

Keller Independent School District



Lone Star Elementary School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Mission Statement

Dream it,
Believe it,
Achieve it,
through Diligence,
Character,
and Quality Work.

Vision

Empowering every student to learn with confidence, lead with character, and leave ready to make a difference.

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Comprehensive Needs Assessment

Demographics

Summary

Total Student Enrollment: 577

Economically Disadvantaged: 29.6 %

Special Education: 24.8%

Emergent Bilingual/English Learners: 14.4%

Enrollment by Race/Ethnicity

African American: 13.9%

Hispanic: 22.0%

White: 46.1%

American Indian: 0.2%

Asian: 10.1%

Pacific Islander: 0%

Two or More Races : 7.8%

Attendance Rate: 94.9%

Chronic Absenteeism: 11%

Staff Information

Number of Students Per Teacher: 14.5

Full Time Staff: 60.3

Full Time Teachers: 39.8

Teachers by Years of Experience

0 years: 0%

1-5 years: 19.6%

6-10 years: 21.4%

11-20 years: 36.4%

21-30 years: 22.6%

Over 30 years: 0%

Teachers by Race/Ethnicity

Hispanic: 10.1%

White: 84.9%

Asian: 5%

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, creating rich opportunities for cultural learning and inclusivity.

Strength 2: Experienced Staff

Over 50% of teachers have more than 11 years of experience, bringing depth of knowledge and instructional expertise.

Strength 3: Low Student-to-Teacher Ratio

With 14.5 students per teacher, class sizes allow for more individualized attention.

Strength 4: Inclusive Programming

High percentages of Special Education and Emergent Bilingual students 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 94.9%, below the state expectation of 96%. In addition, 11% 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.

★ = Priority

Student Learning

Summary

2025 STAAR Rating:

2026 Accountability Rating Overall Summary

LONE STAR EL (220907113) - KELLER ISD - TARRANT COUNTY

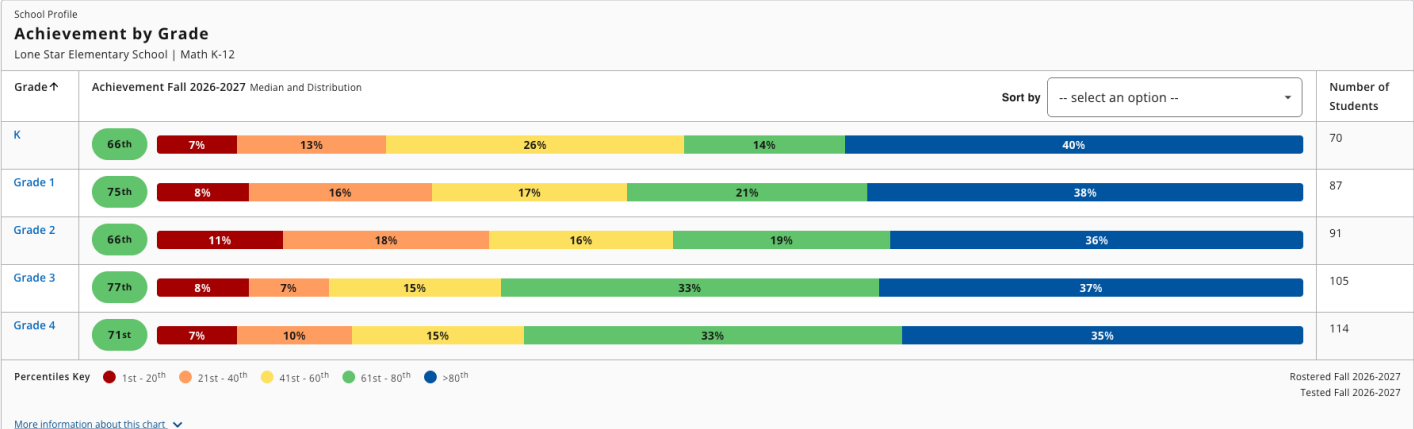
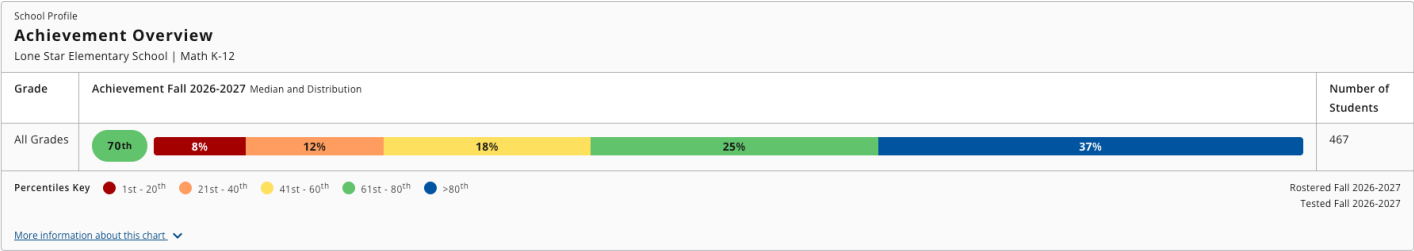
2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		88	B	70%
STAAR Performance	58	88		
College, Career and Military Readiness				
Graduation Rate				
School Progress		75	C	0%
Academic Growth	66	74	C	
Relative Performance (Eco Dis: 29.6%)		75	C	✓
Closing the Gaps	49	76	C	30%

