Keller Independent School District

Lone Star Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

Dream it,

Believe it,

Achieve it,

through Diligence,

Character,

and Quality Work.

Vision

Keller ISD – An exceptional district in which to learn, work, and live.

Table of Contents

Comprehensive Needs Assessment

Demographics

Summary

Total Student Enrollment: 568

Economically Disadvantaged: 30.3%

Special Education: 24.5%

Emergent Bilingual/English Learners: 13.6%

Enrollment by Race/Ethnicity

African American: 12.1%

Hispanic: 23.4%

White: 48.4%

American Indian: 0%

Asian: 8.8%

Pacific Islander: 0%

Two or More Races :7.2%

Attendance Rate: 94.2%

Chronic Absenteeism: 14.7%

Staff Information

Number of Students Per Teacher: 15.2

Full Time Staff: 53.7

Full Time Teachers: 37.5

Teachers by Years of Experience

0 years: 0%

1-5 years: 21.3%

6-10 years: 16%

11-20 years: 38.7%

21-30 years: 22.7%

Over 30 years: 1.3%

Teachers by Race/Ethnicity

Hispanic: 6.7%

White: 90.7%

Asian: 2.7%

LSE has numerous clubs and activities for students to explore their interests.

Strengths

Strength 1: Diverse Student Body

Students represent multiple racial and cultural backgrounds (48.4% White, 23.4% Hispanic, 12.1% African American, 8.8% Asian, 7.2% Two or More Races), creating rich opportunities for cultural learning and inclusivity.

Strength 2: Experienced Staff

Over 60% of teachers have more than 11 years of experience, bringing depth of knowledge and instructional expertise.

Strength 3: Low Student-to-Teacher Ratio

With 15.2 students per teacher, class sizes allow for more individualized attention.

Strength 4: Inclusive Programming

High percentages of Special Education (24.5%) and Emergent Bilingual students (13.6%) reflect strong systems for meeting diverse learning needs.

Strength 5: Opportunities Beyond the Classroom

Numerous clubs and activities encourage student engagement, leadership, and whole-child development.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1	Our campus attendance rate is currently 94.2%, below the state expectation of 96%. In addition, 14.7% of students are identified as chronically absent, which impacts consistent access to instruction, student achievement, and overall school success.	Analysis suggests that chronic absenteeism is influenced by multiple factors, including limited family awareness of the impact of absences on learning, inconsistent communication and follow-up with families, barriers such as transportation and health needs, and a lack of consistent incentives or supports that encourage regular attendance.
2	Our campus does not currently have baseline data on employee and parent satisfaction in the areas of communication, support, and campus climate. Without this data, it is difficult to measure perceptions, identify specific areas of strength or need, and implement targeted strategies for improvement.	The lack of a systematic process for collecting and analyzing employee and parent feedback has limited the campus's ability to identify trends, address concerns, and celebrate strengths in communication, support, and climate. Inconsistent opportunities for two-way communication and limited formal structures for recognition and collaboration contribute to gaps in satisfaction and shared ownership.

★ **= Priority**

Student Learning

Summary

2025 STAAR Rating:

2025 Accountability Rating Overall Summary
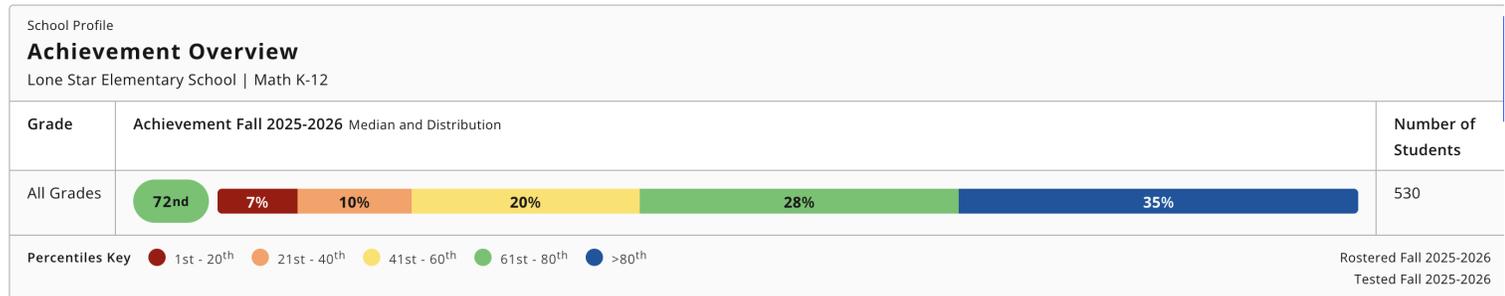### LONE STAR EL (220907113) - KELLER ISD - TARRANT COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	**B**	
Student Achievement		86	**B**	70%
STAAR Performance	57	86		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	**B**	0%
Academic Growth	75	85	**B**	✓
Relative Performance (Eco Dis: 30.3%)		74	**C**	
Closing the Gaps	56	78	**C**	30%

