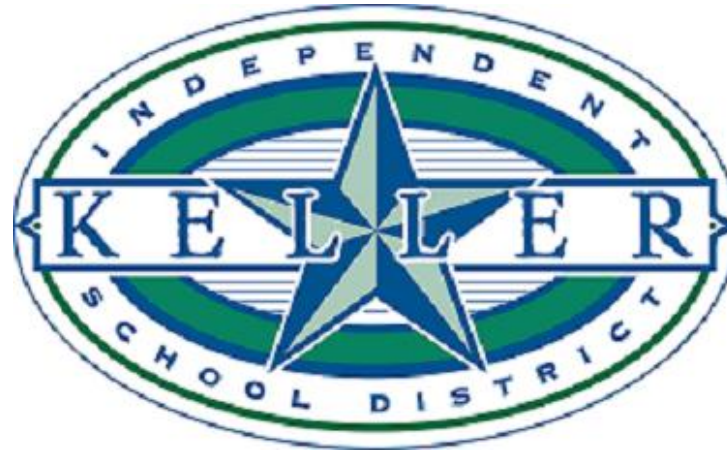


Keller Independent School District
Liberty Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Keller ISD will **educate** students to achieve, **inspire** them to dream, and **challenge** them to grow so that they are prepared to be productive members of the community in which they learn, live, and work.

Vision

KISD- Cultivating Learners. Inspiring Learners. Building a Community of Excellence.

Core Beliefs

We Believe...

Mutual Respect and dignity build unity.

Relationships are the foundation for helping students learn, grow, and dream.

Engagement happens with opportunities for problem-solving and critical thinking.

Safety and security inspire trust and confidence to thrive.

Valuing the voice and feedback of personnel ensures the retention and recruitment of exceptional staff.

Collaboration and communication encourage community support and involvement.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Liberty Elementary, situated in Colleyville, Texas, is a part of the Keller Independent School District. Opened in 2005, the school currently serves 413 students. While enrollment experienced a slight decrease over the past 19 years due to open enrollment in a neighboring district, recent trends have shown an upward trajectory, although there has been a slight dip in enrollment this year. Throughout this period, the demographics at Liberty Elementary have remained relatively stable. At the beginning of the 2023-2024 school year, our demographic breakdown was: African American 2.7%, Hispanic 12.4%, White 61.7%, Native American/Alaska Native .5%, Asian/Pacific Islander 13.4%, and Multiple Races 9.3%. Also, 4.4% of our students were Economically Disadvantaged, 3.7% were LEP, 11% were GT, and 15.9% were Special Education. Our Attendance Rate over the past three years is consistently between 97% and 99%. Our mobility rate has fluctuated slightly over the past three years from 4.2% to 9.6%.

Demographics Strengths

- Staff Retention Rate
- Stable sub-populations
- Demographics remain steady
- High level of teacher experience

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day. **Root Cause:** Gaps in instruction from the lack of time to go in-depth and review the curriculum as well as lack of specialist time on campus

Student Learning

Student Learning Summary

Liberty Elementary is dedicated to fostering a collaborative partnership among the community, parents, students, and staff to encourage and empower all students to achieve academic excellence. Student achievement is routinely measured and evaluated through various methods, including teacher-made assessments, district curriculum assessments, standardized tests, and state-mandated assessments. This past year, our students participated in the State of Texas Assessment of Academic Readiness (STAAR) for 3rd and 4th grades, as well as the Measures of Academic Progress (MAP) assessment for Kindergarten through 4th grade.

The 2024 STAAR Assessment results:

Third Grade:

Math 93% Approaches, 75% Meets, and 53% Masters

Reading 92% Approaches, 77% Meets, and 51% Masters

Fourth Grade:

Math 81% Approaches, 64% Meets, and 31% Masters

Reading 97% Approaches, 83% Meets, and 49% Masters

Hybrid Math (5th grade STAAR) 100% Approaches, 89% Meets, and 67% Masters)

Student Learning Strengths

- Strong student achievement as measured by the STAAR assessment
- Resources to help track student growth and identify opportunities to intervene or provide enrichment
- Tutoring opportunities for students
- Common planning for teachers
- Hybrid Math - providing students acceleration in math content
- Dedicated blocks of instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is little time for small group reading instruction **Root Cause:** Lack of time in the classroom with the set schedule, district assessments, and new components with the new reading adoption

School Processes & Programs

School Processes & Programs Summary

Liberty Elementary is dedicated to optimizing the educational experience for all students through a comprehensive and collaborative approach. Our staff consistently employs the KISD Scope and Sequence to guide the timing and complexity of skills and concepts taught. Collaborative planning, data analysis, and weekly meetings with campus administration help ensure that instruction, interventions, and enrichment are effectively aligned with student needs.

