

Keller Independent School District



Trinity Springs Middle School

2026-2027 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	10
Perceptions	12
Data Documentation for CNA	14
Improvement Planning Data	15
Accountability Data	15
Student Data: Assessments	15
Student Data: Student Groups	16
Student Data: Behavior and Other Indicators	16
Employee Data	16
Parent/Community Data	17
Support Systems and Other Data	17
Goals	18
Goal 1 : Increase Student Achievement	19
Goal 2 : Excellence in Student, Parent, and Community Relationships	22
Goal 3 : Employee Excellence and Organizational Improvement	23
Policies, Procedures, and Requirements	24



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 2026-2027 school year at Trinity Springs Middle School is as follows:

7th graders: 367

8th graders: 383

750 Campus Total

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

White: 467 students
Hispanic: 248 students
African American: 102 students
Asian: 69 students
Multi-Race: 97 students
Native American: 14 students
Pac. Islander: 1 student
At-Risk Students: 293 students
GT: 67 students
Economically Disadvantaged: 252 students
LEP: 88 students
ESL: 749 students

White: 467 students
Bilingual: 750 students
Homeless: 8 students
Special Education: 167 students
504: 63 students

Strengths

TSMS serves 750 students in grades 7–8 and represents a diverse student population across racial, ethnic, socioeconomic, language, and learning groups. This diversity provides opportunities for students to learn from varied backgrounds and perspectives and contributes to an inclusive campus community. TSMS serves 67 GT students, 88 LEP students, 167 students receiving special education services, and 63 students receiving 504 services. Additionally, 252 students are identified as economically disadvantaged and 293 as at-risk. The range of student needs and strengths provides opportunities for TSMS to develop targeted supports and ensure that students have access to appropriate academic, extracurricular, fine arts, and athletic opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 TSMS's student population and the needs of our students continue to evolve. As the demographics and student needs of our campus change, TSMS must continually evaluate and adjust instructional practices, interventions, and support systems to ensure they effectively meet the needs of all students.	The TSMS student population has changed over time, including an increase in students receiving special education services, as well as significant populations of students who are eco dis, at-risk, LEP, Campus systems and instructional practices have not always evolved at the same pace as these changing student needs, resulting in a need for more targeted and differentiated support.

★ = Priority

Student Learning

Summary

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

Content	Grade	Approaches	Meets	Masters
RLA	7	72	46	21
Math	7	41	14	2
RLA	8	85	62	32
Math	8	77	44	12
SS	8	67	39	21
Science	8	69	34	8

Strengths

TSMS demonstrates student achievement strengths in 2026, particularly in 8th-grade Social Studies and Math. In 8th-grade Social Studies, 72% of students achieved Approaches or Higher, exceeding both the state and regional rates of 57%, while 46% achieved Meets or Higher and 21% achieved Masters or Higher. In 8th-grade Math, 77% of students achieved Approaches or Higher, exceeding the state rate of 73% and regional rate of 72%. These results demonstrate areas where TSMS students are demonstrating success and provide a foundation for identifying and replicating effective instructional practices across content areas.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is a continued need at TSMS for intentional, personalized learning that uses student data to identify academic needs and move students from Approaches to Meets and Masters.	Teachers have varying levels of experience using data to identify learning gaps and provide targeted, differentiated instruction. A consistent campus-wide process for analyzing data, responding to needs, and monitoring progress has not yet been fully established.

★ = Priority

School Processes & Programs

Summary

TSMS is working toward full alignment with KISD-approved resources and curriculum while maintaining a strong focus on TEKS-based instruction. PLCs are the backbone of our instructional work, providing opportunities for collaboration, professional learning, data analysis, and shared problem-solving. Campus and district leadership support teacher growth while leveraging the strengths of teacher leaders.

Strengths

TSMS has collaborative PLCs and strong teacher leaders who are open to learning, sharing best practices, and using campus and district support to strengthen instruction and student outcomes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a need for greater consistency in using PLCs and student data to plan differentiated instruction that meets the needs of all learners.	Teachers have varying levels of experience using data to plan targeted instruction, differentiation, and enrichment. A consistent process for translating PLC data into instructional responses for individual student needs is still developing.

