

Keller Independent School District



Woodland Springs Elementary School

Accountability Rating: C

2026-2027 Campus Improvement Plan

Mission Statement

At Woodland Springs Elementary School, we proudly serve the children and families of our community by fostering a supportive and inclusive environment. We are committed to developing well-rounded, confident and responsible individuals prepared for lifelong success.

Vision

Woodland Springs Envisions a collaborative community where every child is supported, challenged and inspired to reach their full potential and make a meaningful difference.

Value Statement

Positive Intent

Respectful

Intentional

Determined

Excellent Listener

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Comprehensive Needs Assessment

Demographics

Summary

Woodland Springs Elementary opened in 2004 and is entering our 23 year. Over the last decade our school enrollment has declined from over 700 students to an enrollment of 415 students for the year 2026-2027.

Current Enrollment

- 415 Students
- PreK/ECSE 26 students
- Kindergarten 64 students
- 1st Grade 59 students
- 2nd Grade 76 students
- 3rd Grade 98 students
- 4th Grade 91 students

WSES Sub-populations

- White 47.1%
- Hispanic 20.2%
- African American 13.2%
- Asian 7.7%
- Multiple Races 11.8%
- Economically Disadvantaged 32%
- Emergent Bilingual 10.8%
- Special Education 29.1%
- Gifted and Talented 9.9%
- 504 2.2%
- Students At-Risk 20%
- Student Mobility 8.7%

Student attendance rate for 2025-2026 94.8%

Staff Demographics

- 0-5 years experience 20.1%
- 6-10 years experience 7.7%
- 11-20 years experience 42.7%
- 21+ years experience 29.3%
- Hispanic 16.2%
- White 78.6%
- African American 5.2%

Strengths

Our students diversity continues to grow.

We have a mixed experience staff that brings a varied background.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 The number of students that are economically disadvantaged continues to increase.	We have had an increase in multi-family housing and rental homes in our attendance zone.
2 ★ There is an increase of students with chronic absenteeism.	Increase in students that are economically disadvantaged families and mobility rates.

★ = Priority

Student Learning

Summary

Percentage of students who made a year's growth according to NWEA Map Growth.

Grade	Reading			Math		
	Met Growth	Total	% Met Growth	Met Growth	Total	% Met Growth
Kindergarten	22	48	45.83%	21	48	43.75%
First Grade	33	60	55%	37	60	62%
Second Grade	52	86	60.47%	59	85	69.41%
Third Grade	63	89	70.79%	57	89	64.04%
Fourth Grade	44	83	53.01%	50	83	60.24%
School	214	366	58%	224	365	61.37%

STAAR Data for 3rd and 4th grades:

3rd grade Math: 81% reached Approaches, 61% reached Meets and 37% reached Masters

3rd grade Reading: 88% reached Approaches, 65% reached Meets and 28% reached Masters

4th grade Math: 57% reached Approaches, 31% reached Meets and 6% reached Masters

4th grade Reading: 75% reached Approaches, 52% reached Meets and 16% reached Masters

5th grade Math: 100% reached Approaches, 86% reached Meets and 45% reached Masters

42% of 4th graders met growth projections in math according to STAAR

56% of 4th graders met growth projections in reading according to STAAR

Strengths

58% of our students made a year's worth of growth in ELA according to NWEA Map.

61% of our students made a year's worth of growth in Math according to NWEA Map.

Over 60% of students in 3rd Grade Meet expectations in Math and Reading on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ 56% of our students met growth expectations in 4th grade on STAAR Reading.	No system set up to track teacher using district scope and sequence to plan and implement lessons. We had changes to the 4th grade team as well.
2 ★ 42% of our students met growth expectations in 4th grade on STAAR Math.	No system set up to track teacher using district scope and sequence to plan and implement lessons. We had changes to the 4th grade team as well.

★ = Priority

School Processes & Programs

Summary

The Campus Leadership Team at Woodland Springs Elementary will help develop the campus plan based on the Keller ISD strategic plan along with various campus data points. The campus plan will be implemented by campus administration, the CLT and staff members. Campus administration, CLT, CEIC and staff will be used to monitor the progress of the performance objectives in the school improvement plan. Teachers utilize common planning time to plan collaboratively using district vertically aligned curriculum and assessment results in a backward planning model. The master schedule is designed to maximize the amount of time spent in Tier 1 instruction.

Woodland Springs Elementary staff utilizes the District Scope and Sequence, which is aligned to state standards to determine when knowledge/concepts should be taught and to which level of complexity. This is evidenced through lesson plans and observations in the classroom. 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 use common assessments to show the students have mastered the objective to the targeted rigor. Data is collected using multiple measures including: common assessments, NWEA MAP Growth, DreamBox and mock STAAR exams to determine progress towards team and individual student goals. The MTSS process is continually evaluated, and changes are made to ensure that teachers are being supported in the best way possible to support students who are not making adequate progress towards mastering curriculum.

Technology is used to support instruction and learning when appropriate. Teachers use iPads and district provided MacBooks to access student management systems like SeeSaw. Teachers use Aware, DreamBox and additional web resources to enhance learning. Each student and teacher has access to a Keller ISD provided iPad. Teachers and students used district provided AppleTV to use their tablet as a "smart board".

Our campus promotes extra curricular activities such as: running club, drama club, choir, honor choir, etc.

Strengths

Each student and teacher has access to technology to integrate into the curriculum.

Each grade level plans math and reading using a Keller ISD protocol with support from Campus Administrators.

Students have a wide variety of clubs to participate in.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ Woodland Springs elementary has not had consistent collaborative planning for both unit planning and day to day planning.	Campus Administration did not have a structured protocol and system to follow before the 2026-2027 school year.