The Response to Intervention (RtI) process is systematically used to provide tiered interventions for struggling students, track their progress, and make informed instructional decisions. Staff development focuses on enhancing student engagement, improving reading and writing instruction, advancing K-2 phonics skills, and reviewing data in grade-level meetings. This year, hybrid math remains a primary focus, with an emphasis on pre- and post-assessments to gauge student growth.

At Liberty Elementary, we strive to transform learning environments by fostering strong relationships among students, families, and staff. Morning Meetings are a key component of our day, aimed at building classroom relationships. We believe that focusing on the whole child and prioritizing relationships are essential for students to reach their academic potential. Our common planning time for grade-level teachers ensures they have ample opportunity to collaborate and plan effectively.

Technology integration is a significant aspect of our instructional approach. Teachers utilize iPads and MacBooks, and students benefit from one-to-one iPad access in the classroom. Programs like Istation, Headsprout, and Dreambox support student learning, while professional development ensures effective technology use. The Leadership Team supports staff by assessing needs, determining necessary technology, providing assistance, and training on various programs throughout the school year.

To maintain effective communication with parents, the staff employs multiple channels, including email, Remind, Facebook, Twitter, Blackboard email, and texting. Our commitment to improving instructional practices and communication supports our goal of helping every student achieve their full potential.

School Processes & Programs Strengths

- Collaborative planning process
- Utilization of KISD Scope and Sequence
- Research-based practices and interventions used in the classroom
- Staff willingness to examine the instructional practice
- Teachers are implementing the new ELA resources
- K-3rd Phonics Instruction
- Hybrid Math Instruction
- Common planning time
- Commitment to high performance and enhance instructional practices
- Commitment to enhancing overall customer satisfaction
- Grade level meetings
- Site-based decision making
- Each teacher has an iPad to use instructionally in the classroom
- Teacher-led leadership team and committees which guide PBIS, instructional practices, community activities, and staff success.
- Variety of technologies available for teachers to use to incorporate technology into student learning
- KISD purchased Ipads for one to one classroom instruction
- Text Communication occurs through Remind 101 or Blackboard
- Student-led daily morning announcements via our Liberty YouTube site

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Monitoring students for digital citizenship **Root Cause:** Students are more experienced with technology and the challenges it poses

Problem Statement 2 (Prioritized): Teachers need more time during the school day to get all planning and general tasks completed **Root Cause:** Additional planning requirements associated with new resources

Perceptions

Perceptions Summary

Liberty Elementary is strengthened by the active involvement of our parent volunteers, including PTA members, classroom volunteers, and the WatchD.O.G.S. program. This partnership between parents and staff is crucial in supporting our students and school activities. We maintain communication through various channels, including our websites, emails, text notifications, the PTA website, Facebook, and Twitter.

In recent years, we have collaborated with organizations such as the Community Storehouse, Veteran's Affairs, and The Warm Place in Fort Worth, and we continue to work closely with the Colleyville Police Department. Our partnership with Colleyville PD has resulted in an on-campus School Resource Officer, enhancing our safety measures and community ties.

Liberty Elementary employs 56 staff members, including 38 full-time professional educators and 9 paraprofessionals. Our team consists of 100% highly qualified teachers, with 14 ESL-certified educators and 14 holding Master's degrees. Staff members collaborate extensively to analyze school data, make site-based decisions, and engage in professional learning through faculty meetings, vertical teams, CEIC, and grade-level meetings. Additionally, our staff participates in district-level committees and curriculum planning, contributing to a broad network of professional development opportunities.

We serve students from Pre-kindergarten through Fourth grade, with all grade-level teams working collaboratively and planning with specialists. A Pre-kindergarten class was introduced in the 2020-21 school year, accommodating both general education students and those with special needs.

Our staff is committed to a holistic approach, focusing on both academic and character development to support each student's success. By maintaining a team-oriented approach with families and adhering to KISD Core Values, we strive to ensure every student achieves their full potential. We also partner with organizations such as KISD Special Olympics, ELC South, Tarrant Regional Water District, and Veteran's Affairs, and look forward to continued collaboration.

