Lewisville Independent School District

Liberty Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Engaging and inspiring learners and leaders in pursuit of growth and purpose.

Vision

All students are confident, equipped and empowered to thrive in the future they imagine.

Value Statement

Value Proposition

LISD delivers an exceptional educational experience in partnership with the community. Traditions unite us and the strength of our academic and extracurricular programs inspires everyONE to find their path.

Beliefs

- We believe students are the center of our learning community
- We believe h igh quality and caring staff are the heart of a learning culture

- We believe our commitment to progress and stewardship ensures future success
- We believe safe and nurturing environments cultivate growth and well-being for all
- We believe meaningful accountability encompasses more than test scores
- We believe education is a shared responsibility built on authentic partnerships with students, families, staff, and the community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Liberty Elementary serves a diverse population of 544 students, representing a wide range of cultural and ethnic backgrounds. The largest groups include White, Hispanic, and Asian students, with additional representation from African American, American Indian, Pacific Islander, and students identifying with two or more races. This diversity enriches the learning environment and fosters a strong sense of community where multiple perspectives are valued and celebrated.

Additionally, Liberty provides a comprehensive range of programs designed to meet the needs of all learners. The campus offers both Pre-K and Discovery Academy, which provide students with strong early learning foundations in literacy, numeracy, and social-emotional development. Liberty also houses specialized Special Education programs, including Communications, Academic Life Skills (ALS), Early Childhood Special Education (ECSE), and Specifically Designed Instruction (SDI), alongside services for students identified for Special Education, Section 504, and English as a second language (ESL) supports. These programs ensure equitable access and individualized opportunities for success.

Demographics Strengths

One of Liberty's greatest strengths is the alignment of its diverse student body with a unified school culture built on the SOAR expectations—Self-disciplined, Outstanding, Accountable, and Respectful. The school benefits from an award-winning PTA that partners closely with staff and provides exceptional support for students, teachers, and families. This strong collaboration, paired with a wide array of programs to meet the academic, social, and emotional needs of students, allows Liberty to create a safe, respectful, and achievement-focused environment. By combining inclusivity, specialized programming, community partnership, and a culture of respect, Liberty Elementary continues to provide a nurturing and high-achieving environment that prepares students for long-term success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Liberty Elementary is experiencing a decline in student enrollment influenced by several demographic and community factors, including lower birth rates, rising residential real estate costs within the attendance zone, and student attrition resulting from some families choosing alternative educational options such as Founders Classical Academy and Liberty Christian School.
Root Cause: The decline in student enrollment is primarily driven by external demographic and community factors, including declining birth rates that have reduced the number of school-aged children within the attendance zone and increasing real estate costs that may limit the ability of young families to move into the neighborhood.

Student Learning

Student Learning Summary

Liberty students benefit from a robust teaching of the district-approved curriculum via professional educators, helpful support staff, a plethora of resources, strong family support, and an administration team that believes in whole-child experiences and opportunities. Students typically perform well above the state and district average on assessments.

3rd GR students performed above 95.4% in Istation readding assessment in the Spring of 2025.

3rd GR students performed above 91.9% in Istation math in the Spring of 2025.

Student Learning Strengths

Liberty Elementary demonstrates consistent academic performance above both district and state levels in key subject areas. Students are showing strong outcomes in reading, mathematics, and science, with results that indicate both effective Tier 1 instruction and targeted intervention support.

- Reading/ELA: Liberty students outperform both the district and state averages
- Mathematics: Results show Liberty students meeting or exceeding district and state performance

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall, performance gaps remain for specific student groups, particularly students receiving Special Education services, and ESL students. These groups are not consistently meeting grade-level standards at the same rate as their peers, which prevents the campus from achieving the desired outcomes for all students.
Root Cause: The change in home environment, structure, ESL, and learning disabilities.

School Processes & Programs

School Processes & Programs Summary

Demographic Composition: The campus serves a diverse student body consisting of White (51.66%), Asian (cut off on chart, approx. 20%+), 2 or More Races (5.33%), Hispanic, American Indian (1.1%), Pacific Islander (0.18%), and African American students.

Program Alignment: Programs and structural school processes are evaluated continuously to align with the demographic distributions and specific learning needs of this multi-ethnic student population.

