

WILLOW SPRINGS

E L E M E N T A R Y

School Community Council
19 February 2025

Expenditures Review

WILLOW SPRINGS LAND TRUST 23/24			
\$	93,678.31	NON PAYROLL	PAYROLL
BEGINNING BALANCE		\$	93,678.31
		\$	- AUGUST
		\$	8,804.02 SEPTEMBER
		\$	10,742.91 OCTOBER
		\$	9,535.72 NOVEMBER
		\$	9,994.35 DECEMBER
		\$	11,507.70 JANUARY
		\$	- FEBRUARY
		\$	- MARCH
		\$	- APRIL
		\$	- MAY
		\$	- JUNE
		\$	- JULY
TOTAL DEBITS	\$ -	\$	50,584.70
CURRENT BALANCE	\$ -	\$	43,093.61 \$ 43,093.61

WILLOW SPRINGS TSSA 23/24			
\$	138,131.74	NON PAYROLL	PAYROLL
BEGINNING BALANCE		\$	138,131.74
		\$	- AUGUST
		\$	11,409.71 SEPTEMBER
		\$	4,628.22 OCTOBER
		\$	7,988.06 NOVEMBER
		\$	7,509.07 DECEMBER
		\$	8,518.96 JANUARY
		\$	- FEBRUARY
		\$	- MARCH
		\$	- APRIL
		\$	- MAY
		\$	- JUNE
		\$	- JULY
TOTAL DEBITS	\$ -	\$	40,054.02 \$ 40,054.02
REMAINING BALANCE		\$	98,077.72

2/18/2025

Additional Funds Allocations

- Full-time Behavior Assistant (Miss Liz)
- Part-time Behavior Assistant (Posted)
- ML interventionist to full time

Progress Towards This Year's Goals: Benchmark Data Review

<https://docs.google.com/presentation/d/13B5FJrucZpRrhrEMRZ-3I7pSQImAJ2ILII8XP-NkR8I/edit?usp=sharing>

Target School Improvement (TSI)

Targeted school improvement is a Federal program that helps schools that are consistently underperforming for a specific group of students. The goal is to improve student outcomes and close achievement gaps.

How is a school identified for targeted support and improvement?

- A school is identified if a student group scores below the lowest quarter of Title I schools for two years in a row
- The student group must have more than 10 students and more than one indicator
- The student group cannot already be identified for TSI, ATSI, or CSI

What is the goal of targeted school improvement? To improve student outcomes, To close achievement gaps, To increase graduation rates, To engage families and communities, and To prepare students for college and careers.

Willow Springs and TSI

14 January --Willow Springs Elementary was identified with the following student subgroup in TSI status:

- Students with Disabilities (63 students this year)
- This group was identified in 2024. Schools are identified when the student group falls below the threshold for two consecutive years as measured by RISE (Grades 3, 4, and 5)
- 2023 accountability score was 36.52%.
- 2024 accountability score was 22.42%.

To exit out of TSI status, your student group needs to score above the 2024 state cut score. Your student group will need an accountability score above 32.73% to exit TSI.



How are we addressing TSI?

- Data analysis indicates math growth is a secondary factor; school goals for math will be a significant support
- Building Leadership Team is building a strategic schedule to allow for more flexibility in offering interventions for students with disabilities
- Students will be strategically assigned to teachers identified as highly effective in supporting students with disabilities; professional learning communities will collaborate and leverage most effective strategies

2025-2026 TSSP Goals

DRAFT

Grade	Reading	Math
K	80% of Kindergarten students will be proficient in NWF/CLS by the end of the year as measured by Acadience Reading.	85% of Kindergarten students will be proficient in Beginning Quantity Discrimination by the end of the year as measured by Acadience Math.
1	1st grade students who are proficient in NWF/WWR will increase by 20% from beginning to end of year.	75% of 1st Grade Students will be proficient in AQD by the end of the year as measured by Acadience Math..
2	80% of students in grades 1-2 will be on or above benchmark by the end of the year as measured by Acadience Reading Composite.	70% of students in grade 2 will be on benchmark or make typical or above typical progress from beginning to end of year as measured by Acadience Math Composite.
3	75% of students in grades 3-5 will be on benchmark or make typical or above typical progress from beginning to end of year as measured by Acadience Reading Composite	75% of students in grade 3 will be on benchmark or make typical or above typical progress from beginning to end of year as measured by Acadience Math Composite
4		72% of students in grade 4 will be on benchmark on the Acadience Math Computation Assessment.
5		75% of students in grade 5 will be on benchmark or make typical or above typical progress from beginning to end of year as measured by Acadience Reading Composite

Arts Integration at Willow Springs

