Keller Independent School District

Independence Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

We, at Independence Elementary School, as compassionate professionals, will inspire and empower our students to become independent thinkers, responsible citizens, and lifelong learners by building relationships, having high expectations, providing a safe and nurturing environment and embracing the community.

Vision

Inspiring Dreams
Empowering Minds
Strengthening Our Community

Value Statement

AT IES WE ARE THE BEST!

We model P.R.I.D.E.
We are confident
We take ownership
We have high expectations
We embrace challenges
We collaborate
We are positive
We have fun

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Comprehensive Needs Assessment

Demographics

Summary

- 411 Students
  - Gender
    - Male 52.5%
    - Female 47.5%
- Attendance 94.6% (24-25)
- Ethnicity
  - Hispanic 18.2%
  - White 50.1%
  - African American 9.7%
  - Hawaiian/Pacific Islander 0.5%
  - Native American Alaskan 0.2%
  - Asian 10.2%
  - Multiethnic 10.9%
- Special Populations
  - Emergent Bilingual 11.9%
  - Special Education 28.0%
  - 504 1.2%
  - Gifted and Talented 7.8%
  - Economically Disadvantaged 27.0%
- 4 Self-Contained special education classrooms with 32 (17 Life, 14 CORE) students (7.5%) and 11 staff members
- 66 Staff Full time staff
  - Teacher Retention 97.00%
  - 12 Instructional paraprofessionals
  - 3 Administrative paraprofessionals

Strengths

- Our teacher retention was above 98%
- Most teachers have at least 5 years of experience teaching

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

★ **= Priority**

Student Learning

Summary

3rd Grade Math

Campus	Performance											
	Approaches or Higher				Meets or Higher				Masters or Higher			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Independence	84%	83%	84%	80%	61%	65%	61%	64%	26%	32%	33%	39%
State	70%	72%	69%	70%	42%	44%	41%	45%	21%	19%	15%	19%
Region	71%	72%	70%	71%	43%	43%	43%	46%	22%	19%	16%	20%
Keller ISD	79%	81%	81%	79%	54%	55%	57%	59%	29%	27%	27%	32%

3rd Grade Reading

Campus	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Independence	88%	87%	79%	84%	66%	57%	58%	53%	41%	27%	21%	24%
State	77%	77%	75%	78%	52%	51%	49%	52%	31%	20%	21%	23%
Region	78%	77%	74%	79%	54%	51%	49%	53%	33%	20%	21%	24%
Keller ISD	84%	86%	84%	84%	62%	60%	61%	59%	40%	24%	27%	25%

4th Grade Math

Campus	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Independence	73%	67%	70%	60%	44%	40%	53%	42%	26%	13%	29%	17%
State	69%	70%	68%	68%	42%	47%	45%	46%	23%	22%	21%	24%
Region	69%	69%	67%	68%	42%	47%	44%	45%	23%	22%	20%	20%
Keller ISD	76%	76%	74%	69%	51%	54%	53%	46%	30%	26%	25%	20%

4th Grade Reading

Campus	Performance											
	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Independence	83%	83%	90%	86%	54%	52%	60%	59%	31%	17%	38%	28%
State	77%	78%	81%	81%	54%	47%	51%	54%	29%	21%	23%	24%
Region	79%	78%	82%	82%	56%	48%	51%	54%	30%	22%	23%	24%
Keller ISD	85%	86%	90%	89%	64%	60%	63%	63%	37%	30%	31%	28%

5th Grade Math

Performance

Campus	Approaches or Higher				Meets or Higher				Masters			
	2022	2023	2024	2025	2022	2023	2024	2025	2022	2023	2024	2025
Independence				100%				100%				71%
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%

Strengths

- 68.37% of students met expected growth in the area of Reading as measured by MAP BOY and EOY assessments, which placed our campus in the 62nd Percentile in Reading Growth over the year
- On the EOY MAP Math Assessment, our school scored in the 74th Percentile
- On the EOY MAP Reading Assessment our school scored in the 69th Percentile
- 4th Grade Reading improved in each area Approaches, Meets, and Masters from the previous 3rd Grade Scores
- 4th Grade Hybrid Math Students took the 5th Grade STAAR and out performed most of our feeder all but 1 in Meets and all but 2 in the Masters categories

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	4th Grade STAAR Scores were at or below the district average in each performance area (Approaches, Meets, & Masters) in both Math and RLA.	Tier 1 & 2 Instruction
2 ★	Students are not actively or frequently engaging in higher level thinking.	Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking
3 ★	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

