

Keller Independent School District



Hidden Lakes Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Hidden Lakes Elementary School, with an unwavering commitment to excellence and in partnership with our community, will achieve the highest standards of performance by providing exceptional educational opportunities for all students.

Vision

Hidden Lakes Elementary - an exceptional school in which to learn, work, and grow.

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Comprehensive Needs Assessment

Demographics

Summary

Demographics Summary:

Hidden Lakes Elementary is located in Keller, Texas and is part of the Keller Independent School District. HLES opened its doors in the Fall of 2000 and currently serves a total enrollment of 335 students in grades PK - 4. The percentage of students who are economically disadvantaged is 10%. The current student population includes: 62% white, 3% African American, 9% Asian, 17% Hispanic, 10% multi-race. 10% Gifted and Talented, 32% special education, 10% At-Risk, and 6% ESL, 3% 504 plan.

Our teaching staff has a high retention rate which is reflected by average years of experience on our campus. Our campus has a low turnover rate of certified teachers.

Teachers by Program are Reflected Below:

Bilingual/ESL Education-1

Compensatory Education-3

Gifted and Talented Education-1

Regular Education-18

Specialized Education Teachers-7

Co-Curricular Teachers-4

Librarian-1

Strengths

Demographic diversity has increased since last year, creating opportunities for greater inclusion and broader perspectives. Students bring varied cultural, linguistic, socioeconomic, and personal experiences that enrich classroom discussions, encourage creativity, and strengthen school-community connections. This growth also allows the campus to demonstrate its commitment to equity, adaptability, and continuous improvement in serving all students.

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 due to limited time for in-depth curriculum review and insufficient specialist support on campus.

 = Priority

Student Learning

Summary

Hidden Lakes Elementary is committed to building strong, collaborative partnerships among the community, families, students, and staff to support and empower every student in achieving academic excellence. Student progress and achievement are consistently monitored through multiple measures, including teacher-created assessments, district curriculum assessments, standardized assessments, and state-mandated testing. During the past school year, students in grades 3 and 4 participated in the State of Texas Assessments of Academic Readiness (STAAR), while students in Kindergarten through 4th grade completed Measures of Academic Progress (MAP) assessments to monitor academic growth and inform instruction. We are maintaining an A rated campus.

The 2026 STAAR Assessment results:

Third Grade:---

Math 86% Approaches, 77% Meets, and 48% Masters

Reading 91% Approaches, 82% Meets, and 44% Masters

Fourth Grade:

Math 85% Approaches, 74% Meets, and 47% Masters

Reading 96% Approaches, 85% Meets, and 51% Masters

Hybrid Math (5th grade STAAR) 16% Meets, and 84% Masters

Strengths

High levels of achievement overall in passing STAAR

Intentional daily Intervention time

Hybrid Math - providing students acceleration in math content

High over-all performance on STAAR across both 3rd and 4th grade

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 Students demonstrate difficulty with math fluency, which impacts their ability to effectively solve one- and two-step mathematical word problems.	Problem solving strategies not being used consistently Many students get caught up in the computation processes and lack numerical fluency skills Rapid responses toward end of assessments. Retention of previously learned skills- more opportunities for spiral review/ practice
2 Students who struggle academically need more targeted academic interventions within the Tier 2 MTSS level	Identify student-specific academic needs and match them with timely, evidence-based interventions
3 Students are unable to receive direct support services daily from the intervention support teacher	Having a shared ESL and IST makes it difficult for interventions to be effective and intentional.

★ = Priority

School Processes & Programs

Summary

Hidden Lakes Elementary allows for a collaborative approach to education, with a focus on academic achievement, character development, and community building.

Key points include:

Instructional Practices:

- Follows KISD Scope and Sequence to ensure alignment with state standards.

- Collaborative lesson planning among grade level teams and departments including internal rounds for this year.

- Scheduled analysis of data to inform instruction.

- Implementation of MTSS process to support student growth.

- Use of technology, when needed, to enhance instruction

Curriculum and Resources:

- Hybrid math program for Kindergarten-4th grade.

- Newly ELA and Math resources adopted to align with state TEKS.

- Utilization of digital programs, such as Dreambox, Pebble Go, and TeacherMade.

Character Development and Student Recognition:

- Golden Arrow Award showing off our character qualities- TRIBE :Trustworthy, Responsible, In control, Be your best, Earn and give respect.

- Staff recognition of students exhibiting TRIBE qualities.

- Regular celebrations of student achievements and student goal setting.

- Goal to recognize every student at least once per year through the office and administration..

Communication and Parent Engagement:

- Multiple communication channels (Email, Parent Square, Facebook, Newsletters).

- Regular newsletters and updates from teachers and administration.

