

# Keller Independent School District



## Woodland Springs Elementary School

## 2025-2026 Campus Improvement Plan

# Mission Statement

The mission of Woodland Springs Elementary, in partnership with family and community support, is to provide high educational standards and expectations by challenging all students to succeed in academic excellence while fostering a strong social/emotional foundation. Working together we will empower students to achieve their highest potential. We pledge to provide a comprehensive system of support to achieve our mission.

## Vision

Woodland Springs will be an effective and efficient school in our community. We envision our school to support the following values:

- Clear communication within the Woodland Springs School Community – i.e. parents, teachers, students and community.
- Effective school leadership which in turn fosters mutual respect and trust.
- A positive and supportive environment exemplified by professionalism, respect for ourselves and students.
- An emotionally and physically safe atmosphere where listening, trusting, showing respect and promoting unity is demonstrated by the staff and students.
- A school wide discipline plan that clearly reflects high expectations and fosters a climate of mutual trust and respect between staff and students.
- Consistent, effective procedures and routines to build an environment of safety, security, and maximum opportunities for learning.
- Active leadership to be modeled, applied and focused on responsibility and good citizenship.
- An educational emphasis on aligned curriculum and technology.
- Ongoing professional staff development that reflects student and staff needs.
- Mutual collaboration between the school, parents and the WSES community for the effective educational support of each child.

# Table of Contents

<b>Comprehensive Needs Assessment</b>	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	12
<b>Data Documentation for CNA</b>	16
Improvement Planning Data	17
Accountability Data	17
Student Data: Assessments	17
Student Data: Student Groups	17
Student Data: Behavior and Other Indicators	17
Parent/Community Data	18
Support Systems and Other Data	18
<b>Goals</b>	19
Goal 1 : Enhance Academic Outcomes for all students.	20
Goal 2 : Enhance Communication and Connection Between School, Families, and Commu...	26
Goal 3 : Employee Excellence and Organizational Improvement	27



# Comprehensive Needs Assessment

# Demographics

## Summary

Woodland Springs Elementary, located in Keller ISD, boasts a diverse student body representing various ethnic backgrounds and needs. Of its population, 46% are White students, followed by 21% Hispanic Latino. African Americans account for 14%, Asians represent 9%, and students of multiple races make up 9%. Delving deeper into specific needs, 32% of the students are economically disadvantaged, while 8% have limited English proficiency. Gifted and talented students constitute 7% of the body, with a notable 31% receiving special education services. Additionally, 2% of students are served under Section 504 provisions, and 12% benefit from the Response to Intervention program. Moreover, 10% are identified as dyslexic.

## Strengths

- Diversity & Inclusion
  - A richly diverse student body (representation from White, Hispanic/Latino, African American, Asian, and multiracial students) creates opportunities for cross-cultural understanding, equity, and inclusive practices.
  - The school community reflects a wide range of perspectives and backgrounds, preparing students to thrive in a global society.
- Targeted Support for Student Needs
  - With 31% of students receiving special education services, WSES demonstrates a strong commitment to meeting the needs of exceptional learners.
  - 12% of students served through RTI and 10% identified as dyslexic show that the campus prioritizes early intervention and specialized literacy support.
- The presence of Section 504 services (2%) ensures accommodations for students needing additional supports, promoting equity in access to learning
- Community & Family Engagement Potential
- Diverse backgrounds and student needs provide a strong foundation for family partnerships, cultural events, and inclusive school traditions.
- Opportunities for PTA, student leadership, and parent volunteers to celebrate and support the unique strengths of every student group.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

Campus data shows an increase in students who are economically disadvantaged, in special education, homeless, requiring RTI support, or at risk. This growing population creates challenges in providing equitable access to high-quality instruction and closing achievement gaps.

Rising socioeconomic challenges of the community surrounding the school. The campus's growing population of students with additional needs is primarily driven by rising socioeconomic challenges and limited availability of targeted resources and supports.

 = Priority

# Student Learning

## Summary

- 3rd Grade STAAR 2024-2025
  - Reading: 84% (-4% difference from 2023-2024)
  - Math: 79% (0% difference from 2023-2024)
- 4th Grade STAAR 2024-2025
  - Reading: 84% (-4% difference from 2023-2024)
  - Math: 62% (-19% difference from 2023-2024)
- STARS Program Math STAAR Data:
  - 0% 3rd grade STARS student received approached or higher on STAAR
  - 0% 4th grade STARS students received approached or higher on STAAR
- STARS Program Reading STAAR Data:
  - 33% 3rd grade STARS student received approached or higher on STAAR
  - 33% 4th grade STARS students received approached or higher on STAAR
- We have 24 HB 1416 students, 7 of whom are in our STARS program.

