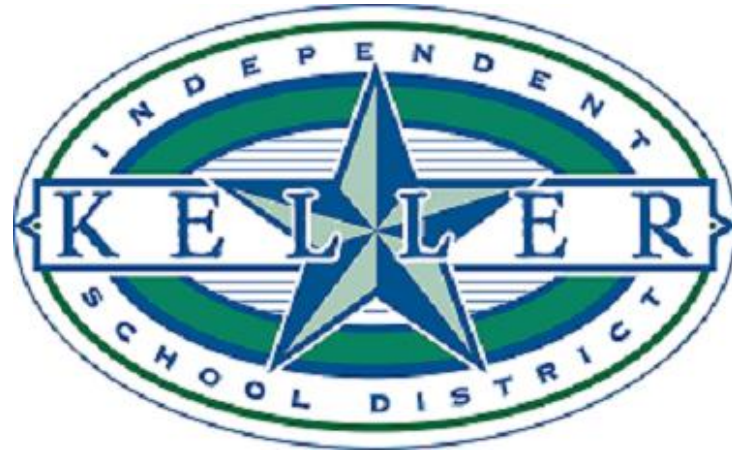


**Keller Independent School District
Independence Elementary School
2024-2025 Campus Improvement Plan**



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

Collective Commitments

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 6
 - School Processes & Programs 8
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
 - Goal 1: Increase Student Achievement 13
 - Goal 2: Excellence in Student, Parent, and Community Relationships 18
- Campus Funding Summary 19

Comprehensive Needs Assessment

Revised/Approved: September 17, 2024

Demographics

Demographics Summary

- 448 Students
- Gender
 - Male 51.2%
 - Female 48.8%
- Attendance 94.2% (23-24)
- Ethnicity
 - Hispanic 20.3%
 - White 46.5%
 - African American 11.4%
 - Hawaiian/Pacific Islander 0.2%
 - Native American Alaskan 0.2%
 - Asian 10.9%
 - Multiethnic 10.5%
- Special Populations
 - Emergent Bilingual 10.27%
 - Special Education 28.5%
 - 504 1.1%
 - Gifted and Talented 6.9%
 - Economically Disadvantaged 32.3%
- 4 Self-Contained special education classrooms with 32 (17 Life, 14 CORE) students (6.5%) and 12 staff members
- 66 Staff
 - Full time teaching staff 50%
 - Teacher Retention 98.02%
 - 11 Instructional paraprofessionals
 - 3 Administrative paraprofessionals

Demographics Strengths

- As a school we are becoming more diverse
- Our teacher retention was above 98%
- Most teachers have at least 5 years of experience teaching

Problem Statements Identifying Demographics Needs

Problem Statement 1: About 13% growth in the economically disadvantaged demographic in two years; from 20.8% in 2021 to 31.5% in 2025. **Root Cause:** Economic changes and transitions within our community.

Student Learning

Student Learning Summary

Grade 3	Math											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
IES	68%	83%	83%	84%	43%	61%	65%	61%	22%	26%	32%	33%
State	61%	71%	72%	69%	30%	42%	44%	41%	14%	21%	19%	15%
Region	64%	71%	71%	70%	32%	43%	43%	43%	15%	22%	19%	16%
Keller ISD	73%	78%	81%	81%	40%	54%	55%	57%	20%	29%	27%	27%
Grade 3	Reading Language Arts											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
IES	75%	88%	87%	79%	49%	66%	57%	58%	27%	41%	27%	21%
State	68%	75%	75%	75%	38%	52%	51%	49%	19%	31%	20%	21%
Region	70%	76%	75%	74%	41%	54%	51%	49%	21%	33%	20%	21%
Keller ISD	78%	83%	86%	84%	50%	62%	60%	61%	27%	40%	24%	27%
Grade 4	Math											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
IES	79%	73%	67%	70%	57%	44%	40%	53%	36%	26%	13%	29%
State	58%	69%	70%	68%	35%	42%	47%	45%	21%	23%	22%	21%
Region	60%	69%	67%	67%	37%	42%	47%	44%	22%	23%	22%	20%
Keller ISD	73%	75%	76%	74%	49%	51%	54%	53%	30%	30%	26%	25%

Grade 3	Math											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Grade 4	Reading Language Arts											
	Approaches				Meets				Masters			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
IES	83%	83%	83%	90%	58%	54%	52%	60%	25%	31%	17%	38%
State	63%	75%	76%	81%	36%	54%	47%	51%	18%	29%	21%	23%
Region	65%	77%	77%	82%	38%	56%	48%	51%	19%	30%	22%	23%
Keller ISD	73%	83%	85%	90%	48%	64%	60%	63%	25%	37%	30%	31%

Student Learning Strengths

- 59.4% of students met expected growth in the area of Math as measured by MAP BOY and EOY assessments
- 56.7% of students met expected growth in the area of Reading as measured by MAP BOY and EOY assessments
- Our passing scores increase in 3 of the 4 areas
- 4th Grade Reading improved to 90% from 83%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Decrease of 4th Grade Math scores over the last 5 years from 84% approaches in 2019 to 70 % approaches in 2024. **Root Cause:** Tier 1 instruction

Problem Statement 2: About 13% growth in the economically disadvantaged demographic in two years; from 20.8% in 2021 to 31.5% in 2025. **Root Cause:** Economic changes and transitions within our community

School Processes & Programs

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 that demonstrate PRIDE Behavior (Prepared, Respect, Integrity, Determined, Encourage). We have recognition assemblies (called Stampedes) at the end of every nine weeks.

