# Coppell Independent School District
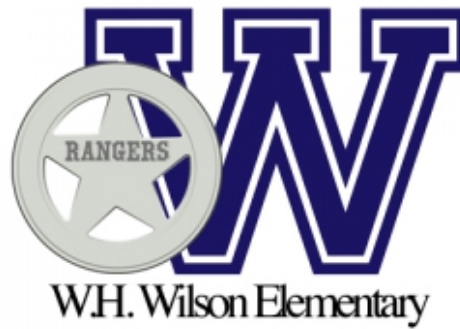
# Wilson Elementary

# 2025-2026 Campus Improvement Plan

# Mission Statement

"At Wilson Elementary, we provide a safe environment where each learner is loved, valued, and accepted.  We embrace and address the needs of the whole child, encourage academic, social and emotional growth, and develop character to the highest level.  We promote wonder and build a community of empowered, curious minds.  We inspire lifelong learners who positively impact the world."

**Wilson Ranger Educator Creed**

*I am a Wilson Ranger Educator.*

*I have Great Expectations for my learners and myself.*

*I accept the challenge to be the best I can be.*

*It is my responsibility to create a learning environment conducive*

*to optimum academic, social, and emotional growth. I provide a model of decorum and respect*

*that guides my learners as well as honors them.*

*I cherish every learner.  I change the world one learner at a time.*

*I am a Wilson Ranger Educator.*

# Value Statement

**CISD Core Values**

Relationships:  We value authentic relationships. When we invest in each other we learn and flourish.
Engagement:  We value collective engagement that positively impacts the lives of our children and our world. Great
Teaching:  We value great teaching because we believe it is the key to deep learning.  Redefining
Success:  We value each individual's contribution because the measure of success can be different for everyone.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

**DEMOGRAPHICS**

Wilson Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.  For the 2025-2026 school year, Coppell ISD will have 10 elementary schools.  Wilson serves a majority Hispanic student population in grades EC-5.  In the 2024-25 school year, total enrollment was 472 which represents a decrease of -9.9% since 2020-21 (524 learners).

In 2024-25, the student population was 18.2% Asian, 29% White, 45.9% Hispanic, 2.5% African American, 0.2% American Indian/Alaskan Native, and 4.2% multi-racial.  Females made up 51.3% of the learners and males represented 48.7%.  Our economically disadvantaged percentage was 26.9%.

Our Emergent Bilingual (EB) population consisted of 108 learners that made up 22.9% of our campus.  The top 5 foreign languages spoken by this student group were: Spanish (69.4%), Other Languages (5.6%), Japanese (2.8%), Mandarin (Chinese) (2.8%), and Arabic (1.9%).  Additionally, 54.6% of our EBs were also economically disadvantaged.

Our 64 gifted and talented learners constituted 13.6% of our population.  Our gender split in the GT group was 42.2% female and 57.8% male.  Of the four major ethnic groups, our GT learners were 21.9% Asian, 37.5% White, 32.8% Hispanic and 3.1% African American.

We had 121 learners that qualified for special education services, which represented 25.6% of our population.  There were 19 learners with 504 accommodations, which was 4% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.23%, which increased by 0.1% from the prior year.

**STAFFING**

Wilson employed 43 educators and 13 instructional aides in the 2024-25 school year.  The number of teachers increased by 2 from the prior year while the number of aides increased by 1.  The ethnic breakdown for the teaching staff was 62.8% White, 30.2% Hispanic, 4.7% African American,  and 2.3% multi-racial.  Females made up 93% of the educators and males represented 7%.

Overall, our educators had a varying level of professional experience: 4.7% (2) were new to teaching with 0-1 years of experience, 11.6% (5) had 2-5 years, 20.9% (9) had 6-10 years, 18.6% (8) had 11-15 years, 25.6% (11) had 16-20 years, and 18.6% (8) had more than 20 years.  Looking at longevity within the district, 30.2% of our teachers had 0-1 years in district, 16.3% had 2-5 years, 25.6% had 6-10 years, 16.3% had 11-15 years, 4.6% had 16-20 years and 7% had more than 20 years. The average years of professional experience was 14.2 with 7.2 years in the district.

Advanced degrees were held by 44.1% of our teachers: 19 with master's degrees.  Our campus principal had 19 years of career experience in a professional position (not necessarily as a principal) and 14 years in Coppell.  Our assistant principal had 14 years of professional experience and 9 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 75%.  For educational aides it was 76.9%.  We hired 11 new teachers in 2024-25.  The characteristics of our new teachers were as follows:  36.36% White, 36.4% Hispanic, 18.2% African American, and 9.1% Multi-Racial, 90.9% female, 9.1% male, 18.2% new to teaching, 9.1% with 2-5 years of

professional experience, 27.3% with 6-10 years, 36.4% with 11-15 years, 9.1% with 16-20 years, and 25.6% new to the campus.  The average years of professional experience was 9.7 with 0.1 years in the district.  45.5% of our new teachers had advanced degrees.

The current data reflected in portions of the Campus Improvement Plan does not fully capture the new student body at Wilson Elementary. With the consolidation of Pinkerton Elementary and the relocation of the Dual Language Immersion program to another CISD campus, our enrollment and demographic profile have shifted. Future updates to the CIP will incorporate data that more accurately represents the learners and families now served at Wilson.

**Demographics Strengths**

- The Wilson community is diverse socially, linguistically, and culturally... all contributing to the overall experiences and opportunities of our learners.
- The gender and ethnic make-up of our identified GT learners is similar to our overall campus make-up.
- 44.1% of Wilson educators hold advanced degrees.
- Wilson consistently attracts educators with prior teaching experience.
- Over 50% of the educators at Wilson have more than 10 years of classroom experience.
- Robust special education support with 25.6% of students receiving services, ensuring inclusive practices.
- Consistent attendance with an average daily attendance rate of 96.23%, showing strong student engagement.
- We have learners from all over the district as the district's campus of choice.
- Wilson has high parental support and participation in campus activities.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.
**Root Cause:** Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity.

**Problem Statement 2 (Prioritized):** There is a need to establish and maintain strong, positive relationships for all learners and families.
**Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 3:** There is a need to enhance communication and engagement with families (especially for families with a primary language other than English).
**Root Cause:** Barriers exist within the current system with communication and engagement opportunities (including language barriers).

**Problem Statement 4 (Prioritized):** There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.
**Root Cause:** Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

**Problem Statement 5 (Prioritized):** There is a need to address disproportionality across student groups and to narrow the achievement and growth gaps for economically disadvantaged learners when compared to their peers.
**Root Cause:** Significant gaps remain in achievement and growth outcomes for economically disadvantaged learners. In addition, disproportionality persists in the identification of certain student groups for specialized programs and services.

