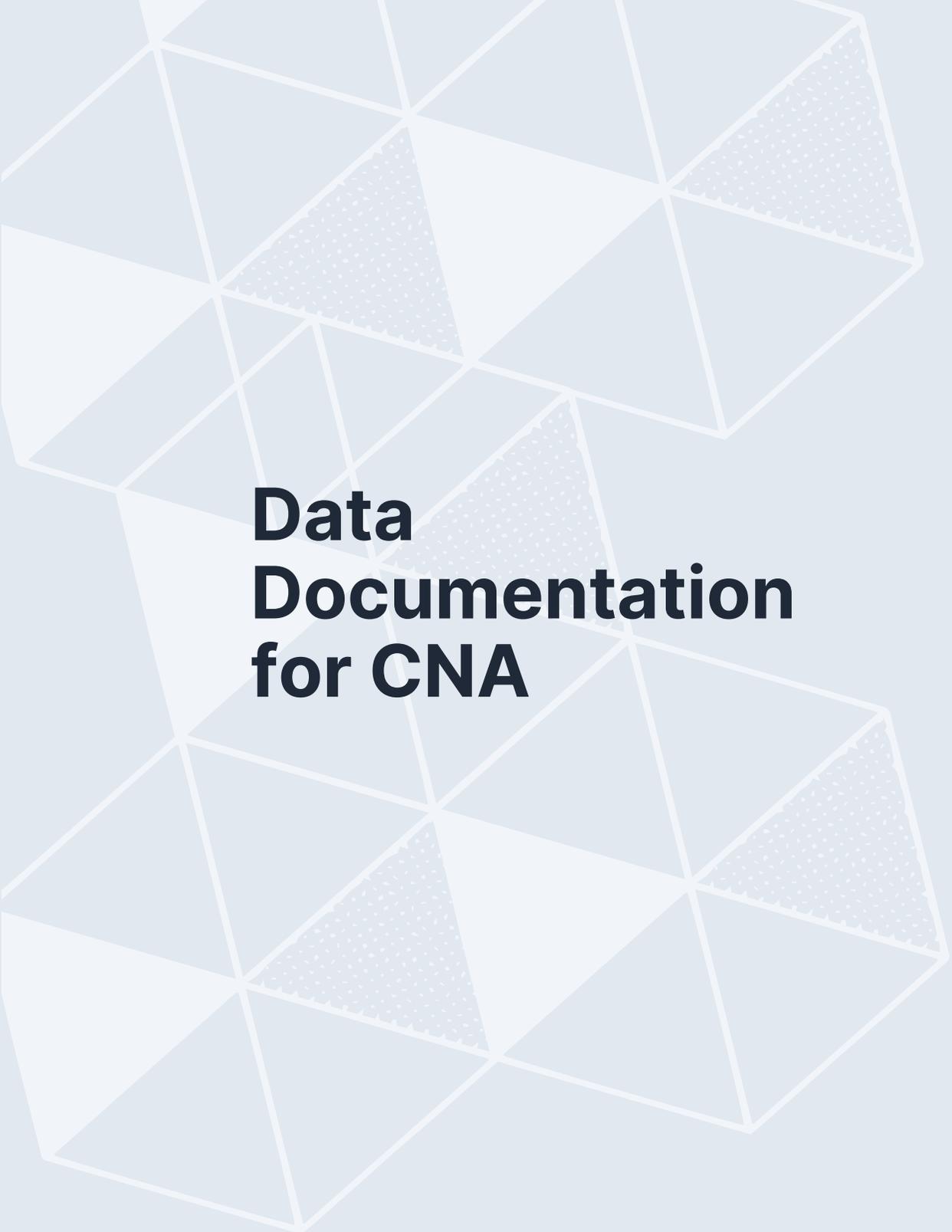
Lack of consistency and effective PLC practices, particularly in the area of data analysis and instructional planning. Instructional Gaps: Differences in instruction delivery and rigor across grade levels results in uneven student outcomes.

2
★

Trinity Meadows Intermediate School (TMI) has Special Education students comprising of 28.6% of the total enrollment, which require additional support and resources to ensure they receive equitable access to high quality education.

Insufficient staffing, funding, and tailored resources for Special Education programs impact the ability to meet the unique academic and behavioral needs of these students, preventing them from achieving their full potential.

★ = 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
- 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



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority

By June 2026, 60% of students will score Meets in the 5th and 6th Grade Math state assessment as measured by 2026 STAAR.

Action Step 1

All teachers will meet in Professional Learning Communities weekly to plan lessons that are aligned with the TEKS and district curriculum and to analyse data. Teachers will also use data from campus common assessments to spiral and reteach TEKS not mastered.

