Keller Independent School District

Willis Lane Elementary School

2025-2026 Campus Improvement Plan

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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 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Increase Student Achievement 20

Goal 2 : Excellence in Student, Parent, and Community Relationships 25

Comprehensive Needs Assessment

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 (2025-2026):

- **Total Enrollment:** 525 students
- **Demographic Breakdown:**
  - African American: 6.7%
  - Hispanic: 21.5%
  - White: 56.8%
  - Asian: 7.4%
  - Two or More Races: 7.4%
- **Economic Status:**
  - Economically Disadvantaged: 16.2%
- **Program Participation:**
  - English Language Learners (ELL): 6.7%
  - Gifted and Talented (GT): 8.0%
  - Special Education: 20.0%
- **Attendance Rate (2024-2025):** 97.099%

Strengths

- % of economically disadvantaged students has remained the same from the previous year, which indicates that most students have a relatively stable economic background.
- Our attendance rate is strong, but down a slight bit from the previous year.
- Low mobility rate
- 23 out of 24 classroom teachers are ESL certified.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Need for more differentiated instruction in the classrooms.	Increase in students' needs.

★ = Priority

Student Learning

Summary

Student achievement and progress are measured in multiple ways at Willis Lane Elementary. Students are administered the MAP (Measures of Academic Performance) K-4 at the BOY, MOY, and EOY. This nationally normed assessment measures academic growth. For the school year 24-25, 65% of K-4 students showed growth in math, and 75% of K-4 students showed growth in reading. Reading increased from the previous year. Math stayed the same from the previous year. Students are given unit assessments in both reading and math. STAAR is taken in the spring for grades 3-4. Our spring 2025 STAAR gave us a score of 93% in math and 96% in reading. We received an A rating from TEA.

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 has increased in reading from the previous year, as measured by MAP

Guided reading groups

Teachers have more years of experience with the implementation of the new reading/phonics curriculum

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Serving Tier 3 students with a part-time intervention support teacher. The teacher now serves 2 campuses.	Students are unable to receive direct support services daily.
2 ★	Greater math emphasis/support. More intentional with time and resources dedicated to math instruction.	Only 65% of students showed growth in math according to 24-25 MAP Growth Reports.

★ = Priority

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 our school's initiatives:

- **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.
- **Student Recognition**:
    - **Wrangler PRIDE**: Students are recognized for showing Positive Attitude, Respect, Integrity, Dedication, and Encouraging Others.
    - Recognition assemblies occur every nine weeks.
    - Perfect attendance is also acknowledged.
- **Extracurricular Activities**:
    - Wrangler Chorale, 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.
- **Technology Integration**:
    - In grades 3-4, each student has their own iPad, and teachers use Mac computers and iPads with Apple TVs for instruction.
    - In grades K-2, students are no longer 1 to 1 with iPad devices. Students now share devices.
    - Communication tools include Parent Square, Seesaw, electronic newsletters, campus & classroom Facebook and X pages, Class Dojo, Remind, and classroom-specific social media.
- **Implementation of Pre-K programs for the first time at our campus**
    - Adjustments made to staffing and master schedule to accommodate the addition of 1 general education PreK, 1 CoTeach PreK, and an ESCE.
- **Campus Intervention Support Teacher is now part-time at our campus. The role also now includes ESL responsibilities. This position is shared with Florence Elementary School for the 25-26 School Year.**
    - Adjustments must be made to accommodate the split. We will need to be very intentional about serving our students in need while accommodating this split role.
    - Classroom teachers are taking on more of the intervention support of our students.

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.

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	Root Cause
1 ★	Re-examining our technology implementation in K-2, having shared devices this school year.	Inefficiencies in completing district assessments in a timely manner due to the need to rotate through devices.

★ = Priority

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 28 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 58 staff members, including 49 full-time professional educators, 8 paraprofessionals, and 9 support staff. The staff at Willis Lane Elementary is made of 100% highly qualified teachers of which 23 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, and Veterans' Day Celebration. 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. 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. We have a full-time armed security officer on our campus. He and the daily watchdogs check the perimeter hourly and complete documented door checks.

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 the community

Recognition of student success. PRIDE assemblies every 9 weeks.

Consistent expectations for safety and visitors on our campus

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Larger input from our stakeholders	The ways that we are collecting the input are not effective.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Greater math emphasis/support. More intentional with time and resources dedicated to math instruction.	Only 65% of students showed growth in math according to 24-25 MAP Growth Reports.
2 ★	Serving Tier 3 students with a part-time intervention support teacher. The teacher now serves 2 campuses.	Students are unable to receive direct support services daily.
3 ★	Need for more differentiated instruction in the classrooms.	Increase in students' needs.
4 ★	Larger input from our stakeholders	The ways that we are collecting the input are not effective.
5 ★	Re-examining our technology implementation in K-2, having shared devices this school year.	Inefficiencies in completing district assessments in a timely manner due to the need to rotate through devices.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2026, 80% of Willis Lane 3rd and 4th grade students will earn a Meets distinction or higher in reading and math as measured by 2026 STAAR.

Action Step 1

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

Measures: Grade level data sheets

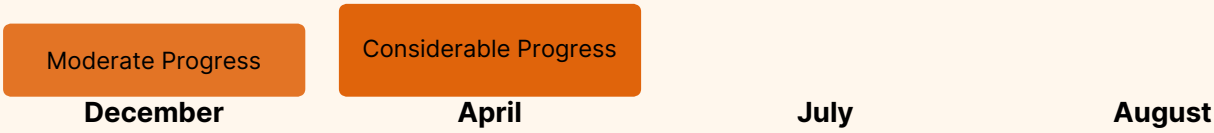
Staff Responsible for Monitoring: Administrators, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews



Action Step 2

Assign and monitor Dreambox lessons and Reading Horizons Discovery lessons aligned with TEKS for 100% of students in grades K-4.