# Student Learning

**Student Learning Summary**

**mCLASS K-5:**

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

**NWEA MAP**:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click HERE for an explanation if needed.

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| **Wilson Elementary** | | | | | |
| Total Students | 25 | 24 | 20 | 14 | 23 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 4.17% | 90% | 35.71% | 43.48% |
| 1 Level Higher | 0% | 91.67% | 10% | 57.14% | 34.78% |
| 2 Levels Higher | 4% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 3.33 | 3.24 | 2.14 | 2.54 | 2.53 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 4.17% | 15% | 7.14% | 8.70% |
| Intermediate | 20% | 16.67% | 60% | 42.86% | 39.13% |
| Advanced | 24% | 29.17% | 20% | 35.71% | 39.13% |
| Advanced High | 56% | 50% | 5% | 14.29% | 13.04% |
| Listening Raw Score | 0 | 0 | 16.25 | 21 | 16.39 |
| Listening Scale Score | 0 | 0 | 1558.25 | 1633 | 1463.09 |
| Speaking Raw Score | 0 | 0 | 22 | 25.5 | 24.65 |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| Speaking Scale Score | 0 | 0 | 1473.45 | 1522.93 | 1468.52 |
| Writing Raw Score | 0 | 0 | 9.8 | 13.07 | 21.39 |
| Writing Scale Score | 0 | 0 | 1436.8 | 1436.43 | 1405.43 |
| Reading Raw Score | 0 | 0 | 13.15 | 15.21 | 18.17 |
| Reading Scale Score | 0 | 0 | 1472 | 1487.21 | 1481.7 |
| **Economic Disadvantage** | | | | | |
| Total Students | 11 | 8 | 9 | 6 | 14 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 12.50% | 100% | 33.33% | 57.14% |
| 1 Level Higher | 0% | 87.50% | 0% | 50% | 28.57% |
| 2 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 3.6 | 2.98 | 1.78 | 2.32 | 2.48 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 0% | 33.33% | 16.67% | 7.14% |
| Intermediate | 9.09% | 25% | 66.67% | 33.33% | 35.71% |
| Advanced | 9.09% | 62.50% | 0% | 50% | 57.14% |
| Advanced High | 81.82% | 12.50% | 0% | 0% | 0% |
| Listening Raw Score | 0 | 0 | 13.22 | 20 | 16.57 |
| Listening Scale Score | 0 | 0 | 1509.67 | 1607.5 | 1420.07 |
| Speaking Raw Score | 0 | 0 | 20.33 | 23.5 | 24.86 |
| Speaking Scale Score | 0 | 0 | 1447.33 | 1492.67 | 1433.21 |
| Writing Raw Score | 0 | 0 | 8.44 | 12 | 19.79 |
| Writing Scale Score | 0 | 0 | 1403.89 | 1414.5 | 1361.43 |
| Reading Raw Score | 0 | 0 | 10 | 13 | 16.29 |
| Reading Scale Score | 0 | 0 | 1436.89 | 1455.67 | 1415.43 |
| **Asian** | | | | | |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| Total Students | 3 | 9 | 5 | 2 | 5 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 0% | 80% | 0% | 60% |
| 1 Level Higher | 0% | 100% | 20% | 100% | 40% |
| 2 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 2.93 | 3.53 | 2.22 | 2.75 | 2.98 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 0% | 0% | 0% | 0% |
| Intermediate | 33.33% | 22.22% | 60% | 0% | 20% |
| Advanced | 33.33% | 0% | 40% | 100% | 60% |
| Advanced High | 33.33% | 77.78% | 0% | 0% | 20% |
| Listening Raw Score | 0 | 0 | 16.4 | 21 | 18.6 |
| Listening Scale Score | 0 | 0 | 1552.4 | 1615 | 1553.2 |
| Speaking Raw Score | 0 | 0 | 21.6 | 29.5 | 27.4 |
| Speaking Scale Score | 0 | 0 | 1453.2 | 1602.5 | 1558.2 |
| Writing Raw Score | 0 | 0 | 10.2 | 14 | 29.4 |
| Writing Scale Score | 0 | 0 | 1457.6 | 1456 | 1558 |
| Reading Raw Score | 0 | 0 | 15.2 | 13.5 | 22.8 |
| Reading Scale Score | 0 | 0 | 1491.8 | 1465.5 | 1601 |
| **Black/African American** | | | | | |
| Total Students | 1 | - | - | - | - |
| Date Taken | 03/01/25 | - | - | - | - |
| Lower/Same Level | 0% | - | - | - | - |
| 1 Level Higher | 0% | - | - | - | - |
| 2 Levels Higher | 0% | - | - | - | - |
| 3 Levels Higher | 0% | - | - | - | - |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| TELPAS Composite Score | 3.8 | - | - | - | - |
| No Rating | 0% | - | - | - | - |
| Beginning | 0% | - | - | - | - |
| Intermediate | 0% | - | - | - | - |
| Advanced | 0% | - | - | - | - |
| Advanced High | 100% | - | - | - | - |
| Listening Raw Score | 0 | - | - | - | - |
| Listening Scale Score | 0 | - | - | - | - |
| Speaking Raw Score | 0 | - | - | - | - |
| Speaking Scale Score | 0 | - | - | - | - |
| Writing Raw Score | 0 | - | - | - | - |
| Writing Scale Score | 0 | - | - | - | - |
| Reading Raw Score | 0 | - | - | - | - |
| Reading Scale Score | 0 | - | - | - | - |
| **Hispanic** | | | | | |
| Total Students | 19 | 14 | 15 | 11 | 18 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 7.14% | 93.33% | 45.45% | 38.89% |
