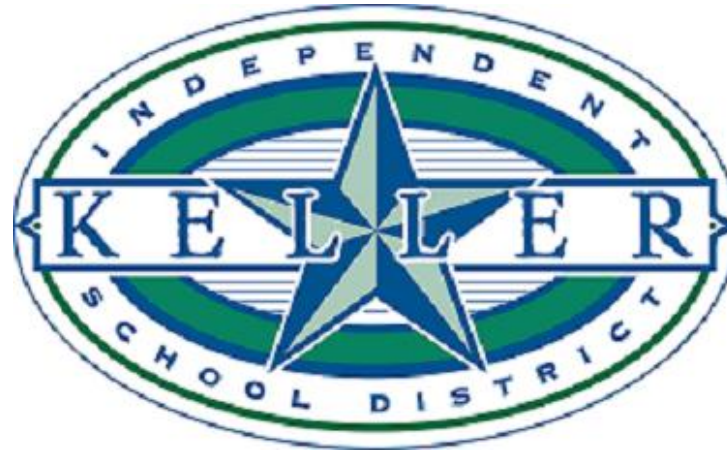


Keller Independent School District
Willis Lane Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

Willis Lane Elementary is committed to educating every student while creating a safe and positive learning environment by engaging students through differentiated instruction and collaboration with parents and the community.

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Enrollment and Demographics (2024-2025):	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Increase Student Achievement	11
Goal 2: Excellence in Student, Parent, and Community Relationships	16

Comprehensive Needs Assessment

Demographics

Demographics Summary

Willis Lane Elementary opened in August of 1997. Throughout the years it has had a stable enrollment and diverse demographic.

Enrollment and Demographics (2024-2025):

- **Total Enrollment:** 507 students
- **Demographic Breakdown:**
 - African American: 3.8%
 - Hispanic: 22.1%
 - White: 61.1%
 - Asian: 6.1%
 - Two or More Races: 7%
- **Economic Status:**
 - Economically Disadvantaged: 18.6%
- **Program Participation:**
 - English Language Learners (ELL): 6.1%
 - Gifted and Talented (GT): 8.1%
 - Special Education: 115.6%
- **Attendance Rate (2023-2024):** 97.14%

Demographics Strengths

- % of economically disadvantaged students has decreased from the previous year which indicates that most students have a relatively stable economic background.
- Our attendance rate has increased almost 2% from the previous year.
- Low mobility rate
- 23 out of 24 classroom teachers are ESL certified.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Need for more differentiated instruction in the classrooms **Root Cause:** Increase in students' needs.

Student Learning

Student Learning Summary

Student achievement and progress measured in multiple ways at Willis Lane Elementary. Students are administered the MAP (Measures of Academic Performance) K-4 at the BOY, MOY, EOY. This nationally normed assessment measures academic growth. For the school year 23-24, 67% of students showed growth on math and 63% showed growth in reading. Reading and math percentages from previous year dropped. Students are given unit assessments in both reading and math. Teachers may also administer running records if the need arises as students' reading levels increase. STAAR is taken in spring for grades 3-4. Our spring 2024 STAAR gave us a score of 95% in math and 95% in reading. At this time we have not received our rating from TEA.

Student Learning Strengths

Student goal setting based on data analysis of BOY, MOY, EOY Map

Hybrid Math

4 out of 5 days a week - Number Talks are happening as well as spiral reviews in Math

Student growth in reading consistent with previous year measured by MAP

Guided reading groups

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading instruction needs to be in flexible reading groups using new reading materials **Root Cause:** Only 63% of students showed growth in reading

School Processes & Programs

School Processes & Programs Summary

Willis Lane is dedicated to creating a well-rounded educational experience with a strong emphasis on character development, student recognition, and leveraging technology for effective communication and learning. Willis Lane is fostering a supportive and engaging learning environment for its students. Here's a summary of the key points about your school's initiatives:

1. Curriculum and Instruction:

- The school follows the KISD Scope and Sequence for lesson planning.
- Grade-level teams meet twice a week to plan and analyze student data.
- There is a Hybrid Math course for qualified students, assessed annually.

2. Student Recognition:

- **Wrangler PRIDE**: Students are recognized for showing Positive Attitude, Respect, Integrity, Dedication, and Encouraging Others.
- Recognition assemblies occur every nine weeks.
- The "Caught Being Kind" campaign encourages peer recognition.
- Perfect attendance is also acknowledged.

3. Extracurricular Activities:

- Wrangler Chorale, After School Honor Theatre, and After School Book Club are available for 3rd and 4th graders, led by WLES teachers.
- The Character Club, run by the counselor, focuses on service projects for 4th grade students.

4. Technology Integration:

- Each student has their own iPad, and teachers use Mac computers and iPads with Apple TVs for instruction.
- Communication tools include Seesaw, Google Classroom, electronic newsletters, Blackboard, campus Facebook and Twitter pages, Class Dojo, Remind, and classroom-specific social media.

Willis Lane is dedicated to creating a well-rounded educational experience with a strong emphasis on character development, student recognition, and leveraging technology for effective communication and learning.

School Processes & Programs Strengths

Use of KISD Scope and Sequence

Common planning time for collaboration and data analysis

Hybrid Math

Each teacher and student have access to technology daily

MAP used as universal assessment

Monthly Leadership Team meetings

Monthly staff/PD meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Monitoring students for digital citizenship **Root Cause:** Students are more experienced with technology and the challenges it poses.