## Strengths

### 3rd Grade Strengths:

- Reading comprehension is strong: 84% of students met expectations in Reading, showing consistency across two years with only a slight decrease (-4%).
- Math stability: Performance in Math held steady at 79%, showing students are maintaining skills year to year without decline.
- Overall consistency: Students demonstrate reliable performance in core subjects, which provides a solid foundation for targeted growth.

### 4th Grade Strengths:

- Reading continues to be a strength: 84% of students met expectations, again showing consistency with 3rd grade Reading results, highlighting reading as a relative strength across grade levels.
- Ability to maintain strong literacy skills over time: Even as academic demands increase in 4th grade, students are sustaining strong performance in Reading.

### General Strengths Across 3rd & 4th Grade:

- Reading is a clear campus strength, with 84% proficiency in both grade levels.
- Students show endurance and stability in literacy year over year.
- The consistency in Reading achievement provides a strong foundation to leverage when addressing areas of growth in Math.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Campus data shows a decline in 4th-grade student growth and achievement, with fewer students meeting grade-level expectations. Current instructional strategies and interventions may not be effectively addressing students' learning needs, limiting their academic progress.

The decline in 4th-grade growth and achievement is driven by gaps in differentiated instruction, inconsistent interventions, and limited alignment of curriculum to students' learning needs, which hinder academic progress.

 = Priority

# School Processes & Programs

## Summary

### Curriculum & Instruction

Instruction is supported through intentional planning, guided by our Instructional Planning Calendar. Grade-level teams meet quarterly for structured planning days to align instruction, pacing, and assessments. Ongoing curriculum support is provided through district coaches and trainings.

### Professional Development

Professional learning is focused on identified campus needs such as Tier I instruction, classroom management, and small-group interventions. Opportunities are embedded throughout the year, and staff are supported through coaching, committee work, and PLCs.

### Leadership & Decision-Making Processes

Our decision-making process includes teacher and staff surveys, as well as open campus feedback opportunities. The Leadership Team, consisting of grade-level and program chairs, collaborates with administration to ensure input from all areas. We also have 6 committees consisting of:

- Leadership Team/CEIC
- Discipline/PBIS
- Culture/Cheer
- Curriculum/Instructional
- Attendance
- Operations

### Communication

Teachers receive daily updates through the *Daily GROWL* email, which provides essential information. Families are informed through ParentSquare on an as-needed basis and a weekly newsletter.

### PTA

Our PTA also plays a vital role in bridging communication and support between school and families. Last year they raised over \$30,000 dollars that went to student programs, students activities, family nights, student resources/materials, staff resource/materials, and staff appreciation events

### Organization & Context

Scheduling is structured around maximizing instructional minutes and providing equitable support for all students. The campus culture is grounded in collaboration and PRIDE, ensuring all stakeholders feel valued and engaged.

### Support Services

Students are supported through counseling, interventions, and access to additional programs that meet academic and social-emotional needs.

### Extracurricular & Co-Curricular Opportunities

Students have a wide variety of enrichment opportunities, including Chess Club, Wize Coding and Robotics Club, Honor Choir, and Drama Club, with more clubs being developed. Leadership opportunities include the Principal's Cabinet, Student Ambassadors, and News Crew, fostering responsibility and student voice.

Tutoring: WSE has been allotted \$10,000 for tutoring. We looking to hire 3-4 tutors that can con in during the day to help with 3rd-4th math and reading to begin in October.

### Technology Integration/Plan

Technology integration is embedded in instruction and supported by access to digital tools aligned with learning goals. Staff and students receive training and structured opportunities to apply technology for engagement, creativity, and critical thinking.

## Strengths

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Page 9 of 28

Overall Strengths: WSES demonstrates strong alignment between planning, professional development, leadership, and communication systems, while also prioritizing student enrichment, family engagement, and comprehensive support services.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

1

The campus lacks a consistent and systematic approach to collecting and analyzing student data. Without reliable processes in place, teachers struggle to identify learning gaps, monitor progress, & adjust instruction in a timely manner. This limits the campus's ability to provide targeted interventions, ensure equitable learning opportunities, & ultimately close achievement gaps for all students

## Root Cause

The campus does not have a streamlined data management system or sufficient training for staff in data analysis, resulting in inconsistent practices, limited teacher confidence in using data, and missed opportunities to drive instructional decisions.

 = Priority

# Perceptions

## Summary

### Overall Effectiveness of Communication

Majority rated as *Good* or *Excellent*. Few responses indicated *Fair* or *Poor*, highlighting inconsistent communication experiences.

### Timeliness of Communication

Most said communication is *Usually* or *Always timely*. A few noted *Sometimes* or *Rarely timely*, citing last-minute notifications or lack of planning time. (PTA events)

### Clarity of Communication

Many rated it *Very clear*, though a fair number said it's only *Somewhat clear*, often due to newsletter format or too much/unclear information.

