Keller Independent School District

Liberty Elementary School

2025-2026 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.

Value Statement

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

Summary

Liberty Elementary, located in Colleyville, Texas, is a member of the Keller Independent School District. Established in 2005, the campus currently serves approximately 371 students. Enrollment experienced a small decline over the past two decades, largely attributable to open enrollment in a neighboring district. However, in recent years, overall enrollment has trended upward, notwithstanding a slight decrease over the past two school years.

Throughout this period, the demographics at Liberty Elementary have remained relatively stable. At the beginning of the 2025-2026 school year, our demographic breakdown was: African American 3%, Hispanic 15.1%, White 58.1%, Native American/Alaska Native 0%, Asian/Pacific Islander 13.8%, and Multiple Races 10%. Also, 7.8% of our students were Economically Disadvantaged, 4.1% were LEP, 11.4% were GT, and 16.8% were Special Education. Our Attendance Rate over the past three years is consistently between 94.6% and 96.2%. Our mobility rate has fluctuated slightly over the past three years from 9.6% to 5%.

Strengths

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

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	Continue to see an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day.	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

★ **= Priority**

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 2025 STAAR Assessment results:

Third Grade:

Math 95% Approaches, 85% Meets, and 64% Masters

Reading 97% Approaches, 76% Meets, and 55% Masters

Fourth Grade:

Math 85% Approaches, 60% Meets, and 28% Masters

Reading 99% Approaches, 80% Meets, and 53% Masters

Hybrid Math (5th grade STAAR) 100% Approaches, 100% Meets, and 92% Masters

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 with acceleration in math content
- Dedicated blocks of instruction

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ⭐	Serving Tier 3 students with a .25 intervention support teacher and .25 ESL teacher.	Students are unable to receive direct support services daily from the intervention support teacher

⭐ **= Priority**

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 Multi-Tiered Systems of Support or MTSS 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-3 phonics skills, and reviewing data in grade-level meetings. This year, hybrid math remains a primary focus in each grade level K-4.

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 3-4 classrooms and shared technology K-2. Programs such as Reading Discovery, Headsprout, and Dreambox support student learning, while professional development ensures effective technology use in the classroom. 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, Instagram, and ParentSquare. Our commitment to improving instructional practices and communication supports our goal of helping every student achieve their full potential.

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 student use in classroom instruction
- Text Communication occurs through Remind for staff
- ParentSquare Communication with families
- Student-led daily morning announcements

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1 ★	Need to re-examine technology integration with shared devices in K-2	Delays in completing district assessments caused by the need to rotate limited devices among students.

★ **= Priority**

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 Instagram.

In recent years, we have collaborated with organizations such as the Community Storehouse, Arden's Allies, 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 53 staff members, including 36 full-time professional educators and 10 paraprofessionals. Our team consists of 100% highly qualified teachers, with 13 ESL-certified educators and 10 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. One Pre-Kindergarten class was introduced in the 2020-21 school year, accommodating both general education students and those with special needs with a second Pre-Kindergarten class introduced this school year.

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, Tarrant Regional Water District, and KCAL, 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, Carnival 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.

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	**Root Cause**
1 ⭐	Need to find a way to provide effective ways to obtain feedback from all stakeholders	The ways that we are collecting the input are not effective.

⭐ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Continue to see an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day.	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
2 ★	Serving Tier 3 students with a .25 intervention support teacher and .25 ESL teacher.	Students are unable to receive direct support services daily from the intervention support teacher
3 ★	Need to re-examine technology integration with shared devices in K-2	Delays in completing district assessments caused by the need to rotate limited devices among students.
4 ★	Need to find a way to provide effective ways to obtain feedback from all stakeholders	The ways that we are collecting the input are not effective.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☑ **District goals**