Extracurricular Opportunities:

- Running Club, Kick Ball, HLE Choir, Percussion Club, and Keller Shake Club for 2nd-4th grade students, UIL clubs, Art club.

- Clubs facilitated by teaching staff with high participation rates.

Strengths

- Data driven decision making based on collaborative instruction.

- Technology integration to enhance learning.

- Parent engagement and communication.

Student enrichment opportunities.

Community Support

CEIC input

Use of District planning documents - KISD Scope and Sequence

Analysis of multiple measures of student data: Running Records, MAP, Unit Assessments, STAAR, Observations

Safety and security

Staff communication and information channels

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Hidden Lakes has seen an increase in student behaviors at the classroom level over the last two years which impacts the learning environment.	Limited tracking of data The ways in which behaviors were handled vary from teacher to teacher. Communication of behaviors at the classroom level was inconsistent last year. We are working on this using the district discipline rubric.

★ = Priority

Perceptions

Summary

We put an emphasis on parent involvement and community engagement. Hidden Lakes also thrives on staff collaboration, and creating a supportive learning atmosphere for students.

Community Involvement

PTA and CEIC working closely with school staff.

Volunteering and fundraising opportunities.

Partnerships with local businesses such as the Fort Worth Science Museum, Mavs Man, and the Keller Fire Department, Local restaurants for Spirit Nights

Providing positive role male models through the Watchdog Dads Program

Parent-School Partnerships

Parents and staff have open communication and collaboration.

Hold regular events such as:

- "Pop by the PTA" for new and returning families
- National Walk or Bike to School Day
- Mystery Readers
- Veteran's Day Breakfast
- Candy Bingo, Fall Festival, STEAM Night, Watchdog Night, Bicycle Rodeo
- Mavs Man/Creature Teacher, BMX Presentation
- Daddy-Daughter Dances, Mother-Son Nerf Night, Spirit Nights with local businesses
- Storybook Character Day, Winter and End of Year Student Parties, Red Ribbon Week

PTA Support

Fundraising efforts to enrich student experiences.

Volunteering to help during class parties

Financial support for:

- Field trips.
- PTA programs for students.
- Sound systems for cafeteria and gymnasium.
- Potential new marquee

Staff Characteristics

Over 60 staff members dedicated to doing what's best for the students.

Trained specialists that interact with teachers and administration to do what's best for kids in their learning. (Speech, OT, STARS, LIFE, IST, dyslexia, etc.)

Grade level teams that plan collaboratively together, even though they are all self-contained classrooms.

Frequent data discussions to ensure campus and student growth and achievement is being monitored and worked towards.