## EOY Survey Response Summary 2024-2025 What Went Well This Year at WSES Individually

- Grew in confidence as a teacher; used curriculum more effectively.
- Improved test scores and student academic growth.
- Prioritized personal well-being and work-life balance.
- Developed strong classroom environments with clear expectations.
- Better use of technology and small group time.
- Adapted to hybrid learning and larger class sizes.
- Provided effective interventions and collaborated on student placement.
- Became more comfortable in new roles and grew as leaders.
- Successfully supported emotional needs and classroom management.
- Learned new programs (Reading Horizons, Heggerty).
- Stayed healthy and more involved in school/PTA.
- Improved collaboration with specialists and administration.
- Created safe, supportive spaces where students thrived.

## Team

- Supported one another during staff absences and challenges.
- Strong collaboration and planning despite turnover.
- Welcomed and integrated new team members well.
- Functioned as a united team with shared student responsibility.
- Adapted and collaborated under stress, demonstrating resilience.
- Positive relationships and shared workload.
- Fostered a drama-free, collaborative culture across several teams.

## Campus

- Positive, supportive culture from admin and staff.
- Strong administrative visibility, support, and encouragement.
- Enjoyment of Daily Growl, Wildcat Den, Wildcat Store.
- More cohesive school community across grade levels.
- Staff felt valued, seen, and heard.
- Discipline handled effectively with accountability.
- Positive changes to routines like arrival/dismissal.
- Growth in whole-school incentives and student motivation.

## Strengths

**The Weekly Growl:** Frequently praised for being informative and consistent.

**Teacher Communication:** Generally positive comments, especially when teachers send direct updates about learning and class activities.

**Social Media:** Helpful for those active on platforms like Facebook and Instagram. Would appreciate more options such as paper copies and emails or texts.

**Overall:** WSES demonstrates a strong culture of collaboration, support, and student-centered focus. Staff and campus systems collectively contribute to academic growth, social-emotional development, and a thriving, positive school environment.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Families perceive campus communication as limited due to the use of few modalities. This creates barriers for guardians to reliably receive timely academic and behavioral updates, impacting their ability to stay engaged and support their child's day-to-day success.

The campus does not have a centralized system that integrates academic and behavioral communication, causing information to be scattered across different platforms.

 = Priority



# Data Documentation for CNA

# Data Documentation for CNA

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

## 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
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Parent/Community Data

- Parent surveys and/or other feedback

## Support Systems and Other Data

- Communications data



# Goals

# Goal 1 Enhance Academic Outcomes for all students.

## Performance Objective 1

By June 2026, 60% of 3rd and 4th grade students will score "Meets" in reading as measured by STAAR.

### Action Step 1 Targeted Support Action Step

Pre-Kindergarten Action Step: By May 2026, 80% of students will be able to produce at least 20 distinct-letter sound correspondence as measured by Gold Assessment rubric tracker (Objective 16B)

**Measures:** Gold Assessment rubric tracker

**Staff Responsible for Monitoring:** Pre-K teachers and paras

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 2

Kindergarten Action Step: By May of 2026, 80% of students will be able to read 25 high frequency words with automaticity as measured by Reading Horizons Discovery Most Common Words tracking sheet.

**Measures:** Reading Horizons Discovery Most Common Words tracking sheet.

**Staff Responsible for Monitoring:** Kindergarten teachers

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 3

1st Grade Action Step: By May of 2026, 80% of students will be able to read 100 high frequency words with automaticity as measured using a Most Common Words Tracking sheet.

**Measures:** Most Common Words Tracking

**Staff Responsible for Monitoring:** 1st Grade Teachers

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 4 Targeted Support Action Step

2nd Grade Action Step: By May 2026, students will be able to monitor their comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues and asking questions when understanding breaks down as measured by HMH Assessments (Comprehension- 2.6i).

**Measures:** HMH Unit Assessments

**Staff Responsible for Monitoring:** 2nd Grade Teachers

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 5

3rd Grade Action Step: By May of 2026, 70% of students will be able to identify the claim in an argumentative text 7 out of 10 times as measured by formative assessments.

**Measures:** Formative Unit Assessments

**Staff Responsible for Monitoring:** 3rd Grade Teachers

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 6

4th Grade Action Step: Provide targeted reading instruction and guided practice focused on identifying the central idea and supporting it with text evidence, including the use of anchor charts, graphic organizers, and small-group discussions

**Measures:** Unit Assessments and small group anecdotal notes

**Staff Responsible for Monitoring:** 4th Grade Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 7

An Instructional Planning Calendar will be utilized by kindergarten through 4th grade teams to support intentional planning, prioritize TEKS, align instruction with assessments, and ensure curriculum consistency across grade levels.

