

White Settlement Independent School District

Liberty Elementary

2024-2025 Campus Improvement Plan



LIBERTY
ELEMENTARY

Mission Statement

Fostering a culture of excellence and empowering Brewer Bears to be innovators and leaders of tomorrow by providing premiere education.

Vision

Developing Passion to learn...discovering purpose for tomorrow.

Motto:

Think Big Bears Do!!!

Core Beliefs

We believe:

- **Students are our top priority.**
- **Every student has value and purpose.**
- **Our students deserve a passionate teacher in every classroom every day.**
- **A safe, secure and enriched environment enhances learning.**
- **Learning is a shared responsibility that requires active involvement by students, staff, families and the community.**
- **Continuous professional growth is essential for student success.**

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.	14
Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.	20
Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.	23
Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.	24
Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.	26
State Compensatory	27
Budget for Liberty Elementary	27
Personnel for Liberty Elementary	27
Title I Personnel	29
Campus Funding Summary	30

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Description of the Comprehensive Needs Assessment (CNA) process.

The description must include:

- (1) the date(s) that the CNA was reviewed and revised for the current school year,
- (2) list of stakeholders involved that includes the individuals by name and roles
(Parents may not be LEA employees in order to fill the "parent" roles on the committee; The "parent" role MUST be a non-LEA employee.),
- (3) areas examined, and
- (4) list of multiple data sources analyzed.

Demographics

Demographics Summary

Liberty Elementary is an established campus in an older neighborhood in West Fort Worth that serves just over 550 students. Liberty Elementary has a nice balance of ethnic distribution. The student population is comprised of approximately 19% White, 66% percent Hispanic, 8% African American, 5% multiracial and >1% Asian/Pacific Islander and Native American combined. As of August 2024, approximately 83% of Liberty elementary students were eligible for free or reduced-price lunch with a 25% mobility rate.

Demographics Strengths

Liberty is culturally diverse which allows for cultural celebrations throughout the year. We continue to involve our families in any way we can.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics. **Root Cause:** The increase of community growth is effecting the percent of our economically disadvantage population.

Student Learning

Student Learning Summary

The primary instrument used to measure accountability is STAAR, however there are tools we used to measure achievement throughout the year. Liberty uses the Diagnostic Reading Assessment (DRA), Universal Screening in math and reading utilizing the Renaissance program, CBAs, Unit Assessments, Benchmarks, and TELPAS.

Liberty Elementary Accountability Ratings for 2023-2024:

2023-2024 STAAR Results:

Subject	Approaches	Meets	Masters
3rd Math	43%	27%	6%
3rd Reading	55%	17%	7%
4th Math	50%	29%	11%
4th Reading	75%	37%	13%

STARR Spanish Results

Subject	Approaches	Meets	Masters
3rd Math	57%	23%	3%
3rd Reading	55%	17%	7%
4th Math	85%	44%	19%
4th Reading	64%	17%	0%

Student Learning Strengths

Comparing STAAR 2022 to STAAR 2023 student learning strengths are as follows:

3rd Grade:

Math (Spanish) increased in Meets by 10% and Masters by 3%.

Reading (SpEd) increased in Approaches by 14% and Meets by 4%

4th Grade:

Math (Spanish) Approaches increased by 8%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): More than 50% of our students in grades 2-4 are entering the 2023-2024 school year below grade level in reading. **Root Cause:** Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.

Problem Statement 2 (Prioritized): Students continue to underperform in math and reading. **Root Cause:** Teachers do not provide direct/intentional interventions for students.

Problem Statement 3 (Prioritized): Teachers struggle with creating enrichment tasks for students who have already mastered the content. **Root Cause:** Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Problem Statement 4 (Prioritized): Student attendance continues to stay below the district's 93% threshold expectation. **Root Cause:** Teachers and administrators have not put attendance at the forefront of academic growth.

School Processes & Programs

School Processes & Programs Summary

Liberty utilizes the district created curriculum that is aligned with state mandated TEKS. Teachers are able to collaborate and use a variety of materials and strategies. Teachers meet weekly in PLCs to review student data, student progress and use the data to drive instruction. Liberty has two Instructional Coaches that help facilitate PLCs.

Liberty has a master schedule which includes two different times for targeted instruction (interventions and extensions) with Flex and Tier 3 times. The interventions and extensions used during those times are standards based and are meant to fill gaps for those students who are approaching or below grade level, and enrichment for students who already know it.

All Liberty teachers are highly qualified and vary in age and experience.

WSISD provides ample opportunities for professional development for staff. PLCs, Just-In-Time Trainings, and other professional development opportunities allow us to grow our teachers, no matter their years of service.

