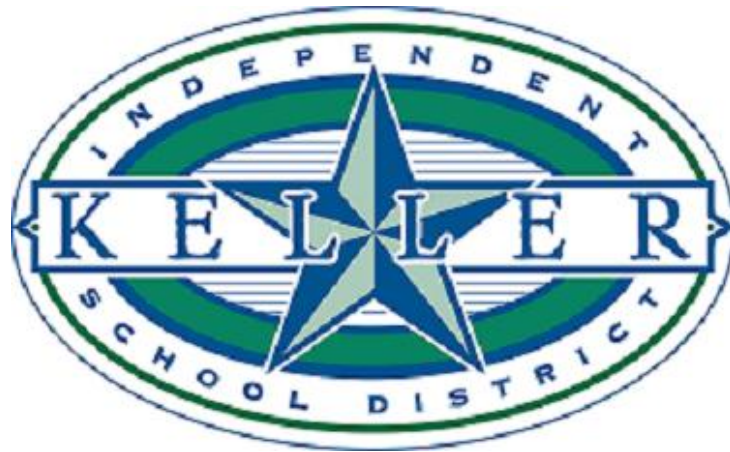


Keller Independent School District
Willis Lane Elementary School
2021-2022 Campus Improvement Plan



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 24 years our enrollment has remained steady. Our current enrollment for the 2021-2022 school year is 524 students. The 2021-2022 school year demographic breakdown is: African American 2.7%, Hispanic 18.4%, White 65.8%, Native American/Alaska Native 0%, Asian 6.9%, and students with two or more races 6.3%. Also, 14.5% of our students are Economically Disadvantaged, 6.1% are ELL, 5.2% are GT and 11.3% are Special Education. Our attendance rate for the 2020-2021 school year is 96.38%

Demographics Strengths

Low staff turnover

Stable student population

Stable sub-populations

Low mobility rate

20 out of 25 homeroom teachers ESL certified

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our attendance percentage is below the top 45% of Comparable schools in the state.

Student Achievement

Student Achievement Summary

Our STAAR data from the spring of 2021 is compared to our the released STAAR data that we administered in February of 2020. Since we did not give the STAAR in the spring of 2020 it was the closest data for us to use for comparison. The area in which we gained was 3rd grade math with 83% up from 78% on released STAAR. 3rd grade reading was 78% down from 81%, 4th grade math was 82% down from 85%, 4th grade reading was 79% down from 82% and 4th gr. Writing was 79% down from 83%. We have analyzed the STAAR data and the number of students not passing as well as not scored. We have also cross referenced in person and remote students' scores. With this, we have addressed the areas of need in our campus improvement plan performance objectives.

Students in kindergarten through 4th gr were assessed using NWEA MAP. Our focus was on students meeting Tier I and Tier II criteria on BOY MAP given in Sept. 2021. In math 94% and reading 98% of our kindergarten students scored in Tier I or II for BOY, in math 96% and reading 96% of 1st graders, in math 91% and reading 85% of second graders, in math 94% and reading 92% of third graders and in math 92% and reading 93% of fourth graders met Tier I and II at the beginning of the 21-22 school year. This data gives us a starting point with our current students and assists us in planning our instruction.

Student Achievement Strengths

Staff completed a year of MAP assessments and trainings.

Student Growth from one year to the next

Third grade reading increased by 5% passing STAAR

MAP Growth % 20-21 school year 72% in math.

100% of 4th gr. Hybrid Math students passed 5th gr. Math STAAR

90% of 4th gr. Hybrid Math students scored masters on 5th gr. Math STAAR

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Difficult to compare 1 year of data as released STAAR versus STAAR

School Culture and Climate

School Culture and Climate Summary

Willis Lane Elementary's focus is on doing what is best for children fostering a growth mindset. Our talented teachers and support personnel work daily to ensure that all students' needs are being met. With our high parental and community support, we work as a team to provide positive experiences for the children. We operate with a common philosophy of working with students, hold high expectations of ourselves and our students, promote a culture of learning and continued professional growth, and are accountable for our work. We have made tremendous strides in our journey towards becoming a Learning Community and will continue to address all opportunities for improvement identified by our students, staff, and community.

School Culture and Climate Strengths

No Place for Hate School - 20-21 fourth year

Accountability for performance of self and others

Common philosophy and Strong sense of community - with staff and parents

Visibility and availability of all staff members

Review of expectations throughout the year

100% classroom daily morning meetings

Daily Words of Wisdom

Campus Wide PRIDE

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Decrease in the number of volunteers and participants in the WatchDOGS program on campus **Root Cause:** Residual COVID concerns and changing in demographics of two person working homes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Willis Lane Elementary has 51 staff members, 43 are full time professional educators and 8 are in the paraprofessional role. 100% of our teaching staff is highly qualified. 80% of classroom teachers are ESL certified. 59% of the staff have been at Willis Lane for 5 or more years. Our staff is involved in multiple opportunities to collaborate on a district level such as curriculum writing, FACT (Faculty Advisory Council of Teachers), LDA 1, presenters at Keller University and staff development opportunities throughout the district. Willis Lane Elementary serves students in kindergarten through fourth grade as well as students with learning challenges(STARS). The WLES staff is committed to continuing to instill a growth mindset in ourselves as well as our students and to ensuring the needs of our community are met.