- ☑ **Campus goals**

- ☑ **HB3 Reading and math goals for PreK-3**

- ☑ **Performance Objectives with summative review (prior year)**

- ☑ **Campus/District improvement plans (current and prior years)**

- ☑ **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**

- ☑ **Effective Schools Framework data**

- ☑ **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

- ☑ **Accountability Distinction Designations**

- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**

- ☑ **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**

- ☑ **Student failure and/or retention rates**

- ☑ **Local diagnostic reading assessment data**
- ☑ **Local benchmark or common assessments data**
- ☑ **Running Records results**
- ☑ **Observation Survey results**
- ☑ **Prekindergarten Self-Assessment Tool**
- ☑ **Texas approved PreK - 2nd grade assessment data**
- ☑ **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**
- ☑ **Male / Female performance, progress, and participation data**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **Section 504 data**
- ☑ **Homeless data**
- ☑ **Gifted and talented data**
- ☑ **Dyslexia data**
- ☑ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**
- ☑ **Discipline records**
- ☑ **Class size averages by grade and subject**
- ☑ **School safety data**
- ☑ **Enrollment trends**

Employee Data

☑ **Professional learning communities (PLC) data**

☑ **Staff surveys and/or other feedback**

☑ **Teacher/Student Ratio**

☑ **State certified and high quality staff data**

☑ **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**

☑ **T-PESS 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**

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2026, 70% of 3rd and 4th grade students will earn a Meets distinction or higher on the Math STAAR.

Action Step 1

Use tutorial funding to support priority standards and address needs identified through MAP assessments

Measures: MAP Assessments, Tutor time log

Staff Responsible for Monitoring: Admin Team

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: K-4 tutors 24 - Comp Ed (PIC), $8,800

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 2

Hold grade-level PLC meetings to review instructional data including MAP, Dreambox, campus, and district assessments

Measures: PLC meeting notes

Staff Responsible for Monitoring: Admin Team

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

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS

Measures: Completion of walkthrough forms

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Continue to see an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day.	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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Serving Tier 3 students with a .25 intervention support teacher and .25 ESL teacher.	Students are unable to receive direct support services daily from the intervention support teacher

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Need to re-examine technology integration with shared devices in K-2	Delays in completing district assessments caused by the need to rotate limited devices among students.

Performance Objective 2

By June 2026, 70% of 3rd and 4th grade students will earn a Meets distinction or higher on the Reading

STAAR.

Action Step 1

Use tutorial funding to support priority standards and address needs identified through MAP assessments

Measures: MAP assessments, tutor time logs

Staff Responsible for Monitoring: Admin Team

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: K-4 tutors 24 - Comp Ed (PIC), $8,800

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 2

Hold grade-level PLC meetings to review instructional data including MAP, Reading Horizon Discovery data, campus, and district assessments

Measures: PLC notes

Staff Responsible for Monitoring: Admin Team

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

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS

Measures: Completion of walkthrough forms

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Continue to see an increase in students who need specialist support (IST, Dyslexia, Special Education) which results in scheduling challenges throughout the day.	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

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Serving Tier 3 students with a .25 intervention support teacher and .25 ESL teacher.	Students are unable to receive direct support services daily from the intervention support teacher

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Need to re-examine technology integration with shared devices in K-2	Delays in completing district assessments caused by the need to rotate limited devices among students.

Performance Objective 1

By May 2026, 100% of classroom teachers will participate in at least two peer walkthroughs, followed by reflection and collaborative discussion, in order to strengthen instructional practices, promote professional growth, and build a school-wide culture of shared learning.

Action Step 1

Develop and distribute a walkthrough reflection tool to guide observations

Measures: Create walkthrough tool for staff use

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 2

Design and publish a walkthrough calendar that ensures all teachers have at least two opportunities for participation

Measures: Walkthrough calendar, PLC Schedule

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

Some Progress			
December	**April**	**July**	**August**

Action Step 3

Organize structured reflection sessions immediately following each walkthrough.

Measures: Reflection tool

Staff Responsible for Monitoring: Admin Team

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Progress Reviews

No Progress

December	April	July	August

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Need to find a way to provide effective ways to obtain feedback from all stakeholders	The ways that we are collecting the input are not effective.