| 1 Level Higher | 0% | 85.71% | 6.67% | 45.45% | 33.33% |
| 2 Levels Higher | 5.26% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 3.38 | 3.08 | 2.11 | 2.47 | 2.39 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 7.14% | 20% | 9.09% | 11.11% |
| Intermediate | 15.79% | 14.29% | 60% | 54.55% | 44.44% |
| Advanced | 26.32% | 42.86% | 13.33% | 18.18% | 33.33% |
| Advanced High | 57.89% | 35.71% | 6.67% | 18.18% | 11.11% |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| Listening Raw Score | 0 | 0 | 16.2 | 20.82 | 15.78 |
| Listening Scale Score | 0 | 0 | 1560.2 | 1634.91 | 1438.06 |
| Speaking Raw Score | 0 | 0 | 22.13 | 24.45 | 23.89 |
| Speaking Scale Score | 0 | 0 | 1480.2 | 1502.36 | 1443.61 |
| Writing Raw Score | 0 | 0 | 9.67 | 13 | 19.17 |
| Writing Scale Score | 0 | 0 | 1429.87 | 1433.73 | 1363.06 |
| Reading Raw Score | 0 | 0 | 12.47 | 15.82 | 16.89 |
| Reading Scale Score | 0 | 0 | 1465.4 | 1494.82 | 1448.56 |
| **Two or More Races** | | | | | |
| Total Students | 1 | - | - | - | - |
| Date Taken | 03/01/25 | - | - | - | - |
| Lower/Same Level | 0% | - | - | - | - |
| 1 Level Higher | 0% | - | - | - | - |
| 2 Levels Higher | 0% | - | - | - | - |
| 3 Levels Higher | 0% | - | - | - | - |
| TELPAS Composite Score | 2.5 | - | - | - | - |
| No Rating | 0% | - | - | - | - |
| Beginning | 0% | - | - | - | - |
| Intermediate | 100% | - | - | - | - |
| Advanced | 0% | - | - | - | - |
| Advanced High | 0% | - | - | - | - |
| Listening Raw Score | 0 | - | - | - | - |
| Listening Scale Score | 0 | - | - | - | - |
| Speaking Raw Score | 0 | - | - | - | - |
| Speaking Scale Score | 0 | - | - | - | - |
| Writing Raw Score | 0 | - | - | - | - |
| Writing Scale Score | 0 | - | - | - | - |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| Reading Raw Score | 0 | - | - | - | - |
| Reading Scale Score | 0 | - | - | - | - |
| **White** | | | | | |
| Total Students | 1 | 1 | - | 1 | - |
| Date Taken | 03/01/25 | 03/01/25 | - | 03/01/25 | - |
| Lower/Same Level | 0% | 0% | - | 0% | - |
| 1 Level Higher | 0% | 100% | - | 100% | - |
| 2 Levels Higher | 0% | 0% | - | 0% | - |
| 3 Levels Higher | 0% | 0% | - | 0% | - |
| TELPAS Composite Score | 4 | 2.8 | - | 2.8 | - |
| No Rating | 0% | 0% | - | 0% | - |
| Beginning | 0% | 0% | - | 0% | - |
| Intermediate | 0% | 0% | - | 0% | - |
| Advanced | 0% | 100% | - | 100% | - |
| Advanced High | 100% | 0% | - | 0% | - |
| Listening Raw Score | 0 | 0 | - | 23 | - |
| Listening Scale Score | 0 | 0 | - | 1648 | - |
| Speaking Raw Score | 0 | 0 | - | 29 | - |
| Speaking Scale Score | 0 | 0 | - | 1590 | - |
| Writing Raw Score | 0 | 0 | - | 12 | - |
| Writing Scale Score | 0 | 0 | - | 1427 | - |
| Reading Raw Score | 0 | 0 | - | 12 | - |
| Reading Scale Score | 0 | 0 | - | 1447 | - |
| **Currently Emergent Bilingual** | | | | | |
| Total Students | 25 | 24 | 20 | 14 | 23 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 4.17% | 90% | 35.71% | 43.48% |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| 1 Level Higher | 0% | 91.67% | 10% | 57.14% | 34.78% |
| 2 Levels Higher | 4% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 3.33 | 3.24 | 2.14 | 2.54 | 2.53 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 4.17% | 15% | 7.14% | 8.70% |
| Intermediate | 20% | 16.67% | 60% | 42.86% | 39.13% |
| Advanced | 24% | 29.17% | 20% | 35.71% | 39.13% |
| Advanced High | 56% | 50% | 5% | 14.29% | 13.04% |
| Listening Raw Score | 0 | 0 | 16.25 | 21 | 16.39 |
| Listening Scale Score | 0 | 0 | 1558.25 | 1633 | 1463.09 |
| Speaking Raw Score | 0 | 0 | 22 | 25.5 | 24.65 |
| Speaking Scale Score | 0 | 0 | 1473.45 | 1522.93 | 1468.52 |
| Writing Raw Score | 0 | 0 | 9.8 | 13.07 | 21.39 |
| Writing Scale Score | 0 | 0 | 1436.8 | 1436.43 | 1405.43 |
| Reading Raw Score | 0 | 0 | 13.15 | 15.21 | 18.17 |
| Reading Scale Score | 0 | 0 | 1472 | 1487.21 | 1481.7 |
| **Special Ed Indicator** | | | | | |
| Total Students | 4 | 7 | 5 | 2 | 5 |
| Date Taken | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 | 03/01/25 |
| Lower/Same Level | 0% | 0% | 100% | 0% | 60% |
| 1 Level Higher | 0% | 100% | 0% | 100% | 40% |
| 2 Levels Higher | 25% | 0% | 0% | 0% | 0% |
| 3 Levels Higher | 0% | 0% | 0% | 0% | 0% |
| TELPAS Composite Score | 3.83 | 3.04 | 1.68 | 3 | 2.28 |
| No Rating | 0% | 0% | 0% | 0% | 0% |
| Beginning | 0% | 0% | 20% | 0% | 0% |

