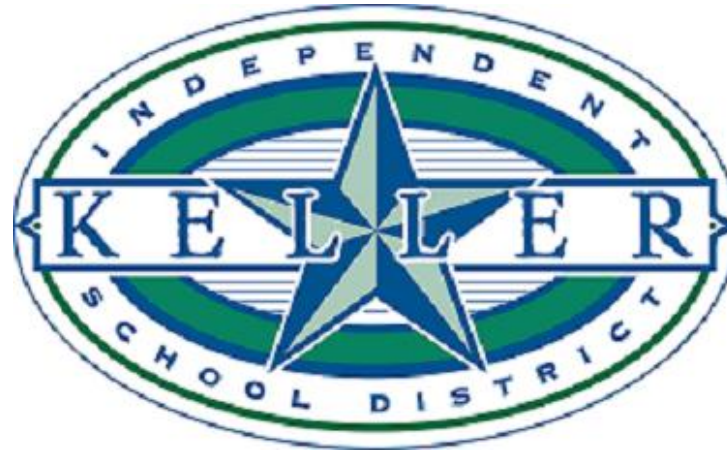


Keller Independent School District
Willis Lane Elementary School
2023-2024 Campus Improvement Plan



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Willis Lane Elementary was opened in 1997, and over the past 26 years our enrollment has remained steady. Our current enrollment for the 2023-2024 school year is 516 students. The 2023-2024 school year demographic breakdown is: African American 3%, Hispanic 20%, White 81.5%, Asian 6%, students with two or more races 9%. Also, 19.1% of our students are economically disadvantaged, 7% are ELL, 7% are GT and 16% are special education. Our attendance rate for the 2022-2023 school year was 95.42%.

Demographics Strengths

Low staff turnover

Stable student population

Stable sub-population

Low mobility rate

20 out of 24 homeroom teachers ESL certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Need for more differentiated instruction in classrooms **Root Cause:** Increase in diversity of students

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 22-23, 73% of students showed growth on math and 69% showed growth in reading. Reading percentage stayed the same from previous year and math percentage 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 2023 STAAR gave us a score of 94%. 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 69% of students showed growth in reading

Problem Statement 2 (Prioritized): Need for more differentiated instruction in classrooms **Root Cause:** Increase in diversity of students

School Processes & Programs

School Processes & Programs Summary

The KISD Scope and Sequence is followed by the Willis Lane staff as they provide instruction for their students. The grade levels meet twice a week to collaboratively plan their lessons based on their students' needs and the current data. The teams also meet to analyze their classroom and grade level data and support each other in making sure all students are successful. Hybrid math is a course offered to our students who qualify. Students are assessed for this yearly.

In support of recognizing our students, we celebrate students' character. Wrangler PRIDE – positive attitude, respect, integrity, dedication and encouraging others are the characteristics we highlight as we “catch” students showing them in school. Recognition assemblies happen at the end of every nine weeks. We have also added this year with our movement towards more community service our “caught being kind” campaign where students recognize other students. Another recognition we have added is students who have perfect attendance.

Our campus offers Wrangler Chorale, After School Honor Theatre and After School Book Club to all 3rd & 4th grade students. These clubs are run by our WLES teachers. This offers opportunities for students to foster their creative side or grow what they enjoy. Our counselor runs a Character Club for 4th grade students with a focus on service projects.

The technology at Willis Lane is 1:1 with each student having their own iPad. All teachers have Mac computers as well as iPads to use with their Apple tv to project and use for instruction. Technology has become more integral in lessons, projects, and communication. Messages are posted on Seesaw or Google classroom as well as teachers sending electronic newsletters weekly. We use many different modes of communication from Blackboard for mass emails, campus Facebook page, campus Twitter as well as classrooms utilize Class Dojo, Remind and classroom Facebook and Twitter. By using many ways to communicate, our messages reach our community.

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

Bi-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 26 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. Our theme this year supports this as it is Better Together. 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 60 staff members, 43 are full-time professional educators, 8 paraprofessionals, 8 support staff. The staff at Willis Lane Elementary is made of 100% highly qualified teachers of which 26 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. 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 69% of students showed growth in reading

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Need for more differentiated instruction in classrooms

Root Cause 2: Increase in diversity of students

Problem Statement 2 Areas: Demographics - Student Learning

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

- District goals
- 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)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) 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
- Running Records results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- State certified and high quality staff data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback



Support Systems and Other Data







- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase student academic achievement and growth.

Performance Objective 1: By June 2024, 60% of 3rd grade students will score Meets in reading and math as measured by 2024 STAAR.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Implement the district's Reading Language Arts curriculum with fidelity, ensuring focus upon the priority standards in planning and instruction.</p> <p>Measures: Lesson plans, summative assessment results, STAAR results</p> <p>Staff Responsible for Monitoring: Administration, 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 - Student Learning 1, 2</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will meet with the instructional coaches in order to calibrate assessments and utilize results to provide remediation and enrichment for students who demonstrate a need for additional support..</p> <p>Measures: Lesson plans, summative assessments, MAP</p> <p>Staff Responsible for Monitoring: Administration, 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 - Student Learning 1, 2</p> <p>Funding Sources: Sub Days for planning - 199 - General Fund - \$1,000</p>	Progress		
	Dec	Apr	July
		N/A	N/A



Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Establish goals with students and track data for reading levels, MOY, EOY MAP to partner with students for growth.</p> <p>Measures: MAP, Reading levels(running records)</p> <p>Staff Responsible for Monitoring: Teachers, administration</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 - Student Learning 1, 2</p>	Progress		
	Dec	Apr	July
			
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Provide small group reading instruction and tutoring for both remediation and enrichment to promote growth.</p> <p>Measures: small group lessons and targets in lesson plans, calendar of tutoring dates and times</p> <p>Staff Responsible for Monitoring: Teachers, administrators</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: Student Learning 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
<p>Problem Statement 1: Need for more differentiated instruction in classrooms Root Cause: Increase in diversity of students</p>
Student Learning
<p>Problem Statement 1: Reading instruction needs to be in flexible reading groups using new reading materials Root Cause: Only 69% of students showed growth in reading</p>
<p>Problem Statement 2: Need for more differentiated instruction in classrooms Root Cause: Increase in diversity of students</p>

Goal 1: Increase student academic achievement and growth.

Performance Objective 2: By June 2024, 75% of all K-4 students will meet or exceed their MAP growth projection on reading and math as measured by the BOY and EOY MAP.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Utilize strategies in math such as number talks, problem solving, spiral review to provide students with opportunities to utilize their critical thinking skills.</p> <p>Measures: MAP, STAAR, unit assessments</p> <p>Staff Responsible for Monitoring: Teachers, administration</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 - Student Learning 2</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Provide professional development, planning time and support for all teachers for the implementation of the new ELA curriculum.</p> <p>Measures: training dates, walkthroughs, coaching sessions and collaborative planning weekly</p> <p>Staff Responsible for Monitoring: Administration, 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 - Student Learning 1, 2</p> <p>Funding Sources: Sub days for planning - 199 - General Fund - \$1,000</p>	Progress		
	Dec	Apr	July
			

Action Step 3 Details	Progress Reviews		
<p>Action Step 3: Administer BOY, MOY, EOY MAP and conduct data analysis meetings on data.</p> <p>Measures: Dates of administration and meetings</p> <p>Staff Responsible for Monitoring: Administration, 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 - Student Learning 1, 2</p>	Progress		
	Dec	Apr	July
			
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Utilize district reading and math walkthroughs forms to support and coach teachers on math and reading instruction.</p> <p>Measures: walkthrough forms, dates,</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p>	Progress		
	Dec	Apr	July
			
Action Step 5 Details	Progress Reviews		
<p>Action Step 5: Provide 30 hours of math/reading tutoring before and after school for students who qualify based on House Bill 1416.</p> <p>Measures: Sign in sheets, tutoring dates and times</p> <p>Staff Responsible for Monitoring: administration, teachers</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 - Student Learning 1, 2</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

Problem Statement 1: Need for more differentiated instruction in classrooms **Root Cause:** Increase in diversity of students



Student Learning






Problem Statement 1: Reading instruction needs to be in flexible reading groups using new reading materials **Root Cause:** Only 69% of students showed growth in reading

Problem Statement 2: Need for more differentiated instruction in classrooms **Root Cause:** Increase in diversity of students

Goal 2: Overall excellence in student, parent, and community relations.

Performance Objective 1: By June 2024, we will establish a baseline in family and community participation in campus activities and service projects as measured by attendance at events.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Provide positive communication by highlighting happenings and successes on campus in the weekly newsletters and social media.</p> <p>Measures: weekly newsletters, social media postings, messages and photos hung throughout the building.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Promote a positive culture through a variety of activities including Grandparents' Day, Veterans' Celebration, Open House, Family STEAM Night, field day, fun run, WatchDOGS, student performances, etc.</p> <p>Measures: Agendas, calendars, emails, social media</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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: Facilitate opportunities for service through implementation of Toy and Food Drive, grade level service projects and The Big Event.</p> <p>Measures: Participation in projects, results of projects, flyers, emails</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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:

School Processes & Programs
<p>Problem Statement 1: Monitoring students for digital citizenship Root Cause: Students are more experienced with technology and the challenges it poses.</p>
Perceptions
<p>Problem Statement 1: Larger input from our stakeholders Root Cause: Ways that we are collecting the input not effective.</p>

Goal 3: Employee excellence and organizational improvement

Performance Objective 1: By June 2024, we will develop and implement processes with 100% consistency that recognize and support effective instruction, collaboration, professional growth, and fosters excellence among teachers, administration, and staff as measured by staff survey.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Nurture a positive environment for all staff members through staff recognition, weekly communication, positive notes, treats and optional social activities way from school.</p> <p>Measures: Calendars, emails, invitations, feedback</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
			
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Develop and implement opportunities for staff to impact campus climate through committees such as Staff Success, Schoolwide Success and Student Success Committees.</p> <p>Measures: Agendas, calendars, emails, sign in sheets</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</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: Campus administration will attend weekly planning meetings with each grade level in order to provide support, resources, and collaboration on problem solving when needed.</p> <p>Measures: Planning meeting notes and lesson plans Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Perceptions 1</p>	Progress		
	Dec	Apr	July
			
Action Step 4 Details	Progress Reviews		
<p>Action Step 4: Create a survey to be given to staff bi-annually to measure process implemented.</p> <p>Measures: Surveys and results Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</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:

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

Campus Funding Summary

199 - General Fund					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	2	Sub Days for planning		\$1,000.00
1	2	2	Sub days for planning		\$1,000.00
Sub-Total					\$2,000.00