

# Killeen Independent School District

## Willow Springs Elementary

2024-2025



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# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

#### Goal 1: Pathways for All students to build connections.

- Capturing Kids Heart will be implemented school wide. Each class will have a Social Contract that will be utilized daily.
- Character traits of the month luncheons for students who demonstrate that character trait (from CKH). Parents are invited to a special lunch with their student.
- Willow Springs has Communities in Schools and an MFLC on campus.
- Willow Springs has 2 part time Social Emotional Learning Counselors on campus that provide guidance lessons, pull small groups, and offer individualized support to students.
- Willow Springs will offer the following family nights: Meet the Teacher, Cultural and Family Fitness, STEM Night, Winter Craft Night, Black History Night, Reading Night, Emergent Bilingual Information Sessions, and STAAR Information Sessions.
- Willow Springs teachers will host parent-teacher conferences twice a year-once in the fall and once in the spring.
- Willow Springs hosts the Little Blue Jay club for students not yet enrolled in school.
- Willow Springs will host award ceremonies at the end of each 9 weeks. Students will be celebrated for their grades, behavior, attendance, and improvement.
- Willow Springs will have students participate in the following: Choir, Science Olympiad, Battle of the Books, and Student Council.
- Willow Springs is a military connected campus. We have a strong partnership with our Adopt-a-Unit and MFLC. We are a Purple STAAR designated campus.

### Attendance

- Attendance rates for the 23-24 school year are as follows: 93.31%
- Perfect attendance awards will be given each 9 weeks.
- Classes with the best attendance each month will be recognized and awarded.
- Attendance will be monitored daily. Parents will continue to receive communication from both the campus and district (through RaaWee) regarding absences.

### Discipline

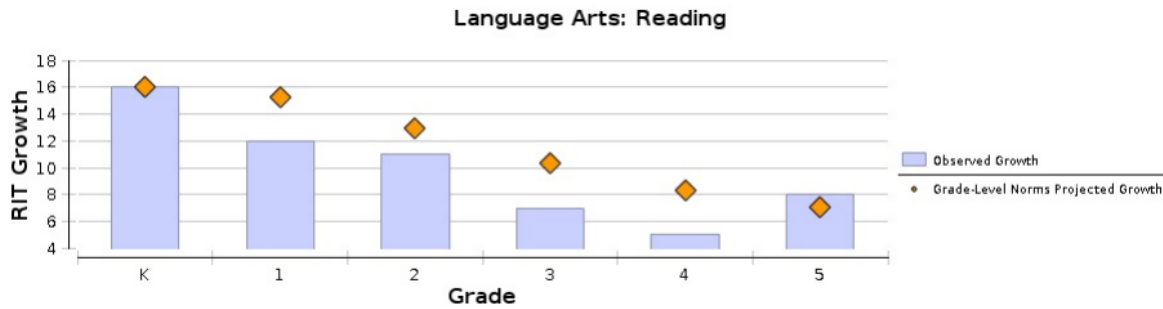
- The Campus Conduct Committee meets monthly to analyze behavioral data and to discuss the behaviors, goals, concerns, supports needed, and positive behavioral recognition.
- Positive phone calls are made by the leadership team and teacher to recognize positive student behavior.

**Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.**

**Pre-Kindergarten CIRCLE overall EOY results:**

- Rapid letter naming: 85% on track
- Rapid vocabulary: 54% on track
- Phonological awareness: 68% on track
- Social-emotional behavior: 67% on track
- Early writing skills: 72% on track

**RLA MAP Data:**



**3rd Grade Reading:**

	Year	District	Region	State	Campus
Approaches	2024	76%	73%	75%	78%
	2023	76%	75%	76%	72%
Meets	2024	47%	45%	49%	43%
	2023	40%	47%	50%	34%
Masters	2024	18%	17%	21%	11%
	2023	11%	16%	20%	5%

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**3rd Grade Constructed Response:**

	<b>2023 0-points</b>	<b>2024 0-points</b>
<b>Campus</b>	<b>56%</b>	<b>43%</b>
<b>District</b>	<b>46%</b>	<b>41%</b>
<b>Region</b>	<b>46%</b>	<b>43%</b>
<b>State</b>	<b>42%</b>	<b>39%</b>

**4th Grade Reading:**

	<b>Year</b>	<b>District</b>	<b>Region</b>	<b>State</b>	<b>Campus</b>
<b>Approaches</b>	<b>2024</b>	<b>82%</b>	<b>80%</b>	<b>81%</b>	<b>70%</b>
	<b>2023</b>	<b>79%</b>	<b>77%</b>	<b>77%</b>	<b>60%</b>
<b>Meets</b>	<b>2024</b>	<b>45%</b>	<b>46%</b>	<b>51%</b>	<b>34%</b>
	<b>2023</b>	<b>44%</b>	<b>44%</b>	<b>48%</b>	<b>20%</b>
<b>Masters</b>	<b>2024</b>	<b>17%</b>	<b>18%</b>	<b>23%</b>	<b>10%</b>
	<b>2023</b>	<b>16%</b>	<b>17%</b>	<b>22%</b>	<b>6%</b>

**4th Grade Constructed Response:**

	<b>2023 0-points</b>	<b>2024 0-points</b>
<b>Campus</b>	<b>74%</b>	<b>52%</b>
<b>District</b>	<b>47%</b>	<b>34%</b>
<b>Region</b>	<b>50%</b>	<b>36%</b>
<b>State</b>	<b>46%</b>	<b>31%</b>