Staff Quality, Recruitment, and Retention Strengths

Collaborative grade level planning twice a week

Data Teams and data driven decision making

Positive attitudes towards and among colleagues

Common philosophy towards education Growth Mindset

Common philosophy of student recognition and PRIDE

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Increase stress level and apprehension for staff **Root Cause:** Relaxation in Covid precautions

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Willis Lane Elementary staff utilizes the District Scope and Sequence to determine when knowledge/concepts should be taught and to what level of complexity. Teams will spend time each week collaboratively studying the curriculum to determine the most effective methods of instruction for the students to master the objective and appropriate assessment to show the students have mastered the objective at the correct rigor. Data is collected from MAP, running records, STAAR, formal and informal assessments to determine progress towards team and individual student achievement goals to guide future instruction. The Willis Lane staff continues to seek out research based instructional strategies and interventions to improve student mastery. This will allow teams to continually engage in the continuous improvement cycle as well as grow professionally.

Curriculum, Instruction, and Assessment Strengths

Utilization of District Scope and Sequence evidenced by T-TESS walkthroughs and lesson planning in Forethought and Google Docs

Collaboration of planning process

Research based practices and interventions used in the classrooms

Classroom and district based assessment to drive instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continuing to learn and Understand MAP system for students

Parent and Community Engagement

Parent and Community Engagement Summary

Willis Lane benefits greatly from our actively involved community of PTA, parent and community volunteers and our WatchDOGS. We have numerous volunteers on a daily basis who are recruited through our staff and active PTA. Many of our volunteers help in the cafeteria, work with students and help out in our workroom. Our WatchDOGS program has placed at least one dad, grandfather, uncle or other male figure on our campus daily to work with staff and students. WLE staff is proactive in our communication with parents. We communicate with our parents through websites, teacher correspondence, emails, phone calls and Blackboard. WLES works to build strong relationships with all stakeholders.

Parent and Community Engagement Strengths

Parent Education Programs - Anti-Bullying, Play It Safe Program, Cyber Safety

WatchDOGS - Dads of Great Students

Campus Participation - The Community Storehouse Angel Tree, Run in the Dark, Casey's Kids, The American Heart Association, Leukemia Lymphoma Society, American Red Cross

Family Fitness Night

Family Literacy Night

Family Math and STEM Night

No Place For Hate activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Decrease in volunteers and WatchDOGS **Root Cause:** Changing demographics and 2 parent working households

School Context and Organization

School Context and Organization Summary

Willis Lane's student performance has consistently been high performing. For our campus to remain at the highest level for years to come, we are taking the necessary steps to implement small group math instruction at every grade level as well as reading and writing instruction. We are also implementing Hybrid Math K-4 to help the advancement with qualifying students levels in math. While we implement our Campus Improvement Plan, we will identify strategies that increase the focus and progress towards collaboratively developed goals. As we journey towards becoming a Learning Community, we will continue with additional systems being implemented to support collaboration and grade level achievement.

School Context and Organization Strengths

Professional Development /Focused Committees

Data Teams meeting regularly

Project Wisdom - Words of Wisdom

Master Schedule Time for team collaboration each day

Site Based Decision through Leadership Team

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Difficult time coordinating vertical planning and inclusion of nonclassroom staff **Root Cause:** Master schedule and special programs schedule

Technology

Technology Summary

Last year KISD provided iPads for all K-4 students at Willis Lane. The teachers have received iPads to use in conjunction with the students in their instruction. The addition of hardware at our campus has allowed our teachers to more effectively integrate technology into their daily instruction. Also, the use of the Learning Management System K-4, it has allowed instruction to stay consistent even for those who may be absent and also is beneficial for parents. Our teachers continue to use web-based programs to plan their instruction and communicate with our parents and community.

Technology Strengths

Web-based software resources such as XtraMath, Dreambox, Reading A-Z, Headsprout, Aware, Forethought,

Campus website and teacher pages

Classroom iPads 1:1 K-4

Learning Management Systems Use K-4

Problem Statements Identifying Technology Needs

Problem Statement 1: Changes in technology and staying current

Priority Problem Statements

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
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data





- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Goals

Goal 1: Increase Student Achievement





Performance Objective 1: By June 2022, students growing one year's growth in reading increases by 5% as measured by MAP.