Operational Focus: Instructional planning emphasizes equitable access, targeted interventions for minority and multi-racial student groups, and data-driven curriculum adjustments to support overall academic growth.

Staffing is a strength at Liberty Elementary, with 45 teachers supported by professional staff, paraprofessionals, a full-time librarian, and a full-time counselor. Teachers bring a wealth of experience, averaging 13.5 years in the profession, and nearly one-fourth hold advanced degrees. Staff are strategically assigned to meet program needs, with approximately 74% serving in general education, and 13% in Special Education. Campus processes are designed to ensure high-quality Tier 1 instruction and meaningful differentiation for diverse student groups. Inclusion and co-teach models provide access and equity for Special Education students, while English Learners benefit from content-based ESL instruction in language-rich classrooms. Gifted and Talented extends learning opportunities for advanced learners, and all students benefit from Multi-Tiered Systems of Support (MTSS) for academic and social-emotional needs.

School Processes & Programs Strengths

The campus’s diverse student population creates a rich environment for cultural understanding and collaboration. With 22% of students receiving Special Education services and 21% English Learners, Liberty demonstrates a strong capacity to deliver differentiated instruction tailored to unique learner needs. It is evident that the campus is committed to ensuring that support systems are in place for students who require additional interventions. Relatively small class sizes, strong attendance, and a highly experienced teaching staff enhance Liberty’s ability to maximize student growth. These demographic strengths reflect not only the diversity of the student body but also the school’s ability to provide individualized opportunities for all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students receiving Special Education services (22%), and Emergent Bilingual students (3%) are not consistently performing at the same levels as their peers, which impacts the campus's ability to ensure equitable academic outcomes for all learners.
Root Cause: Data-tracking cycles may not disaggregate student performance frequently enough to catch early learning stalls for vulnerable subgroups, delaying timely instructional adjustments.

Perceptions

Perceptions Summary

Across the pulse-check data from Fall 2023 through May of 2026, the overall story is that staff perceptions have remained predominantly positive, but the intensity of that positivity has fluctuated. The data do not show a steady decline in culture. Instead, several measures improved substantially at different points—particularly during 2024–25—and then showed a slight decrease during the current year. That distinction is important because it illustrates

Perceptions Strengths

Staff perceptions remain overwhelmingly positive overall, with most responses consistently falling within Agree or Strongly Agree. Key strengths include:

- Strong sense of belonging and connection
- High levels of trust among colleagues
- Staff feel trained and capable of doing their jobs effectively
- Communication remains positive
- Strong pride in the organization and willingness to recommend it as a workplace

The foundation of the culture remains strong. The opportunity is not to repair a negative culture, but to strengthen consistency and move more perceptions from “Agree” to “Strongly Agree.”

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although overall staff perceptions remain positive, inconsistencies in staff experiences have contributed to declines in the strength of agreement in key areas of engagement, recognition, voice, and confidence in positive change.
Root Cause: Inconsistent experiences with staff voice, recognition, and connection have contributed to varying perceptions of culture and engagement across the campus.

Priority Problem Statements

Goals

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 1: Increase student achievement and growth through mastery of transferable skills, enabling learners to explore, apply knowledge, and navigate new challenges.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 1.1 ON SCORECARD

High Priority

HB3 Goal

Evaluation Data Sources: Campus scorecard measures to include
ES and MS - iReady reading and math
HS - GPA and CCMR measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027, 95% of 3rd-grade students will meet their expected annual growth target in Reading and 92% of 3rd-grade students will meet their expected annual growth target in Math, as measured by the i-Ready Diagnostic and district/campus scorecard. **Strategy's Expected Result/Impact:** Consistent use of student data, targeted small-group instruction, intervention, and collaborative PLC planning will increase student growth in both Reading and Math and strengthen overall academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Facilitator, 3rd-grade teachers, intervention staff, and Campus Leadership Team.				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Student Learning - Engage students in real-world connected learning experiences that drive academic growth and develop transferable skills, ensuring students use their curiosity and critical thinking to prepare for success in their future.

