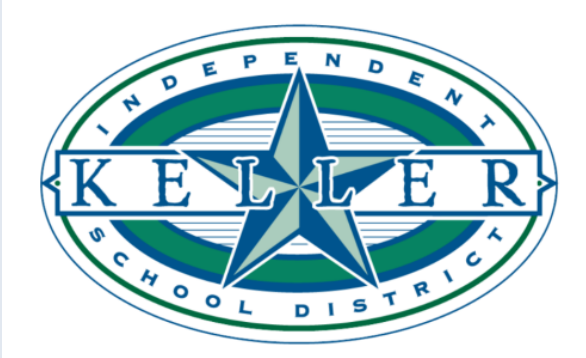


Keller Independent School District



Independence Elementary School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

To create a positive culture where everyone learns and grows together.

Vision

We envision a school where students, staff, and families grow together in a positive, inclusive community. Through curiosity, creativity, and critical thinking, every child is empowered to become a confident learner, thoughtful problem-solver, and caring member of the world around them.

Value Statement

AT IES WE MODEL P.R.I.D.E.

We are PREPARED

We show RESPECT

We show INTEGRITY

We are DETERMINED

We ENCOURAGE Others

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Comprehensive Needs Assessment

Demographics

Summary

Our school currently serves a diverse student body of 383 students, with a gender distribution of 53.52% male and 46.48% female. We are proud to show improvement on our attendance rate to 95.4%, which reflects our students' commitment to their education and the supportive environment we strive to provide.

The ethnic composition of our student population is varied, with 18.8% identifying as Hispanic, 46.0% as White, 10.7% as African American, 0.8% as Hawaiian/Pacific Islander, 0.5% as Native American Alaskan, 10.7% as Asian, and 12.5% as Multiethnic. This diversity enriches our school community and enhances the learning experiences of all students.

We are dedicated to supporting our special populations, which include 11.7% Emergent Bilingual students, 30.8% in Special Education, 1.8% under Section 504, and 6.8% identified as Gifted and Talented. Additionally, 28.7% of our students are economically disadvantaged, and we are committed to providing the necessary resources and support to ensure their success.

Our school has four self-contained special education classrooms, serving 30 students, with 16 in Life Skills and 14 in CORE programs. These classrooms are supported by 14 dedicated staff members, ensuring that each student receives personalized attention and instruction tailored to their needs.

We employ a total of 54 full-time staff members, and 12 shared staff. Our teacher retention rate is an impressive 92.59%, which speaks to the positive and collaborative work environment we foster. Additionally, we have 10 instructional paraprofessionals and 3 administrative paraprofessionals who play crucial roles in supporting our educational programs and maintaining the smooth operation of our school.

Strengths

The consistency in our school's demographics over the past two years is a testament to the stability and appeal of our educational environment. This stability allows us to tailor our programs and resources effectively to meet the needs of our student body, ensuring that we can provide a consistent and supportive learning experience for all students.

Our high staff retention rate is a significant strength, reflecting the positive and collaborative culture we have cultivated within our school community. It allows us to maintain continuity in our teaching practices and build strong, lasting relationships with our students and their families. This stability among our staff also contributes to a cohesive educational experience, where experienced educators can continue to innovate and improve upon their teaching methods, ultimately benefiting student learning outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Despite a decline in total student enrollment, the campus has experienced consistent growth in its Special Education population.	Inconsistent implementation of rigorous, differentiated Tier 1 instruction and effective accommodations within the general education classroom limits access to grade-level learning for all students, particularly as the campus's Special Education population continues to grow.

