

Keller Independent School District



Keller Middle School

Accountability Rating: A

2026-2027 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 recognized as a high-achieving institution, proudly serving 927 students in Keller, Texas. Our commitment to fostering academic excellence is evident in our expectation of increased academic growth, alongside maintaining high standards in both athletics and the arts. This holistic approach ensures that our students receive a well-rounded education that prepares them for future success.

Our student attendance rate has improved to 96.07%, reflecting the dedication of our students and their families to education. This high attendance rate is a testament to the engaging and supportive learning environment we strive to provide at Keller Middle School.

The school serves a diverse student body, with 9.1% of our students identified as economically disadvantaged. We are committed to providing equitable opportunities and resources to support these students in overcoming any barriers to their educational success.

We are proud to have 14.4% of our students identified as Gifted & Talented, showcasing the exceptional abilities and potential within our student population. Our programs are designed to challenge and nurture these students, allowing them to excel and reach their full potential.

Our Special Education program supports 15.2% of our students, ensuring that they receive the individualized attention and resources necessary to thrive academically and socially. We are dedicated to creating an inclusive environment where all students can succeed.

Additionally, 11.5% of our students are served under Section 504, receiving accommodations that enable them to access the general education curriculum effectively. Our commitment to inclusivity ensures that every student has the opportunity to succeed.

With 24.3% of our students identified as at-risk, we implement targeted interventions and support systems to address their unique needs. Our goal is to provide these students with the tools and resources necessary to overcome challenges and achieve academic success.

Our English as a Second Language (ESL) program serves 2.3% of our students, providing them with the language support needed to succeed in an English-speaking academic environment. We celebrate the linguistic diversity of our students and are committed to their language development.

The demographic composition of our student body is diverse, with 15.2% Hispanic, 11.9% Asian, 2.5% Black, 62.3% White, and 8.1% Multi-Race students. This diversity enriches our school community, fostering a culture of inclusivity and mutual respect. We are dedicated to celebrating and embracing the unique backgrounds and perspectives that each student brings to our school.

Strengths

With only 9.1% of our students identified as economically disadvantaged, we are fortunate to have a community where the majority of our students have access to the resources they need to succeed. This enables us to focus our efforts on providing targeted support to those who need it most, ensuring equitable opportunities for all students.

We are committed to supporting students with special needs, as evidenced by the 15.2% of our student population enrolled in Special Education programs. Our experienced staff works diligently to provide individualized support and resources, ensuring that all students have the opportunity to reach their full potential in an inclusive setting.

Our teaching staff is a blend of fresh perspectives and seasoned expertise, with five teachers having 0-2 years of experience and 44 teachers with three or more years of experience. This combination allows us to benefit from

innovative teaching methods while also relying on the wisdom and proven strategies of our more experienced educators, creating a balanced and effective teaching team.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 15.2% of our student population enrolled in Special Education programs. This is an increase of 2.6% from the 25-26 school year. This has led to an increase in student to IEP case manager ratio.	The number of Special Education teachers has decreased from 8 to 7 teachers, including our reading specialists.
2 As of September 29, 2026, 5.6% of students enrolled in high school Algebra 1 at Keller Middle School have dropped the course via SAVE, representing 59% of all high school course drops across campus.	Student placement screening criteria and early-tier intervention supports do not fully address the gap between 8th-grade math TEKS and the rigorous, fast-paced demands of high school Algebra 1, leading to academic struggle during the initial 6-week grading period.

★ = Priority

Student Learning

Summary

STAAR Performance

Measure	All Students	ED	EB	SPED
7th Reading % Approaches	92.29%	87.10%	84.62%	68.12%
7th Reading % Meets	77.43%	51.61%	61.54%	36.23%
7th Reading % Masters	50.57%	32.26%	46.15%	14.49%
8th Reading % Approaches	93.89%	83.33%	73.33%	54.55%
8th Reading % Meets	80.77%	58.33%	53.33%	20.45%
8th Reading % Masters	52.04%	13.89%	26.67%	4.55%
7th Math % Approaches	76.33%	46.47%	37.50%	48.39%
7th Math % Meets	49.28%	66.67%	12.50%	25.81%
7th Math % Masters	7.73%	29.17%	0%	1.61%
8th Math % Approaches	91.75%	79.55%	85%	59.62%
8th Math % Meets	72.58%	52.27%	70%	32.69%
8th Math % Masters	34.43%	15.91%	40%	5.77%
Biology EOC % Approaches	100%	100%	100%	None
Biology EOC % Meets	100%	100%	100%	None
Biology EOC % Masters	92.62%	80%	100%	None
English I EOC % Approaches	100%	100%	100%	None
English I EOC % Meets	100%	100%	100%	None
English I EOC % Masters	63.83%	60%	0%	None