Measures: Content administrator and PLC lead teacher will facilitate and monitor teacher participation, PLC agendas and follow through on agenda items. Content administrator will support the implementation of the PLC process. Administrators will monitor through walkthroughs data.

Staff Responsible for Monitoring: Content administrator, campus principal, department head, and teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

During Flex periods students will utilize Dreambox, Waggle, and Read 180 Flex to help students with interventions, extentions, and basic TEKS.

Measures: MAP, Dreambox, Waggle, and Read 180 Flex data

Staff Responsible for Monitoring: Admin, Teachers, ISTs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Math Teachers will show increased urgency to implement the Keller ISD Math Curriculum, including the utilization of district-approved resources, to deliver effective instruction aligned with state standards.

Measures: Math Lesson Plans, Sequencing

Staff Responsible for Monitoring: Keller ISD Math Coaches, Lead Teachers, Administrators

Progress Reviews

Moderate Progress

December

April

July

August

Performance Objective 2 High Priority

By June 2026, 70% of students will score Meets in the 5th and 6th Grade Reading state assessment as measured by the 2026 STAAR.

Action Step 1

All teachers will meet in Professional Learning Communities weekly to plan lessons that are aligned with the TEKS and district curriculum and to analyse data. Teachers will also use data from campus common assessments to spiral and reteach TEKS not mastered.

Measures: Content administrator and PLC lead teacher will facilitate and monitor teacher participation, PLC agendas and follow through on agenda items. Content administrator will support the implementation of the PLC process. Administrators will monitor through walkthroughs data.

Staff Responsible for Monitoring: Content administrator, campus principal, department head, and teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress

December

April

July

August

Action Step 2

During Flex periods students will utilize Dreambox, Waggle, and Read 180 Flex to help students with interventions, extensions, and basic TEKS.

Measures: MAP, Dreambox, Waggle, and Read 180 Flex data

Staff Responsible for Monitoring: Admin, Teachers, ISTs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

RLA Teachers will show increased urgency to implement the Keller ISD RLA Curriculum, including the utilization of district-approved resources, to deliver effective instruction aligned with state standards.

Measures: Lesson planning and sequences

Staff Responsible for Monitoring: Keller ISD RLA Coaches, Lead Teachers, Administrators

Progress Reviews

Some Progress

December

April

July

August

Goal 2 Overall excellence in student, parent, and community relationships

Performance Objective 1 High Priority

By May 2026, Trinity Meadows Intermediate School will have at least a 70% of students and parents positively responding to the school climate survey regarding staff support, school safety, and belonging.

Action Step 1

Students will participate in Camps and have consistent adult connection with their Camp leader, they will earn points for positive behaviors, attend quarterly Bonfires where they are celebrated for character, grades, and attendance.

Measures: Camp Lessons, point trackers, award lists, attendance reports

Staff Responsible for Monitoring: Administrators, Camp committee, and teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Trinity Meadows Intermediate will utilize Parent Square weekly to highlight campus activities and provide meaningful opportunities to engage with the school and broader KISD community.

Measures: Parent Square posts, sign in sheets at events

Staff Responsible for Monitoring: Administration, counselors, and teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Trinity Meadows will host parent/community engagement events to reinforce a positive school climate and enhance student success.

Measures: All Pro Dad Monthly meetings
PTA events
Curriculum Night
Meet the Teacher/Walk the Schedule

Staff Responsible for Monitoring: Administrators, Counselors, Teachers, PTA Members

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

Trinity Meadows Intermediate will strengthen employee excellence and organizational effectiveness to 85% on staff surveys by promoting a collaborative work environment for all employees to contribute ideas, improve processes, and support continuous improvement across the campus.

Action Step 1

Teachers will attend weekly or biweekly professional learning community meets with their department to plan, analyze data, and collaborate on educational ideas.

Measures: PLC Agendas

Staff Responsible for Monitoring: Administrators, department heads, and teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Trinity Meadows will use surveys and feedback forms to assess staff perceptions of collaboration and organizational effectiveness. Adjust strategies based on feedback and outcomes to ensure continuous improvement.

Measures: BOY/MOY/EOY staff survey
Department Head Feedback
CEIC Feedback

Staff Responsible for Monitoring: Administrators, Counselors, Department Heads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Progress Reviews

Some Progress

Action Step 3

Analyze discipline data, attendance, surveys, and academic performance to monitor progress towards building a culture of respect and motivation.

Measures: Data-Discipline, Attendance, Academics
Survey feedback

Staff Responsible for Monitoring: Administrators, department heads, teachers

TEA Priorities: Recruit, support, retain teachers and principals

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

Progress Reviews

Some Progress

December

April

July

August