**5th Grade Reading:**

	Year	<b>District</b>	<b>Region</b>	<b>State</b>	<b>Campus</b>
<b>Approaches</b>	<b>2024</b>	<b>78%</b>	<b>77%</b>	<b>78%</b>	<b>66%</b>
	<b>2023</b>	<b>81%</b>	<b>80%</b>	<b>81%</b>	<b>74%</b>
<b>Meets</b>	<b>2024</b>	<b>51%</b>	<b>50%</b>	<b>54%</b>	<b>31%</b>
	<b>2023</b>	<b>53%</b>	<b>53%</b>	<b>57%</b>	<b>38%</b>
<b>Masters</b>	<b>2024</b>	<b>24%</b>	<b>24%</b>	<b>29%</b>	<b>14%</b>
	<b>2023</b>	<b>22%</b>	<b>24%</b>	<b>28%</b>	<b>9%</b>

**5th Grade Constructed Response:**

	2023 0-points	2024 0-points
<b>Campus</b>	30%	60%
<b>District</b>	24%	50%
<b>Region</b>	27%	52%
<b>State</b>	25%	48%

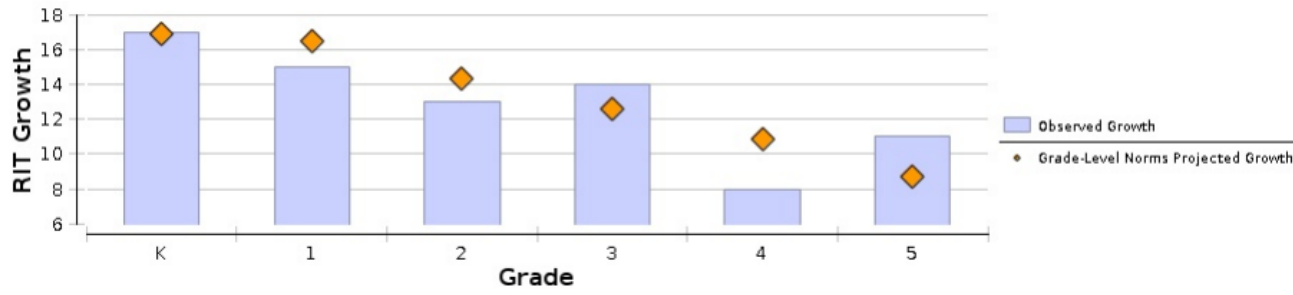
**Goal 3: All students meet or exceed the Texas grade level standards in math.**

**Pre-Kindergarten CIRCLE overall EOY results:**

- Math Overall: 82% on track
- Rote Counting: 67% on track
- Number Discrimination: 84% on track
- Number Naming: 81% on track
- Shape Discriminations: 80% on track
- Counting Sets: 69% on track
- Operations: 50% on track

**Math MAP Data:**

Math: Math K-12



3rd Grade Math:

	Year	District	Region	State	Campus
Approaches	2024	70%	68%	69%	70%
	2023	72%	71%	73%	66%
Meets	2024	41%	38%	41%	48%
	2023	40%	41%	45%	28%
Masters	2024	13%	13%	15%	8%
	2023	15%	16%	19%	6%

4th Grade Math:

	Year	District	Region	State	Campus
Approaches	2024	65%	64%	68%	52%



	2023	66%	66%	71%	43%
Meets	2024	39%	40%	45%	27%
	2023	40%	42%	48%	20%
Masters	2024	16%	17%	21%	12%
	2023	16%	17%	22%	1%

5th Grade Math:

	Year	District	Region	State	Campus
Approaches	2024	73%	73%	76%	58%
	2023	77%	79%	80%	71%
Meets	2024	45%	45%	49%	36%
	2023	45%	48%	51%	37%
Masters	2024	15%	15%	19%	14%
	2023	15%	18%	21%	13%

**Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.**

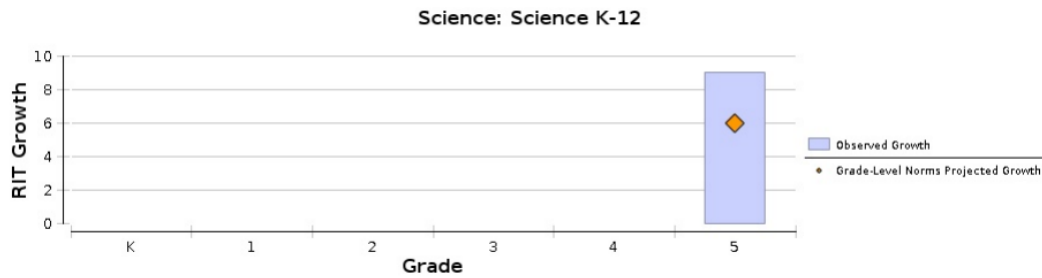
-Willow Springs Elementary hosts 2 career days a year (1 per semester) to expose students to different careers in the workforce.

-RTI is implemented for both academics and behavior.

-Interventions are done daily for students in K-5 and tailored to each individual student.

-Students who were not successful on the previous years STAAR assessment receive support based on HB1416.

5th Grade MAP Science:



5th Grade STAAR Science:

	Year	District	Region	State	Campus
Approaches	2024	47%	53%	57%	39%
	2023	59%	63%	65%	49%
Meets	2024	17%	23%	26%	16%
	2023	26%	32%	36%	23%
Masters	2024	5%	9%	11%	8%
	2023	9%	13%	16%	6%

**Student Success Strengths**

-Willow Springs received a Purple Heart designation.