The LES PTA plays a vital role in funding initiatives like our outdoor learning area and organizing family events, including Back2School Bash, Fall Fest, and STEAM nights. The WatchD.O.G.S. program continues to thrive, with fathers and male role models volunteering their time on campus throughout the year.

Ensuring the safety of our staff and students is a top priority. We follow KISD safety protocols and enhance communication between school and home through digital platforms, maintaining a secure and connected school environment.

Perceptions Strengths

- An abundance of volunteers to help teachers throughout the school year
- Certified staff are 100% highly qualified
- Staff members are team players and committed to student success
- Commitment to continual improvement
- Common philosophy toward education
- Alignment of professional development to campus needs
- Strong sense of community with our families
- High expectations for achievement and behavior
- Strong and active PTA, volunteers, and WatchD.O.G.S.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Need to find a way to provide effective ways to obtain feedback from all stakeholders **Root Cause:** Low stakeholder turnout when surveyed in traditional ways

Priority Problem Statements

Problem Statement 1: There is little time for small group reading instruction

Root Cause 1: Lack of time in the classroom with the set schedule, district assessments, and new components with the new reading adoption

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Teachers need more time during the school day to get all planning and general tasks completed

Root Cause 2: Additional planning requirements associated with new resources

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There has been an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day.

Root Cause 3: Gaps in instruction from the lack of time to go in-depth and review the curriculum as well as lack of specialist time on campus

Problem Statement 3 Areas: Demographics

Problem Statement 4: Monitoring students for digital citizenship

Root Cause 4: Students are more experienced with technology and the challenges it poses

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Need to find a way to provide effective ways to obtain feedback from all stakeholders

Root Cause 5: Low stakeholder turnout when surveyed in traditional ways

Problem Statement 5 Areas: Perceptions

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, 60% of 3rd & 4th grade students will score Meets in Reading focusing on comprehension as measured by 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS</p> <p>Measures: Walkthrough forms, calendar</p> <p>Staff Responsible for Monitoring: Admin Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Hold grade-level meetings to review instructional data including MAP, campus, and district assessments</p> <p>Measures: Grade level data sheets</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July


Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Implementation of Istation Reading every week to enhance students' reading fluency, comprehension, retention, and overall academic success</p> <p>Measures: IStation Reports</p> <p>Staff Responsible for Monitoring: Admin team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			


Goal 1: Increase Student Achievement

Performance Objective 2: By June 2025, 60% of 3rd & 4th grade students will score Meets in Math focusing on whole number operations as measured by 2025 STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS</p> <p>Measures: Walkthrough forms, calendar</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Hold grade-level meetings to review instructional data including Dreambox, MAP, campus, and district assessments</p> <p>Measures: Grade level data sheets</p> <p>Staff Responsible for Monitoring: Admin team, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Assign and monitor Dreambox lessons aligned with TEKS for 100% of students in grade K-4</p> <p>Measures: Dreambox reports</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Progress		
	Dec	Apr	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 1: By June 2025, strengthen a partnership between the school, families, and community by implementing a structured communication plan, organizing opportunities for family and community participation, and coordinating shared service projects.

Met/Did Not Meet Goals: None

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Work with the PTA to plan and implement family events such as Back2School Bash, Fall Bash, and Spring Carnival to foster stronger engagement and connection between the school and families.</p> <p>Measures: Attendance Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Develop, communicate and implement a plan for a community service project in April.</p> <p>Measures: Participation in The Big Event service project Staff Responsible for Monitoring: Admin, The Big Event lead</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Develop a system that allows parents to participate in a guided classroom this school year, providing opportunities to educate them on the instructional process and gather their feedback.</p> <p>Measures: Schedule for classroom parent visit Staff Responsible for Monitoring: Admin Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

2024-2025 Campus Site-Based Committee

Committee Role	Name	Position
Community Representative	Audrey Calaty	Community Member
Community Representative	Lance McMillan	Community Member
Parent	Kim Bodley	Parent
Parent	Natalie Newton	Parent
Parent	Jamie Seals	Parent
Parent	Vanessa Stone	Parent
Classroom Teacher	Jana Crouse	Teacher
Classroom Teacher	Kim DaCosta	Teacher
Classroom Teacher	Cindy D'Amico	Teacher
Classroom Teacher	Shayne Hamilton	Teacher
Non-classroom Professional	Ellis Castellon	Counselor
Administrator	Jordyn Neiswender	Assistant Principal
Administrator	Janet Travis	Principal