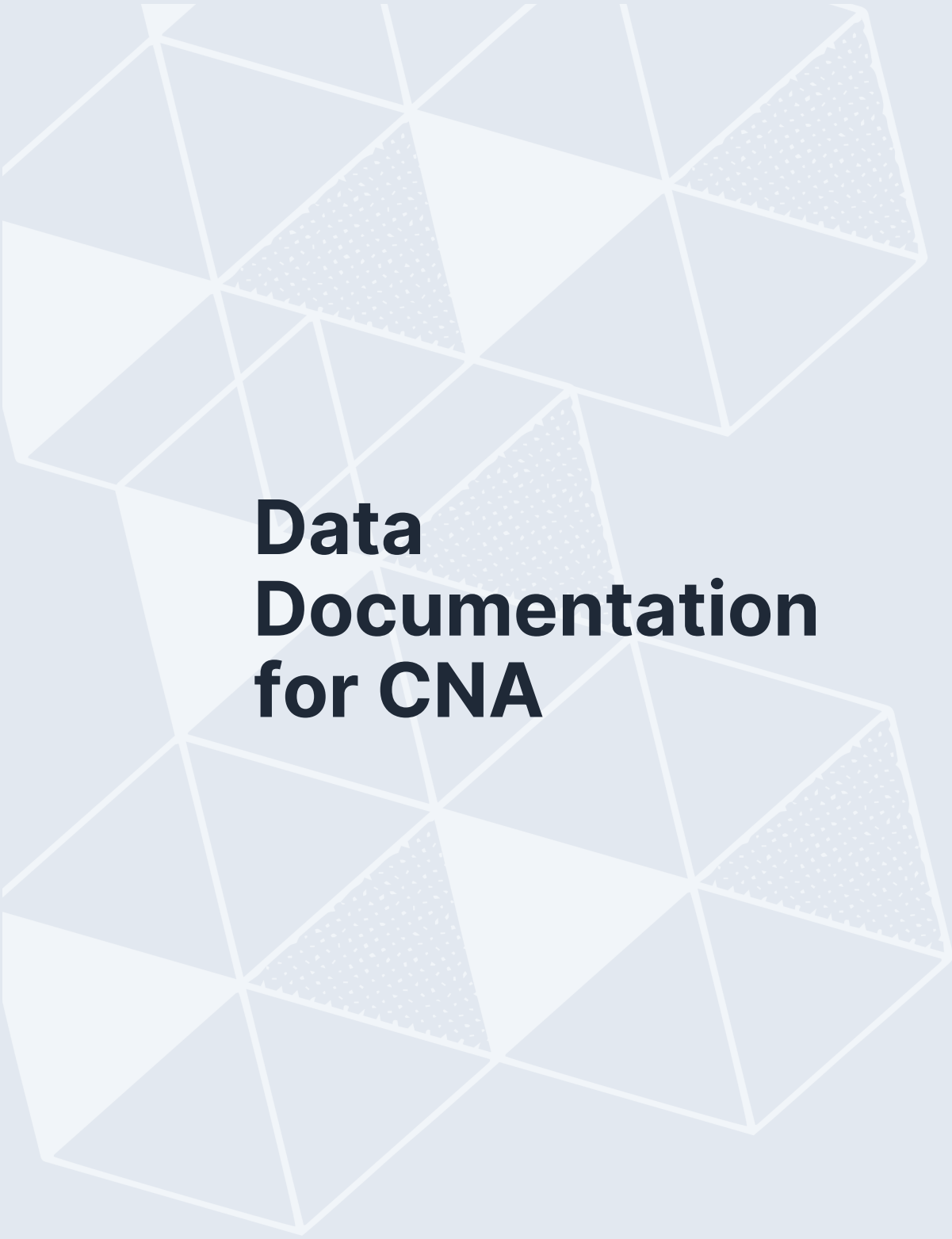
Strengths

- Strong community partnerships and involvement.
- Collaborative parent-school relationships.
- Active PTA support.
- Retain dedicated and highly trained staff.
- Community is happy with the mascot change and unification.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 We do not want the community to get tired of the same old things. We are implementing new events and new opportunities for feedback.	Our current system for obtaining feedback was not effective last year.

★ = 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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Intervention data

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
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ 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
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ Enrollment trends
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

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
- ☒ T-TESS data

- ☒ T-P ESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data
- ☒ Parent activity evaluations and feedback data

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Study of best practices and high yield strategies
- ☒ Technology and resource allocation data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By the end of the 26-27 school year, 75% of students grades 3 and 4 will achieve "Meets" in Reading, as measured by STAAR.

Action Step 1

Provide quality Tier 1 Reading instruction to students by utilizing the district curriculum, correlating core documents and teacher resources.

Measures: Instruction aligned with the suggested planning calendar.
Increased rigor and alignment to grade-level standards.
Comparison of data equal to or above the district average.
Comparison of data in the top 25% of Texas comparison schools.

Staff Responsible for Monitoring: Campus Admin, district coaches, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

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June

Action Step 2

Support Tier 2 and Tier 3 students by providing targeted interventions in reading through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. District approved resources will be utilized during these intervention times.

Measures: Progress of students receiving interventions

Staff Responsible for Monitoring: Campus admin, coach, IST, teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Action Step 3

PLCs will discuss the 5 essential PLC questions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did not benefit?

Measures: Comparison of data equal to or above the district average
Progress and performance of students

Staff Responsible for Monitoring: Campus admin, district coach, IST, teachers

TEA Priorities: Build a foundation of reading and math

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Performance Objective 2 High Priority HB3 Goal

By the end of the 26-27 school year, 75% of students grades 3 and 4 will achieve "Meets" in Math, as measured by STAAR.

Action Step 1

Provide quality Tier 1 Math instruction to students by utilizing district curriculum.

Measures: Instruction aligned with the suggested scope and sequence, increased rigor, comparison of data equal to or above the district average.

Staff Responsible for Monitoring: Campus admin, district coach, IST, teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2

Support Tier 2 and Tier 3 students by providing targeted interventions in math through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. Dreambox and other district approved resources will be utilized during this intervention block.

Measures: Progress of students receiving interventions.

Staff Responsible for Monitoring: Campus admin, IST, teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Action Step 3

PLCs will discuss the 5 essential PLC questions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefited and who did not benefit?

Measures: Progress and performance of students

Staff Responsible for Monitoring: Campus admin, IST, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3

By June 2027, the overall campus growth percentile will increase by 10% in comparison to the 25-26 school year's growth percentile performance as measured by NWEA MAPS math and reading assessments.

Action Step 1

Provide staff with professional development, research, and materials on best practices for reading and math instruction, interventions, and assessments.

Measures: Calendar invites, sign- in sheets, meeting agendas, lesson plan, student data

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 2

Utilize student data to create and implement plans for student improvement through a variety of lessons, activities, tutoring, enrichment, & re-teaching opportunities for all students with the use of KISD Curriculum resources.

