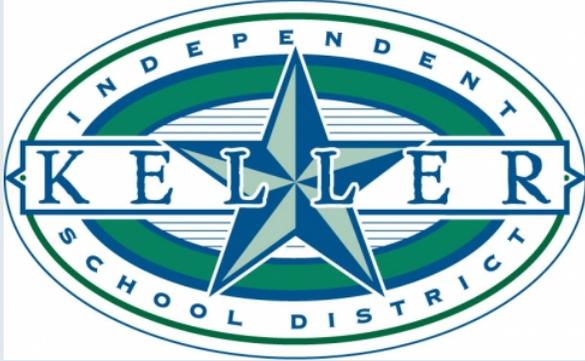


Keller Independent School District



Freedom Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Freedom Elementary School is to provide all students with exceptional knowledge and skills by preparing them to achieve their highest potential in a safe, supportive environment while promoting qualities of safety, ownership, positive attitude and respect in partnership with the community to persevere in our challenging world.

Vision

Learners Leading Learners

Value Statement

We Value:

- Care for our teachers because the impact of their work prepares students for their future.
- Passionate teaching dedicated to content and craft that inspires others.
- Relationships as the foundation for how we teach, learn, work, and play together in a safe, engaging, and caring way.
- Exploration and the pursuit of one's passion that leads to personal growth.
- Communication and collaboration that strengthens our unity.
- Respect for the diversity of our school community through a culture of understanding and personalized learning opportunities.

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Comprehensive Needs Assessment

Demographics

Summary

Our campus is comprised of approximately 572 K-4th grade students.

The enrollment for Freedom Elementary, as indicated on the September 2025 PEIMS snapshot report, was 572 students.

Student Ethnic Distribution from the report above is as follows:

25-26 Student Ethnic Distribution

African American	11.8%
Hispanic	38.4%
White	29.3%
Native American/Alaskan	0.6%
Asian	12.6%
Pacific Islander	0%
2 or More Races	7.9%

Student distribution by program:

(2023-2024)

25-26 Student Distribution by Program

Economically Disadvantaged	32.8%
AT-Risk	36.7%
Section 504	3.5%
Limited English Proficiency	35.6%
Special Education	19.3%
Gifted & Talented	5.1%

25-26 Teacher Years of Experience

Beginning	%
1-5 Years	%
6-10 Years	%
11-20 Years	%
Over 20 Years	%

Student Learning

Summary

Fall 2024-Spring 2025 MAP Growth

Percentage of Students who met or exceeded their end-of-year MAP growth projections:

Grade Level	Reading	Spanish Reading	Math
Kindergarten	67%	43%	70%
First Grade	48%	40%	61%
Second Grade	69%	28%	62%
Third Grade	61%	50%	48%
Fourth Grade	74%	66%	56%

Spring 2025 MAP Achievement

Percentage of Students with an EOY RIT score on the Average to Above Average Range (40th percentile +):

Grade Level	Reading	Spanish Reading	Math
Kindergarten	61%	61%	76%
First Grade	59%	64%	70%
Second Grade	68%	50%	71%
Third Grade	71%	47%	72%
Fourth Grade	85%	58%	82%

Spring 2025 STAAR Scores

% of Students who scored "Approaches" or above

Grade	Reading	Spanish Reading	Math	Spanish Math
Third Grade	87%	33%	78%	22%
Fourth Grade	94%	86%	80%	57%

School Processes & Programs

Summary

Teachers plan weekly as grade level teams, and participate in PLCs, which are used for data analysis and professional development.

MTSS: MAP data are used at the beginning, middle, and end of the year to track students' growth in the areas of reading and math. Students who demonstrate low growth and/or achievement scores may be referred to our student intervention team and identified as needing additional intervention. Intervention may be provided by a classroom teacher or a specialist based on student needs.

Classroom and intervention teachers used MAP and DreamBox data to progress monitor the growth of all students.

PBIS: Campus uses a behavior matrix to determine teacher or office management of behavior. Each teacher creates a SOAR matrix with their students to address classroom-specific expectations and uses Eagle bucks and Golden Eagle bucks for positive reinforcement.

Counseling: The counselor meets with classes for guidance lessons, leads small groups for focused intervention, and provides individualized support to students as needed.

We utilize paraprofessional staff members to provide support and intervention to students who require additional assistance.

Perceptions

Summary

In the student climate survey from the 24-25 school year:

- 88% of students agreed or strongly agreed with the statement "I feel like I belong at my school".
- 94% of students agreed or strongly agreed with the statement "My classroom teacher really cares about me".
- 84% of students agreed or strongly agreed with the statement "My school helps me learn how to handle disagreements with other students".
- 87% of students agreed or strongly agreed with the statement "The work I do in my classes is interesting".
- 76.4% of students agreed or strongly agreed with the statement "The work I do in my classes challenges me".
- 91.4% of students agreed or strongly agreed with the statement "My school is a safe place".
- 86.3% of students agreed or strongly agreed with the statement "My school helps me believe in myself".
- 85.5% of students agreed or strongly agreed with the statement "I enjoy coming to school".

In the end-of-year principal feedback survey, teachers shared that they would like improved and consistent school-wide systems and procedures, communication, expectations, and accountability.



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June of 2026, 60% of third and fourth-grade students will score "Meets" on the state reading assessment with improved performance on responding to texts using text evidence.

Action Step 1

Provide targeted intervention support for students performing below-level in reading using district-provided resources, small group instruction, Intervention Support Teachers (IST), and campus instructional staff.