Liberty is continuously building partnerships with parents. We have several opportunities for parents to We strive to get as many parent volunteers through PTA and other volunteer opportunities.

School Processes & Programs Strengths

- Teachers meet weekly during PLCs to evaluate data
- Teachers meet once a week for team planning
- Teachers recognize students utilizing Positive Office Referrals and Power Paws
- Liberty uses a PBIS app for students to earn rewards and prizes
- Teachers communicate with students via news letter, email, phone calls, and School Status
- Teachers meet face to face with parents within the first nine weeks of school
- Teachers are recognized weekly on our newsletter
- Administration sends weekly newsletter out Friday evenings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs. **Root Cause:** Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Perceptions

Perceptions Summary

The Liberty staff is committed to loving kids, being passionate about learning, and to taking care of and lifting one another up. Our administration is working to be more visible, efficient, and always communicate effectively with stakeholders.

All students have the opportunity to earn points by exhibiting good behavior and they can use those points to cash in for prizes at our PBIS store and Power Paws are earned as a class for whole class incentives such as popcorn party, popsicle party, pajama day, etc.

Students can earn positive office referrals and are recognized each morning on the announcements.

Teachers work collaboratively in PLCs to identify best practices, determine interventions and extensions in order to meet the needs of all students, and to support one another.

We believe it takes teachers, students, staff, and the community to help our students be successful now and in the future. We are committed to working collaboratively in order to meet the needs of our students and staff members.

Perceptions Strengths

At Liberty we are working hard to be as transparent as we can be with our stakeholders. We host several community nights in order for our parents to be involved in our school, and we also have several volunteer opportunities for parents. We are committed to being transparent with our data as well as teaching strategies and areas of improvement. Weekly newsletters are sent home by teachers and administrators.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Fewer parents/community support for student events. **Root Cause:** Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 2 (Prioritized): Parents do not feel equipped to help support their student's learning at home. **Root Cause:** We have not equipped parents with the appropriate information or resources to support at home learning.

Priority Problem Statements

Problem Statement 1: More than 50% of our students in grades 2-4 are entering the 2023-2024 school year below grade level in reading.

Root Cause 1: Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics.

Root Cause 2: The increase of community growth is effecting the percent of our economically disadvantage population.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students continue to underperform in math and reading.

Root Cause 3: Teachers do not provide direct/intentional interventions for students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers struggle with creating enrichment tasks for students who have already mastered the content.

Root Cause 4: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs.

Root Cause 5: Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Fewer parents/community support for student events.

Root Cause 6: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Parents do not feel equipped to help support their student's learning at home.

Root Cause 7: We have not equipped parents with the appropriate information or resources to support at home learning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Student attendance continues to stay below the district's 93% threshold expectation.

Root Cause 8: Teachers and administrators have not put attendance at the forefront of academic growth.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices




Goals






Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.









Performance Objective 1: For the Reading STAAR, Liberty Elementary will increase the Approaches percentile by 10%, Meets percentile by 10%, and Masters percentile by 10%, in the area of "All Tests." For Math STAAR, Liberty Elementary will increase the Approaches percentile by 10%, Meets percentile by 10%, and Masters percentile by 10% in the area of "All Tests."

High Priority

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted blocks of time in the master schedule for T2 and T3 interventions. Strategy's Expected Result/Impact: Increase student achievement in low performing standards. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will plan/utilize guided reading and skills groups daily to target and monitor reading instruction in all ELA classrooms with a focus of student growth.</p> <p>Strategy's Expected Result/Impact: Increase DRA scores in all grade levels.</p> <p>Staff Responsible for Monitoring: Classroom Administration Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide additional resources through intervention utilizing Title 1 funds to facilitate academic improvement for students accelerated instruction. Interventions will be targeted and focused on filling gaps in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Increased % of meets and masters for STAAR. Increased % of students on grade level in math and reading.</p> <p>Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Math Is Figure-out-able! by Pam Harris - Title I Funds - \$590.08, Scholastic Classroom Magazines - Title I Funds - \$2,598.22, Forde Ferrier Rtl Intervention for Reading and Math Grade 5 - Title I Funds - \$920, QEP Books - Title I Funds - \$299.75</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize data from research based strategies, STAAR results, DRA, and CBAs to identify interventions for students who are below grade level, and enrichment for students who are on or above grade level.</p> <p>Strategy's Expected Result/Impact: Increased % for Meets and Masters on CBAs, and STAAR. Increased % of students on grade level. Increased % of students making a year's worth of growth. Data discussions at grade level PLCs.</p> <p>Staff Responsible for Monitoring: Campus Administrators. Classroom Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will utilize know/show charts to unwrap standards in order to better understand the depth to which the standard needs to be taught.</p> <p>Strategy's Expected Result/Impact: Stronger Tier1 instruction Higher % of student achievement in both daily work and assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<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>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: More than 50% of our students in grades 2-4 are entering the 2023-2024 school year below grade level in reading. **Root Cause:** Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.