★ = Priority

Student Learning

Summary

	3rd Grade Math														
Campus	Performance														
	Approaches or Higher					Meets or Higher					Masters or Higher				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Independence	84%	83%	84%	80%	83%	61%	65%	61%	64%	59%	26%	32%	33%	39%	30%
State	70%	72%	69%	70%	67%	42%	44%	41%	45%	44%	21%	19%	15%	19%	22%
Region	71%	72%	70%	71%	68%	43%	43%	43%	46%	45%	22%	19%	16%	20%	22%
Keller ISD	79%	81%	81%	79%	71%	54%	55%	57%	59%	55%	29%	27%	27%	32%	31%
	3rd Grade Reading														
Campus	Performance														
	Approaches or Higher					Meets or Higher					Masters				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Independence	88%	87%	79%	84%	81%	66%	57%	58%	53%	64%	41%	27%	21%	24%	35%
State	77%	77%	75%	78%	74%	52%	51%	49%	52%	52%	31%	20%	21%	23%	26%
Region	78%	77%	74%	79%	75%	54%	51%	49%	53%	53%	33%	20%	21%	24%	27%
Keller ISD	84%	86%	84%	84%	80	62%	60%	61%	59%	60%	40%	24%	27%	25%	29%
	4th Grade Math														
%Campus	Performance														
	Approaches or Higher					Meets or Higher					Masters				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Independence	73%	67%	70%	60%	75%	44%	40%	53%	42%	59%	26%	13%	29%	17%	23%
State	69%	70%	68%	68%	68%	42%	47%	45%	46%	50%	23%	22%	21%	24%	25%
Region	69%	69%	67%	68%	68%	42%	47%	44%	45%	49%	23%	22%	20%	20%	24%
Keller ISD	76%	76%	74%	69%	71%	51%	54%	53%	46%	51%	30%	26%	25%	20%	21%

	4th Grade Reading														
Campus	Performance														
	Approaches or Higher					Meets or Higher					Masters				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Independence	83%	83%	90%	86%	87%	54%	52%	60%	59%	67%	31%	17%	38%	28%	31%
State	77%	78%	81%	81%	78%	54%	47%	51%	54%	53%	29%	21%	23%	24%	24%
Region	79%	78%	82%	82%	79%	56%	48%	51%	54%	55%	30%	22%	23%	24%	25%
Keller ISD	85%	86%	90%	89%	84%	64%	60%	63%	63%	60%	37%	30%	31%	28%	27%

	5th Grade Math														
Campus	Performance														
	Approaches or Higher					Meets or Higher					Masters				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Independence				100%	100%				100%	80%				71%	38%
State	76%	79%	76%	73%	75%	46%	50%	49%	46%	47%	24%	21%	19%	22%	20%
Region	76%	79%	75%	72%	76%	46%	49%	48%	45%	46%	24%	21%	19%	21%	19%
Keller ISD	83%	86%	80%	80%	82%	55%	61%	57%	57%	56%	32%	30%	25%	30%	24%

Strengths

Independence Elementary has consistently demonstrated strong academic performance, particularly in the areas of reading and mathematics. Our students have shown remarkable proficiency, consistently performing above both state and regional averages. This is particularly evident in Grade 3 Reading, where an impressive 35% of our students achieved the Masters level, showcasing their advanced comprehension and analytical skills. Similarly, in Grade 4 Reading, 67% of our students met or exceeded grade-level standards, reflecting their solid foundation in literacy and their ability to engage with complex texts.

In mathematics, our Grade 5 students have excelled, with 100% achieving the Approaches level, indicating a comprehensive understanding of mathematical concepts and problem-solving skills. Furthermore, 80% of these students met grade-level expectations, underscoring their readiness for more advanced mathematical challenges. These achievements are a testament to the effective teaching strategies employed by our dedicated staff and the hard work of our students.