-3rd and 4th Grade RLA grew in meeting and mastering grade level standards on STAAR compared with the previous year.

-The number of students receiving a 0 on the constructed responses for 3rd and 4th grade decreased compared with the previous year.

-5th Grade RLA grew in the mastering grade level category on STAAR compared with the previous year.

-3rd and 4th Grade Math grew in meeting and mastering grade level standards on STAAR compared with the previous year.

-Students demonstrating the characteristics for the character trait of the month were recognized with a lunch on stage each month.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** Willow Springs students in grades 3, 4, and 5 are performing lower than the district and state on the Reading STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 2:** Willow Springs students in grades 4 and 5 are performing lower than the district and state on the Math STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 3:** Willow Springs students in grade 5 are performing lower than the district and/or state on the Science STAAR in terms of percentage of students meeting grade-level standards (16%). **Root Cause:** Science was not built into the master schedule and teachers struggle with finding the time to teach it. More time is needed to provide students with hands-on Science instruction. The 5th grade STAAR exam consists of standards from other grade levels (not just 5th grade).

**Problem Statement 4:** 43% (3rd Grade), 52% (4th Grade), and 60% (5th Grade) of Willow Springs students received a 0 on the constructed response for STAAR. **Root Cause:** Tier 1 instruction and the ARACE strategy not implemented with fidelity.

**Problem Statement 5:** Special Education students in grades 3, 4, 5 are performing below the district average for STAAR Reading and Math. **Root Cause:** Time spent on collaborating and internalizing between the Special Education and General Education Teacher needs to increased and streamlined.

**Problem Statement 6:** The attendance rate for the 2023-2024 school year was 93.31%. **Root Cause:** The campus did not meet with parents of students with chronic absences to discuss the impact on the students learning.

**Problem Statement 7:** There were 567 referrals submitted during the 23-24 school year. This was only a 2.4% decrease from the previous year. **Root Cause:** A research based campus wide program was not utilized that placed an emphasis on relationships with students.

**Problem Statement 8:** According to MAP data, 47% of Kindergarten students, 53% of 1st Grade Students, 60% of 2nd Grade Students, 49% of 3rd Grade Students, 67% of 4th Grade Students, and 41% of 5th Grade Students, did not meet their projected growth in Math. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 9:** According to MAP data, 51% of Kindergarten Students, 65% of 1st Grade Students, 60% of 2nd Grade Students, 61% of 3rd Grade Students, and 59% of 4th Grade Students did not meet their projected growth in Reading. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources including Benchmark Phonics in grades K-3.

**Problem Statement 10:** Based on input collected at the April Parent Involvement Policy and Home School Compact Meeting, parents stated that they were not aware of what their child was being taught in school. Parents stated they did not know how to help their child at home. **Root Cause:** Lack of family nights that incorporate what is being taught at school and lack of consistent communication with parents about curriculum from school staff.

**Problem Statement 11:** In the 23-24 school year, a total of 8 field trips were taken. **Root Cause:** Teachers struggle with finding time for students to take field trips.

**Problem Statement 12:** 29% of Kindergarten-5th grade students are performing at the beginning level in language proficiency according to TELPAS. **Root Cause:** Summit K12 could not be implemented daily due to lack of technology available for students to utilize the program.

**Problem Statement 13:** 39% of our Special Education students are students with ADHD, Autism, or Emotionally Disturbed. **Root Cause:** Willow Springs Elementary has 5 self-contained classes.

**Problem Statement 14:** In the current school year, there are only 6 identified GT students. **Root Cause:** Teachers do not know how to identify potential GT students.

# Human Capital

## Human Capital Summary

**Goal 2.1 To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.**

**Goal 2.2 The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

**Goal 2.3 The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

**Goal 2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

# **Financial Stewardship**

## **Financial Stewardship Summary**

**Goal 3.1 The District will use data driven planning to prioritize resource allocations.**

**Goal 3.2 The District will prepare budgets using transparent and open communication amongst stakeholders.**

**Goal 3.3 The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

**Goal 3.4 District operational departments training will focus on effective and sustainable use of district resources and procedures.**

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> Implement and systematically sustain a positive campus culture that places an emphasis on relationships through the implementation of Capturing Kids Heart.</p> <p><b>Progress Measure (Lead):</b> -9 weeks awards for perfect attendance and monthly recognition prizes for the class with the best attendance.</p> <ul style="list-style-type: none"><li>-CKH strategies will be embedded in the weekly staff newsletter.</li><li>-The monthly staff meetings will encompass CKH strategies.</li><li>-Fidelity checks monthly for CKH.</li><li>-Implementation and utilization of the Social Contract</li><li>-Greeting students at the door daily.</li></ul> <p><b>Outcome Measure (Lag):</b> -Attendance rates will increase from 93.31% to 95%.</p> <ul style="list-style-type: none"><li>-Referral submitted will decrease from 567 to 400.</li></ul> <p><b>Dates/Timeframes:</b> September 2024-May 2025</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Attendance Secretary, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 6, 7</p> <p><b>Funding Sources:</b> brag tags for perfect attendance - 166 - State Comp Ed - 166.11.6498.00.120.30.AR0 - \$300</p>

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Increase student participation in after/before school clubs and activities so that students have the opportunity to build connections with their peers and increase the impact on student achievement through intrinsic motivation and positive relationships. Some clubs/activities offered will include: Science Olympiad, Choir, Student Council, Financial Literacy, and the Drone Club.

**Progress Measure (Lead):** -Clubs with sponsors will be listed on the school website and sent out to parents so they are aware of what is bring offered.

