

# Keller Independent School District



## Trinity Springs Middle School

## 2025-2026 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

## 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.

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

7<sup>th</sup> graders: 390  
8<sup>th</sup> graders: 449

839 Campus Total

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

White: 354 students
Hispanic: 240 students
African American: 104 students
Asian: 66 students
Multi-Race: 72 students
Native American: 1 students
Pac. Islander: 2 student
At-Risk Students: 353 students
GT: 64 students
Economically Disadvantaged: 314 students LEP: 88 students
ESL: 79 students
Bilingual: 18 students
Homeless: 3 students

Special Education: 168 students
504: 105 students

## 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

## Root Cause

1

There is a growing belief that TSMS's demographics are changing, and we need to adjust our approach to meet the needs of our students.

From 24-25 to 25-26, we have increased the number of our special education students from 16.4% to 20.0%.

 = Priority

# Student Learning

## Summary

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

<b>Content</b>	<b>Grade</b>	<b>Approaches</b>	<b>Meets</b>	<b>Masters</b>
RLA	7	77	45	15
Math	7	49	25	4
RLA	8	87	68	42
Math	8	76	44	13
SS	8	67	41	21
Science	8	69	34	8

## Strengths

TSMS showed growth in 8th grade English as well as Science from 2024 STAAR results compared to 2025.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

There is a pronounced need at TSMS for a concerted effort for personalized learning.

Differentiation is a challenging task that requires teachers to master the content and develop meaningful learning experiences that directly address individual academic needs, while also fostering 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.

 = Priority

# 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.

## 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

## Root Cause

1

Teachers struggle to differentiate instruction for higher-level students effectively.

Due to the academic implications for passing or failing the STAAR test, teachers typically focus on struggling students 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.

 = Priority

# 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.

## Strengths

Open communication between stakeholders is a crucial aspect of the unity we strive for within our community.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

There is a need for clear behavioral expectations and consequences at TSMS.

Some community members hold the view that "nothing is done" about certain 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 to help our students align with expectations.

 = 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
- 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

60% of students will score Meets in Math in each tested grade as measured by 2026 STAAR/EOC.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Action Step 1

At the beginning, middle, and end of the year, MAP assessments will be administered to enable teachers and students to monitor individual progress and complete RTI goals and strategies aimed at improving student success.

**Measures:** MAP

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

#### Progress Reviews

Moderate Progress

December

April

July

August

### Action Step 2

By June 2026, all teachers will implement District Resources and Curriculum with fidelity.

**Measures:** Weekly lesson plans, walk-throughs conducted by the administration team

**Staff Responsible for Monitoring:** Admin

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

#### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 3

Teachers will utilize district provided assessments to monitor mastery of TEKS for each student

they teach.

**Measures:** CCA, DCA and Unit Assessments

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

### Progress Reviews

 Accomplished

**December**

**April**

**July**

**August**

## Performance Objective 2

60% of students will score Meets in ELA in each tested grade as measured by 2026 STAAR/EOC.

**Summative Evaluation:** Met Performance Objective

### 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.

**Measures:** MAP

**Staff Responsible for Monitoring:** Administration

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

### Progress Reviews

Considerable Progress

**December**

**April**

**July**

**August**

### Action Step 2

By June 2026, all teachers will implement District Resources and Curriculum with fidelity.

**Measures:** Lesson Plans, Walk-through data

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

### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 3

Teachers will utilize district provided assessments to monitor mastery of TEKS for each student they teach.

**Measures:** DCA, CCA, Unit Assessments

**Staff Responsible for Monitoring:** Administration

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

#### Progress Reviews

 Accomplished

December

April

July

August

### Performance Objective 3

TSMS students will exceed KISD average percentage in the Meets Expectation in Science and Social Studies as measured by the 2026 STAAR/EOC.

**Summative Evaluation:** Some progress made toward meeting Performance Objective

### Action Step 1

By June 2026, all teachers will implement District Resources and Curriculum with fidelity.

**Measures:** Lesson Plans, Walk-through data

**Staff Responsible for Monitoring:** Administration

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

#### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 2

Teachers will utilize district-provided assessments to monitor mastery of TEKS for each student they teach.

**Measures:** CCA, DCA Unit Assessments

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

### Progress Reviews

 Accomplished

**December**

**April**

**July**

**August**

### Action Step 3

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

**Measures:** Student Conferences

**Staff Responsible for Monitoring:** Administration

**ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments

### Progress Reviews

Considerable Progress

**December**

**April**

**July**

**August**

# Goal 2 Overall improvement with staff, students and parents as measured by our campus survey.

## Performance Objective 1

By May 2026, 70% of surveyed parents will "Always" or "Very Often" feel their student is supported at school.

**Summative Evaluation:** Exceeded Performance Objective

### Action Step 1

Collaborate with the Leadership team on the weekly newsletter to include important information pertinent to student safety and community promotion.

**Measures:** Survey

**Staff Responsible for Monitoring:** Principal

#### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 2

Increase PTA membership by 10%

**Measures:** PTA Membership

**Staff Responsible for Monitoring:** Principal

#### Progress Reviews

 Accomplished

December

April

July

August

### Action Step 3

Increase membership in All Pro Dads

**Measures:** Membership/ participation

**Staff Responsible for Monitoring:** Principal

## Progress Reviews

 Accomplished

**December**

**April**

**July**

**August**

# Goal 3

Improvement in employee retention compared to the hiring season of 2025

## Performance Objective 1

Have a moral boost activity for each month to show appreciation.

**Summative Evaluation:** Met Performance Objective

## Performance Objective 2

Send out weekly shoutouts to staff. Use Trinity and Beyond to allow parents to shout out teachers.

**Summative Evaluation:** Met Performance Objective



# State Compensatory Education

# State Compensatory

## Budget for Trinity Springs Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 0.25

Brief Description of SCE Services and/or Programs

## Personnel for Trinity Springs Middle School

Name	Position	FTE
Mendoza	Math Quest	0.25

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