Performance Objective 2: Consistent implementation of high-yield instructional strategies with fidelity that are aligned with the district curriculum and One Vision framework to create learning experiences that meet student needs and promote academic growth.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include readiness dashboard data and walkthrough data

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 1: Implement proactive structures for success to maintain safe and orderly learning environments that foster positive relationships and cultivate belonging.

*Includes campus behavior goal strategies

High Priority

Evaluation Data Sources: Scorecard measures to include student and parent survey results, discipline data, walkthrough data.

Strategy 1 Details	Reviews			
Strategy 1: Strategies to achieve campus behavior goal. Implementation of Safe and Civil and Restorative Practices.	Formative			Summative
	Nov	Feb	May	

Strategy 2 Details	Reviews			
Strategy 2: By May 2027, 90% of students will demonstrate mastery of the campus Respectful behavior expectation (R in SOAR), as measured by a common campus behavior observation assessment.	Formative			Summative
	Nov	Feb	May	
Strategy's Expected Result/Impact: Explicit instruction, modeling, reinforcement, and consistent monitoring of respectful behaviors will strengthen the campus culture, improve student interactions, and reduce behavior concerns. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Specials teachers, classroom teachers, and Campus Behavior/Safe & Civil Team.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Student Experience - Cultivate safe and positive learning environments where relationships foster a sense of belonging and wellbeing, empowering students to grow into confident and engaged contributors of the world around them.

Performance Objective 2: Utilize collaborative and early intervention systems to maximize student presence, active participation, and direct student contribution to shaping campus culture.

*Strategies included if this is a campus priority.

Evaluation Data Sources: scorecard measures to include attendance rate, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027, the percentage of students reporting that Liberty Elementary provides a positive learning environment will increase to 90%, as measured by the district and campus scorecard. **Strategy's Expected Result/Impact:** Students will experience a safe, supportive, inclusive, and engaging learning environment that promotes positive relationships, student belonging, and academic success. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Campus Leadership Team, and classroom teachers.				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 1: Maintain long-range financial stability through strategic long-term planning that aligns resource allocation, capital facility management, and fiscal reserves.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, efficiency and assessment reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 2: Maximize impact through the implementation of flexible and transformational models to optimize resource utilization and staff productivity.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include finance reports, enrollment reports, efficiency reports

Goal 3: Strategic Investment - Optimize resources to ensure long-term financial sustainability through proactive fiscal stewardship, strategies and strategic advocacy to maximize impact.

Performance Objective 3: Advance the community's understanding of the state and district finances through proactive outreach and advocacy, to build informed partners in navigating complex decisions.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include feedback and input data.

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 1: Implement strategic systems to attract, certify, and fairly compensate a dedicated staff, while supporting ongoing growth and instructional expertise.

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measures to include waviers

Goal 4: Strategic Investment - Build and sustain a community of skilled staff united by a shared purpose and a sustainable commitment to our mission, supported by professional growth and systems necessary for a high-performing workforce.

Performance Objective 2: Strengthen collaborative feedback loops to build trust, inform decision-making, and build collaborative ownership of mission and culture

*Strategies included if this is a campus priority.

Evaluation Data Sources: Scorecard measure to include campus feedback loop results

Goal 5: Community Engagement - Strengthen partnerships with our families, students, staff, and community to engage in unified communication and elevate our shared commitment as ONE LISD.

Performance Objective 1: Leverage purposeful communication to inform and connect with all LISD stakeholders, building an engaged network of active partners.

*DISTRICT PRIORITY - STRATEGIES REQUIRED BY ALL CAMPUSES TO ASSIST IN ACHIEVING TARGETED OUTCOMES FOR GOAL 5.1 ON SCORECARD

High Priority

Evaluation Data Sources: Scorecard measures to include parent survey results, brand ambassadors, social media amplification scores, recognize someones and customer service.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: By May 2027, the percentage of parents/guardians reporting positive perceptions of campus-to-parent communication will increase to 90%, as measured by the district and campus scorecard. **Strategy's Expected Result/Impact:** Consistent, timely, and accessible communication will strengthen family engagement, increase parent awareness of campus programs and expectations, and build stronger partnerships between the school and community. **Staff Responsible for Monitoring:** Principal, Assistant Principal, office staff, classroom teachers, Campus Leadership Team, and campus communication/branding team.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 1: Improve attendance and student engagement by implementing initiatives that support students' needs.