| | 0325 TELPAS Kindergarten | 0325 TELPAS Grade 1 | 0325 TELPAS Grade 2 | 0325 TELPAS Grade 3 | 0325 TELPAS Grade 4 |
|---|---|---|---|---|---|
| Intermediate | 0% | 28.57% | 80% | 0% | 60% |
| Advanced | 25% | 28.57% | 0% | 50% | 40% |
| Advanced High | 75% | 42.86% | 0% | 50% | 0% |
| Listening Raw Score | 0 | 0 | 14.4 | 22.5 | 16 |
| Listening Scale Score | 0 | 0 | 1525.6 | 1668 | 1507.2 |
| Speaking Raw Score | 0 | 0 | 20 | 28 | 25.6 |
| Speaking Scale Score | 0 | 0 | 1437.4 | 1565 | 1529 |
| Writing Raw Score | 0 | 0 | 6.8 | 18 | 16.4 |
| Writing Scale Score | 0 | 0 | 1379 | 1517.5 | 1401.4 |
| Reading Raw Score | 0 | 0 | 8.2 | 21.5 | 17 |
| Reading Scale Score | 0 | 0 | 1416.6 | 1580 | 1520.8 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| **Wilson Elementary** | | | |
| Total Students | 58 | 7 | 58 |
| | | | |
| Raw Score | 32 | 23 | 24 |
| Scale Score | 1549 | 1326 | 15 |
| Percent Score | 61.74% | 45.05% | 64 |
| Approaches Grade Level (TX) | 84.48% | 57.14% | 84 |
| Meets Grade Level (TX) | 70.69% | 28.57% | 65 |
| Masters Grade Level (TX) | 41.38% | 0% | 36 |
| Date Taken | 05/01/25 | 05/01/25 | 05 |
| Excluded | 0% | 0% | 0% |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Did Not Meet Low | 6.90% | 28.57% | 10 |
| Did Not Meet High | 8.62% | 14.29% | 5. |
| Approaches Low | 3.45% | 14.29% | 6. |
| Approaches High | 10.34% | 14.29% | 12 |
| Meets | 29.31% | 28.57% | 29 |
| Masters | 41.38% | 0% | 36 |
| **Economic Disadvantage** | | | |
| Total Students | 14 | 3 | 14 |
| Raw Score | 23 | 19 | 18 |
| Scale Score | 1417 | 1271 | 14 |
| Percent Score | 44.64% | 35.90% | 47 |
| Approaches Grade Level (TX) | 64.29% | 33.33% | 71 |
| Meets Grade Level (TX) | 42.86% | 0% | 21 |
| Masters Grade Level (TX) | 7.14% | 0% | 7. |
| Date Taken | 05/01/25 | 05/01/25 | 05 |
| Excluded | 0% | 0% | 0% |
| Did Not Meet Low | 21.43% | 33.33% | 14 |
| Did Not Meet High | 14.29% | 33.33% | 14 |
| Approaches Low | 14.29% | 33.33% | 28 |
| Approaches High | 7.14% | 0% | 21 |
| Meets | 35.71% | 0% | 14 |
| Masters | 7.14% | 0% | 7. |
| **American Indian/Alaskan Native** | | | |
| Total Students | 1 | - | 1 |
| Raw Score | 24 | - | 14 |
| Scale Score | 1438 | - | 13 |
| Percent Score | 46.15% | - | 37 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
| --- | --- | --- | --- |
| Approaches Grade Level (TX) | 100% | - | 0% |
| Meets Grade Level (TX) | 0% | - | 0% |
| Masters Grade Level (TX) | 0% | - | 0% |
| Date Taken | 05/01/25 | - | 05 |
| Excluded | 0% | - | 0% |
| Did Not Meet Low | 0% | - | 0% |
| Did Not Meet High | 0% | - | 10 |
| Approaches Low | 0% | - | 0% |
| Approaches High | 100% | - | 0% |
| Meets | 0% | - | 0% |
| Masters | 0% | - | 0% |
| **Asian** | | | |
| Total Students | 5 | - | 5 |
| Raw Score | 32 | - | 29 |
| Scale Score | 1548 | - | 16 |
| Percent Score | 61.54% | - | 77 |
| Approaches Grade Level (TX) | 80% | - | 10 |
| Meets Grade Level (TX) | 60% | - | 80 |
| Masters Grade Level (TX) | 40% | - | 60 |
| Date Taken | 05/01/25 | - | 05 |
| Excluded | 0% | - | 0% |
| Did Not Meet Low | 0% | - | 0% |
| Did Not Meet High | 20% | - | 0% |
| Approaches Low | 0% | - | 0% |
| Approaches High | 20% | - | 20 |
| Meets | 20% | - | 20 |
| Masters | 40% | - | 60 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| **Black/African American** | | | |
| Total Students | - | - | - |
| Raw Score | - | - | - |
| Scale Score | - | - | - |
| Percent Score | - | - | - |
| Approaches Grade Level (TX) | - | - | - |
| Meets Grade Level (TX) | - | - | - |
| Masters Grade Level (TX) | - | - | - |
| Date Taken | - | - | - |
| Excluded | - | - | - |
| Did Not Meet Low | - | - | - |
| Did Not Meet High | - | - | - |
| Approaches Low | - | - | - |
| Approaches High | - | - | - |
| Meets | - | - | - |
| Masters | - | - | - |
| **Hispanic** | | | |
| Total Students | 26 | 7 | 26 |
| Raw Score | 31 | 23 | 22 |
| Scale Score | 1532 | 1326 | 14 |
| Percent Score | 60.13% | 45.05% | 58 |
| Approaches Grade Level (TX) | 76.92% | 57.14% | 76 |
| Meets Grade Level (TX) | 69.23% | 28.57% | 53 |
| Masters Grade Level (TX) | 46.15% | 0% | 26 |
| Date Taken | 05/01/25 | 05/01/25 | 05 |
| Excluded | 0% | 0% | 0% |
| Did Not Meet Low | 11.54% | 28.57% | 15 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Did Not Meet High | 11.54% | 14.29% | 7. |
| Approaches Low | 3.85% | 14.29% | 1 |
| Approaches High | 3.85% | 14.29% | 1 |
| Meets | 23.08% | 28.57% | 26 |
| Masters | 46.15% | 0% | 26 |
| **Two or More Races** | | | |
| Total Students | 5 | - | 5 |
| Raw Score | 31 | - | 23 |
| Scale Score | 1537 | - | 15 |
| Percent Score | 60.38% | - | 62 |
| Approaches Grade Level (TX) | 100% | - | 10 |
| Meets Grade Level (TX) | 80% | - | 60 |
| Masters Grade Level (TX) | 20% | - | 20 |
| Date Taken | 05/01/25 | - | 05 |
| Excluded | 0% | - | 0% |
| Did Not Meet Low | 0% | - | 0% |
| Did Not Meet High | 0% | - | 0% |
| Approaches Low | 20% | - | 20 |
| Approaches High | 0% | - | 20 |
| Meets | 60% | - | 40 |
| Masters | 20% | - | 20 |
| **White** | | | |
| Total Students | 21 | - | 21 |
| Raw Score | 34 | - | 26 |
| Scale Score | 1577 | - | 15 |
| Percent Score | 64.84% | - | 70 |
| Approaches Grade Level (TX) | 90.48% | - | 90 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Meets Grade Level (TX) | 76.19% | - | 80 |
| Masters Grade Level (TX) | 42.86% | - | 47 |
| Date Taken | 05/01/25 | - | 05 |
| Excluded | 0% | - | 0% |
| Did Not Meet Low | 4.76% | - | 9. |
| Did Not Meet High | 4.76% | - | 0% |
| Approaches Low | 0% | - | 0% |
| Approaches High | 14.29% | - | 9. |
| Meets | 33.33% | - | 33 |
| Masters | 42.86% | - | 47 |
| **Currently Emergent Bilingual** | | | |
| Total Students | 7 | 7 | 7 |
| Raw Score | 19 | 23 | 16 |
| Scale Score | 1353 | 1326 | 13 |
| Percent Score | 36.54% | 45.05% | 42 |
| Approaches Grade Level (TX) | 28.57% | 57.14% | 57 |
| Meets Grade Level (TX) | 14.29% | 28.57% | 28 |
| Masters Grade Level (TX) | 14.29% | 0% | 0% |
| Date Taken | 05/01/25 | 05/01/25 | 05 |
| Excluded | 0% | 0% | 0% |
| Did Not Meet Low | 28.57% | 28.57% | 42 |
| Did Not Meet High | 42.86% | 14.29% | 0% |
| Approaches Low | 0% | 14.29% | 14 |
| Approaches High | 14.29% | 14.29% | 14 |
| Meets | 0% | 28.57% | 28 |
| Masters | 14.29% | 0% | 0% |
| **First Year of Monitoring** | | | |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Total Students | - | - | - |
| Raw Score | - | - | - |
| Scale Score | - | - | - |
| Percent Score | - | - | - |
| Approaches Grade Level (TX) | - | - | - |
| Meets Grade Level (TX) | - | - | - |
| Masters Grade Level (TX) | - | - | - |
| Date Taken | - | - | - |
| Excluded | - | - | - |
| Did Not Meet Low | - | - | - |
| Did Not Meet High | - | - | - |
| Approaches Low | - | - | - |
| Approaches High | - | - | - |
| Meets | - | - | - |
| Masters | - | - | - |
| **Second Year of Monitoring** | | | |
| Total Students | 4 | - | 4 |
| Raw Score | 37 | - | 25 |
| Scale Score | 1614 | - | 16 |
| Percent Score | 71.15% | - | 67 |
| Approaches Grade Level (TX) | 100% | - | 10 |
| Meets Grade Level (TX) | 100% | - | 50 |
| Masters Grade Level (TX) | 50% | - | 25 |
| Date Taken | 05/01/25 | - | 05 |
| Excluded | 0% | - | 0% |
| Did Not Meet Low | 0% | - | 0% |
| Did Not Meet High | 0% | - | 0% |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Approaches Low | 0% | - | 25 |
| Approaches High | 0% | - | 25 |
| Meets | 50% | - | 25 |
| Masters | 50% | - | 25 |
| **Third Year of Monitoring** | | | |
| Total Students | - | - | - |
| Raw Score | - | - | - |
| Scale Score | - | - | - |
| Percent Score | - | - | - |
| Approaches Grade Level (TX) | - | - | - |
| Meets Grade Level (TX) | - | - | - |
| Masters Grade Level (TX) | - | - | - |
| Date Taken | - | - | - |
| Excluded | - | - | - |
| Did Not Meet Low | - | - | - |
| Did Not Meet High | - | - | - |
| Approaches Low | - | - | - |
| Approaches High | - | - | - |
| Meets | - | - | - |
| Masters | - | - | - |
| **Special Ed Indicator** | | | |
| Total Students | 14 | 1 | 14 |
| Raw Score | 25 | 35 | 20 |
| Scale Score | 1454 | 1482 | 14 |
| Percent Score | 48.49% | 67.31% | 53 |
| Approaches Grade Level (TX) | 71.43% | 100% | 57 |
| Meets Grade Level (TX) | 35.71% | 100% | 42 |