-Choir will have a minimum of 5 performances.

-The music teachers will utilize the Quaver curriculum on a daily basis with students.

**Outcome Measure (Lag):** -Clubs and organizations will increase from 2 to 4.

-Choir performances will increase from 2 to 5.

-The amount of students participating in choir will by 10% compared to last year.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 6, 7

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Build connections with families and the community through family nights. Family nights will offer parental support in regards to community based resources, how to implement curriculum related activities at home, and how to emotionally/socially support their child.

**Progress Measure (Lead):** -6 Family Nights (Cultural and Family Fitness, Winter Activities (will include SEL information for parents), Black History Night, STEM, Reading, and STAAR/TELPAS).

-Information for family nights will be sent out in a timely manner. At a minimum of 4 weeks before and then sent out more frequently as the event gets closer.

**Outcome Measure (Lag):** -A minimum of 30% of our student enrollment will attend each family night.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Instructional Specialist, Counselors, Teachers

**TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

- **ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 10

**Funding Sources:** Snacks for family night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.120.24.PAR - \$800, Instructional Resources/Activities for Parents - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.120.24.PAR - \$844



### Key Strategic Action 4 Details

**Key Strategic Action 4:** Little Blue Jay's will be conducted weekly by the librarian aide to support 3-4 year old's and their parents in an engaging experience where they will learn early literacy skills that will lay a foundation for future learning.

**Progress Measure (Lead):** -Little Blue Jay's will be conducted every Friday from 2:00-3:30 beginning on September 6th, 2024.

-Information for Little Blue Jay's will be sent out to parents on a monthly basis.

**Outcome Measure (Lag):** -The number of children participating in Little Blue Jay's will increase from 5 to 10.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Librarian, Librarian Aide

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Success 9, 10

**Funding Sources:** Snacks - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.120.24.PAR - \$400, Instructional Supplies - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.120.24.PAR - \$400, Reading Materials - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6329.00.120.24.PAR - \$400

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Increase the number of opportunities for students to explore scientific concepts in real world settings through field based learning.

**Progress Measure (Lead):** -The campus will take all 5th grade students on a field trip to the career center.

-The campus will host a career day in the Spring to expose students to different careers in the community.

-All grade levels will have the opportunity to take 2 field trips (one in the fall and one in the spring).

**Outcome Measure (Lag):** -100% of 5th graders will attend a field trip to the Career Center.

-100% of PK-5th grade students will participate in a career day on campus.

-100% of grade levels will attend at least one field trip.

**Dates/Timeframes:** September 2024-April 2025

**Staff Responsible for Monitoring:** Principal, Principal Secretary, Assistant Principals, Curriculum Instructional Specialist, Counselors, Teachers

**TEA Priorities:**

Connect high school to career and college

**Problem Statements:** Student Success 11

**Funding Sources:** Fund Field Based Instruction for Grade Levels - 166 - State Comp Ed - 166.11.6494.00.120.30.ARO - \$6,500

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Counselors will provide social-emotional learning to students and provide students with tools to be successful in the academic environment.

**Progress Measure (Lead):** -Character trait luncheons  
-Red ribbon week (drug awareness)  
-Guidance and SEL lessons

**Outcome Measure (Lag):** -From August to May, a character trait luncheon will be held every month honoring the students chosen for that month that the parent will be invited to.

-In October, the counselors will participate in Red Ribbon week and provide drug awareness information for students.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Counselors

**TEA Priorities:**

Connect high school to career and college

**Funding Sources:** Brag tags - 166 - State Comp Ed - 166.11.6498.00.120.30.AR0 - \$300

### Key Strategic Action 7 Details

**Key Strategic Action 7:** All Gifted and Talented students will attend a minimum of one field trip that will help students broaden their background knowledge and make connections to their academic experience.

**Progress Measure (Lead):** -GT students will experience field based instruction.

**Outcome Measure (Lag):** -100% of all GT students will attend at least one field trip.

**Dates/Timeframes:** October 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 14

**Funding Sources:** Transportation - 177 - Gifted/Talented - 177.11.6412.00.120.21.000 - \$200, Admission - 177 - Gifted/Talented - 177.11.6299.00.120.21.000 - \$900

### Key Strategic Action 8 Details

**Key Strategic Action 8:** Purchase instructional materials for GT students that will farther enrich them in their academic.

**Progress Measure (Lead):** -GT students will be pulled for enrichment.

**Outcome Measure (Lag):** -GT students will be pulled at a minimum of once a week for enrichment.

-100% of all GT students will grow by at least 25% in MAP compared with the BOY scores to EOY scores.

**Dates/Timeframes:** October 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 14

**Funding Sources:** Instructional/Enrichment Materials - 177 - Gifted/Talented - 177.11.6399.00.120.21.000 - \$1,073

## Goal 1 Problem Statements:

## Student Success

**Problem Statement 6:** The attendance rate for the 2023-2024 school year was 93.31%. **Root Cause:** The campus did not meet with parents of students with chronic absences to discuss the impact on the students learning.

**Problem Statement 7:** There were 567 referrals submitted during the 23-24 school year. This was only a 2.4% decrease from the previous year. **Root Cause:** A research based campus wide program was not utilized that placed an emphasis on relationships with students.

**Problem Statement 9:** According to MAP data, 51% of Kindergarten Students, 65% of 1st Grade Students, 60% of 2nd Grade Students, 61% of 3rd Grade Students, and 59% of 4th Grade Students did not meet their projected growth in Reading. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources including Benchmark Phonics in grades K-3.