Perceptions

Perceptions Summary

Willis Lane is a neighborhood school which was established in 1997. We work to provide an environment that is welcoming to students, families and the community. Over the past 27 years, we have been able to establish relationships with families and create school traditions. We benefit from an active PTA, volunteers, and WatchDOGS and the many hours they give to our school. We work to build and maintain a partnership with parents and the community. Providing an environment where parents are comfortable coming to the school is a priority for us as we welcome them to have lunch with their student, attend our family events or work in their classroom.

Willis Lane Elementary has 56 staff members, 43 are full-time professional educators, 6 paraprofessionals, 7 support staff. The staff at Willis Lane Elementary is made of 100% highly qualified teachers of which 27 teachers are ESL certified. The staff works together as a collaborative team to analyze school data, make site based decisions, and participate in professional learning through faculty meetings, CEIC, and grade-level meetings. Our staff is involved in district content committees as well as PTA executive board, CEIC and campus success/support committees. K-3 grade-level teams are self-contained with 4th being departmentalized and all teams plan collaboratively with each other and with specialists.

Our staff and PTA work to provide our families with many opportunities to be involved. Some of these school activities are Family Fitness Night, Family STEAM Night, Grandparents' Day, Open House, Veterans' Day Celebration, Literacy Night. PTA works in conjunction with us to also provide opportunities such as Pony Express, Spring Carnival, Silent Auction, Movie Night and many programs they bring into the schools for the students. Our partnership strengthens our community.

Willis Lane Elementary and families have been working together to create a safe school environment. This year a full time security guard was added to our staff. The safety of our staff and students has been a priority as we learn the KISD safety protocols and hold ourselves accountable for implementing them.

Perceptions Strengths

Strong PTA/ Parent Involvement

Numerous volunteers

WatchDOGS on campus

High and consistent expectations for achievement and behavior

Strong sense of community with our families

After school and evening events for students, parents and community

Recognition of student success

Consistent expectations for safety and visitors on our campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Larger input from our stakeholders **Root Cause:** Ways that we are collecting the input not effective.

Priority Problem Statements

Problem Statement 1: Reading instruction needs to be in flexible reading groups using new reading materials

Root Cause 1: Only 63% of students showed growth in reading

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Need for more differentiated instruction in the classrooms

Root Cause 2: Increase in students' needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Monitoring students for digital citizenship

Root Cause 3: Students are more experienced with technology and the challenges it poses.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Larger input from our stakeholders

Root Cause 4: Ways that we are collecting the input not effective.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Goals





Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, 60% of 3rd & 4th gr. students will score Meets or above in Reading focusing on comprehension as measured by 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Hold grade-level meetings to review instructional data including MAP, campus, and district assessments</p> <p>Measures: Grade level data sheets</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS</p> <p>Measures: Walkthrough forms, calendar</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Implementation of Istation Reading every week to enhance students' reading fluency, comprehension, retention, and overall academic success</p> <p>Measures: I-Station Reports</p> <p>Staff Responsible for Monitoring: Administrators, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Use MAP and running record data to implement small group reading and instruction daily.</p> <p>Measures: MAP Assessments/reading assessments</p> <p>Staff Responsible for Monitoring: classroom teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Administer chapter assessments and progress checks as planned to measure growth.</p> <p>Measures: Chapter assessments, progress monitor checks</p> <p>Staff Responsible for Monitoring: classroom teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Need for more differentiated instruction in the classrooms Root Cause: Increase in students' needs.
Student Learning
Problem Statement 1: Reading instruction needs to be in flexible reading groups using new reading materials Root Cause: Only 63% of students showed growth in reading





Goal 1: Increase Student Achievement

Performance Objective 2: By June 2025, 60% of 3rd & 4th gr. students will score Meets or above in Math focusing on whole number operations as measured by 2025 STAAR.

High Priority

HB3 Goal

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Hold grade-level meetings to review instructional data including Dreambox, MAP, campus, and district assessments</p> <p>Measures: Grade level data sheets</p> <p>Staff Responsible for Monitoring: Admin, teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Conduct focused instructional walks every nine weeks to observe and support teachers in implementing identified TEKS</p> <p>Measures: Walkthrough forms, calendar</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July





Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Assign and monitor Dreambox lessons aligned with TEKS for 100% of students in grade K-4</p> <p>Measures: Dreambox Reports</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Math Talks and problem solving are planned and implemented daily.</p> <p>Measures: Assessments, progress checks</p> <p>Staff Responsible for Monitoring: classroom teachers, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p>	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Need for more differentiated instruction in the classrooms Root Cause: Increase in students' needs.</p>
Perceptions
<p>Problem Statement 1: Larger input from our stakeholders Root Cause: Ways that we are collecting the input not effective.</p>

Goal 2: Excellence in Student, Parent, and Community Relationships

Performance Objective 1: By June 2025, strengthen a partnership between the school, families, and community by organizing opportunities for family and community participation, and coordinating 2 shared service projects.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Develop a system that allows parents to participate in a guided classroom this school year, providing opportunities to educate them on the instructional process and gather their feedback.</p> <p>Measures: Schedule for classroom parent visit</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Develop, communicate and implement a plan for a community service project in April.</p> <p>Measures: Participation in KISD The Big Event</p> <p>Staff Responsible for Monitoring: Administration and Big Event Lead</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Work with the PTA to plan and implement family events such as Family STEAM Night, Family Movie Night, Spring Carnival and other events to foster stronger engagement and connection between the school and families.</p> <p>Measures: Attendance at events</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Larger input from our stakeholders Root Cause: Ways that we are collecting the input not effective.