| | May 2025 STAAR Reading Language Arts, Grade 3 | May 2025 STAAR Reading Language Arts Spanish, Grade 3 | M |
|---|---|---|---|
| Masters Grade Level (TX) | 14.29% | 0% | 2 |
| Date Taken | 05/01/25 | 05/01/25 | 05 |
| Excluded | 0% | 0% | 0 |
| Did Not Meet Low | 14.29% | 0% | 2 |
| Did Not Meet High | 14.29% | 0% | 2 |
| Approaches Low | 7.14% | 0% | 7. |
| Approaches High | 28.57% | 0% | 7. |
| Meets | 21.43% | 100% | 2 |
| Masters | 14.29% | 0% | 2 |

As we go into 2025-2026, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

* NWEA MAP
* mClass
* Dreambox
* Tools such as Reflex Math, Raz Kids Plus, Peardeck
* Panorama Data
* LAS - Language Testing
* TELPAS
* Grades
* Assignments and Engagement Levels of Learners
* Observations from Educators
* Progress Monitoring Tools
* Bulb Digital Portfolios
* Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/Emergent Bilingual
* Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

**Student Learning Strengths**

- Educator/Team T-TESS goals target specific deficit skills and provide consistent data on learner (and student group) growth.
- Changes have been made to the MTSS process to provide more goal-driven supports aligned to our CISD High Priority Learning Standards.
- Educators meet as collaborative teams and with campus instructional leaders to review learner progress and inform instructional decision-making.
- Educators utilize a variety of assessment tools to understand a learner's needs.
- STAAR performance across content areas remains at or above state levels.
- The area identified for Targeted Support & Improvement (Economically Disadvantaged Learners Math Growth and Achievement) showed growth across numerous indicators.
- Grade 3 and Grade 4 show strong overall performance in RLA and Math, with solid depth at the Masters level.
- Assessment systems (STAAR + TELPAS, with MAP/mCLASS) are supporting data-informed instruction and growth monitoring.
- Vertical alignment appears to be working—foundational gains in primary grades are carrying into intermediate performance
- Formerly monitored EB students sustain success after exit, indicating effective language support and transition.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.
**Root Cause:** Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus.

**Problem Statement 2 (Prioritized):** There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.
**Root Cause:** Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

**Problem Statement 3:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.
**Root Cause:** Learners demonstrate increasing need for social/emotional support (as reported by educators, parents, and learners themselves). Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 4 (Prioritized):** There is a need to utilize both qualitative and quantitative data to establish evidence of learning and growth for all student groups, with emphasis on learners served through special education and those receiving language support services.
**Root Cause:** A lack of multiple data sources and consistent monitoring practices across the district and campus limits our ability to fully capture learner progress and make timely instructional adjustments.

**Problem Statement 5:** There is a need to target specific reading, writing and math skills to focus on early intervention.
**Root Cause:** Lack of alignment across the district with reading, writing and math skills focused on early intervention and identification of needs

**Problem Statement 6 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.
**Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

# School Processes & Programs

**School Processes & Programs Summary**

**Wilson Elementary** is Coppell ISD's wall-to-wall International Baccalaureate (IB) Primary Years Programme (PYP) campus and a school of choice within the district. Families may elect for their child to attend Wilson through the CISD transfer process, making our school a unique option for learners across the community. The IB PYP framework shapes teaching and learning at Wilson, focusing on inquiry, concept-based instruction, international-mindedness, and the IB Learner Profile. Educators engage in IB Unit Design and Reflection Days each unit and participate in ongoing IB professional learning with the IB Coordinator to ensure a strong, consistent implementation of the PYP.

The educators at Wilson are in their 11th year with a formal Professional Learning Community (PLC) structure in place. Time is built into the master schedule for collaborative teams to meet and focus on the 3 Big Ideas of a PLC and the 4 Guiding Questions. In addition, each grade level has protected intervention time in the school day to address needs and provide needed intervention (WIN Time).

Wilson staff members strongly believe in educating the whole child. Recognizing that many of our learners do not have the same access to extracurricular activities as other learners, many Wilson educators sponsor free after-school clubs available to all Wilson learners.

Wilson contracts with the "Great Expectations" organization for coaching and implementation of the Great Expectations teaching methodology. Our aim is for learners to not only become effective communicators and critical thinkers but also productive citizens utilizing life principles. GE practices and expectations are woven throughout the school and provide a common language and uniform set of expectations across grade levels, all leading to a climate of mutual respect and learner success.

Identified Wilson learners benefit from a partnership with the First United Methodist Church of Coppell. Learners are nominated by classroom educators using a variety of criteria, including academic need, social-emotional need, and parent request to be paired with a "Reading Buddy" who comes once a week for individual reading and mentoring.

Wilson educators utilize the CISD Curriculum while also integrating additional hands-on experiences through IB PYP inquiry units, the Ranger Ranch garden, and campus robotics/coding tools.

Again this past school year, numerous updates were made to our campus MTSS process. Collaborative teams met weekly to review learners' progress, update academic/social/language goals, and update targeted interventions.

**School Processes & Programs Strengths**

- Numerous systems are in place to support the campus implementation of Professional Learning Communities, with dedicated time for collaboration and intervention built into the master schedule.

- The 2025-2026 campus professional learning plan includes yearlong strands for sustained growth, as well as ongoing IB professional learning focused on the PYP framework.

- Wilson Elementary has been recognized as a *Great Expectations Model School* for several years, with GE practices providing a consistent culture of respect and success across the campus.

- As Coppell ISD's IB Primary Years Programme (PYP) choice campus, Wilson learners engage in inquiry-based, concept-driven learning that fosters international-mindedness and the IB Learner Profile.

- Learners at Wilson engage with local and global audiences and create unique products using a variety of digital tools, robotics, and hands-on learning experiences such as the Ranger Ranch garden.

- Wilson provides a variety of supports and mentorship opportunities, including Reading Buddies and staff-sponsored after-school clubs, to meet learners' social, emotional, and academic needs.