**Problem Statement 10:** Based on input collected at the April Parent Involvement Policy and Home School Compact Meeting, parents stated that they were not aware of what their child was being taught in school. Parents stated they did not know how to help their child at home. **Root Cause:** Lack of family nights that incorporate what is being taught at school and lack of consistent communication with parents about curriculum from school staff.

**Problem Statement 11:** In the 23-24 school year, a total of 8 field trips were taken. **Root Cause:** Teachers struggle with finding time for students to take field trips.

**Problem Statement 14:** In the current school year, there are only 6 identified GT students. **Root Cause:** Teachers do not know how to identify potential GT students.

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Employ two Multi-Classroom Leader's that will lead their grade-level team in planning, data analysis, and instructional adjustments.

**Progress Measure (Lead):** -MCL's will plan with their grade levels at a minimum of twice a week.

-MCL's will utilize Get Better Faster to increase teacher capacity on a regular basis as determined by their tiered status.

-MCL's will observe and model lessons for teachers on their team on a regular basis as determined by their tiered status.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%

-% of 0 on Constructed Responses on STAAR RLA will decrease from an average of 52% to an average of 40%.

-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.

-% of 4th grade students meeting their projected growth will increase from 41% to 51%.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Instructional Specialist

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 4, 9

**Funding Sources:** 2 Multi-Classroom Leaders (MCL Stipends) - 211 - ESEA, Title I Part A - 211.11.6118.CA.120.30.000 - \$22,000

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Employ 2 Reach Associate's that will support their Multi-Classroom Leader by providing key support and release time to the Multi-Classroom Leader. They will provide instructional support to students both with and without the presence of the MCL.

**Progress Measure (Lead):** -RA's will plan with their MCL daily.  
-RA's will plan with their MCL and team at a minimum of twice a week.  
-RA's will provide small group instruction in the presence of the MCL.  
-RA's will provide whole-group instruction in the absence of the MCL.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%  
-% of 0 on Constructed Responses on STAAR RLA will decrease from an average of 52% to an average of 40%.  
-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.  
-% of 4th grade students meeting their projected growth will increase from 41% to 51%.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistance Principal, Curriculum Instructional Specialist, Multi-Classroom Leaders

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Success 1, 4, 9

**Funding Sources:** 2 Reach Associates - 211 - ESEA, Title I Part A - 211.11.6129.00.120.30.000 - \$87,222

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Ensure strong tier 1 instruction is implemented on a daily basis through the use of district provided curriculum.

**Progress Measure (Lead):** -Campus leadership will attend grade level planning for RLA once a week to assist with internalization and ensuring that teachers comprehend the standards.

-Campus leadership will track fidelity of staff utilizing district curriculum and resources, effective tier 1 instruction and effective use of data.  
-Campus leadership will utilize Get Better Faster to increase teacher capacity.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%  
-% of 0 on Constructed Responses on STAAR RLA will decrease from an average of 52% to an average of 40%.  
-% of Kindergarten students meeting their projected growth in Reading will increase from 49% to 60%.  
-% of 1st grade students meeting their projected growth will increase from 35% to 45%.  
-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.  
-% of 3rd grade students meeting their projected growth will increase from 39% to 45%.  
-% of 4th grade students meeting their projected growth will increase from 41% to 51%.  
-% of 5th grade students meeting their projected growth will increase from 56% to 65%

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals, Curriculum Instructional Specialist, Multi-Classroom Leaders, Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 1, 4, 9

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Ensure data is reviewed and analyzed to determine the effectiveness of tier 1 instruction and to identify students in need of additional support.

**Progress Measure (Lead):** -The campus instructional team (CIS, MCL, CIC, AP's, and Principal) will meet to analyze data every other Tuesday.

-The campus instructional team will meet with teachers every other Wednesday to analyze data in PLCs.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%

-% of 0 on Constructed Responses on STAAR RLA will decrease from an average of 52% to an average of 40%.

-% of Kindergarten students meeting their projected growth in Reading will increase from 49% to 60%.

-% of 1st grade students meeting their projected growth will increase from 35% to 45%.

-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.

-% of 3rd grade students meeting their projected growth will increase from 39% to 45%.

-% of 4th grade students meeting their projected growth will increase from 41% to 51%.

-% of 5th grade students meeting their projected growth will increase from 56% to 65%

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist, Multi-Classroom Leaders, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Student Success 1, 4, 9

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Employ a half-time interventionist that will provide intervention support to students identified as needing additional support through HB1416 and through campus assessment data.

**Progress Measure (Lead):** -The interventionist will work with students daily utilizing evidence-based practices.

-The interventionist will group students according to their low-performing STAAR standards.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%

-% of 0 on Constructed Responses on STAAR RLA will decrease from an average of 52% to an average of 40%.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 1, 4

**Funding Sources:** Half-time Interventionist - 211 - ESEA, Title I Part A - 211.11.6119.00.120.30.000 - \$45,000

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Utilize Beanstack as a campus wide initiative to encourage students to read.

**Progress Measure (Lead):** -The librarian will train teachers on Beanstack.

-Beanstack information will be sent to parents on a monthly basis to encourage at home participation in reading.

-Teachers will utilize Beanstack in the classroom and encourage participation at home.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%

-% of Kindergarten students meeting their projected growth in Reading will increase from 49% to 60%.

-% of 1st grade students meeting their projected growth will increase from 35% to 45%.

-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.

-% of 3rd grade students meeting their projected growth will increase from 39% to 45%.

-% of 4th grade students meeting their projected growth will increase from 41% to 51%.