Problem Statement 2: Students continue to underperform in math and reading. **Root Cause:** Teachers do not provide direct/intentional interventions for students.

Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content. **Root Cause:** Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.







School Processes & Programs

Problem Statement 1: Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs. **Root Cause:** Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 2: 85% of students reading below level will make a least one year's worth of growth reflected in their EOY DRA and Star Renaissance.

Evaluation Data Sources: DRA, District Developed Benchmark Reading Assessments, and Star Renaissance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate with administrators, Instructional Coach, and interventionists to design targeted instruction to ensure a year's worth of growth.</p> <p>Strategy's Expected Result/Impact: 85% of students will make a year's worth of growth</p> <p>Staff Responsible for Monitoring: Classroom teacher Instructional Coach Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:







Student Learning
<p>Problem Statement 1: More than 50% of our students in grades 2-4 are entering the 2023-2024 school year below grade level in reading. Root Cause: Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.</p>

Goal 1: Maximize student achievement through high standards across all disciplines, which incorporate critical thinking, creativity, collaboration, high quality instructional strategies and innovative teaching.

Performance Objective 3: Liberty will sustain a 95% attendance rate throughout the year.

High Priority

Evaluation Data Sources: Monthly attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Liberty Elementary will participate in a school-wide attendance incentive program. Strategy's Expected Result/Impact: 95% sustained attendance rate Staff Responsible for Monitoring: Campus Administrators and teachers</p> <p>Title I: 2.4 Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

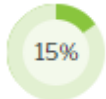

Student Learning
<p>Problem Statement 4: Student attendance continues to stay below the district's 93% threshold expectation. Root Cause: Teachers and administrators have not put attendance at the forefront of academic growth.</p>






Goal 2: Cultivate a safe, nurturing and collaborative environment that promotes active involvement by parents, students, and community members.







Performance Objective 1: Liberty Elementary Staff will strive to foster a safe, nurturing and collaborative environment 100% of the time.

High Priority

Evaluation Data Sources: Parent and Staff Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase opportunities for parental involvement through PTA and other volunteer opportunities.</p> <p>Strategy's Expected Result/Impact: Increase number of parents joining the PTA by 25%</p> <p>Increase % of parents who volunteer</p> <p>Increase % of events held in the evening</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Classroom Teachers</p> <p>PTA</p> <p>Title I:</p> <p>4.1, 4.2</p> <p>- TEA Priorities:</p> <p>Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - WSISD General Fund, Lakeshore Learning Family Engagement Math Packs Grades 2-4 - Title I Funds</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize PBIS Rewards, Positive Behavior Referrals, Power Paws, Student of the Week and Month, and Staff Spotlight in order to maintain a positive campus culture.</p> <p>Strategy's Expected Result/Impact: Number of office referrals will decrease Student attendance will increase Student achievement will increase Positive staff and parent surveys</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide frequent communication between the school and community via weekly news letters, Skylert messages, maintain website, and social media pages.</p> <p>Strategy's Expected Result/Impact: Positive feedback regarding communication on EOY Parent Survey Parents will become more involved when communication is presented in a variety of ways Build stronger connections between the school and home.</p> <p>Staff Responsible for Monitoring: Campus administrators Teachers</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Create multiple opportunities throughout the year for family/community involvement through programs, curriculum night, and math/reading nights.</p> <p>Strategy's Expected Result/Impact: Positive feedback on parent surveys Increase community and parent involvement</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Liberty continues to increase in our percentage of Economically Disadvantage population, with an increase of all needs to include Social/Emotional/Behavioral/Academics. Root Cause: The increase of community growth is effecting the percent of our economically disadvantage population.</p>
Perceptions
<p>Problem Statement 1: Fewer parents/community support for student events. Root Cause: Lack of clear communication between Liberty staff, PTA, and parents, and not enough evening events to allow more parents to come.</p>
<p>Problem Statement 2: Parents do not feel equipped to help support their student's learning at home. Root Cause: We have not equipped parents with the appropriate information or resources to support at home learning.</p>

Goal 3: Sustain an effective and efficient organization by utilizing a flexible, responsive and consistent process for operational management.

Performance Objective 1: 100% of operational management and organizational needs identified in the Campus Needs Assessment will be addressed during the 2024-2025 school year budget.