- The campus MTSS process has been strengthened to be more responsive and data-driven, with collaborative review cycles twice per month.

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.
**Root Cause:** Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 2 (Prioritized):** There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels.
**Root Cause:** Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity.

**Problem Statement 3 (Prioritized):** There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.
**Root Cause:** Some learners demonstrate additional needs beyond effective Tier I instruction.

**Problem Statement 4:** There is a continued need to strengthen implementation of the health enrichment curriculum and new health TEKS, with emphasis on mental health, building positive relationships, and responsible decision-making.
**Root Cause:** Data shows high need for mental health supports, and additional resources and programs are needed to address the social-emotional and wellness needs of learners and staff, particularly in light of the campus consolidation.

**Problem Statement 5 (Prioritized):** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.
**Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

# Perceptions

**Perceptions Summary**

Wilson Elementary is a community where each learner is loved, valued, and accepted. We provide a safe and supportive environment that addresses the needs of the whole child—academically, socially, and emotionally—while developing character and curiosity to the highest level.

As Coppell ISD's International Baccalaureate Primary Years Programme (IB PYP) choice campus, Wilson embraces inquiry-based learning, concept-driven instruction, and the IB Learner Profile to inspire international-mindedness and prepare learners to positively impact the world. Our educators collaborate to refine practices that meet the diverse needs of all learners, monitor progress, and celebrate both growth and achievement.

Wilson follows the teaching and professional development model of *Great Expectations*, weaving life principles and common practices into daily interactions to build respect, responsibility, and strong relationships. Learners are recognized through character initiatives such as Rise & Shine assemblies and Kids of Character breakfasts, which foster community and shared values.

We encourage academic and personal growth beyond the classroom through a variety of extracurricular activities and clubs—ranging from Robotics, Art, and Garden Club to Honor Choir, Student Council, and Run Club. We also work in partnership with our PTO and community to host engaging events such as International Night, WilsonFest, and Family Book Fairs, creating authentic opportunities for connection.

Wilson values clear and timely communication with families, using multiple platforms and the #WilsonWay to provide a window into our school. Together, we cultivate lifelong learners who are communicators, thinkers, principled leaders, and caring citizens of the world.

**Perceptions Strengths**

- There is a strong sense of pride and tradition at Wilson Elementary, now enriched by the blending of two school communities.

- Parents and volunteers support campus events and take leadership in annual activities such as WilsonFest, International Night, and Book Fairs.

- Parents have provided feedback that they value the school's communication and active social media presence (#WilsonWay).

- There is a strong focus on educating the whole child—academically, socially, and emotionally—through both Great Expectations and the IB Primary Years Programme.

- Wilson Elementary has been recognized as a Great Expectations Model School for several years in a row.

- As Coppell ISD's IB PYP choice campus, Wilson embraces inquiry, concept-driven instruction, and the IB Learner Profile, which are embedded in daily learning.

- Our community values the numerous extracurricular opportunities provided by staff, including clubs, fine arts, leadership, and athletics.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.
**Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 2 (Prioritized):** There is a need to identify and elevate additional measures of success for learners.
**Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 3:** There is a need to continue revisiting and improving efforts with safety and security for the district.
**Root Cause:** Ongoing requirements from the state and additional safety needs of learners/staff.

**Problem Statement 4 (Prioritized):** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.
**Root Cause:** Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Problem Statement 5:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.
**Root Cause:** Lack of aligned resources and systemic structures for counseling needs.

**Problem Statement 6:** There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.
**Root Cause:** Lack of funding provided by the state.

# Priority Problem Statements

**Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.

**Root Cause 1**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.

**Root Cause 2**: Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.

**Root Cause 3**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus.

**Problem Statement 3 Areas**: Student Learning

**Problem Statement 4**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.

**Root Cause 4**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

**Root Cause 5**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 5 Areas**: Student Learning

**Problem Statement 6**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning and growth for all student groups, with emphasis on learners served through special education and those receiving language support services.

**Root Cause 6**: A lack of multiple data sources and consistent monitoring practices across the district and campus limits our ability to fully capture learner progress and make timely instructional adjustments.

**Problem Statement 6 Areas**: Student Learning

**Problem Statement 7**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.

**Root Cause 7**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 7 Areas**: School Processes & Programs

**Problem Statement 8**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.

**Root Cause 8**: Some learners demonstrate additional needs beyond effective Tier I instruction.

**Problem Statement 8 Areas**: School Processes & Programs

**Problem Statement 9**: There is a need to identify and elevate additional measures of success for learners.

**Root Cause 9**: Lack of focus on the whole child and using multiple measures to show evidence of growth

**Problem Statement 9 Areas**: Perceptions

**Problem Statement 10**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.

**Root Cause 10**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities.

**Problem Statement 10 Areas**: Perceptions

**Problem Statement 11**: There is a need to address disproportionality across student groups and to narrow the achievement and growth gaps for economically disadvantaged learners when compared to their peers.

**Root Cause 11**: Significant gaps remain in achievement and growth outcomes for economically disadvantaged learners. In addition, disproportionality persists in the identification of certain student groups for specialized programs and services.

**Problem Statement 11 Areas**: Demographics

**Problem Statement 12**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

**Root Cause 12**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 12 Areas**: School Processes & Programs

**Problem Statement 13**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.

**Root Cause 13**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth.

**Problem Statement 13 Areas**: Demographics

**Problem Statement 14**: There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels.

**Root Cause 14**: Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity.

**Problem Statement 14 Areas**: School Processes & Programs

**Problem Statement 15**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

**Root Cause 15**: Barriers still exist with understanding/supporting/providing resources for all needs

**Problem Statement 15 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**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
- Local diagnostic reading assessment data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

**Student Data: Student Groups**

- Dyslexia data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** Personal Growth and Experiences:  Wilson Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 1:** All PK-5th grade learners will be provided high-quality Tier I instruction that is aligned to the TEKS.

**HB3 Goal**

**Evaluation Data Sources:** District High Priority Learning Standards, Learning Framework, Aware RtI tracking documents,  District Improvement Plan, Curriculum Guide/ District Scope and Sequence, Parent and Learner surveys, WIN time, IB Planners,  CT Planning Agendas & Minutes