★ **= Priority**

School Processes & Programs

Summary

The KISD Scope and Sequence is followed by the Independence Elementary staff as they provide instruction for students. The grade levels meet each week to collaboratively plan their lessons based on student needs and the current data. The teams also meet as a Professional Learning Community to analyze classroom and grade level data to support each other in making sure all students are successful. In support of recognizing our students, we celebrate student that demonstrate PRIDE Behavior (Prepared, Respect, Integrity, Determined, Encourage) and Attendance. We have recognition assemblies (called Stampedes) at the end of every nine weeks.

We continue to invested in Project Lead the Way. This is a project based learning program to helps students utilize their learning to solve real world type problems. This will help our students get to a deeper level of thinking by applying what they know and analyzing the results. We continue to train staff in Project Lead the way to provide this exceptional instructional opportunity with the purchase of the yearly subscription and resource kits.

Our school has offered different clubs for students, such as running club, art club, and honor choir. These clubs are run by IES teachers or PTA Volunteers. This offers opportunities for students to foster their creative side and grow in what they enjoy.

Technology at Independence Elementary is 1:1 as our student to iPad Ratio in Grades 3 & 4. Unfortunately this year, our Kindergarten through 2nd grade students have to share devices. All teachers have Mac computers, iPads, and an Apple TV to project their screens for instruction. Technology has become more integral in lessons, projects, and communication. The Independence Elementary staff communicates to families through Parent Square, email and social media.

Strengths

Keller ISD Scope and Sequence

Hybrid Math

Project Lead the Way Program

Common Planning Time for Collaboration, and PLC/Data Analysis

MAP Universal Screeners Digital Learning Software (IXL, I-Station, Dreambox)

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1 ★	Students are not actively or frequently engaging in higher level thinking.	Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking
2 ★	Student technology has decreased in Grades K-2 where students have to share devices and not be able to complete assignments at the same time.	District budget

★ = Priority

Perceptions

Summary

Established in 2006, Independence Elementary is a neighborhood school that has maintained a strong sense of continuity and stability among its staff. This year, only 3 of our 30 full-time teachers are new to the campus, with 2 of those joining us from other Keller ISD schools. Notably, all classroom teachers are experienced educators, with no first-year teachers on staff.

Our school community is enriched by the involvement of dedicated adults beyond the classroom. We benefit from an active PTA, committed volunteers, and programs such as All Pro Dads and Watch D.O.G.S. (Dads of Great Students). Independence Elementary has also served as a model campus, hosting visits from educators across Texas and even from out of state.

We are deeply committed to fostering strong connections with our families and the broader community. Our campus is widely regarded as a safe and welcoming environment, where students and families feel supported and valued. This year, we anticipate increased family engagement through a variety of on-campus events, including:

- Meet the Teacher Night
- Back to School Bash
- Curriculum Nights
- Parent Conferences
- Family Night at the Book Fair
- Grandparents' Lunch
- Watch D.O.G.S. Kick-Off
- APEX Fun Run
- PTA Meetings
- Open House
- Trunk or Treat
- Movie Night
- Multicultural Night

To further strengthen communication and community engagement, we have expanded our presence on social media. Our platforms are used to share upcoming events, celebrate staff achievements, and highlight the many positive and fun moments happening across our campus.

Strengths

Partnership with PTA for events

Social Media post

Use of Parent Square to communicate

Excitement and Happiness around the campus (We have had subs that worked her previously make comments about the difference from 3 or 4 years prior, and visitors to our campus)

Increase opportunities for families to come inside the school and Feel more connected to IES

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1	We are still working to create a Team environment across grade levels and content areas.	Different Staff expectations and hiring processes from former administrators as well and very little turn over. This produces less room for new administration to hire under their expectations.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.
2 ★	4th Grade STAAR Scores were at or below the district average in each performance area (Approaches, Meets, & Masters) in both Math and RLA.	Tier 1 & 2 Instruction
3 ★	Students are not actively or frequently engaging in higher level thinking.	Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking
4 ★	Student technology has decreased in Grades K-2 where students have to share devices and not be able to complete assignments at the same time.	District budget

★ = 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**

☑ **HB3 Reading and math goals for PreK-3**

☑ **Performance Objectives with summative review (prior year)**

☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

☑ **Texas Academic Performance Report (TAPR) data**

☑ **Student Achievement Domain**

☑ **Student Progress Domain**

☑ **Closing the Gaps Domain**

☑ **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 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**

☑ **Male / Female performance, progress, 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**

☑ **Campus department and/or faculty meeting discussions and data**

☑ **Professional development needs assessment data**

☑ **T-TESS data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

Support Systems and Other 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** ✅ **HB3 Goal**

By May 2026, 60% of 3rd and 4th grade students will score Meets or Exceeds in Reading Language Arts and Math as measured by 2026
STAAR assessment.