Measures: Dreambox and RH Discovery class reports

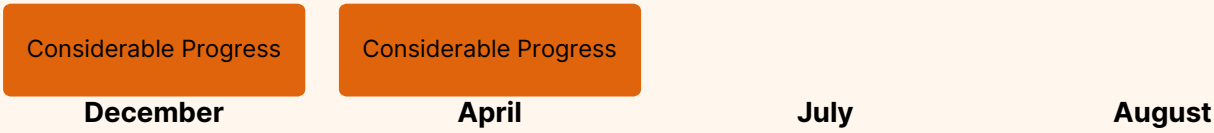
Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Progress Reviews



Action Step 3

Math Talks and problem solving are planned and implemented daily.

Measures: Assessments, progress checks

Staff Responsible for Monitoring: Teachers, administrators

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews

December	April	July	August
Considerable Progress	Considerable Progress		

Action Step 4

Use MAP and RH Discovery data to implement small group reading and instruction daily.

Measures: MAP, RH Discovery

Staff Responsible for Monitoring: Teachers

Problem Statements: Demographics 1

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

December	April	July	August
Moderate Progress	Moderate Progress		

Action Step 5

Administer unit assessments and progress checks as scheduled to measure growth.

Measures: Unit assessments, progress monitor checks

Staff Responsible for Monitoring: Teachers and administrators

Problem Statements: Demographics 1

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

December	April	July	August
Considerable Progress	Considerable Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need for more differentiated instruction in the classrooms.	Increase in students' needs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Greater math emphasis/support. More intentional with time and resources dedicated to math instruction.	Only 65% of students showed growth in math according to 24-25 MAP Growth Reports.

Performance Objective 2

By June 2026, Willis Lane Elementary School will increase the overall campus growth percentile by 10% when compared to the June 2025 growth percentile performance as measured by NWEA MAP 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: Agendas, calendar, T-TESS, observations, data

Staff Responsible for Monitoring: Administrators

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Progress Reviews

Some Progress	Some Progress

December April July August

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, calendars, schedules, observations, student data, assessments

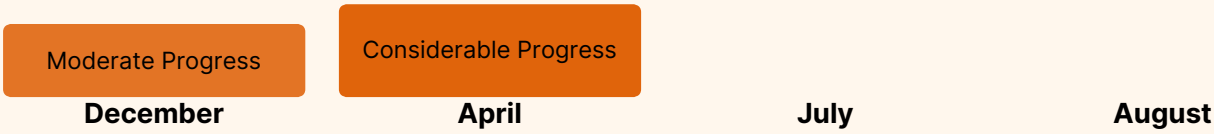
Staff Responsible for Monitoring: Administrators, teachers

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Progress Reviews



Action Step 3

Thirty hours of before or after school tutoring will be provided for students who qualify basesd on House Bill 1416 for support in math or reading and 60 hours of tutoring if students qualify for both subjects.

Measures: 1416 Attendance sheets, student performance results

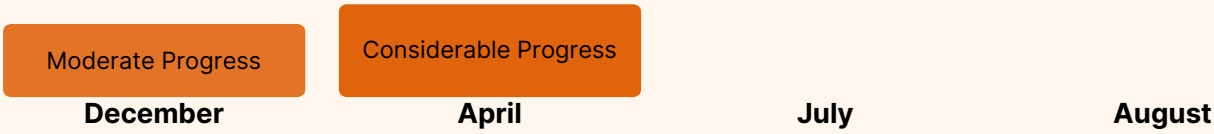
Staff Responsible for Monitoring: Teachers, administrators

Problem Statements: Demographics 1

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



Action Step 4

Administer beginning, middle and end of year assessments to all students in reading and math through MAP, unit assessments, released STAAR.

Measures: Assessment data, data talks

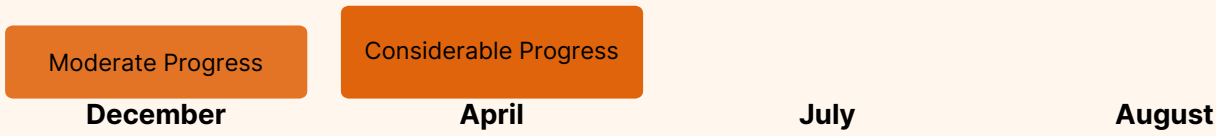
Staff Responsible for Monitoring: Teachers, administrators

Problem Statements: Demographics 1 - Student Learning 1, 2

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



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Need for more differentiated instruction in the classrooms.	Increase in students' needs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Serving Tier 3 students with a part-time intervention support teacher. The teacher now serves 2 campuses.	Students are unable to receive direct support services daily.
2	Greater math emphasis/support. More intentional with time and resources dedicated to math instruction.	Only 65% of students showed growth in math according to 24-25 MAP Growth Reports.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By May 2026, WLES staff will have established positive partnerships between families and community through effective communication, opportunities for participation, gathering input from stakeholders, and shared service projects.

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.

Measures: Schedule for classroom visits

Staff Responsible for Monitoring: Admininstrators

Problem Statements: Perceptions 1

Progress Reviews

December	April	July	August
Some Progress	Some Progress		

Action Step 2

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.

Measures: Attendance at events

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 1

Progress Reviews

December	April	July	August
Moderate Progress	Considerable Progress		

Action Step 3

Develop, communicate and implement a plan for a community service project during 25-26

school year.

Measures: Attendance at project event.

Staff Responsible for Monitoring: Administrators, counselor

Problem Statements: Perceptions 1

Progress Reviews

December	April	July	August
Some Progress	Some Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Larger input from our stakeholders	The ways that we are collecting the input are not effective.