Fall Math MAP Results:

Lone Star Elementary School

School Profile
Achievement Overview
Lone Star Elementary School | Math K-12

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	72nd 7% 10% 20% 28% 35%	530

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

Fall Reading MAP Results:

Lone Star Elementary School
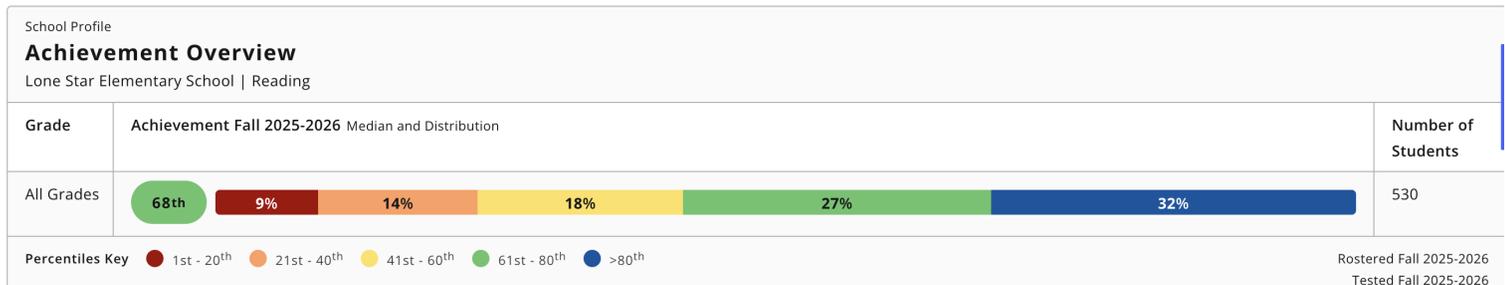
School Profile
Achievement Overview
Lone Star Elementary School | Reading

Grade	Achievement Fall 2025-2026 Median and Distribution	Number of Students
All Grades	68th 9% 14% 18% 27% 32%	530

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2025-2026
Tested Fall 2025-2026

Strengths

Strength 1: Overall Student Achievement

Lone Star earned a **"B" rating (86)** in Student Achievement, showing strong overall performance on STAAR.

Strength 2: Math Performance

Median performance in math is at the **72nd percentile**, with **63% of students scoring in the 61st percentile or higher** — well above average.

35% of students are performing in the top quintile (81st–100th percentile), demonstrating a significant group of high achievers.

Strength 3: Reading Performance

Reading achievement is at the **68th percentile**, also above national averages.

Nearly **60% of students are in the top 40% nationally**, with **32% in the highest tier (>80th percentile)**.

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1	Our campus earned a scaled score of 78 (C) in Closing the Gaps, indicating that targeted student groups such as Economically Disadvantaged, Emergent Bilingual, and Special Education students are not performing at the same level as their peers. These performance disparities limit our ability to ensure equitable outcomes for all students.	The performance disparities among Economically Disadvantaged, Emergent Bilingual, and Special Education students are primarily due to barriers such as language development, gaps in foundational skills, and inconsistent alignment of accommodations reduce equitable access to grade-level learning.
2	Our campus earned a "C" (74) in Relative Performance, suggesting that while overall achievement is strong, students are not performing as high in comparison to campuses with similar demographics. This highlights a need to strengthen instructional practices and supports for consistency across all groups.	Variability in the alignment of Tier 1 instruction to rigor, limited differentiation for struggling learners, and inconsistent monitoring of subgroup performance contribute to uneven outcomes when compared to similar campuses. These gaps reduce our ability to achieve higher levels of performance relative to peer schools.

★ **= Priority**

School Processes & Programs

Summary

Curriculum & Instruction:

Lone Star Elementary implements district-provided curriculum documents with fidelity across all core content areas—English Language Arts, Mathematics, Science, and SocialStudies. Instruction is guided by district frameworks and structured instructional minutes to ensure consistency and equity in learning time across grade levels.

Tiered academic support systems are in place to address diverse student needs. Intervention programs such as Reading Horizons, Read 180, Waggle, and DreamBox are used to provide targeted instruction aligned with Tier 2 and Tier 3 frameworks. Differentiation occurs through push-in and pull-out models based on student need, including supports for English Learners (ELs), students receiving Special Education services, and students identified as Gifted and Talented (GT).