★ = Priority

Perceptions

Summary

TSMS continues to strengthen communication, relationships, and partnerships with students, families, staff, and the community. Through PTA, family engagement, staff feedback, and consistent communication, we work to create a supportive culture focused on student learning, safety, and success.

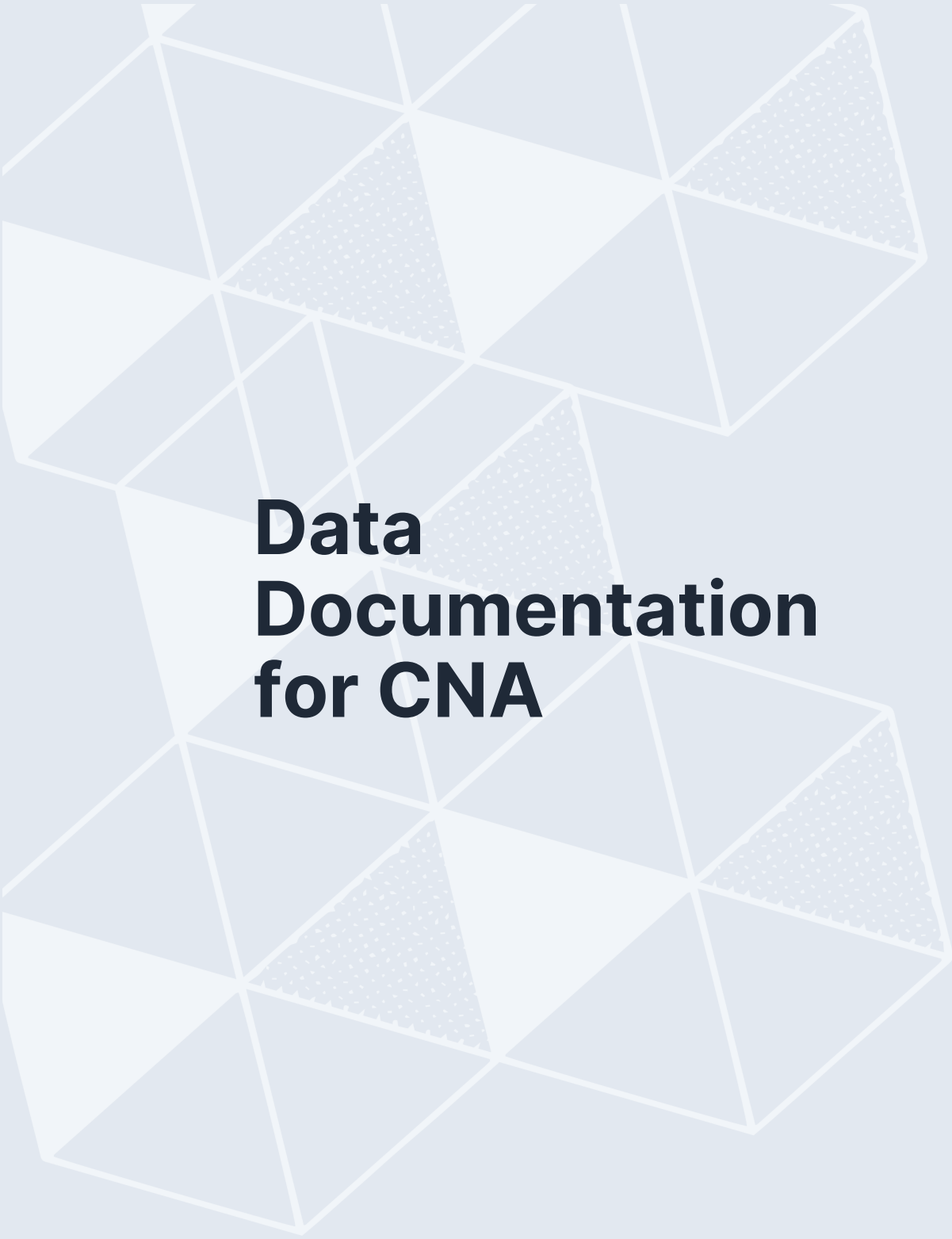
Strengths

Open communication and strong relationships among students, staff, families, and community partners continue to support the sense of connection and unity at TSMS.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a continued need for consistent communication and understanding of behavioral expectations, responses, and consequences at TSMS.	Stakeholders may not always understand how behavioral concerns are addressed within district guidelines. Consistent communication of expectations, processes, and outcomes is needed to strengthen trust and understanding.