-% of 5th grade students meeting their projected growth will increase from 56% to 65%

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist, Librarian, Teachers

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

**Funding Sources:** Beanstack - 211 - ESEA, Title I Part A - 211.11.6299.00.120.30.000 - \$950, Brag tags - 166 - State Comp Ed - 166.11.6498.00.120.30.AR0 - \$300

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Utilize instructional materials, including books and manipulatives for PK-5th grade students to enhance reading skills.

**Progress Measure (Lead):** -Teachers will utilize instructional materials for Reading on a daily basis in the classroom.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%

-% of Kindergarten students meeting their projected growth in Reading will increase from 49% to 60%.

-% of 1st grade students meeting their projected growth will increase from 35% to 45%.

-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.

-% of 3rd grade students meeting their projected growth will increase from 39% to 45%.

-% of 4th grade students meeting their projected growth will increase from 41% to 51%.

-% of 5th grade students meeting their projected growth will increase from 56% to 65%

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 1, 4, 5, 9

**Funding Sources:** Reading Instructional Supplies - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$1,941.50

### Goal 2 Problem Statements:

## Student Success

**Problem Statement 1:** Willow Springs students in grades 3, 4, and 5 are performing lower than the district and state on the Reading STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 4:** 43% (3rd Grade), 52% (4th Grade), and 60% (5th Grade) of Willow Springs students received a 0 on the constructed response for STAAR. **Root Cause:** Tier 1 instruction and the ARACE strategy not implemented with fidelity.

**Problem Statement 5:** Special Education students in grades 3, 4, 5 are performing below the district average for STAAR Reading and Math. **Root Cause:** Time spent on collaborating and internalizing between the Special Education and General Education Teacher needs to increased and streamlined.

**Problem Statement 9:** According to MAP data, 51% of Kindergarten Students, 65% of 1st Grade Students, 60% of 2nd Grade Students, 61% of 3rd Grade Students, and 59% of 4th Grade Students did not meet their projected growth in Reading. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources including Benchmark Phonics in grades K-3.



**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Employ a full-time at-risk aide that will provide intervention aid support to students identified as needing additional support through campus assessment data.

**Progress Measure (Lead):** -The at-risk aide will work with students daily utilizing evidence-based practices.

**Outcome Measure (Lag):** -Increase the percentage of Kindergarten students meeting their growth projection from 53% to 75%  
-Increase the percentage of Kindergarten students being on grade level for Math from 9% to 60% based on the iReady diagnostic.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 8

**Funding Sources:** 1 at risk-aide - 166 - State Comp Ed - 166.11.6129.00.120.30.AR0 - \$25,432

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Employ a full-time at-risk aide that will provide intervention aid support in a small group setting to students identified as needing additional support through campus assessment data.

**Progress Measure (Lead):** -The at-risk aide will work with students in a small group setting daily utilizing evidence-based practices.

**Outcome Measure (Lag):** -% of 1st grade students meeting their projected growth in Math will increase from 47% to 60%.

-% of 2nd grade students meeting their projected growth in Math will increase from 40% to 50%.

-% of 3rd grade students meeting their projected growth in Math will increase from 51% to 60%.

-% of 4th grade students meeting their projected growth in Math will increase from 33% to 45%.

-% of 5th grade students meeting their projected growth in Math will increase from 59% to 65%.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 8

**Funding Sources:** at-risk aide - 166 - State Comp Ed - 166.11.6129.00.120.30.AR0 - \$26,525

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Purchase flexible seating options that can help students remain on-task and engaged during the math instructional block.

**Progress Measure (Lead):** -Each classroom will receive up to 5 flexible seating options.

-Flexible seating will be monitored on a weekly basis to ensure effective use and beneficial for students.

-Teacher PD on how to use flexible seating and who would be benefited from it.

-Data tracking on student engagement for students utilizing flexible seating.

**Outcome Measure (Lag):** -Increase in STAAR scores for Special Education student scores by at least 10% in all categories.

-Increase in STAAR scores for General Education students by at least 10% in all categories.

-Student's will show that they are engaged for at least 80% of the lesson.

**Dates/Timeframes:** October 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist, Counselor

**Funding Sources:** Flexible Seating Options - 211 - ESEA, Title I Part A - 211.11.6393.00.120.30.000 - \$5,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Utilize instructional materials, including books and manipulatives for PK-5th grade students to enhance math skills.

**Progress Measure (Lead):** -Teachers will utilize instructional materials for Reading on a daily basis in the classroom.

**Outcome Measure (Lag):** -Overall Math growth for PK students will increase by 10%.

-% of Kindergarten students meeting their projected growth in Math will increase from 41% to 60%.

-% of 1st grade students meeting their projected growth in Math will increase from 47% to 60%.

-% of 2nd grade students meeting their projected growth in Math will increase from 40% to 50%.

-% of 3rd grade students meeting their projected growth in Math will increase from 51% to 60%.

-% of 4th grade students meeting their projected growth in Math will increase from 33% to 45%.

-% of 5th grade students meeting their projected growth in Math will increase from 59% to 65%.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 2, 5, 8

**Funding Sources:** Instructional Supplies for Math - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$1,941.50

### Goal 3 Problem Statements:

### Student Success

**Problem Statement 2:** Willow Springs students in grades 4 and 5 are performing lower than the district and state on the Math STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 5:** Special Education students in grades 3, 4, 5 are performing below the district average for STAAR Reading and Math. **Root Cause:** Time spent on collaborating and internalizing between the Special Education and General Education Teacher needs to increased and streamlined.