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy 1:** Instructional leaders will provide targeted professional development for teachers on leveraging Professional Learning Communities (PLCs) to analyze data, plan differentiated Tier I instruction, and address specific learning gaps for Kindergarten through 5th grade learners. | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased teacher capacity to plan and deliver high-quality Tier I instruction through PLC collaboration<br>-Consistent use of data protocols within PLCs to identify learner needs and monitor progress<br>-Growth in differentiated instruction and scaffolding opportunities within classroom environments<br>-Professional learning provided with a focus on data-driven planning, small group instruction, and formative assessment practices<br>-PLC meeting agendas and documentation reflecting alignment to TEKS and targeted interventions<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Learning Coaches<br><br>**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 5<br>**Funding Sources:** PLC Global PD (PLC Professional Development) - 211 - Title I, Part A - 211-11-6299-00-106-11-000-21160 - $4,800 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** By May 2026, instructional leaders will provide at least four professional learning sessions and ongoing coaching cycles to support classroom educators in implementing Tier I instructional strategies. The focus will be on effective small group instruction and consistent use of formative assessments. Success will be measured through teacher implementation data collected during classroom observations, PLC reflections, and evidence of increased student engagement and achievement on common formative assessments. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Checklist of look-fors highlighting specific instructional strategies in all content areas<br>- Aligned strategies being implemented across the district that impact learner growth<br>- Growth in differentiated experiences and scaffolding opportunities within the classroom environments<br>- Professional learning provided by district and campuses<br>- Additions to curriculum documents for small group instruction/formative assessment<br>- Additional training focus areas in project-based learning, problem-based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Learning Coaches<br><br>**Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3<br>**Funding Sources:** Math Intervention Materials - 211 - Title I, Part A - 211-11-6399-00-106-11-000-21160 - $1,250 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** The percentage of 3rd-grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 63% in June 2024 to 73% in June 2029. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |

**Strategy's Expected Result/Impact:** -NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension
- Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction.
- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data.
- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension.
- mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention.
- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills.  When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning.
- Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills.
- High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors."
- Early Childhood staff receives Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy.  In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math.
**Staff Responsible for Monitoring:** -Campus Administration
-Learning Coaches
-Curriculum Directors

**Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 3

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** By May 2026, each grade-level team will create at least two formative assessments for every IB unit of inquiry. These assessments will be aligned to unit learning goals and documented in the unit planner. Progress will be monitored through planner reviews and PLC discussions, with evidence of student learning collected and reflected upon after each unit. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increase alignment of instruction to TEKS<br>-Increase in student academic performance<br><br>**Staff Responsible for Monitoring:** -Campus Administrators<br>-Campus Leadership Team<br><br>**Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 61% in June 2024 to 71% in June 2029. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** NWEA MAP data and different reports to track student growth in the area of early math foundational skills<br>- DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions<br>- CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.<br>- Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future.  Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning.<br>- Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+.  Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.<br>- Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math<br>- Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary<br>- Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills.<br>-  Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br>-Curriculum Directors<br><br>**Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 3 | | | | |

○ No Progress      ○ Accomplished      → Continue/Modify      ✕ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |
| **Problem Statement 4**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning and growth for all student groups, with emphasis on learners served through special education and those receiving language support services.   **Root Cause**: A lack of multiple data sources and consistent monitoring practices across the district and campus limits our ability to fully capture learner progress and make timely instructional adjustments. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 3**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.   **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction. |
| **Problem Statement 5**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

**Goal 1:** Personal Growth and Experiences: Wilson Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 2:** Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

**Evaluation Data Sources:** CTT meeting minutes, educator data sheets, Common Formative Assessments, Schoology AMP, dedicated time for data analysis, learner data logs, use of data protocols, RtI spreadsheet, STAAR data, learning walks

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** By May 2026, grade-level teams will meet weekly in Professional Learning Communities (PLCs) with clear expectations for collaboration, data study, and action planning. During these meetings, teachers will review student work and assessment data addressing both academic and social-emotional needs, and will document targeted interventions and enrichment opportunities. Evidence of progress will be reflected in PLC agendas, team action plans, and student growth on common formative assessments. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Established PLC structures on campus that provide consistent collaborative team time. <br><br> Shared PLC resources organized in one accessible location for all staff. <br><br> Campus leadership and instructional coaches actively supporting PLCs and guiding teams based on identified needs. <br><br> Regular data digs using campus and state assessment data, as well as staff and student feedback. <br><br> Ongoing use of the Panorama Student Success Platform to capture learner data and monitor progress. <br><br> Campus-wide data protocols in place to guide how teams analyze different types of data. <br><br> Reviewed and adjusted schedules to protect PLC/MTSS collaboration time while ensuring sustainability. <br><br> SMART goals for PLC and MTSS embedded within the Campus Improvement Plan. <br> **Staff Responsible for Monitoring:** -Campus Administration <br> -Learning Coaches <br> -CISD Curriculum Directors <br><br> **Problem Statements:** Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** By May 2026, the campus MTSS team will meet at least once every 6 weeks to review student data, monitor interventions, and plan next steps for academic and behavioral support. Meeting notes, updated intervention plans, and progress monitoring data will be used as evidence of implementation and effectiveness. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Training on the Student Success Platform in Panorama<br>- Increased monitoring of the growth of learners in all content areas and social-emotional skills (academic, social-emotional, behavioral)<br>- Training for early childhood educators regarding culturally responsive interventions<br>- Training for evaluation staff regarding culturally responsive evaluation practices<br>- Increase family and parent engagement with MTSS processes and Special Education processes<br>-Strengthen the family engagement of the MTSS process<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Campus Collaborative Teams<br><br>**Problem Statements:** Demographics 4 - Student Learning 4, 6 - School Processes & Programs 3 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training, and align structures for data review/documentation of behavioral growth. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Increased student achievement in academic, social-emotional, and behavioral<br>- Training for classroom management and restorative practices<br>- Continued implementation of Character Ed programs to help support PBIS<br>- Use of Panorama Student Success Platform for progress monitoring<br>- Increased communication between school, learners, and families<br>- Focus on Panorama Playbook resources for intentional support for learners<br>- Focus on additional behavior resources/tools collection - CISD Curriculum Documents<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Campus Collaborative Teams<br><br>**Problem Statements:** Student Learning 6 - School Processes & Programs 3 - Perceptions 2 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |

**Strategy's Expected Result/Impact:** - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives
- Resources for educators (including embedded items within curriculum documents for English Learners)
- Continued focus on oral proficiency levels and spiraling this learning in training throughout the year
- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners
- Increased student achievement and progress levels
-Use of Success Ed for the system of housing learner needs

**Staff Responsible for Monitoring:** -Campus Administration
-Language Acquisition Specialists
-Educators

**Problem Statements:** Demographics 1 - Student Learning 1

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** Continue implementation of the plan for significant disproportionality of learners in identified areas per the state:  Percentage of achievement and growth for economically disadvantaged learners | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |

**Strategy's Expected Result/Impact:** - Growth across the campus in academic performance for economically disadvantaged learners
- Intentional interventions to support discipline (classroom management and PBIS implementation across the campus, restorative practices, monitoring interventions for learners)
- Focus on Universal Design for Learning and Training opportunities for campus leaders and educators
- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols, and measuring learner growth through progress monitoring (academic, behavioral, social-emotional, attendance)
-Implement Poverty Simulation training for campuses
-BEAM training focus for new educators
- Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education