Evaluation Data Sources: Staff surveys
Parent surveys
Safety audit

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to use innovative scheduling to effectively utilize personnel in order to meet the needs of all students. Strategy's Expected Result/Impact: Increase in student success through standardize test results and increases in % of students making progress on Star Renaissance (math and reading) and DRA scores Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p>Strategy 2: Support recruitment/retention of teachers by continuing to provide training in all content areas and collaborative planning meetings. Strategy's Expected Result/Impact: Increase in academic success by students throughout the content areas. Staff Responsible for Monitoring: School Administration</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:






Student Learning
<p>Problem Statement 2: Students continue to underperform in math and reading. Root Cause: Teachers do not provide direct/intentional interventions for students.</p>
<p>Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content. Root Cause: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.</p>

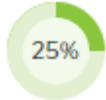

Goal 4: Design professional learning opportunities that lead to effective teaching practices, instructional leadership, and improved student results.





Performance Objective 1: 100% of staff development will be linked to Liberty Elementary's campus plan, campus needs assessment and district goals.

High Priority

Evaluation Data Sources: T-TESS, Walkthroughs, Student data/progress

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish Professional Learning communities to enhance the development of staff on instructional strategies relating to student data/progress.</p> <p>Strategy's Expected Result/Impact: Progress Measure data to show growth</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Interventionists</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize qualified teachers and Instructional Coach to lead professional development on campus.</p> <p>Strategy's Expected Result/Impact: Teacher feedback Student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Use classroom observations and campus instructional walkthroughs to monitor implementation of district initiatives and to determine PD opportunities for teachers.</p> <p>Strategy's Expected Result/Impact: PLC discussions Instructional walkthroughs show evidence of implementation Increase in student achievement</p> <p>Staff Responsible for Monitoring: Campus administrators Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: More than 50% of our students in grades 2-4 are entering the 2023-2024 school year below grade level in reading. Root Cause: Students are not entering their current grade level on grade level due to the lack of strong Tier 1 instruction and lack of intentional targeted interventions.</p>
<p>Problem Statement 2: Students continue to underperform in math and reading. Root Cause: Teachers do not provide direct/intentional interventions for students.</p>
<p>Problem Statement 3: Teachers struggle with creating enrichment tasks for students who have already mastered the content. Root Cause: Teachers interventions are focused on underperforming students rather than extending students who have already met or mastered the content.</p>

Goal 5: The district will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: 100% of Liberty staff will be highly qualified and ESL certified.

Evaluation Data Sources: Teacher Certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the PowerSchool system to identify qualified applicants. Strategy's Expected Result/Impact: 100% of Liberty teachers will be highly qualified and ESL certified. Staff Responsible for Monitoring: Campus administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Performance in achievement, growth, and student success of "all," "white," "EB/EL," "Special Ed," "Continuously Enrolled," and "Non-Continuously Enrolled," continue to under achieve academically, despite school processes and programs. Root Cause: Teachers need to continue to strengthen their skills in the area of Planning and Effective Instruction.</p>

State Compensatory

Budget for Liberty Elementary

Total SCE Funds: \$944,185.00

Total FTEs Funded by SCE: 14.17

Brief Description of SCE Services and/or Programs

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Personnel for Liberty Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alba Sales	Teacher	0.82
Andrea Gomez	Teacher	0.81
Brian Lane	Assistant Principal	0.7
Claudia Myers	Teacher	0.73
Deanna Nagel	Teacher	0.19
Fabiola Islas	Teacher	0.72
Gisselle Montes	Teacher	0.44
Gloria Espinoza	Assistant Principal	0.7
Ingrid Watson	Teacher	0.83
Ivana Ropa	Teacher	0.44
Judith	Stharath	0.83
Lauren Lowry	Teacher	0.5
Maria Cervantes	Teaching Assistant	1
Ofelia Chavez	Teacher	0.73
Sarah Williams	Principal	0.7
Serina Harrison	Teacher	0.5
Shairalys Sotomayor-Caban	Teacher	0.68
Steven Dexter	Teacher	0.5

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stevie Burdick	Teaching Assistant	1
Susan Fitzgerald	Teacher	0.83
Yamilet Ramos	Teaching Assistant	0.33
Zuhail Rodriguez	Teacher	0.19

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amelia Barcenas	Teaching Assistant	Title I	1
Chessa Exum	Teacher	Title I	1
Maria Hannah	Instructional Coach	Title I	0.5

Campus Funding Summary

WSISD General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
Sub-Total					\$0.00
Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Is Figure-out-able! by Pam Harris		\$590.08
1	1	3	Forde Ferrier RtI Intervention for Reading and Math Grade 5		\$920.00
1	1	3	Scholastic Classroom Magazines		\$2,598.22
1	1	3	QEP Books		\$299.75
2	1	1	Lakeshore Learning Family Engagement Math Packs Grades 2-4		\$0.00
Sub-Total					\$4,408.05