Measures: Lesson plans, student work and data, calendars, observations

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 3

Create an environment that celebrates student growth and promotes success through a variety of activities, motivators, communication, etc.

Measures: Social media platforms, emails, calendars, feedback

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

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

Performance Objective 1

During the 26-27 school year, Hidden Lakes will implement and sustain a comprehensive Positive Behavior Interventions and Supports (PBIS) system that promotes positive school culture, and increases student engagement through consistent expectations, data-driven decision making, and targeted supports for students needs .

Action Step 1

Conduct a self-assessment of existing PBIS systems to prioritize focuses for the school year.

Measures: Survey results and teacher feedback

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Action Step 2

Conduct campus wide PBIS Training ensuring all staff have expectations that align with each other.

Measures: Student observations around the campus and classroom/campus expectations

Staff Responsible for Monitoring: Campus admin and teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

Training on the districts discipline matrix and discuss expectations.

Measures: Teacher feedback and student observations. DR occurrences.

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2

During the 2026-2027 school year, Hidden Lakes Elementary will raise their community partnerships and at least 3 new event opportunities for community participation, in order to build positive relationships with community stakeholders.

Action Step 1

Participate in Spirit Nights that are new to the campus.

Measures: Reoccurring stakeholders reaching out. Community feedback. Spirit Night attendance.

Staff Responsible for Monitoring: Campus admin and PTA

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Action Step 2

Bring in new sponsors from the community to become stakeholders in our campus.

Measures: Sponsor feedback. Campus events.

Staff Responsible for Monitoring: Campus admin and PTA

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Action Step 3

Add new events to the campus that the community has not experienced on campus before.

Measures: Bicycle rodeo, Daddy/Daughter Dance, Mother/Son Nerf Night, Planting Day

Staff Responsible for Monitoring: Campus admin and PTA

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Performance Objective 3

By May 2027, at least 90% of Hidden Lakes families and staff will indicate on the end-of-year community survey that HLES is a positive place to work and grow. This will be measured through the annual climate survey.

Action Step 1

Create and send out staff survey.

Measures: Survey results

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 2

Create and send out the family/community survey.

Measures: Survey results
Staff Responsible for Monitoring: Campus admin
ESF Levers: Lever 3: Integrated Student Support Systems
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Action Step 3

Administrators and teachers will provide families with frequent communication that is timely and relevant to families.

Measures: Viewer feedback and number of views, newsletters, and campus wide Parent Square
Staff Responsible for Monitoring: Campus admin and teachers
TEA Priorities: Recruit, support, retain teachers and principals
ESF Levers: Lever 3: Integrated Student Support Systems
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Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, Hidden Lakes will have implemented 2-3 more opportunities for staff to earn incentives; attendance awards, staff shout outs, etc.

Action Step 1

Keep track pf teachers taking attendance on time to earn a ticket. Ticket will be drawn for duty coverage.

Measures: Attendance report from attendance clerk.

Staff Responsible for Monitoring: Campus admin and attendance clerk

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 2

Staff shout outs will be added to the "Week at a Glance" emails

Measures: Teacher observations

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

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Action Step 3

Implement planning days for teachers to have either a half day twice a semester to plan, or a full

day once a semester to plan.

Measures: Subs needed, dates needed, teacher planning objective.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Performance Objective 2

By May 2027, at least 100% of Hidden Lakes staff will indicate they are pleased with the PD and alignment opportunities.

Action Step 1

Viewing STAAR data, provide opportunities for staff to observe campuses who scored higher in Math.

Measures: STAAR data, substitute availability

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Action Step 2

Viewing STAAR data, provide opportunities for staff to observe campuses who scored higher in Reading.

Measures: STAAR data, substitute availability

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Action Step 3

Create school-wide alignment using internal rounds, while providing effective and meaningful instruction.

Measures: Calendar invites and teacher feedback

Staff Responsible for Monitoring: Campus admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Counselng	--	Jennifer Price	8/31/2026
Coordinated Health Program	Director of Nursing	--	Jennifer Price	8/31/2026
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Services	--	Jennifer Price	8/31/2026
Dropout Prevention	Director of Counseling	--	Jennifer Price	8/31/2026
Dyslexia Treatment Program	Executive Director of Special Education	--	Jennifer Price	8/31/2026
Title I, Part C Migrant	Director of Language Programs	--	Jennifer Price	8/31/2026
Pregnancy Related Services	Director of Counseling	--	Jennifer Price	8/31/2026
Post-Secondary Preparedness	Director of Counseling	--	Jennifer Price	8/31/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	--	Jennifer Price	8/31/2026
Student Welfare: Crisis Intervention Programs and Training	Director of Counseling	--	Jennifer Price	8/31/2026
Technology Integration	--	--	Jennifer Price	8/31/2026