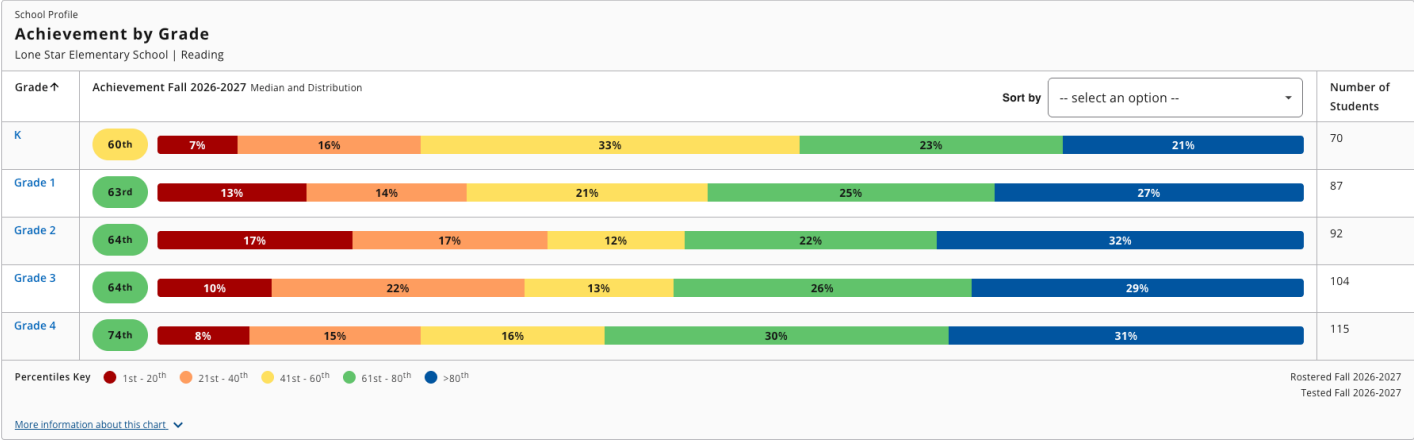
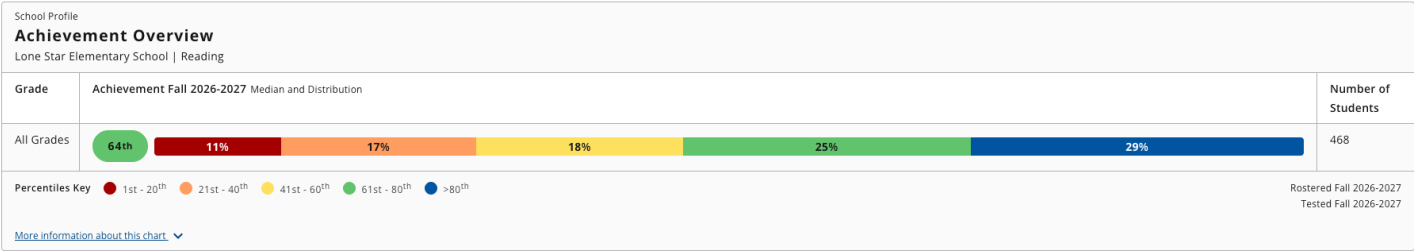
Fall Math MAP Results:

Lone Star Elementary School



Fall Reading MAP Results:

Lone Star Elementary School



Strengths

Strength 1: Overall Student Achievement

Lone Star earned a **“B” rating (84)** in Student Achievement, showing strong overall performance on STAAR.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although overall student achievement is strong, student growth--particularly in mathematics--is below expectations. Too many students are not maintaining or improving their previous STAAR performance from 3rd to 4th grade, contributing to a Closing the Gaps score of 76.	Individual student growth has not been monitored consistently enough throughout the year to identify students who are at risk of not maintaining or improving their previous STAAR performance and provide timely instructional response.