The culmination of these academic successes is reflected in our overall campus accountability rating of 89, which places us just one point shy of an A rating. This near-exemplary rating is a clear indication of the collective efforts of our students, staff, and families, all of whom are committed to fostering an environment of academic excellence and continuous student growth. Our community's dedication to education is evident in these accomplishments, and we remain steadfast in our mission to support and enhance student learning outcomes.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.	Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.
2★ Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.
3★ Despite a decline in total student enrollment, the campus has experienced consistent growth in its Special Education population.	Inconsistent implementation of rigorous, differentiated Tier 1 instruction and effective accommodations within the general education classroom limits access to grade-level learning for all students, particularly as the campus's Special Education population continues to grow.
4★ While Independence Elementary provides students with enriching learning experiences through collaborative planning, Project Lead the Way, and technology-integrated instruction, equitable access to these opportunities remains a challenge across all grade levels.	Limited student access to high-quality project-based learning and technology-integrated instruction is driven by inconsistent teacher exposure to innovative instructional practices, varying levels of training and support in Project Lead the Way and technology integration, and a lack of consistent accountability measures to ensure these practices are implemented with fidelity across grade levels.

★ = 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 students who demonstrate PRIDE Behaviors (Prepared, Respect, Integrity, Determined, Encourage) and Attendance. We have recognition assemblies (called Stampedes) at the end of every nine weeks.

We continue to invest in Project Lead the Way. This is a project-based learning program that 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

Our monthly data meetings, PLC meetings, and staff meetings are meticulously designed to foster intentional collaboration and growth. These gatherings are structured to ensure that every discussion is purposeful, focusing on data-driven insights that guide our instructional strategies and improve student outcomes. By analyzing data collectively, we are able to identify trends, address challenges, and celebrate successes, ensuring that our educational practices are both effective and responsive to our students' needs.

Administrators make it a priority to participate in team planning sessions whenever possible. This involvement allows us to provide direct support, offer guidance, and align our school's goals with the district's vision. Our presence in these meetings underscores our commitment to shared leadership and ensures that our teams have the resources and support they need to succeed.

We also leverage the expertise of instructional coaches who work closely with our staff to enhance teaching practices and professional development. These coaches serve as valuable resources, offering personalized support and fostering a culture of continuous improvement. By maintaining strong relationships with district personnel, we ensure that our school remains a collaborative and cohesive part of the larger educational community, benefiting from shared knowledge and resources that enhance our collective efforts.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ While Independence Elementary provides students with enriching learning experiences through collaborative planning, Project Lead the Way, and technology-integrated instruction, equitable access to these opportunities remains a challenge across all grade levels.	Limited student access to high-quality project-based learning and technology-integrated instruction is driven by inconsistent teacher exposure to innovative instructional practices, varying levels of training and support in Project Lead the Way and technology integration, and a lack of consistent accountability measures to ensure these practices are implemented with fidelity across grade levels.
2★ Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.
3★ Although Independence Elementary offers numerous family engagement opportunities, participation is not consistent across all families. Increased communication, outreach, and collaboration are needed to strengthen family involvement and support student success.	Varying family schedules, communication preferences, and awareness of campus opportunities limit consistent participation in school activities and events.

★ = 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

Our school is fortunate to have an active Parent-Teacher Association (PTA) that plays a pivotal role in fostering a collaborative environment between parents, teachers, and students. Their dedication and involvement are instrumental in organizing and supporting various initiatives that enhance the educational experience for our students. The PTA's efforts ensure that our school community remains engaged and connected, providing a strong foundation for student success.

We are proud to host several community events throughout the year, which serve as a testament to our commitment to building a vibrant and inclusive school culture. These events not only bring together students, families, and staff but also strengthen the bonds within our community, creating a sense of belonging and shared purpose. The participation and enthusiasm at these events highlight the strong community spirit that defines our school.

Our multicultural night has seen significant growth, reflecting our dedication to celebrating the diverse backgrounds and cultures represented within our school. This event provides a platform for students and families to share their unique traditions and experiences, fostering an environment of mutual respect and understanding. The increasing participation in multicultural night underscores our commitment to inclusivity and the appreciation of diversity as a core value of our educational philosophy.

We are also witnessing a positive trend in teacher buy-in, which is beginning to increase as educators recognize the value of collaborative efforts and shared goals. This growing commitment among our teaching staff is crucial for implementing innovative teaching practices and enhancing student learning outcomes. The dedication of our teachers to professional growth and

collaboration is a driving force behind our school's continuous improvement.