Instructional planning cycles emphasize data-informed instruction, with teams leveraging formative assessment data and progress monitoring tools (e.g., MAP) to quickly reteach or clarify misconceptions in real-time.

Professional Development:

Campus-wide professional development for the current year focuses on strengthening teacher capacity in the use of formative assessments, delivering in-the-moment feedback, and utilizing relevant data to inform instructional decisions. These priorities align with the campus goal of accelerating student growth and increasing proficiency across all student groups.

Ongoing professional learning is supported through a coaching and mentoring structure that includes district coaches, grade-level team collaboration, and participation in campus leadership teams and committees. Professional development effectiveness is measured through TTESS observations and walkthroughs, as well as informal feedback from staff and student performance outcomes.

Leadership & Decision-Making Processes:

The Campus Leadership Team consists of the principal, assistant principal, and counselor. The team meets regularly to review data, set priorities, and coordinate school-wide initiatives. Shared decision-making is facilitated through consistent communication via newsletters, emails, and faculty meetings, ensuring transparency in discussions around budget allocation, staffing, and curriculum decisions.

Teacher voice is valued and will be incorporated through surveys and informal feedback loops, which inform school improvement planning and instructional shifts. Student and family input will be gathered through short micro-surveys, offering an accessible and inclusive method to incorporate community perspectives into campus-level decisions.

Communication:

Internal communication among staff is maintained through email, ParentSquare, and regularly scheduled meetings. Parent and family communication is facilitated through multiple channels including ParentSquare, email, social media, and in-person meetings, with translation support provided as needed to ensure equitable access to information for all families.

Organization & Context & Scheduling:

The daily instructional schedule is structured according to the district's required instructional minutes guidelines. The master schedule supports a balance of core instruction, intervention, enrichment, and specials, ensuring all students receive equitable access to learning time.

Teachers are provided with 55 minutes of daily planning time, which supports collaboration, lesson design, and data review. Grade-level teams also engage in regular PLC meetingsto review student progress and align instruction to student needs.

Support Services & Extracurricular/Cocurricular Opportunities:

Comprehensive academic and behavioral support systems are in place, including MTSS ((Multi-Tiered System of Supports), dyslexia intervention, speech therapy, physical and occupational therapy, special education, gifted and talented (GT), and ESL services. Student identification for additional supports is driven by MAP assessment data and classroom performance trends, allowing for timely and responsive interventions.

Strengths

Strengths in Curriculum & Instruction:

- District curriculum is implemented with fidelity across all core content areas, ensuring consistency and equity in instructional time.

- Tiered academic support systems (Reading Horizons, Read 180, Waggle, DreamBox) provide targeted interventions for students in need.

- Differentiation is built into instruction through push-in/pull-out models, supporting ELs, SPED, and GT students.

- Data-driven planning cycles with MAP and formative assessments allow quick reteaching and clarification of misconceptions.

Strengths in Professional Development:

- Focused PD on formative assessment use, in-the-moment feedback, and data-driven instruction directly supports the campus goal of accelerating growth.

- Strong coaching and mentoring structure (district coaches, PLCs, leadership teams) provides multiple layers of support for teacher growth.

- PD effectiveness is measured through TTESS observations, walkthroughs, and student performance outcomes.

Strengths in Leadership & Decision-Making:

- Leadership team meets regularly to review data and set campus priorities.

- Shared decision-making is valued and supported through **transparent communication** and opportunities for teacher, student, and family input.

Strengths in Communication:

- Robust, multi-channel communication systems are in place for both internal staff and families (ParentSquare, email, social media, in-person).

- Translation support ensures equitable access for diverse families.

Strengths in Organization, Context & Scheduling:

- Master schedule ensures balance of core instruction, interventions, enrichment, and specials.

- Teachers receive 55 minutes of daily planning time, supporting collaboration and lesson design.

- Regular PLCs keep instruction aligned to student needs.

Strengths in Support Services & Extracurriculars:

- Comprehensive MTSS, SPED, dyslexia, therapy, GT, and ESL services ensure multiple pathways of support.

- Identification for supports is data-driven, allowing for timely and responsive interventions.