MAP Growth

Measure	All Students
7th Reading RIT	78th to 79th%tile
7th Reading % Growth	61st to 63rd%tile
8th Reading RIT	66th to 70th%tile
8th Reading % Growth	44th to 56th%tile
7th Math RIT	82nd-84th%tile
7th Math % Growth	60th%tile
8th Math RIT	65th-64th%tile
8th Math % Growth	37th-46th%tile

Strengths

- **100% Passing Rate on High School EOC Exams:** Students taking high school credit courses demonstrated total mastery of foundational concepts, achieving a **100% passing rate (Approaches and Meets)** on both the **Biology EOC** and **English I EOC** exams across all student groups, including Economically Disadvantaged (ED) and Emergent Bilingual (EB) populations.
- **Exceptional Mastery in Biology:** Advanced science students showed superior performance on the Biology EOC, with **92.62% reaching the Masters level** overall, including 100% of EB students and 80% of ED students achieving Masters.

- **High Overall Reading Achievement:** Across 7th and 8th grades, reading performance remained exceptionally strong on STAAR:
 - **7th Grade Reading:** 92.29% Approaches, 77.43% Meets, and 50.57% Masters overall.
 - **8th Grade Reading:** 93.89% Approaches, 80.77% Meets, and 52.04% Masters overall.
- **Strong Emergent Bilingual (EB) Reading & Math Performance:** Emergent Bilingual students outperformed state targets in several areas, notably achieving **84.62% Approaches / 46.15% Masters** on 7th Grade Reading STAAR and **85% Approaches / 70% Meets / 40% Masters** on 8th Grade Math STAAR.
- **Solid Math Proficiency at the 8th Grade Level:** 8th-grade math performance demonstrated strong overall grade-level readiness, with **91.75% of all students reaching Approaches** and **72.58% achieving Meets Grade Level** on STAAR.
- **Above-Average National Norm RIT Scores (MAP Growth):** On NWEA MAP assessments, student cohort achievement consistently fell in top national percentiles:
 - **7th Grade Math:** RIT scores ranked in the **82nd–84th national percentile**, with a strong growth percentile (60th).
 - **7th Grade Reading:** RIT scores ranked in the **78th–79th national percentile**, with high growth (61st–63rd percentile).

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 On MAP Growth assessments, 8th-grade students exhibited below-average national growth, with 8th Reading growth ranking in the 44th-56th percentile and 8th Math growth ranking in the 46th percentile, despite high absolute RIT achievement scores.	Tier 1 instruction lacks structured extension tasks, advanced depth and complexity strategies, and differentiated formative assessments needed to consistently push high-performing students beyond grade-level proficiency.
2 In Domain 3 Academic Growth for Mathematics, performance targets were missed across key demographic groups--specifically Economically Disadvantaged students (7.00% projected drop) and Two or more races students (13% projected drop)--highlighting a gap in sustaining individual academic growth trajectories for both high-achieving and high-need student populations.	Core math instruction relies heavily on general proficiency rather than differentiated growth/acceleration strategies, combined with insufficient language scaffolds for EB students and less structured Tier 2 small-group math interventions for Economically Disadvantaged students compared to RLA support systems.

 = 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 math and during advisory.
- Supporting students identified as dyslexic by providing the MTA reading program.
- Providing focused support to GT students Lunch and Learn.
- 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 protocol/analysis, and conducting professional development.
- Continually providing collaboration opportunities between the counselors, teachers, parents, and administration to support students
- 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.
- Create and Refine campus protocols and processes to align with campus norms and district standards.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Numbers of students enrolled in high school credit courses has increased form the previous year.	Growing parent and student awareness of early high school credit accumulation benefits--such as creating space for AP, Dual Credit, or CTE pathways in high school--led to higher registration rates during middle school course planning.

★ = Priority

Perceptions

Summary

Keller Middle School is committed to maintaining a safe, supportive, and engaging learning environment where students, staff, and families feel valued and connected to the school community. Campus perception data, stakeholder feedback, student voice, and staff observations indicate that KMS has developed a positive school culture built around high expectations, strong relationships, and a shared commitment to student success.

Students are encouraged to take ownership of their learning and contribute to the campus community. Through student feedback opportunities, recognition programs, extracurricular activities, and the implementation of our RUMBLE values: Respect, Understanding, Mindset, Believe, Lead, and Excellence. KMS continues to strengthen student growth, leadership, and school pride. Our campus motto, "We Command," reinforces the expectation that students and staff strive for excellence academically and personally.

Staff members demonstrate a strong commitment to student achievement and growth. Collaboration among teachers, administrators, counselors, support staff, and families contributes to a culture focused on meeting the academic, behavioral, and social needs of all students. Continued emphasis will be placed on effective communication, consistent expectations, positive student-teacher relationships, and opportunities for students to feel comfortable reaching out to trusted adults on campus.