Evaluation Data Sources: Student attendance records; academic performance data; communication logs; family and community involvement records

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Staff, families, and the student body are informed of student attendance procedures and student residency is verified. Monitor attendance data regularly to identify chronic absenteeism. Parent notification given when students are absent. Utilize campus attendance teams to implement early interventions and supports. Partner with families to address barriers. Strategies are implemented to increase parental involvement as a proactive measure. Training is provided to parents regarding how to utilize technology to monitor student progress and achievement. As monitored in RaaWee and on the district and campus scorecards, excessive absences are monitored and interventions are provided in a collaborative partnership to identify and resolve root causes, including refer to counseling and/or health services departments. Truancy charges are regularly filed when appropriate. Local School health advisory council (SHAC) recommendations implemented to support student physical, mental, and wellbeing. **Strategy's Expected Result/Impact:** Student attendance records and campus scorecard target for attendance rate and chronic absentism. ADA reports, chronic absenteeism data. **Staff Responsible for Monitoring:** Campus leaders, classroom teacher, registrar/attendance clerk.counselor, nurse.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Dating Violence Implement comprehensive dating violence prevention and response process that includes staff and student education on prevention, awareness, reporting procedures, legal responsibilities, and available supports. The Counseling and social work teams will provide developmentally appropriate education and resources to promote healthy relationships, ensure students know how to report concerns to adults, and follow district protocols for responding to reports of dating violence. **Strategy's Expected Result/Impact:** Compliance report, student training logs, counseling logs **Staff Responsible for Monitoring:** All staff				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 3: Implement a comprehensive counseling program that supports students' academic, wellbeing, and college and career readiness needs. Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, dating violence, sexual abuse, sex trafficking, dating violence, discipline management including unwanted physical or verbal aggression and sexual harassment, strategies for providing students and their parents with information about higher education admissions and financial aid opportunities, the need for students to make informed curriculum choices to be prepared for success beyond high school, career education to assist students in preparing for a broad range of career opportunities, accelerated education, the Teach for Texas program, etc. A proactive plan identifies and helps troubled youth through partnership with counselor, parent, and teacher to identify supports and interests. SAPP provides pregnant and parenting students with the support and resources needed to complete school, while equipping them for their future as college and career ready individuals with marketable skills, and helping them to become the best possible parent. SAPP provides childbirth education to pregnant students, parenting education to student who have a child and case management. Assistance is provided through case management, agency referrals, and prenatal (when medically necessary) and postnatal home instruction according to TEA guidelines. Students may remain at their home campus while they receive SAPP sercies or they may choose to attend LLC and work with their home campus counselor to complete the process. **Strategy's Expected Result/Impact:** Academic data, staff observations, documentation records including MTSS, attendance records. **Staff Responsible for Monitoring:** Campus leaders, counselors, teachers				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 2: All students shall complete high school. The dropout rate for all the students including sub-populations will be maintained at <0.2% for middle schools, and high schools will have a 95% completion rate. All schools will implement and maintain attendance and instructional support strategies that support these goals.

Evaluation Data Sources: Student attendance and withdrawal records; program records; STAAR scores and local academic performance data; campus staff observations, intervention documentation, family and community involvement records