★ = 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 Social Studies. 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, MClass, Waggle, and DreamBox are used to provide targeted instruction aligned with Tier 1, 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 a standing feedback form, 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 meetings to 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, MClass, 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, OT & PT 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 Lone Star Elementary has established curriculum, intervention, collaborative planning, and professional learning systems, implementation of high-quality instructional practices is not yet consistent across all classrooms. Student performance data indicate a need to strengthen the connection between collaborative planning, data analysis, instructional delivery, and ongoing progress monitoring	Student growth data indicate that established curriculum, intervention, and planning systems are not yet resulting in consistent academic growth across all students and content areas. There is a need to strengthen the connection between collaborative planning, classroom implementation, progress monitoring, and instructional response.

 = 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.

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).

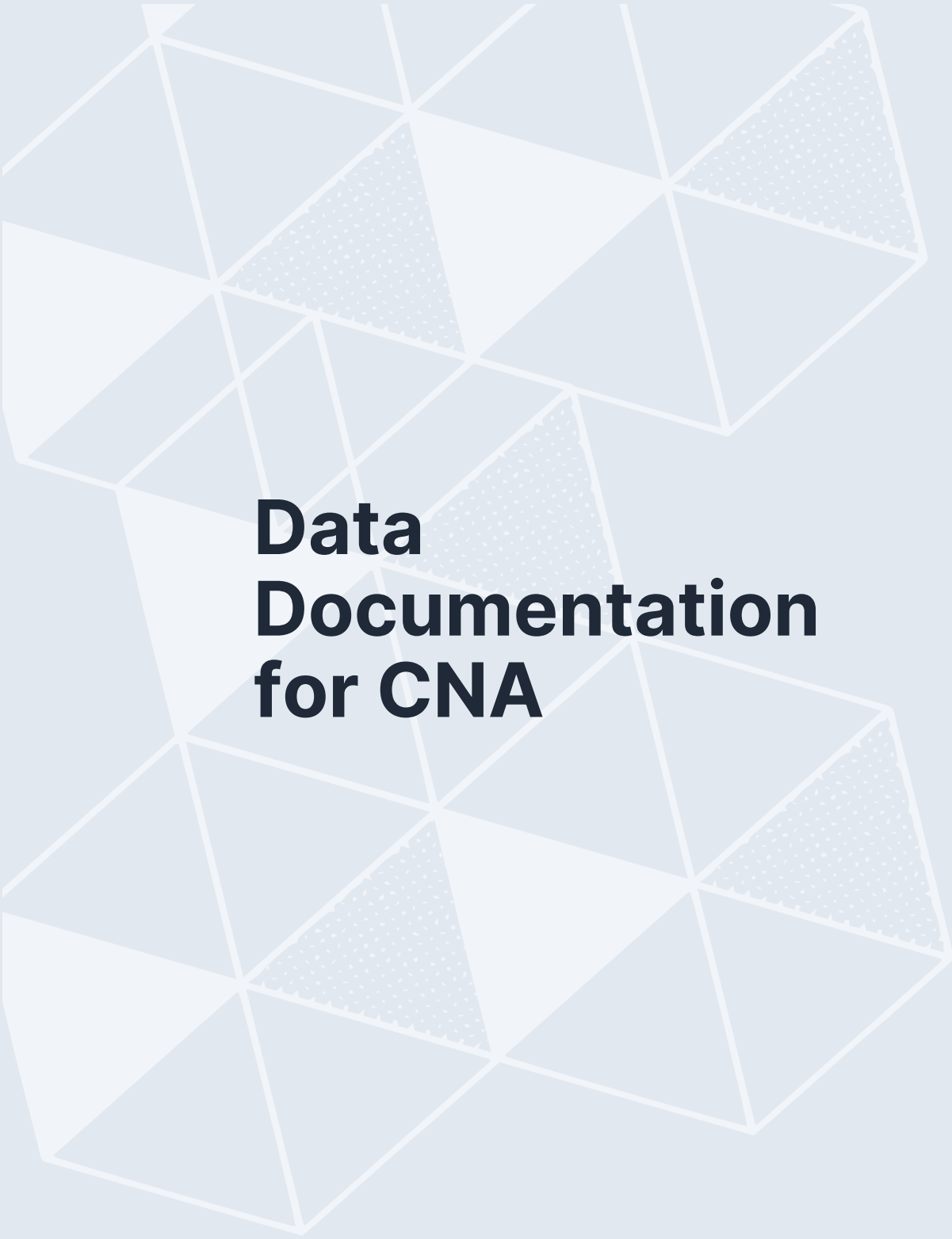
Strength 5: Student & Family Engagement

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

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Baseline perception data have been established, but continued improvement is needed in stakeholder satisfaction related to communication, support, and campus climate.	Opportunities for ongoing stakeholder feedback and systematic follow-up have been limited, making it difficult to identify concerns, respond to emerging needs, and monitor changes in stakeholder perceptions throughout the 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

- ☒ 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

- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, 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

Employee Data

- ☒ Teacher/Student Ratio
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ T-TESS data
- ☒ Support structures: mentors
- ☒ Classroom and school walkthrough 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 2027, 63% of LSES 3rd and 4th grade students will earn a Meets distinction or higher on the Reading & Math STAAR.

Action Step 1

Regularly analyze STAAR, MAP, common assessment, and formative assessment data to identify student strengths, misconceptions, and priority TEKS, and use findings to adjust whole-group, small-group, and individual instruction.

Measures: STAAR, MAP, benchmarks, common assessment, and formative assessment data; PLC/team planning documentation reflecting data analysis and instructional response; student growth and performance-level tracking; evidence of reteaching, regrouping, and instructional adjustments based on student needs.

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

TEA Priorities: Build a foundation of reading and math

Progress Reviews

December

February