Staff Responsible for Monitoring: Campus administration, IST, and Classroom Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 2

Fourth-grade teachers will provide weekly opportunities for students to write open-ended responses across all content areas using Goal 13 strategies from Reading Strategies 2.0 and the R.A.C.E. graphic organizer.

Staff Responsible for Monitoring: Campus administration and fourth-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

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August

Action Step 3

Third-grade teachers will provide weekly opportunities for students to respond to text using text evidence across all content areas, supported by Goal 13 strategies from Reading Strategies 2.0 and the R.A.C.E. graphic organizer.

Staff Responsible for Monitoring: Campus administration and third-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 4

Second-grade teachers will provide daily opportunities for students to practice decoding within decodable readers and respond to reading in multiple ways, beginning with oral responses, then moving to brief written comments, to build encoding skills using Goals 12 and 13 from Reading Strategies 2.0.

Staff Responsible for Monitoring: Campus administration and second-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 5

ELA: First-grade ELA teachers will integrate decoding strategies in small groups using Reading Horizons skills to focus on digraphs, blends, and most common words (MCWs) within decodable texts, resulting in increased student fluency.

SLA: First-grade SLA teachers will integrate reading strategies during small group instruction using Estrellita and HMH resources to help students decode multisyllabic words.

Staff Responsible for Monitoring: Campus administration and first-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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August

Action Step 6

Kindergarten teachers will utilize Reading Horizons, small groups, and modeling of reading strategies to help students consistently retain and apply letter names and sounds to decode CVC and CVCC words and identify most common words (MCWs).

Staff Responsible for Monitoring: Campus administration and kindergarten teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

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August

Performance Objective 2

By June of 2026, 60% of third and fourth-grade students will score "Meets" on the state math assessment with improved performance on whole number operations.

Action Step 1

Provide targeted intervention support for students performing below-level in math using district-provided resources, small group instruction, Intervention Support Teachers (IST), and campus instructional staff.

Staff Responsible for Monitoring: Campus Administration, IST, and Classroom Teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 2

Fourth-grade teachers will provide students with sentence stems to support solving word problems using concrete models, representational strategies, and ultimately, the standard algorithm.

Staff Responsible for Monitoring: Campus administration and fourth-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

April

July

August

Action Step 3

Third-grade teachers will provide daily opportunities for students to solve whole-number operation problems using concrete models and representations, including strip diagrams, bar models, arrays, and number lines.

Staff Responsible for Monitoring: Campus administration and third-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 4

Second-grade teachers will reinforce the application of place value by providing regular opportunities for students to add and subtract numbers within 1,000 using concrete models and representational tools.

Staff Responsible for Monitoring: Campus administration and second-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 5

First-grade teachers will provide daily opportunities for students to compose and decompose numbers up to 120 using concrete and representational models.

Staff Responsible for Monitoring: Campus administration and first-grade teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

December

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Action Step 6

Kindergarten teachers will provide daily opportunities for students to apply essential math skills related to joining and separating sets of up to 10, using concrete materials.

Staff Responsible for Monitoring: Campus administration and kindergarten teachers

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Moderate Progress

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

Performance Objective 1

By June of 2026, 90% of 2nd, 3rd, and 4th-graders will report feeling a sense of belonging on the campus as measured by the end-of-year student climate survey.

Action Step 1

Teachers will provide daily morning huddles to set goals, review/reflect on expectations, behaviors, and relationships in the classroom, grade-level, and across the campus.

Staff Responsible for Monitoring: Campus administration and staff

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

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Action Step 2

Teachers will consistently model and hold students accountable for classroom and school-wide expectations, including a PBIS system to establish and maintain a culture of safety, ownership, amazing attitude, and respect.

Measures: Discipline data; End-of-year survey

Staff Responsible for Monitoring: Campus administration and staff

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

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Action Step 3

Recognize and celebrate student contributions beyond academics (SOAR students, shout-outs, or brags on morning announcements, etc.), including artistic student performances, exhibits, and displays across the campus and throughout the year.

Staff Responsible for Monitoring: Campus administration and staff

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress

December

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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May of 2026, the campus will implement standardized systems for PBIS, communication, and professional expectations, so that 90% of staff either "agree" or "strongly agree" that campus procedures and expectations are clear AND have led to organizational improvement as determined by the end-of-year staff survey.

Action Step 1

Establish PBIS expectations, routines, and reinforcement systems at the start of the year, and provide opportunities for reflection/ feedback throughout the year to refine PBIS.

Staff Responsible for Monitoring: Campus administration and staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Some Progress

December

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Action Step 2

Implement a daily staff email and weekly staff newsletter that includes key information, updates, and reminders.

Staff Responsible for Monitoring: Campus administration

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Moderate Progress

December

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Action Step 3

Establish a consistent protocol for campus-wide announcements and emergency communication.

Measures: Written safety and emergency procedures

Staff Responsible for Monitoring: Campus administration

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Moderate Progress

December

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August

Action Step 4

Create and distribute a staff handbook outlining campus-wide expectations for professionalism.

Staff Responsible for Monitoring: Campus administration

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews



Accomplished



Accomplished



Accomplished

December

April

July

August

Action Step 5

Reinforce expectations consistently through observations, coaching conversations, meetings, and staff recognitions.

Measures: Campus administration

ESF Levers: Lever 1: Strong School Leadership and Planning

Progress Reviews

Some Progress

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