Finally, our school has established consistent routines, procedures, and expectations that provide a structured and supportive learning environment for our students. These elements are essential in creating a stable and predictable atmosphere where students can thrive academically and socially. By maintaining clear expectations and consistent practices, we ensure that all students have the opportunity to succeed and reach their full potential.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Although Independence Elementary offers numerous family engagement opportunities, participation is not consistent across all families. Increased communication, outreach, and collaboration are needed to strengthen family involvement and support student success.	Varying family schedules, communication preferences, and awareness of campus opportunities limit consistent participation in school activities and events.
2 ★	While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.	Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.
3 ★	Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1



While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.

Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.

2



Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.

Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

3



Despite a decline in total student enrollment, the campus has experienced consistent growth in its Special Education population.

Inconsistent implementation of rigorous, differentiated Tier 1 instruction and effective accommodations within the general education classroom limits access to grade-level learning for all students, particularly as the campus's Special Education population continues to grow.

4



While Independence Elementary provides students with enriching learning experiences through collaborative planning, Project Lead the Way, and technology-integrated instruction, equitable access to these opportunities remains a challenge across all grade levels.

Limited student access to high-quality project-based learning and technology-integrated instruction is driven by inconsistent teacher exposure to innovative instructional practices, varying levels of training and support in Project Lead the Way and technology integration, and a lack of consistent accountability measures to ensure these practices are implemented with fidelity across grade levels.