Action Step 1

PLC or Data meeting with Grade Level Teachers at least once a month to review data sources (MAP, District Formative, and Summatives assessments) to monitor student progress and plan for targeted instruction.

Measures: MAP Data, Dreambox, IXL, and District Assessments

Staff Responsible for Monitoring: Administration and Grade Level Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Collaborative Team Planning every Tuesday

Measures: Lesson Plans

Staff Responsible for Monitoring: Grade Level Team Leads and Administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

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

Thirty hours of Accelerated instruction for students that qualify based on House Bill 1416 for support in Reading or Math

Measures: Student attendance sheets, progress monitoring data, summative data

Staff Responsible for Monitoring: Tutors, Grade level teachers, Administration

Problem Statements: Demographics 1 - Student Learning 3

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Moderate Progress

December   **April**   **July**   **August**

Action Step 4

Provide Writing Professional Development staff during the Professional Development Week and throughout the year.

Staff Responsible for Monitoring: Administration and RLA Coordinators/Coachs

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Considerable Progress

December   **April**   **July**   **August**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	4th Grade STAAR Scores were at or below the district average in each performance area (Approaches, Meets, & Masters) in both Math and RLA.	Tier 1 & 2 Instruction
2	Students are not actively or frequently engaging in higher level thinking.	Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking
3	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students are not actively or frequently engaging in higher level thinking.	Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking

Performance Objective 2 ☑ High Priority

By May 2026, 60% of students will Meets or Exceeds their Growth Expectation in Math and Reading as measured by NWEA MAP assessment.

Action Step 1

PLC or Data meeting with Grade Level Teachers at least once a month to review data sources

(MAP, District Formative, and Summatives assessments) to monitor student progress and plan for targeted instruction.

Measures: MAP Data, Dreambox, IXL, Reading Horizon Discovery, and District Assessments

Staff Responsible for Monitoring: IST, Teachers, and Administration

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Utilize Reading Horizon Discovery Curriculum in teaching Phonics in Grades K-3

Measures: Reading Horizon Discovery Unit Assessments and Screeners

Staff Responsible for Monitoring: K-3 Teachers and Administration

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

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

Thirty hours of Accelerated instruction for students that qualify based on House Bill 1416 for support in Reading or Math

Measures: Student attendance sheets, progress monitoring data, summative data

Staff Responsible for Monitoring: Tutors, Grade Level Teachers, and Administration

Problem Statements: Demographics 1 - Student Learning 3

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Utilize the District Intervention Resources for Tier 2 Instruction

Measures: MAP Growth Assessment and District Formative and Summative Assessments

Staff Responsible for Monitoring: Teachers and Administrators

Problem Statements: Student Learning 1 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

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

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	4th Grade STAAR Scores were at or below the district average in each performance area (Approaches, Meets, & Masters) in both Math and RLA.	Tier 1 & 2 Instruction
3	Our campus is experiencing a significant challenge as our special education student population continues to grow while our staff numbers shrink.	Declining enrollment and limited educational experiences prior to enrolling in school.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Student technology has decreased in Grades K-2 where students have to share devices and not be able to complete assignments at the same time.	District budget

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

During the 2025-26 school year, IES will increase our student attendance rate to 95% from 94.6% during the 2024-25 school year.

Action Step 1

Administration will conduct weekly identification of recurring absences.

Measures: Students with absences report in Aeries

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Attendance recognition during Stampede Assemblies. Students will get to stand and have their name displayed on the screen for having perfect attendance. They will also receive a bracelet as a reward.

Measures: 9 weeks perfect attendance report

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Administration will utilize the tribunal process when appropriate.

Measures: Students with absences report

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Staff will implement monthly challenges to increase attendance.

Measures: Attendance report in Aeries

Staff Responsible for Monitoring: Administration and Counselor

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Some Progress			
December	**April**	**July**	**August**