

Keller Independent School District



Willis Lane Elementary School

Accountability Rating: A

2026-2027 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	5
Student Learning	7
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	14
Goals	16
Goal 1 : Increase Student Achievement	17
Goal 2 : Excellence in Student, Parent, and Community Relationships	24
Goal 3 : Employee Excellence and Organizational Improvement	26
Policies, Procedures, and Requirements	27



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 (2026-2027):

- **Total Enrollment:** 496 students
- **Demographic Breakdown:**
 - African American: 6.22%
 - Hispanic: 22.09%
 - White: 56.63%
 - Asian: 8.03%
 - Two or More Races: 6.63%
 - American Indian - 0.40%
- **Economic Status:**
 - Economically Disadvantaged: 14.7%
- **Program Participation:**
 - English Language Learners (ELL): 8.7%
 - Gifted and Talented (GT): 8.0%
 - Special Education: 22%
- **Attendance Rate (2025-2026):** 97.1%

Strengths

- % of economically disadvantaged students has dropped from the previous year, which indicates that most students have a relatively stable economic background.
- Our attendance rate is strong with an increase from the previous year.
- Low mobility rate
- 25 out of 26 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 25-26, 71% of K-4 students showed growth in math, and 80% of K-4 students showed growth in reading. Reading and math increased 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 2026 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

Spiral reviews in Math

Student growth has increased in reading and math from the previous year, as measured by MAP

Targeted 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 ★ Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.	Competing with outside afterschool activities for students to stay past the school day for tutoring.

★ = 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 is led by WLES music teacher.
 - After School Art opportunities led by WLES art teacher.
- **Technology Integration:**
 - In grades K-4, each student has their own iPad, and teachers use Mac computers and iPads with Apple TVs for instruction.
 - 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 program at our campus now in 2nd year**
 - Adjustments made to staffing and master schedule to accommodate the addition of 1 general education 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 26-27 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

Willis Lane Elementary School Campus #

Generated by Plan4Learning.com, October 21, 2026 at 05:07 AM

Page 9 of 28

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.	Competing with outside afterschool activities for students to stay past the school day for tutoring.

★ = 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 29 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 59 staff members, including 39 full-time professional educators, 15 paraprofessionals, and 6 support staff. The staff at Willis Lane Elementary is made of 100% highly qualified teachers of which 25 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 Health Fitness 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
★

Need for more differentiated instruction in the classrooms

Increase in students' needs.

2
★

Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.

Competing with outside afterschool activities for students to stay past the school day for tutoring.

3
★

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.

4
★

Larger input from our stakeholders

The ways that we are collecting the input are not effective.

★ = Priority



Goals

Goal 1 Increase Student Achievement

Performance Objective 1

By June 2027 at least 80% of all 3rd and 4th grade students will earn meets distinction or higher on Math and Reading 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: Admin, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 2

Assist and monitor math resource, Amplify, for fidelity in implementation in alignment with KISD scope and sequence.

Measures: Lesson plans, walkthroughs

Staff Responsible for Monitoring: Admin, math teachers

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 3

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

Progress Reviews

December February June

Action Step 4

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

Measures: Unit assessments, progress checks

Staff Responsible for Monitoring: Admin, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December February June

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

Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.

Competing with outside afterschool activities for students to stay past the school day for tutoring.

Performance Objective 2

By June 2027, Willis Lane Elementary School will increase the number of 3rd and 4th grade students by 10% who will earn a Masters distinction in reading and math as measured by 2027 STAAR.

Action Step 1

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

Problem Statements: Demographics 1

Progress Reviews

December

February

June

Action Step 2

Create and implement a tutoring schedule for all students to meet the individual needs.

Measures: Unit assessments, progress monitoring, MAP

Staff Responsible for Monitoring: Admin, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 3

Complete weekly walkthroughs to monitor instruction and implementation of district scope and sequence.

Measures: walkthrough forms, observations

Staff Responsible for Monitoring: Admin

Problem Statements: Demographics 1

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

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 4

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

Measures: Unit assessments, progress checks

Staff Responsible for Monitoring: teachers, admin

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

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

2

Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.

Competing with outside afterschool activities for students to stay past the school day for tutoring.

Performance Objective 3

By June 2027, Willis Lane Elementary School will increase the overall campus growth percentile by 10% when compared to the June 2026 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: Admin

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

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: Admin, teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Action Step 3

Thirty hours of before or after school tutoring will be provided for students who qualify based 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: Admin, teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

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/meetings

Staff Responsible for Monitoring: Admin, teachers

Problem Statements: Demographics 1 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Progress Reviews

December

February

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Need for more differentiated instruction in the classrooms

Increase in students' needs.

Performance Objective 3 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

Finding additional time to provide tutoring to close the gaps for students receiving specialized interventions and services during the school day.

Competing with outside afterschool activities for students to stay past the school day for tutoring.

Goal 2 Excellence in Student, Parent, and Community Relationships

Performance Objective 1

By May 2027, 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

Work with PTA to plan and implement family events such as Family Health/Fitness Night, Spring Carnival, Family Movie Night and other events to foster engagement and connection between the school and families.

Measures: Attendance at events

Staff Responsible for Monitoring: Admin

Problem Statements: Perceptions 1

Progress Reviews

December

February

June

Action Step 2

Provide meaningful opportunities for families to engage in their child's learning through curriculum nights, family events, student performances and celebrations.

Measures: Participation/attendance at events

Staff Responsible for Monitoring: Admin, counselor, teachers

Problem Statements: Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 3

Strengthen partnerships with community organizations, businesses, and stakeholders to provide resources, volunteer opportunities, and support for students and staff.

Measures: Number of volunteer participants, resources and services provided

Staff Responsible for Monitoring: Admin, teachers

Problem Statements: Perceptions 1

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

Progress Reviews

December

February

June

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.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2027 Willis Lane systems and processes will have resulted in effective instruction, positive collaboration, professional growth, leadership, and excellence.

Action Step 1

Staff will be regularly trained on expectations, policies, and training throughout the year.

Measures: Meeting agendas, calendar invitations, emails, etc.

Staff Responsible for Monitoring: Campus Admin.

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December	February	June
----------	----------	------

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.



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