## Student Success

**Problem Statement 8:** According to MAP data, 47% of Kindergarten students, 53% of 1st Grade Students, 60% of 2nd Grade Students, 49% of 3rd Grade Students, 67% of 4th Grade Students, and 41% of 5th Grade Students. did not meet their projected growth in Math. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Priority 1: Student Success**

**Goal 4:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Provide students with more learning experiences that will expose them to the workforce, postsecondary education, and the military.

**Progress Measure (Lead):** -The campus will take students on a field trip to the career center.

-Host a Career Day to expose students to different careers in the community.

-The campus will host a STEM night that will incorporate STEM based activities and have the STEM Mobile Lab.

-Teachers will incorporate hands-on science activities weekly.

-The Adopt-a-Unit will participate in Family Nights and Career Day to expose students to the military.

-Student survey on their perception of the workforce, postsecondary education, and the military.

**Outcome Measure (Lag):** -5th Grade students meeting grade-level standards for Science STAAR will increase from 16% to 30%.

-80% of students will show proficiency with basic information on the workforce, postsecondary education, and the military.

**Dates/Timeframes:** August 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist, Counselors, Teachers

**Problem Statements:** Student Success 3

**Funding Sources:** Instructional supplies/activities for STEM night - 166 - State Comp Ed - 166.11.6399.00.120.30.AR0 - \$400

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Employ a Curriculum Instructional Specialist to support teachers growth in impacting student achievement so that they are prepared for postsecondary education.

**Progress Measure (Lead):** -The CIS will track fidelity of staff utilizing district curriculum and resources, effective tier 1 instruction and effective use of data.

-The CIS will provide professional development for teachers.

-The CIS will lead PLC's utilizing the PLC protocols.

-The CIS will regularly analyze data.

**Outcome Measure (Lag):** -5th Grade students meeting grade-level standards for Science STAAR will increase from 16% to 30%.

-PK EOY Circle Math Overall will increase from 82% to 87%.

-STAAR Meets on Math will increase from an average of 37% to 50%.

-% of 1st grade students meeting their projected growth will increase from 47% to 55%.

-% of 2nd grade students meeting their projected growth will increase from 40% to 50%.

-% of 4th grade students meeting their projected growth will increase from 33% to 43%.

**Funding Sources:** CIS - 211 - ESEA, Title I Part A - 211.13.6119.00.120.30.000 - \$89,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Purchase 10 iPads for ELL so that teachers can use district programs to support students in language acquisition skills.

**Progress Measure (Lead):** -ELL teachers will utilize SummitK12 daily to support students in language acquisition skills.

**Outcome Measure (Lag):** -% of students at the beginning level for language acquisition will decrease from 29% to 15%.

-ELL students scores on STAAR Reading will increase by 10%.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist, ELL Teacher

**Funding Sources:** iPads for EB students - 165/ES0 - ELL - 165.11.6398.00.120.25.ES0 - \$3,080, iPads for supplemental instruction and intervention - 166 - State Comp Ed - 166.11.6398.00.120.30.AR0 - \$410

### Key Strategic Action 4 Details

**Key Strategic Action 4:** The Special Education Teachers and General Education Teachers will plan together weekly to discuss differentiation strategies and analyze data to ensure that Special Education students are receiving the needed support. so that students are able to be successful on grade level work.

**Progress Measure (Lead):** -Weekly PLCs with Special Education Teachers and General Education Teachers

-Bi-weekly data meetings to analyze Special Education students data.

**Outcome Measure (Lag):** -Special Education STAAR scores will increase by 10% in all subjects and categories.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 5

### Key Strategic Action 5 Details

**Key Strategic Action 5:** The music teachers will utilize the Quaver program to provide a well rounded education program that increases student engagement and excitement about school and to build upon the research based connection between music and academic achievement.

**Progress Measure (Lead):** -Quaver will be utilized daily in music.

**Outcome Measure (Lag):** -STAAR Meets on Reading will increase from an average of 36% to an average of 46%.

-The number of students participating in Choir will increase by 10% compared to numbers from last year.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Success 1

**Funding Sources:** Quaver Subscription - 211 - ESEA, Title I Part A - 211.11.6299.OL.120.30.000 - \$1,875

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Provide all Pk-5th teachers 2 planning days (1 per semester) so that they can prepare their instruction and analyze data to ensure student success.

**Progress Measure (Lead):** -Pk-5th Teachers will participate in 2 planning days (1 per semester).

**Outcome Measure (Lag):** -Teachers will complete their internalization guides for the following 3 weeks for Math and ELAR.

-In January, student MOY MAP scores will increase by 5% in both Math and ELAR compared with the BOY scores.

-In May, student EOY MAP scores will increase by 5% in both Math and ELAR compared with MOY scores.

**Dates/Timeframes:** September 2024-May 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Curriculum Instructional Specialist

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 8, 9

**Funding Sources:** Substitutes for Planning - 166 - State Comp Ed - 166.13.6299.00.120.30.AR0 - \$8,000

### Goal 4 Problem Statements:

#### Student Success

**Problem Statement 1:** Willow Springs students in grades 3, 4, and 5 are performing lower than the district and state on the Reading STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 2:** Willow Springs students in grades 4 and 5 are performing lower than the district and state on the Math STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 3:** Willow Springs students in grade 5 are performing lower than the district and/or state on the Science STAAR in terms of percentage of students meeting grade-level standards (16%). **Root Cause:** Science was not built into the master schedule and teachers struggle with finding the time to teach it. More time is needed to provide students with hands-on Science instruction. The 5th grade STAAR exam consists of standards from other grade levels (not just 5th grade).