This year our school has invested in Project Lead the Way. This is a project based learning program to help 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.

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 with each student having their own iPad. 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 Seesaw, email and social media.

School Processes & Programs 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 1: Students are not able to think at a higher level **Root Cause:** Students have not been purposely taught the thinking process or exposed to instruction that requires higher level thinking.

Perceptions

Perceptions Summary

Independence Elementary is a neighborhood school established in 2006. Over the years, staff has been very consistent with little turnover. This year 3 of 32 full time teachers are new to the campus after having 11 of 37 the previous year. Last year, parents were surveyed at the end of each nine weeks in 5 areas: campus culture, do they feel welcome, overall academics, school responsiveness, and administrative communication. The overall average was 8.78 out of 10 with the lowest in the school responsiveness during the 4th Nine weeks (8.29).

Our school benefits from an active PTA, volunteers, All Pro Dads and WatchDogs, though there has been a noticeable decrease in time given since the COVID Shutdown.

Our school is making a big effort in connecting with our community and each other. Overall, students and families feel safe here. Most of our staff is experienced with only 3 teachers new to teaching in their own classroom. Our community is supportive and wants to be connected to the school. We will have families on campus more this year than the previous year. Some of these opportunities are Meet the Teacher, Back to School Bash, Curriculum Nights, Parents Conferences, Family Night at the Book Fair, Grandparents Lunch, WatchDog Kick Off, Boosterthon Fun Run, PTA meetings, Open House, Trunk or Treat, and Multicultural Night.

Perceptions Strengths

Partnership with PTA for events

Culture of Staff is strong and supportive

Excitement around the campus

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Decrease in Volunteers, WatchDogs, and parent involvement **Root Cause:** Decrease in economy and more international families that do not feel as comfortable at American School events.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Communications data
- Other additional data





Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By May 2025, 60% of 3rd and 4th grade students will score Meets or Exceeds in Reading Language Arts as measured by 2025 STAAR assessment.

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Depth and Complexity Training with Donna Hodge, Keller ISD to help our students think at a higher level</p> <p>Measures: Training Sign-In Sheet</p> <p>Staff Responsible for Monitoring: IES Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Utilize Project Lead the Way Lessons once per semester in each Grade level</p> <p>Measures: Grade Level Lesson Plans and Unit Evidence</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Project Lead the Way Kits for 1 Unit per semester per grade level - 461 - Campus Activity Fund - \$4,000</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Hold grade-level PLC meetings to review campus and district instructional data including MAP, IXL, I-Station, and district unit assessments.</p> <p>Measures: PLC Calendar Meetings and Assessment/Instructional data</p> <p>Staff Responsible for Monitoring: IES Administrators and Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July





Action Step 4 Details	Progress Reviews		
Action Step 4: Instructional lessons on Targeted TEKS focused on Multiplication Measures: Lesson Plans and Walk-throughs Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
Action Step 5: At home thinking connection Measures: Frequency of at home connection Staff Responsible for Monitoring: IES Administrators	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement

Performance Objective 2: By May 2025, 60% of 3rd and 4th grade students will score Meets or Exceeds in Math as measured by 2025 STAAR assessment.





HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Depth and Complexity Training with Donna Hodge, Keller ISD to help our students think at a higher level</p> <p>Measures: Training Sign-In Sheet</p> <p>Staff Responsible for Monitoring: IES Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Utilize Project Lead the Way Lessons once per semester in each Grade level</p> <p>Measures: Grade Level Lesson Plans and Unit Evidence</p> <p>Staff Responsible for Monitoring: Grade Level Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Project Lead the Way Kits for 1 Unit per semester per grade level - 461 - Campus Activity Fund - \$4,000</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Hold grade-level PLC meetings to review campus and district instructional data including MAP, IXL, Dreambox, and district unit assessments.</p> <p>Measures: PLC Calendar Meetings and Assessment/Instructional data</p> <p>Staff Responsible for Monitoring: IES Administrators and Teachers</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
Action Step 4: Instructional lessons on Targeted TEKS focused on Constructive Response Measures: Lesson Plans and Walk-throughs Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
Action Step 5: At home thinking connection Measures: Frequency of at home connections Staff Responsible for Monitoring: IES Administration	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Increase Student Achievement

Performance Objective 3: During the 2024-25 school year, IES will increase our student attendance rate to 95% from 94.2% during the 2023-24 school year.

Action Step 1 Details	Progress Reviews		
Action Step 1: Weekly Attendance Checks Measures: Check on students with 4 or more absences Staff Responsible for Monitoring: IES Administrators ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Attendance Incentives Measures: Whole class and whole campus incentives Staff Responsible for Monitoring: IES Administrators and Counselor ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Truancy Tribunal Measures: Reporting students with consecutive absences to tribunal officers Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Excellence in Student, Parent, and Community Relationships

Campus Funding Summary

461 - Campus Activity Fund					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Project Lead the Way Kits for 1 Unit per semester per grade level		\$4,000.00
1	2	2	Project Lead the Way Kits for 1 Unit per semester per grade level		\$4,000.00
Sub-Total					\$8,000.00