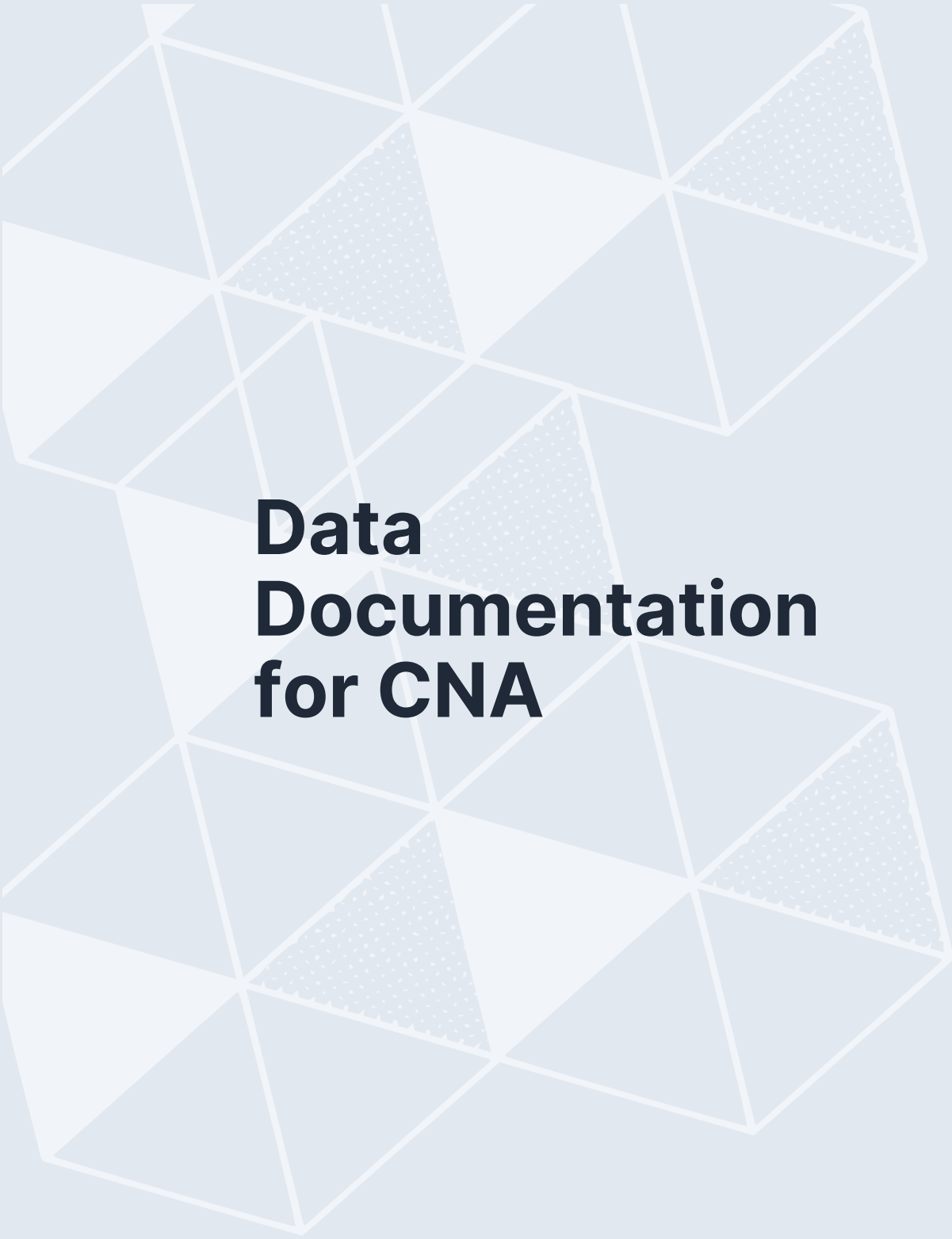
5



Although Independence Elementary offers numerous family engagement opportunities, participation is not consistent across all families. Increased communication, outreach, and collaboration are needed to strengthen family involvement and support student success.

Varying family schedules, communication preferences, and awareness of campus opportunities limit consistent participation in school activities and events.

 = 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
- ☒ 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
- ☒ STEM and/or STEAM 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
- ☒ 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

By May 2027, 60% of 3rd and 4th grade students will score Meets or Exceeds in Reading Language Arts and Math as measured by 2027 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, 2 - School Processes & Programs 2 - Perceptions 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 2

Thirty hours of Accelerated instruction for 4th Grade 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: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2, 3

Funding Sources: Tutoring Pay 199 - General Fund, \$4,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Before- or after-school Tutoring of students in RLA and/or Math to support their academic growth

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

Staff Responsible for Monitoring: Tutors, Grade-Level teachers, Administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2, 3

Funding Sources: Tutoring Pay 199 - General Fund, \$4,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 4

Send teachers to Region 11 Writing training to help support student writing on the 3rd- and 4th-Grade RLA STAAR assessment

Measures: Staff attendance and Writing Lessons

Staff Responsible for Monitoring: Administration and 3rd- & 4th-Grade Teachers

Problem Statements: Student Learning 1 - Perceptions 2

Funding Sources: Subs for teachers while at Training 199 - General Fund, \$1,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 6: Campus Finance and Operations

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.	Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.
2 Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.

Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.

3

Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.

Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 2

By May 2027, 60% of students will Meet 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, 2 - School Processes & Programs 2 - Perceptions 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

Action Step 2

Thirty hours of Accelerated instruction for 4th Grade 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: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2, 3

Funding Sources: Tutoring Pay 199 - General Fund, \$4,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Before- or after-school Tutoring of students in RLA and/or Math to support their academic growth.

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

Staff Responsible for Monitoring: Tutors, Grade-Level teachers, Administration

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2, 3

Funding Sources: Tutoring Pay 199 - General Fund, \$4,200

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

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: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

DecemberFebruaryJune

Action Step 5

Use Project Lead the Way for project-based learning, for students to think critically about a problem and create solutions.