**Measures:** Participation in planning days and IPC uploaded to the drive

**Staff Responsible for Monitoring:** Principal and AP

## Progress Reviews

Moderate Progress

December

April

July

August

## Performance Objective 2

By June 2026, 60% of 3rd and 4th grade students will score "Meets" in math as measured by STAAR.

## Action Step 1

Pre-Kindergarten Action Step: By May of 2026, 80% of the students will be able to represent quantities up to 10 as measured by Gold Assessment Rubric tracker (Objective 20C).

**Measures:** Gold Assessment Rubric tracker

**Staff Responsible for Monitoring:** Pre-K teachers and paras

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 2

Kindergarten Action Step: By May of 2026, 80% of students will read, write and represent numbers up to 20 as measured by a teacher created assessment.

**Measures:** Number Fluency tracker

**Staff Responsible for Monitoring:** Kindergarten Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 3

1st Grade Action Step: By May of 2026, 80% of students will understand when to add or subtract two or three numbers within a word problem as measured by district curriculum assessment.

**Measures:** District Unit Assessment

**Staff Responsible for Monitoring:** 1st Grade Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 4

2nd Grade Action Step: By May 2026, 60% of students will be able to use a variety of strategies when solving one step and multi-step word problems involving addition and subtraction as measured by district unit check points and summative assessments.

**Measures:** District Unit Check Points and Summative Assessments

**Staff Responsible for Monitoring:** 2nd Grade Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 5

3rd Grade Action Step: Implement targeted instruction and practice to ensure that by May 2026, 60% of students can accurately select and apply the correct operation in one-step and multi-step word problems at least 6 out of 10 times, as measured by formative assessments.

**Measures:** Formative Assessments and Unit Assessments

**Staff Responsible for Monitoring:** 3rd Grade Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 6

4th Grade Action Step: By May 2026, 70% of students will choose the correct operation when solving numerical and word problems involving whole number operations 80% of the time as measured by district assessments.

**Measures:** District Assessments

**Staff Responsible for Monitoring:** 4th Grade Teachers

## Progress Reviews

Some Progress

December

April

July

August

## Performance Objective 3

By June 2026, the campus will implement a consistent and systematic process for collecting and analyzing student data to ensure teachers can identify learning gaps, monitor progress, and adjust instruction in a timely manner, resulting in improved targeted interventions and reduced achievement gaps for all students.

## Action Step 1

Develop and Implement a Campus Data Protocol

**Measures:** Sign-in sheets from PD sessions

Agendas/presentation materials from training

Teacher feedback forms to confirm understanding

## Progress Reviews

Some Progress

December

April

July

August

## Action Step 2

Regular Data Meetings / PLCs

**Measures:** PLC calendar and agendas and minutes documenting data discussions

Student data trackers

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 3

Targeted Intervention & Progress Monitoring

**Measures:** Intervention logs (showing student groups, strategies, and progress monitoring results)

Progress monitoring assessments

Student work samples demonstrating improvement

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

### Action Step 4

Professional Development for Staff

**Measures:** End-of-year teacher survey/reflection on data use

PLC portfolios (collection of data discussions, intervention cycles)

Student performance data

### Progress Reviews

Some Progress

**December**

**April**

**July**

**August**

# Goal 2 Enhance Communication and Connection Between School, Families, and Community

## Performance Objective 1

By June 2026, 95% of families will report positive feedback on meaningful two-way communication, as measured by the end-of-year family survey.

### Action Step 1

Daily Communication Folders

#### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 2

Data Binders

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 3

More relevant classroom information shared through grade-level newsletters and emails

#### Progress Reviews

Some Progress

December

April

July

August

# Goal 3 Employee Excellence and Organizational Improvement

## Performance Objective 1

By June 2025, 100% of staff members will implement and uphold consistent, campus-wide classroom management and behavior expectations, with adult accountability measured through campus surveys and administrative monitoring.

### Action Step 1

Establish Campus-Wide Expectations: Develop and clearly define school-wide behavior expectations aligned with PBIS and create a visual for logical consequences for all classrooms.

**Measures:** Walkthrough Observations

#### Progress Reviews

Considerable Progress

December

April

July

August

### Action Step 2

Professional Development & Training: Provide staff training on consistent classroom management strategies and PBIS expectations.

**Measures:** PD Attendance Logs: Track which staff attended training sessions.

Post-PD Surveys to measure relevance and usefulness

#### Progress Reviews

Some Progress

December

April

July

August

### Action Step 3

Monitoring & Adult Accountability

**Measures:** Administrative Walkthroughs and recognition  
Staff Self-Reflection / Peer Feedback

## Progress Reviews

Moderate Progress

**December**

**April**

**July**

**August**