Family and community partnerships remain an important component of the KMS culture. The campus will continue to strengthen two-way communication and provide meaningful opportunities for parents and community members to engage in and support the educational experience of students.

Moving forward, Keller Middle School will continue to use perception data and stakeholder feedback to identify areas for growth. Particular attention will be given to increasing student growth and engagement, maintaining a safe and welcoming campus environment, strengthening communication with families, recognizing student success, and ensuring that all students believe they are supported, challenged, and capable of achieving at high levels.

These efforts support the Keller Middle School vision "to cultivate a thriving community of well-rounded learners where academic excellence and personal growth empower every student to reach their full potential."

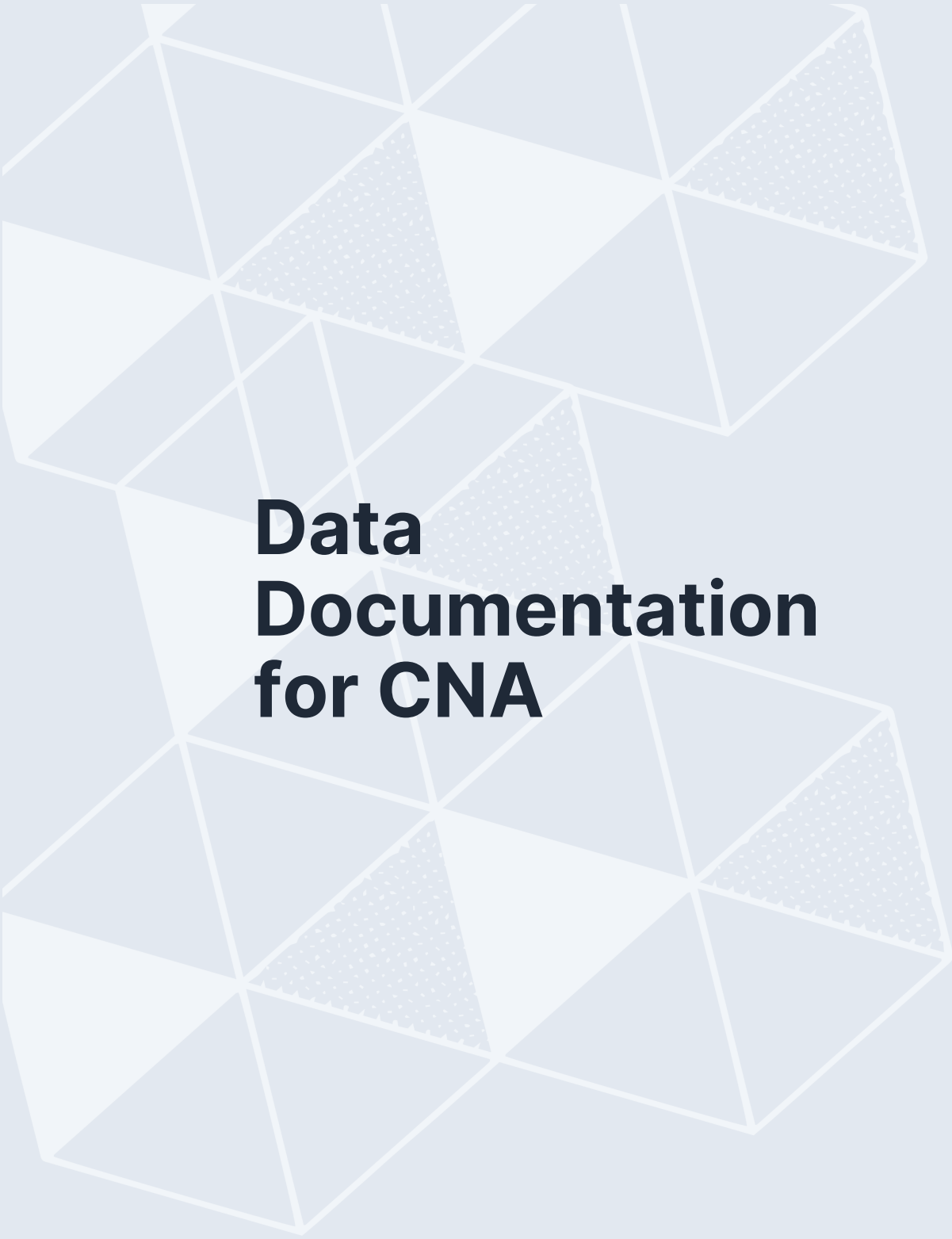
Strengths

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 26-27 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
- ☒ 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 Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Local Accountability Systems (LAS) 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
- ☒ STAAR Emergent Bilingual (EB) progress measure 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
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Parent and community partnership data

Support Systems and Other Data

- ☒ Communications data



Goals

Goal 1

According to 2027 STAAR data, we will increase student achievement to 60 percent of all students meeting grade level on all STAAR tests.