Measures: PLTW and Grade Level Lesson Plans

Staff Responsible for Monitoring: Grade-Level Teachers

Problem Statements: Student Learning 4 - School Processes & Programs 1

Funding Sources: PLTW Launch and Materials 199 - General Fund, \$2,000

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Despite a decline in total student enrollment, the campus has experienced consistent growth in its Special Education population.	Inconsistent implementation of rigorous, differentiated Tier 1 instruction and effective accommodations within the general education classroom limits access to grade-level learning for all students, particularly as the campus's Special Education population continues to grow.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.

Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.

2

Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.

Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

3

Despite a decline in total student enrollment, the campus has experienced consistent growth in its Special Education population.

Inconsistent implementation of rigorous, differentiated Tier 1 instruction and effective accommodations within the general education classroom limits access to grade-level learning for all students, particularly as the campus's Special Education population continues to grow.

4

While Independence Elementary provides students with enriching learning experiences through collaborative planning, Project Lead the Way, and technology-integrated instruction, equitable access to these opportunities remains a challenge across all grade levels.

Limited student access to high-quality project-based learning and technology-integrated instruction is driven by inconsistent teacher exposure to innovative instructional practices, varying levels of training and support in Project Lead the Way and technology integration, and a lack of consistent accountability measures to ensure these practices are implemented with fidelity across grade levels.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 While Independence Elementary provides students with enriching learning experiences through collaborative planning, Project Lead the Way, and technology-integrated instruction, equitable access to these opportunities remains a challenge across all grade levels.	Limited student access to high-quality project-based learning and technology-integrated instruction is driven by inconsistent teacher exposure to innovative instructional practices, varying levels of training and support in Project Lead the Way and technology integration, and a lack of consistent accountability measures to ensure these practices are implemented with fidelity across grade levels.
2 Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 While Independence Elementary has demonstrated strong overall academic achievement, earning an accountability rating of 89 and performing above state and regional averages in both reading and mathematics, opportunities remain to increase the number of students achieving the Masters performance level and to close the gap needed to attain an A rating.	Continued focus on rigorous Tier 1 instruction, targeted interventions, and academic growth for all student groups is necessary to ensure more students meet and exceed grade-level expectations and that the campus sustains and builds upon its current success.
3 Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

During the 2026-27 school year, IES will increase our student attendance rate to 96% from 95.4% during the 2025-26 school year.

Action Step 1

Creating attendance incentives for either classrooms or grade levels. For example, the class or grade level with the best attendance at the end of the week receives recognition during morning announcements and extra recess.

Measures: Percent in attendance for the week

Staff Responsible for Monitoring: Mrs. Woolfolk, Ms. Clifton, Mrs. Turner, Mr. Gauntt

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3

TEA Priorities: Build a foundation of reading and math

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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. Students will receive a reward plus their name will be entered into a drawing for a Gift Card.

Measures: 9 weeks perfect attendance report

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3

Funding Sources: Gift Cards 199 - General Fund, \$400

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

Administration will conduct weekly identification of recurring absences and utilize the Tribunal process when appropriate.

Measures: Students with absences report in Aeries

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.	Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.

Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Independence Elementary improved its average daily attendance rate from 95.0% to 95.5%, demonstrating positive growth and the effectiveness of campus attendance efforts. However, despite this improvement, the campus continues to perform below its Texas accountability comparison group peers in overall attendance.

Limited parent awareness of the importance of consistent attendance and the value of daily, in-person instruction contributes to avoidable student absences, resulting in missed learning opportunities and lower overall attendance rates.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By June 2027, Independence Elementary will foster a positive, collaborative, and growth-focused work environment through open communication, professional support, and a culture of excellence that promotes employee success, student growth, and strong relationships, resulting in a staff retention rate of 90% or higher (excluding employees leaving due to retirement, promotion, family needs, enrollment changes, or other circumstances beyond the campus's control).

Action Step 1

Teacher and Staff Member of the Month

Measures: Monthly Recognition

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Action Step 2

Monthly Treat Carts for Staff

Measures: Monthly Calendar and Planning

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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Action Step 3

Monthly PLCs

Measures: Calendar of Events

Staff Responsible for Monitoring: Administration and Grade-Level Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

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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