Strategy 1 Details	Reviews			
Strategy 1: Identify and monitor students identified as at risk based on multiple sources of student data, including students in special populations.	Formative			Summative
	Nov	Feb	May	
Provide targeted interventions through the MTSS process, accelerated instruction, and supports based on student needs, comprehensive needs assessment findings, and in alignment with campus student learning, discipline, and attendance goals. Utilize MTSS to identify learning, behavioral, and attendance needs early, implement interventions, monitor student progress, and adjust supports as needed. Integrate technology as digital learning tools, and accessibility features to increase student engagement, learning, and provide equitable access to rigorous instruction. Special program students are accurately identified and appropriately served. A plan is in place to accurately identify students for special programs. (Programs serving diverse students include, but are not limited to the following: Gifted and Talented, At-Risk, Bilingual/ESL, Dyslexia, Special Education, Counseling, other special funded programs.) Professional learning is provided to all staff regarding the needs of learners from special populations (at-risk, special education, 504, dyslexia, G/T, ELL, Economically Disadvantaged, etc.). Teachers receive training and support to differentiate instruction to meet the needs of all students. Language acquisition services are provided for language learners through differentiating for their stage of language acquisition through models aligned with state requirements. Special education services are provided to students as determined by the ARD committee. G/T services are provided in alignment with the Texas State Plan for Gifted/Talented students. LISD takes a comprehensive approach in providing treatment and acceleration to students who have been identified with having a special learning disability of dyslexia. Depending on the age, language, skill ability and identified strengths and weaknesses , the district offers a variety of programs based on the well-researched Orton-Gillingham method of instruction. Reading interventions based on this approach provide the comprehensive learning strategies students with dyslexia require to overcome their literacy struggles by using multi-sensory tools to teach phonemic awareness, phonics, fluency, vocabulary and comprehension sequentially. All scripted, direct instruction reading programs adopted for use in LISD, including MTA, Foundations, Esperanza, New Herman Method and Language! Live were carefully vetted based on teh TEA required principles of effective dyslexia instruction. LISD ensures all the reading interventions for struggling readers are provided with consistency and fidelity in order to ensure students close the gaps and are using their newly acquired skills to become more confident readers.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 2: Recruiting and retaining highly effective teachers Review CNA data annually to identify gaps and high-need areas to address through professional learning. In collaborative with staff and the review of CNA data to determine campus priorities, design comprehensive campus professional learning plan to support ongoing learning and support during implementation Intentional planning of job-embedded professional learning (PL) through PLCs aligned to student needs and staff growth areas Offer resources and assistance to support teachers in obtaining correct certification. Partner with district to provide test preparation, mentoring and coaching through programs. Utilize trend walks and student outcomes to plan professional learning. Regular campus based learning communities focused on instructional improvement. Partner with district for instructional supports. **Strategy's Expected Result/Impact:** increase in academic achievement of students. Increase in alignment to district expectations on walks **Staff Responsible for Monitoring:** campus leaders, learning and teaching.				

No Progress Accomplished Continue/Modify Discontinue

Goal 6: Federal and State Mandates

THIS GOAL IS REQUIRED. DO NOT CHANGE OR DELETE THIS GOAL.
You will update the formative and summative reviews when you update your priority goals.

Performance Objective 3: Foster strong family and community partnerships that support student achievement, attendance, and overall well-being by implementing programs and effective communication.

Evaluation Data Sources: Parent survey results, event participation, conference attendance, volunteer logs. communication logs. advisory committee participation and family engagement data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	
Strategy 1: Provide regular communication to families through newsletters, digital platforms, phone calls, and conferences. Offer family learning and engagement events that support student academics, college and career readiness, and student wellness. Engage families through campus advisory committee and volunteer opportunities and parent organizations. Conduct annual family survey and use feedback to improve programs. Provide resources that help families support learning at home. **Strategy's Expected Result/Impact:** parent survey results, event participation, volunteer logs, **Staff Responsible for Monitoring:** Campus leaders, counselor, teachers.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Shawna Miller	7/7/2026
Child Abuse and Neglect			Shawna Miller	7/7/2026
Coordinated Health Program			Shawna Miller	7/7/2026
Decision-Making and Planning Policy Evaluation			Shawna Miller	7/7/2026
Disciplinary Alternative Education Program (DAEP)			Shawna Miller	7/7/2026
Dropout Prevention			Shawna Miller	7/7/2026
Dyslexia Treatment Program			Shawna Miller	7/7/2026
Pregnancy Related Services			Shawna Miller	7/7/2026
Post-Secondary Preparedness			Shawna Miller	7/7/2026
Recruiting Teachers and Paraprofessionals			Shawna Miller	7/7/2026
Student Welfare: Crisis Intervention Programs and Training			Shawna Miller	7/7/2026
Student Welfare: Discipline/Conflict/Violence Management			Shawna Miller	7/7/2026
Texas Behavior Support Initiative (TBSI)			Shawna Miller	7/7/2026
Technology Integration			Shawna Miller	7/7/2026
Job Description for Peace Officers, Resource Officers & Security Personnel			Shawna Miller	7/7/2026