June

Action Step 2

Implement purposeful collaborative planning focused on unpacking TEKS, anticipating misconceptions, planning rigorous instruction, and using frequent checks for understanding to ensure students are consistently working at the depth and rigor required for mastery.

Measures: Collaborative planning/PLC documentation; T-TESS walkthrough and observation data reflecting implementation of rigorous Tier 1 instructional practices; student work and common assessment data demonstrating progress toward grade-level mastery; evidence of instructional adjustments based on checks for understanding.

Staff Responsible for Monitoring: admin and all staff

Progress Reviews

December

February

June

Action Step 3

Provide timely, data-driven intervention and enrichment for students based on individual needs, with particular attention to students performing near the Meets threshold while continuing to ensure growth for students at all performance levels.

Measures: Intervention and enrichment plans; progress-monitoring and assessment data demonstrating student growth; documentation of flexible grouping and regrouping based on student need; student performance-level movement toward Approaches, Meets, and Masters throughout the year.

Staff Responsible for Monitoring: Admin and all teachers

TEA Priorities: Build a foundation of reading and math

Progress Reviews

December

February

June

Performance Objective 2

By May 2027, at least 60% 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

Regularly analyze MAP Growth, common assessment, and formative assessment data to establish student baselines, set individual growth targets, and monitor progress toward achieving at least one year of academic growth in reading and math.

Measures: BOY, MOY, and EOY MAP Growth data; individual student growth targets and progress toward projected growth; campus common assessment data; PLC/team planning documentation demonstrating regular review and monitoring of student growth.

Staff Responsible for Monitoring: admin and all teachers

Progress Reviews

December

February

June

Action Step 2

Use assessment and classroom data during collaborative planning to identify student strengths, skill gaps, and misconceptions and plan differentiated whole-group, small-group, intervention, and extension opportunities based on individual student needs.

Measures: PLC/collaborative planning documentation; small-group and flexible grouping plans based on student data; walkthrough/T-TESS evidence of differentiated instruction; common assessment and formative assessment data demonstrating student progress.

Staff Responsible for Monitoring: admin & teachers

Progress Reviews

December

February

June

Action Step 3

Provide timely, targeted instruction for students who are not on track to meet their annual growth targets and regularly progress monitor their response to intervention, adjusting instructional strategies, grouping, and supports as needed.

Measures: Intervention and small-group documentation; ongoing progress-monitoring data; evidence of instructional adjustments and regrouping based on student response; BOY, MOY, and EOY MAP Growth data demonstrating progress toward individual growth targets.