★ = Priority

Perceptions

Summary

Woodland Springs is a neighborhood school which was established in 2004. We work to provide an environment that is welcoming to students, families and the community. Over the past 22 years, we have been able to establish relationships with families and create school traditions. We benefit from an active PTA and volunteers 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.

Woodland Springs Elementary has 52 full-time staff members including 36 full-time professional educators, 16 paraprofessionals. 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-2 grade-level teams are self-contained, with 3rd and 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 Grandparents' Night, Open House, and Veterans' Day Celebration. PTA works in conjunction with us to also provide opportunities such as whole school holiday/end of year party, Movie Night, and many programs they bring into the schools for the students. Our partnership strengthens our community.

Woodland Springs Elementary and families have been working together to create a safe school environment. The safety of our staff and students is a priority. We have a full-time armed security officer on our campus. He checks the perimeter hourly and complete documented door checks.

Strengths

Strong PTA/ Parent Involvement

Numerous volunteers

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 with P.R.I.D.E. assemblies every 9 weeks.

Consistent expectations for safety and visitors on our campus

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	A system for input from our stake holders	Previous campus administration did not have a system in place to gain input from the larger community.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is an increase of students with chronic absenteeism.

Increase in students that are economically disadvantaged families and mobility rates.

2
★

42% of our students met growth expectations in 4th grade on STAAR Math.

No system set up to track teacher using district scope and sequence to plan and implement lessons. We had changes to the 4th grade team as well.

3
★

56% of our students met growth expectations in 4th grade on STAAR Reading.

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4
★

Woodland Springs elementary has not had consistent collaborative planning for both unit planning and day to day planning.

Campus Administration did not have a structured protocol and system to follow before the 2026-2027 school year.

★ = Priority



Goals

Goal 1 Increase Student Achievement

Performance Objective 1 High Priority HB3 Goal

By May of 2027, 60% of students in 3rd and 4th grade will score Meets in each tested grade level contented as measured by the 2027 STAAR test.

Action Step 1

Campus administration and teachers will take each unit exam before planning unit to ensure all staff understands level of rigor, discusses common mistakes students can make and plans to mitigate common student errors.

Measures: Team planning notes

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

February

June

Action Step 2

Teachers in Kindergarten-4th grade will collaboratively plan each unit using a planning protocol.

Measures: Calendar
Documentation of planning

Staff Responsible for Monitoring: Campus Administration
Teachers

Problem Statements: School Processes & Programs 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

Teachers will evaluate and monitor end of unit summative exams by conducting data discussions after each exam.

Measures: Unit assessment data in Aware
Notes from data discussions

Staff Responsible for Monitoring: Teachers
Campus Administration

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

Progress Reviews

December

February

June

Action Step 4

Fourth grade teachers will monitor students growth from 3rd grade STAAR using district created summative exams and develop an intervention plan for students that are potentially not meeting growth standards.

Measures: GoogleSheet monitoring each summative

Staff Responsible for Monitoring: 4th grade teachers
Campus Admin

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Woodland Springs elementary has not had consistent collaborative planning for both unit planning and day to day planning.	Campus Administration did not have a structured protocol and system to follow before the 2026-2027 school year.

Goal 2 Overall Excellence in Student, Parent and Community Relations

Performance Objective 1 High Priority

Throughout the school year, all staff members will engage and provide excellent customer service to Woodland Springs families through building positive relationships by weekly communication and conferencing with each family at least 1 time, as measured by PBIS Survey Results.

Action Step 1

All staff members will communicate with parents in a timely fashion. This includes email, phone and weekly newsletter communication through Parent Square.

Measures: Parent Square
Conference summary notes

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 2

By December 2026, 2nd-4th grade will take School Climate Survey developed by PBIS.org to record student perceptions of Woodland Springs' school climate.

Measures: Survey

Staff Responsible for Monitoring: PBIS Team

Problem Statements: Demographics 2

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December

February

June

Action Step 3

By May of 2027, Parents will take the School Climate survey developed by PBIS.org to record parent perception of Woodland Springs' school climate.

Measures: Survey

Staff Responsible for Monitoring: PBIS
Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

December	February	June
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Action Step 4

Evaluate and share results of the student and parent survey with staff in a timely fashion.

Measures: Staff meeting notes

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Progress Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is an increase of students with chronic absenteeism.	Increase in students that are economically disadvantaged families and mobility rates.

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1 High Priority

By June of 2027, we will ensure the climate of Woodland Springs Elementary is one of growth and collaboration based upon open communication around the topics of instruction, student growth and students behavior and leads to a teacher retention rate of 90% or higher (not including teachers leaving WSE due to family situations, promotions, change in student numbers, retirement, etc.).

Action Step 1

Utilize the Woodland Springs Leadership Team and PBIS Leadership Team for collaboration and enhancement of campus operations and procedures.

Measures: Meeting notes
Campus Leadership Team
Retention Numbers

Staff Responsible for Monitoring: Campus Leadership Team
PBIS Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Progress Reviews

December

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Action Step 2

Structure classroom visits to build relationships with staff while providing and receiving feedback on instruction, student growth and student behavior.

Measures: Classroom visit schedule on calendar
Feedback process

Staff Responsible for Monitoring: Campus Administration

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, Lever 6: Campus Finance and Operations

Progress Reviews

December

February

June

Action Step 3

By December 2026, Woodland Springs staff will take the school climate survey developed by PBIS.org to record staff perceptions of WSE's school climate.

Measures: Survey Results

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

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Action Step 4

Share results of staff survey within 1 month of completion.

Measures: Staff Survey

Staff Responsible for Monitoring: Campus Administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Progress Reviews

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June



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