**Problem Statement 4:** 43% (3rd Grade), 52% (4th Grade), and 60% (5th Grade) of Willow Springs students received a 0 on the constructed response for STAAR. **Root Cause:** Tier 1 instruction and the ARACE strategy not implemented with fidelity.

**Problem Statement 5:** Special Education students in grades 3, 4, 5 are performing below the district average for STAAR Reading and Math. **Root Cause:** Time spent on collaborating and internalizing between the Special Education and General Education Teacher needs to be increased and streamlined.

**Problem Statement 8:** According to MAP data, 47% of Kindergarten students, 53% of 1st Grade Students, 60% of 2nd Grade Students, 49% of 3rd Grade Students, 67% of 4th Grade Students, and 41% of 5th Grade Students did not meet their projected growth in Math. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 9:** According to MAP data, 51% of Kindergarten Students, 65% of 1st Grade Students, 60% of 2nd Grade Students, 61% of 3rd Grade Students, and 59% of 4th Grade Students did not meet their projected growth in Reading. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources including Benchmark Phonics in grades K-3.

**Priority 2:** Human Capital

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.



**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The PE Teacher will attend the TAHPERD conference to increase her teaching capacity in engaging activities for students that encourage students to live a healthy lifestyle.

**Progress Measure (Lead):** -PE teacher will attend TAHPERD.

-PE teacher will share strategies/activities for parents to encourage a healthy lifestyle at home.

-PE teacher will host a Family Fitness night in September 2025 to showcase strategies learned.

**Outcome Measure (Lag):** -Parent survey will show that at least 75% of parents know the importance of living a healthy lifestyle and how to promote this practice at home.

-At least 35% of our student population will attend the Family Fitness night in September 2025.

**Dates/Timeframes:** December 2024-December 2025

**Staff Responsible for Monitoring:** Principal, Assistant Principals

**TEA Priorities:**

Recruit, support, retain teachers and principals

**Problem Statements:** Student Success 10

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** All grade levels will receive professional development on increasing student engagement during the instructional content block.

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 8, 9

**Funding Sources:** Professional Development from Solution Tree - 211 - ESEA, Title I Part A - 211.13.6399.00.120.30.000 - \$22,373

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** The librarian will attend the Texas Librarian Association conference to build her capacity with Reading initiatives on campus to support teachers with Reading instruction.

**Progress Measure (Lead):** -Librarian will attend the conference.

-Librarian will provide staff with a professional development on what she learned.

**Outcome Measure (Lag):** -The Librarian will pull a minimum of 3 classes a week for small group Reading instruction.

**Dates/Timeframes:** September 2023-May 2024

**Staff Responsible for Monitoring:** Principal, Assistant Principal

**Problem Statements:** Student Success 1, 5, 9, 12

**Funding Sources:** Conference and Travel - 211 - ESEA, Title I Part A - 211.23.6411.00.120.30.000 - \$1,500

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** Willow Springs students in grades 3, 4, and 5 are performing lower than the district and state on the Reading STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 2:** Willow Springs students in grades 4 and 5 are performing lower than the district and state on the Math STAAR in terms of percentage of students meeting grade-level standards. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 3:** Willow Springs students in grade 5 are performing lower than the district and/or state on the Science STAAR in terms of percentage of students meeting grade-level standards (16%). **Root Cause:** Science was not built into the master schedule and teachers struggle with finding the time to teach it. More time is needed to provide students with hands-on Science instruction. The 5th grade STAAR exam consists of standards from other grade levels (not just 5th grade).

**Problem Statement 4:** 43% (3rd Grade), 52% (4th Grade), and 60% (5th Grade) of Willow Springs students received a 0 on the constructed response for STAAR. **Root Cause:** Tier 1 instruction and the ARACE strategy not implemented with fidelity.

**Problem Statement 5:** Special Education students in grades 3, 4, 5 are performing below the district average for STAAR Reading and Math. **Root Cause:** Time spent on collaborating and internalizing between the Special Education and General Education Teacher needs to increased and streamlined.

**Problem Statement 8:** According to MAP data, 47% of Kindergarten students, 53% of 1st Grade Students, 60% of 2nd Grade Students, 49% of 3rd Grade Students, 67% of 4th Grade Students, and 41% of 5th Grade Students. did not meet their projected growth in Math. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources.

**Problem Statement 9:** According to MAP data, 51% of Kindergarten Students, 65% of 1st Grade Students, 60% of 2nd Grade Students, 61% of 3rd Grade Students, and 59% of 4th Grade Students did not meet their projected growth in Reading. **Root Cause:** Tier 1 instruction was not implemented with fidelity due to a strong focus on the district progression charts and lack of consistency with instructional resources including Benchmark Phonics in grades K-3.

**Problem Statement 10:** Based on input collected at the April Parent Involvement Policy and Home School Compact Meeting, parents stated that they were not aware of what their child was being taught in school. Parents stated they did not know how to help their child at home. **Root Cause:** Lack of family nights that incorporate what is being taught at school and lack of consistent communication with parents about curriculum from school staff.

**Problem Statement 12:** 29% of Kindergarten-5th grade students are performing at the beginning level in language proficiency according to TELPAS. **Root Cause:** Summit K12 could not be implemented daily due to lack of technology available for students to utilize the program.

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Priority 3:** Financial Stewardship

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

**Priority 3: Financial Stewardship**

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.