Staff Responsible for Monitoring: teachers

Progress Reviews

December

February

June

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

Performance Objective 1

By May 2027, Lone Star Elementary will strengthen student engagement by increasing student attendance to at least 96% and reducing chronic absenteeism by 10% from the 2026 baseline.

Action Step 1

Regularly monitor attendance and chronic absenteeism data, identify students with attendance concerns, and provide proactive family communication and targeted interventions.

Measures: Monthly campus attendance rate
Chronic absenteeism rate compared to the 2026 baseline
Documentation of parent contacts, attendance conferences, and targeted interventions
Nine-week attendance reports used to monitor progress toward the 96% attendance goal
Reduction in the number of students with excessive absences

Staff Responsible for Monitoring: attendance clerk, teachers, admin

Progress Reviews

December

February

June

Action Step 2

Implement school-wide strategies that promote the importance of daily attendance through positive recognition, student celebrations, and consistent communication with students and families.

Measures: Monthly attendance rates reviewed
Attendance messaging included regularly in family communication
Progress toward the 96% attendance goal monitored each grading period

Staff Responsible for Monitoring: attendance clerk, teachers, admin

Progress Reviews

December

February

June

Action Step 3

Partner with families to identify and address barriers that contribute to absences and connect families with appropriate campus, district, or community resources when needed.

Measures: Family conferences/check-ins documented for students with ongoing attendance concerns
Identified attendance barriers and supports/interventions documented
Referrals to campus/district resources made as appropriate
Chronic absenteeism data reviewed throughout the year to measure progress toward the 10% reduction goal

Staff Responsible for Monitoring: attendance clerk, teachers, admin

Progress Reviews

December

February

June

Performance Objective 2

By May 2027, Lone Star Elementary will strengthen staff and family engagement by demonstrating measurable growth in employee and parent satisfaction in the areas of communication, support, and campus climate, as measured by district and/or campus feedback data.

Action Step 1

Include a standing feedback form in weekly staff and parent newsletters throughout the school year, providing stakeholders with an ongoing opportunity to share feedback, concerns, celebrations, and suggestions related to communication, support, and campus climate.

Measures: Weekly newsletters containing the feedback form; feedback form response data and identified trends; annual parent and employee satisfaction survey results compared to the 2026 baseline.

Staff Responsible for Monitoring: Admin and counselor

Progress Reviews

December

February

June

Action Step 2

Regularly review stakeholder feedback and survey data to identify trends and areas of need, implement responsive actions when appropriate, and monitor progress toward improved employee and parent satisfaction.

Measures: Documentation of stakeholder feedback trends; evidence of actions or adjustments made in response to feedback; parent and employee satisfaction data

Staff Responsible for Monitoring: admin & counselor

Progress Reviews

December

February

June

Action Step 3

Provide intentional opportunities throughout the year for staff and families to build relationships, strengthen connections, and engage in the Lone Star community through campus events, recognition, and collaborative opportunities.

Measures: Track participation in family and staff engagement opportunities as needed
Provide regular recognition and celebrations for students, staff, and families
Offer multiple opportunities for families and staff to participate and connect throughout the year
Use employee and parent feedback results to measure growth in support and campus climate

Staff Responsible for Monitoring: admin & counselor

Progress Reviews

December

February

June

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027, 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 professional development based on campus instructional priorities, student needs, staff feedback, and observation data, with opportunities for staff to apply new learning and receive continued support.

Measures: Professional development agendas and participation records; walkthrough/T-TESS data demonstrating implementation of targeted practices; PLC/team planning documentation and staff feedback showing application of professional learning.

Progress Reviews

December

February

June

Action Step 2

Implement consistent opportunities to recognize and celebrate staff contributions, accomplishments, growth, and positive impact on students and campus culture throughout the school year.

Measures: Documentation of staff recognition and celebrations; faculty meeting agendas and staff communications highlighting accomplishments; employee satisfaction feedback results related to recognition and campus culture; annual staff retention data.

Progress Reviews

December

February

June

Action Step 3

Provide structured opportunities for staff to collaborate, share effective practices, problem-solve, and support one another through team planning, PLCs, team leader structures, and

campus-wide collaboration.

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

Staff Responsible for Monitoring: PLC/team planning and team leader meeting documentation; evidence of collaborative instructional planning and shared problem-solving; employee satisfaction feedback results related to teamwork, communication, support, and campus culture; annual staff retention data.

Progress Reviews

December

February

June



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