- Numerous extracurricular opportunities encourage student engagement beyond the classroom.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While the campus leadership team meets regularly to review data and set priorities, current structures for shared decision-making and feedback are not fully embedded. Teacher, student, and parent input is gathered inconsistently, limiting opportunities to use stakeholder perspectives to inform decisions about instruction, resources, and school improvement planning.	The campus lacks consistent, systematic processes for gathering and acting on teacher, student, and parent feedback. While communication tools exist, there are limited formal structures to ensure stakeholder input is collected regularly, analyzed, and incorporated into decision-making. This results in uneven opportunities for shared ownership and collaboration in campus improvement efforts.

⭐ **= Priority**

Perceptions

Summary

Community Reputation:

Lone Star Elementary is known as *"The Place to Be,"* with a strong reputation for dedicated staff, supportive families, and active student engagement through clubs and activities.

Strengths in Culture:

Informal feedback from staff and families reflects pride in the school's welcoming environment, experienced teaching staff, and commitment to student learning.

Communication Systems in Place:

Multiple channels (ParentSquare, social media, newsletters, in-person events) are already established to keep families informed and connected.

Need for Formal Feedback:

While informal conversations and community interactions suggest a positive school climate, there is currently no baseline survey data to systematically measure employee, parent, and student perceptions.

Next Steps:

The campus will establish a baseline for employee and parent satisfaction during the 2025–2026 school year through district and/or campus surveys. This baseline will guide future improvement efforts in communication, support, and campus climate.

Strengths

Strength 1: Positive Community Reputation

Lone Star Elementary is known as *"The Place to Be"* with strong pride from families, staff, and students.

Strength 2: Experienced and Dedicated Staff

Teachers bring a wealth of expertise and demonstrate a strong commitment to student learning.

Strength 3: Welcoming School Culture

The campus is perceived as inclusive, supportive, and student-centered.

Strength 4: Effective Communication Systems

Families have multiple avenues for staying connected (ParentSquare, newsletters, social media, in-person events).

Strength 5: Student & Family Engagement

A wide variety of clubs, activities, and events encourage student involvement and family participation.

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1	The campus does not currently have formal baseline data on employee, parent, or student perceptions. Without this data, it is difficult to measure satisfaction levels, identify trends, or evaluate the effectiveness of communication, support systems, and campus climate initiatives.	The campus lacks a consistent, systematic process for administering perception surveys and analyzing results. Because stakeholder input has primarily been gathered informally through conversations and meetings, there is no structured method to establish benchmarks or track growth in satisfaction over time.

⭐ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **Campus goals**

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

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

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

- ☑ **Student Achievement Domain**

- ☑ **Student Progress Domain**

- ☑ **Closing the Gaps Domain**

- ☑ **Accountability Distinction Designations**

Student Data: Assessments

- ☑ **State and federally required assessment information**

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

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

- ☑ **Local diagnostic reading assessment data**

- ☑ **Local benchmark or common assessments data**

- ☑ **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**

Student Data: Behavior and Other Indicators

☑ **Attendance data**

Employee Data

☑ **Teacher/Student Ratio**

☑ **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

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

Goals

Goal 1 Increase Student Achievement

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By June 2026, 60% of LSES 3rd and 4th grade students will earn a Meets distinction or higher on the Reading & Math STAAR.

Action Step 1

Identify key TEKS that need focused attention based on previous STAAR results and current instructional gaps.

Measures: 2% increase on Author's Craft: Thinking about the Writing in 3rd Grade Reading
2% increase on Tools to Know: Comprehension in 4th Grade Reading
2% increase on Whole Numbers Operations in 3rd and 4th grade

Staff Responsible for Monitoring: Administrators, IST, SPED and Gen Ed Teachers

TEA Priorities: Build a foundation of reading and math

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Scheduled Walkthroughs followed by actionable feedback during priority units in Kindergarten through 4th grade

Measures: Walk Throughs/Feedback documented on google forms

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Implementing PLC meetings during priority units and benchmarks in Kindergarten through 4th grade

Measures: Reading
Growth from formative & summative assessments
Growth from Reading Horizons assessments
Growth from Waggle & Read 180
Growth from MAP
Math
Growth from mid-unit assessments to summative assessments
Growth from Dreambox
Growth from MAP

Staff Responsible for Monitoring: Admin and gen ed teachers

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

Moderate Progress			
December	**April**	**July**	**August**

Action Step 4

Schedule District coaches to join walkthroughs & PLCs & team planning to work with teachers

Measures: Feedback forms

Progress Reviews

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

Performance Objective 2

By May 2026, at least 70% of students in grades K-4 will demonstrate one year's academic growth or more in reading and math, as measured by MAP Growth assessments and campus common assessments.

Action Step 1

Conduct regular PLCs and data meetings to review MAP Growth and common assessment results.