★ = 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
- ☒ Federal Report Card and accountability data
- ☒ 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
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results

- ☒ Grades that measure student performance based on the TEKS

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
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Horizontal and vertical team alignments processes
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents
- ☒ Focus Group(s) data



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2027, all students will achieve one year of growth as demonstrated by performance on NWEA MAP Reading and Math when comparing BOY to EOY assessment results.

Action Step 1

Analyze BOY, MOY, and EOY MAP data to identify student needs and instructional gaps.
Use PLCs to develop targeted instruction based on MAP data and student learning needs.
Monitor student progress throughout the year and adjust instruction/interventions as needed.
Provide targeted support and enrichment for students not on track for one year's growth.

Measures: MAP data

Progress Reviews

December

February

June

Performance Objective 2 HB3 Goal

By June 2027, TSMS students will increase Meets or above performance on STAAR Reading by 4%.

Met/Did Not Meet Goal: 7th grade will reach 50%, 8th grade 66%

Action Step 1

Analyze STAAR and common assessment data to identify priority standards and student learning gaps.
Use PLCs to plan TEKS-aligned, differentiated instruction targeting identified gaps.
Provide targeted intervention and enrichment based on individual student data.
Monitor progress through common assessments and adjust instruction throughout the year.

Measures: STAAR Data, DCA data

Progress Reviews

December

February

June

Performance Objective 3

By June 2027, TSMS students will increase Meets or above performance on STAAR Math by 5%.

Met/Did Not Meet Goal: 7th grade will reach 21%, 8th grade 49%

Action Step 1

Analyze STAAR and common assessment data to identify priority standards and student learning gaps.
Use PLCs to plan TEKS-aligned, differentiated instruction targeting identified gaps.
Provide targeted intervention and enrichment based on individual student data.
Monitor progress through common assessments and adjust instruction throughout the year.

Measures: STAAR Data, DCA data

Progress Reviews

December	February	June
----------	----------	------

Performance Objective 4

By June 2027, TSMS students will increase growth on STAAR Reading from 66% to 70%

Action Step 1

Identify students at risk of not demonstrating expected growth using MAP, STAAR, and classroom data.
Develop targeted instructional plans based on individual student needs.
Monitor student progress through PLC data reviews and common assessments.
Adjust interventions and instruction based on ongoing progress monitoring.

Measures: MAP, STAAR, and classroom data

Progress Reviews

December	February	June
----------	----------	------

Performance Objective 5

By June 2027, TSMS students will increase growth on STAAR Math from 61% to 67%

Action Step 1

Identify students at risk of not demonstrating expected growth using MAP, STAAR, and classroom data.
Develop targeted instructional plans based on individual student needs.
Monitor student progress through PLC data reviews and common assessments.
Adjust interventions and instruction based on ongoing progress monitoring.

Measures: MAP, STAAR, and classroom data.

Progress Reviews

December	February	June
-----------------	-----------------	-------------

Goal 2

Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By June 2027, TSMS will increase our attendance rate from 95.2% to 97%

Action Step 1

- Monitor attendance data regularly to identify students with chronic or emerging attendance concerns.
- Communicate with families regarding attendance concerns and available supports.
- Develop individualized attendance supports for students with ongoing absences.
- Recognize and celebrate improved and consistent student attendance.

Measures: Attendance rate

Progress Reviews

December

February

June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By June 2027, TSMS will improve employee retention compared with the 2026 hiring season.

Action Step 1

Use staff feedback and surveys to identify opportunities to strengthen employee support and campus culture.
Provide ongoing opportunities for collaboration, professional learning, and teacher leadership.
Strengthen onboarding and support for new staff throughout the year.
Recognize staff contributions and celebrate campus successes.

Measures: Surveys

Progress Reviews

December	February	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