Performance Objective 1 High Priority HB3 Goal

Increase the percentage students meeting grade level on the 7th Grade Math STAAR from 49% in 2026 to 60% in 2027.

Met/Did Not Meet Goal: None

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.

(1) To create a student tracking system that incorporates testing data (STAAR & MAP) and the students' understanding of the TEKS. (2) To implement and facilitate a student self-tracking system in order to chart their own growth. (3) To provide the necessary supports struggling students need in order to meet our learning objectives, and to provide extension activities for those that exhibit mastery of those same learning objectives.

Progress Reviews

December

February

June

Action Step 2

HB1416 Plan for 2026-2027

Accelerated instruction will begin the week of August 24, 2026.

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

The Accelerated Education Plan 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 22 - 24, 2026.

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

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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, Savvas, 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 or not achieving a full year of growth according to DCA and MAP data.

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Performance Objective 2

Increase campus-wide mastery from 56% to at least 70% mastery on formative assessments, district common assessments, and 7th grade Reading STAAR.

Action Step 1

Utilize 6th grade STAAR data as the baseline. Further analyze the data to identify specific gaps

in understanding.
Implement a student tracking system focused on use of relevant text evidence and explanations of specific details to the writing topic within their own writing.

Progress Reviews

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Action Step 2

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.

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Action Step 3

HB1416 Plan for 2026-2027

Accelerated instruction will begin the week of August 24, 2026.

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 Accelerated Education Plan. For all other students, the classroom teacher (Math or RLA) will contact the parent and complete the Accelerated Education Plan.
The Accelerated Education Plan 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 22 - 24, 2026.

- 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

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Performance Objective 3

Increase the percentage of students mastering grade level on the 8th Grade Math STAAR from 34% in 2026 to 40% in 2027.

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.
(1)To create a student tracking system that incorporates testing data (STAAR & MAP) and the students' understanding of the TEKS. (2) To implement and facilitate a student self-tracking system in order to chart their own growth. (3) To provide the necessary supports struggling students need in order to meet our learning objectives, and to provide extension activities for those that exhibit mastery of those same learning objectives.

Progress Reviews

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Action Step 2

Create a student tracking system that incorporates testing data (MAPS and STAAR), and the student performance on the TEKS. Compare MAP growth to STAAR performance targets by using : For Struggling Students: Small-group reteach on missed TEKS. Scaffolded practice with sentence stems, visual supports, and guided practice. Frequent checks with exit tickets and whiteboard activities. For Developing Students: Partner practice and peer discussions at vertical whiteboards. Targeted station work on priority TEKS. Goal-setting check-ins every 2-3 weeks. For Mastery Students : Challenge tasks that extend TEKS into higher-level applications. Opportunities to lead whiteboard problem-solving groups. Enrichment tasks tied to real-world

problem-solving and cross-TEKS connections.

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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, SAVVAS, 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.

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Performance Objective 4

Increase campus-wide mastery from 52% to at least 60% mastery on formative assessments, District Common Assessments and Reading STAAR.

Action Step 1

Utilize 6th grade STAAR data as a baseline. Further analyze the data to identify specific gaps in understanding.
Implement a student tracking system focusing on use of relevant text evidence and explanation of specific details to the writing topic within their own writing.

Progress Reviews

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Action Step 2

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.

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Action Step 3

HB1416 Plan for 2026-2027

Accelerated instruction will begin the week of August 24, 2026.

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 Accelerated Education Plan.

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

The Accelerated Education Plan 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 22 - 24, 2026.

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)

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Goal 2

Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

Improve campus communication.

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. Communication form is linked to the Staff updates so that staff is able to share communication with staff, and our school community through parent square and the Keller Middle School website.

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Action Step 2

The Keller Middle School communications team has created a new newsletter template on Parent Square. to be scheduled to be sent out every Friday at 6:00 pm to share important information. Communications meetings have been scheduled weekly to review communication requests and ensure that important information is being shared with staff and families.

Measures: Feedback, Surveys

Staff Responsible for Monitoring: Admin, Counselors and office staff.

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May of 2027, targeted professional development will be provided for each content area through planning meetings, 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

Teacher participation in teacher walkthroughs during planning periods to observe powerful instructional strategies, followed by a debrief session including a discussion of how the strategies could be incorporated into their own classroom instruction.

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Performance Objective 2

Improve teacher retention.

Action Step 1

Increase the number of TIA eligible teachers on our campus.

Measures: At least 50% of our students will meet their MAP growth goal for the 2026-2027. TIA eligible teacher will receive a TTESS rating of 3.5 or higher during observations and walkthroughs.

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Action Step 2

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

Progress Reviews

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June



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026