Measures: 100% of grade-level PLCs will meet every 6-9 weeks with documented data protocols and instructional adjustments noted in meeting minutes.

Staff Responsible for Monitoring: admin and teachers

Progress Reviews

Considerable Progress			
December	**April**	**July**	**August**

Action Step 2

Provide professional development and coaching for teachers on evidence-based reading and math strategies.

Measures: At least 90% of teachers will demonstrate growth on instructional walk-throughs/rubrics aligned to targeted strategies by May 2026.

Staff Responsible for Monitoring: admin

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Establish dedicated intervention/enrichment blocks in the master schedule to address student needs.

Measures: 100% of students identified as needing intervention will receive documented Tier II or Tier III support

Staff Responsible for Monitoring: teachers

Progress Reviews

Considerable Progress			
December	**April**	**July**	**August**

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

Performance Objective 1

By June 2026, strengthen a partnership between the school, families, and community by implementing a structured communication
plan and organizing opportunities for family and community participation.

Action Step 1

Using ParentSquare to communicate with parents about events and information

Measures: Increased participation in events
End of the Year survey

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Leadership Team will schedule & Meet with the PTA Board Members on a monthly basis

Measures: Improved communication and execution of events

Progress Reviews

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

Action Step 3

Create regular opportunities to highlight student, staff, and family achievements through newsletters, social media, and community events to strengthen pride and connection.

Measures: at least 6 recognition features (one per grading period) will be shared with families and community partners

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Performance Objective 2

By May 2026, student attendance rates will increase to at least 96%, with a reduction in chronic absenteeism by 10% from the 2025 baseline, as measured by district attendance reports.

Action Step 1

Track daily attendance and flag students at risk of chronic absenteeism (10% or more absences).

Measures: Monthly attendance reports shared with leadership and teachers, with 100% of identified students placed on a support list.

Staff Responsible for Monitoring: attendance clerk, teachers, admin

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Implement proactive communication with families, including attendance calls, parent meetings, and resources highlighting the importance of daily attendance.

Measures: At least 95% of families of students with attendance concerns will receive documented outreach

Staff Responsible for Monitoring: attendance clerk, teachers and admin

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Partner with counselors, social workers, and community liaisons to address barriers to attendance (transportation, health, social-emotional needs).

Measures: 100% of chronically absent students will have an attendance intervention plan meeting

Staff Responsible for Monitoring: attendance clerk, teachers, and admin

Progress Reviews

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

Performance Objective 3

By May 2026, our campus will establish a baseline for employee and parent satisfaction using district or campus survey data, and implement systems to improve satisfaction in the areas of communication, support, and campus climate, with the goal of demonstrating measurable growth in subsequent years.

Action Step 1

Conduct employee and parent satisfaction surveys in Fall 2025 and Spring 2026 to establish baseline data in communication, support, and climate.

Measures: At least 70% response rate from employees and 50% from parents on each survey.

Staff Responsible for Monitoring: admin

Progress Reviews

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

Action Step 2

Implement consistent two-way communication channels (e.g., weekly parent newsletters, teacher communication logs, staff feedback forms).

Measures: By Spring 2026, 100% of grade levels will send regular parent updates, and staff surveys will reflect increased satisfaction in communication.

Staff Responsible for Monitoring: teachers and admin

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Develop a process to share survey results with staff and parents, along with specific action steps the campus will take in response.

Measures: By May 2026, at least 2 "You Spoke, We Listened" updates will be shared with staff and families, demonstrating how feedback was used to guide improvements.

Progress Reviews

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

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2026, our campus will strengthen systems that support employee excellence by implementing ongoing professional development, recognition programs, and collaborative practices, with the goal of keeping strong staff retention, improving instructional effectiveness, and fostering a positive organizational culture.

Action Step 1

Provide ongoing, high-quality PD aligned to campus instructional priorities, with follow-up coaching and collaboration built into PLCs.

Measures: By May 2026, 100% of teachers will participate in at least 3 campus/district PD sessions, with evidence of implementation observed in walkthroughs.

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 2

Implement consistent recognition programs (e.g., Staff Shout-Outs, Teacher of the Month, campus celebrations) to acknowledge staff contributions and build morale.

Measures: staff survey results showing improved satisfaction in recognition and support.

Progress Reviews

Moderate Progress			
December	**April**	**July**	**August**

Action Step 3

Expand opportunities for teacher leadership and input through committees, grade-level leadership roles, and feedback structures.

Measures: staff will participate in one or more collaborative decision-making opportunities, as documented through committee rosters or surveys.

Progress Reviews

Moderate Progress

December   **April**   **July**   **August**