Action Step 1 Details	Progress Reviews		
Action Step 1: Provide teacher training and implement or continue running records. Measures: Staff attendance and running records data Staff Responsible for Monitoring: Principal/Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Administer the BOY MAP and reading fluency assessments as well as the MClass for Kindergarten. Measures: Completion data Staff Responsible for Monitoring: Administration, classroom teachers, IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Conduct SIT meetings and data analysis meetings for BOY data. Measures: Completion of meetings and notes from meetings. Staff Responsible for Monitoring: Administration, classroom teachers and IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
Action Step 4: Form Tier 2 and Tier 3 groups for interventions in the classroom and begin interventions and adjustments to instruction as needed to meet students' needs. Measures: List of groups formed, Tier time in classroom schedules and IST schedule. Staff Responsible for Monitoring: Administration, classroom teachers, IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
Action Step 5: Provide tutoring for HB4545 students as well as students who qualify through MAP data results. Measures: Results from bi-weekly comprehension checks and MOY MAP results(growth) Staff Responsible for Monitoring: Administration, classroom teachers, IST, Tutor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$5,000	Progress		
	Dec	Apr	July

Action Step 6 Details	Progress Reviews		
Action Step 6: Assign levels and assignments on Reading A-Z and Headsprout for students to complete. Measures: Record of student lessons, average 1 hour a week Staff Responsible for Monitoring: Administration, classroom teachers, IST TEA Priorities: Build a foundation of reading and math	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>			





Goal 1: Increase Student Achievement

Performance Objective 2: By June 2022, students showing one year's growth in math increases by 3% as measured by MAP.

Action Step 1 Details	Progress Reviews		
Action Step 1: Administer BOY Math MAP, MOY Math MAP and EOY Math MAP. Measures: Results of the administration of assessments. Staff Responsible for Monitoring: Administration, classroom teachers and IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Conduct SIT meetings and data analysis meetings to discuss students' needs and plan interventions. Measures: Meeting dates, notes from meetings and groups formed. Staff Responsible for Monitoring: Administration, classroom teachers, IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Provide intervention instruction to Tier 2 and Tier 3 students as well as tutoring. Measures: Groups formed, schedule of interventions, tutor schedule Staff Responsible for Monitoring: Administration, classroom teachers, IST, Tutor TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 282 - ESSER III - \$5,000	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
Action Step 4: Assign levels on Dreambox for students to meet them where they are and advance them. Measures: Dreambox records Staff Responsible for Monitoring: Administration, classroom teachers, IST TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
Action Step 5: Create small flexible groups to provide targeted instruction for all levels of students. Measures: Groups formed, schedule, informal assessment results Staff Responsible for Monitoring: Administration, classroom teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Progress		
	Dec	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: By June 2022, we will cultivate a climate of student commitment to service as measured by 100% participation from all homerooms.

Action Step 1 Details	Progress Reviews		
Action Step 1: Conduct daily morning meetings in all homeroom classes. Measures: Master schedule of classrooms. Staff Responsible for Monitoring: Administration, classroom teachers ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Continue to participate in No Place for Hate activities. Measures: Record of the activities and confirmation of NPFH 2021 Staff Responsible for Monitoring: Counselor, WLES staff ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Each homeroom chooses at least one caring for others activity to complete throughout the school year. (ex-cards for Meals on Wheels, artwork for nursing homes, blankets made by students for the elderly, letters to first responders) Measures: delivery of items, projects completed and dates recorded Staff Responsible for Monitoring: Administration, counselor, teachers ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 4 Details	Progress Reviews		
Action Step 4: Organize a student clean up of the WOLF - Willis Outdoor Learning Facility. Measures: Dates of the student clean ups Staff Responsible for Monitoring: Administration, counselor ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
Action Step 5 Details	Progress Reviews		
Action Step 5: Create a schoolwide system where students recognize other students showing positive character traits and commitment to kindness. Measures: System and student recognition on announcements Staff Responsible for Monitoring: Administration, Counselor, Teachers ESF Levers: Lever 3: Positive School Culture	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Willis Lane Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 0.5

Brief Description of SCE Services and/or Programs

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Personnel for Willis Lane Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laura Cheng		0.5

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Cheryl Hudson	Principal
Classroom Teacher	Katie Madrid	Kindergarten teacher
Classroom Teacher	Shelly McKenzie	dyslexia specialist
Parent	Anna Wollscheid	PTA president
Non-classroom Professional	Laura Janders	counselor
Administrator	kevin mclendon	Assistant Principal
Community Representative	Ron Jencopale	
Business Representative	Scott Hortenstine	
Business Representative	Scott Hicks	
Parent	Alexandra Marcotte	
Parent	Julia Hurt	

Campus Funding Summary

282 - ESSER III					
Goal	Objective	Action Step	Resources Needed	Account Code	Amount
1	1	5			\$5,000.00
1	2	3			\$5,000.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00

Addendums