**Staff Responsible for Monitoring:** -Campus Administration
-Learning Coaches
-Campus Leadership
-District Personnel

**Problem Statements:** Demographics 5 - School Processes & Programs 1, 5

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 6:** Continued utilization and ongoing, job embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order for educators to share best practices and success stories. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)<br>- Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district<br>- Increased student achievement (academic, social emotional and behavioral)<br>-Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners<br>- Creation of pre-post assessments, rubric creation<br>**Staff Responsible for Monitoring:** Administrators,  Learning Coaches, Educators<br><br>**Problem Statements:** Demographics 4 - Student Learning 1, 4 | | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 7:** Enhance intervention systems through consistent use of data practices and regular communication with families to support student growth. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Intervention groups are clearly aligned to student data and adjusted based on ongoing progress monitoring.<br><br>Teachers and support staff consistently use common data protocols to plan and track interventions.<br><br>Families receive regular updates on student progress and next steps for support at home and school.<br><br>Students receiving intervention demonstrate measurable growth in identified areas.<br><br>Increased family engagement and understanding of how interventions support learner success.<br>**Staff Responsible for Monitoring:** Administration<br>Learning Coaches<br>Educators<br><br>**Problem Statements:** Demographics 4 - Student Learning 1, 2, 4 | | | | |

○ No Progress    ○ Accomplished    → Continue/Modify    ✖ Discontinue

**Performance Objective 2 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |
| **Problem Statement 5**: There is a need to address disproportionality across student groups and to narrow the achievement and growth gaps for economically disadvantaged learners when compared to their peers.   **Root Cause**: Significant gaps remain in achievement and growth outcomes for economically disadvantaged learners. In addition, disproportionality persists in the identification of certain student groups for specialized programs and services. |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |
| **Problem Statement 4**: There is a need to utilize both qualitative and quantitative data to establish evidence of learning and growth for all student groups, with emphasis on learners served through special education and those receiving language support services.   **Root Cause**: A lack of multiple data sources and consistent monitoring practices across the district and campus limits our ability to fully capture learner progress and make timely instructional adjustments. |
| **Problem Statement 6**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 3**: There is a need for additional interventions and supports through MTSS to ensure learner growth and the elimination of the achievement gap.   **Root Cause**: Some learners demonstrate additional needs beyond effective Tier I instruction. |
| **Problem Statement 5**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 1:** Personal Growth and Experiences:  Wilson Elementary will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 3:** Student achievement and progress levels will exceed state standards/averages for all student groups.

> **Evaluation Data Sources:** STAAR Data,
> NWEA MAP Data
> Attendance Data
> TELPAS Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide resources and training emphasizing how we can best intervene for learners receiving support through: Special Education, 504, Emergent Bilingual, Migrant Learners, Tier II and Tier III, and GTI with the goal of targeting their overall academic/social/emotional needs. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increase in learners meeting/exceeding their STAAR progress measure <br> -Decrease in behavior incidents and threat assessments <br> -Increase in student engagement <br> **Staff Responsible for Monitoring:** -Campus Administration <br> -Campus Leadership Team <br> -District Curriculum Directors <br><br> **Problem Statements:** Demographics 1, 4 - Student Learning 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Learners will receive Tiered supports to target academic, social-emotional, and behavioral supports as a campus, focusing on meeting the needs of identified at-risk learners and HB 1416 learners. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increase in percentage of students achieving "Approaches" or higher on Spring 2024 STAAR <br> -Reduction in the achievement gap between student demographic groups <br> -Use of NWEA MAP data to determine specific learners for targeted learning groups <br> **Staff Responsible for Monitoring:** -Campus Administration <br> -Learning Coaches <br> -Campus Leadership Team <br><br> **Problem Statements:** Demographics 1, 4, 5 - Student Learning 1, 2 - School Processes & Programs 1 <br> **Funding Sources:** Math/Reading Part-Time Interventionists - 199 - State Comp Ed - 199-11-6128-00-106-24-000 - $5,831, Writing Intervention Resources - 199 - State Comp Ed - $1,500, Hand2Mind - 211 - Title I, Part A - 211-11-6399-00-106-11-000-21160 - $1,250, Reading Intervention Portal - 211 - Title I, Part A - $1,100 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Opportunities for educators to collaborate in PLCs to plan TEKS-aligned units focused on learner needs, incorporating differentiated instruction and formative assessments to improve Tier I instruction. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Teachers have protected, uninterrupted time to collaboratively plan high-quality units of learning<br>-Increased alignment of instruction to TEKS and campus/district expectations<br>-Units intentionally designed to meet the needs of diverse learners, including scaffolds and enrichment opportunities<br>-Evidence of data-informed planning in lesson plans and PLC documentation<br>-Improved learner outcomes through more targeted and engaging instruction<br><br>**Staff Responsible for Monitoring:** Campus Administration<br><br>Campus Leadership Team<br><br>Learning Coaches<br><br>**Problem Statements:** Demographics 4 - Student Learning 1 - School Processes & Programs 1, 2<br>**Funding Sources:** Subs for Design Day - 211 - Title I, Part A - 211-11-6112-00-106-11-000-21160 - $17,500 | | | | |

○ No Progress      ○ Accomplished      → Continue/Modify      ✕ Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |
| **Problem Statement 5**: There is a need to address disproportionality across student groups and to narrow the achievement and growth gaps for economically disadvantaged learners when compared to their peers.   **Root Cause**: Significant gaps remain in achievement and growth outcomes for economically disadvantaged learners. In addition, disproportionality persists in the identification of certain student groups for specialized programs and services. |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |
| **Problem Statement 2**: There is a need to provide a stronger focus on high quality Tier I instruction to address the achievement gap between student groups.   **Root Cause**: Lack of knowledge, understanding, and/or access of evidence-based learning strategies and targeted interventions. Lack of early identification and intervention. |

## School Processes & Programs

**Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation. **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design.

**Problem Statement 2**: There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels. **Root Cause**: Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity.

**Goal 2:** Authentic Contributions:  Wilson Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 1:** All PK  - 5th-grade learners will participate in at least two courses/activities focused on career, college and life readiness.

**Evaluation Data Sources:** Team "WIN" Plans, Assembly Agendas, Learner Surveys, List of Enrichment Activities and Clubs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Learners will showcase their passions and interests through weekly "Rise & Shine" assemblies, through campus enrichment opportunities/clubs, (ie Music Theatre, Art Club, Robotics Round-Up, etc)  and through the inclusion of guest/ community speakers to help increase and promote learner interest and engagement. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased Learner Awareness<br>-Increased Community Involvement<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br><br>**Problem Statements:** Demographics 1, 2 - Perceptions 2<br>**Funding Sources:** Extra Duty Pay for Extended Day Opportunities / Clubs - 211 - Title I, Part A - 211-11-6118-00-106-24-000-21150 - $8,024.48 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation to foster deeper CTE connections and support learners' problem-solving and critical thinking. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Growth in learner engagement levels<br>-Building stronger problem-solving and design-thinking skills<br>-Building an understanding of CTE and career connections<br>- Increasing ways for learners to show success in learning<br>-Usage of coding and digital tools<br>-Usage of goal-setting tools, presentations, and created products to show understanding and growth<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-STEAM Educator<br><br>**Problem Statements:** Demographics 2 - School Processes & Programs 5 - Perceptions 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Provide ongoing professional learning and collaborative planning to strengthen staff capacity in implementing the IB framework with consistency and confidence. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Teachers demonstrate consistent use of IB language, practices, and planning tools in daily instruction.<br><br>Units of inquiry reflect alignment with IB framework and high-priority standards.<br><br>Increased teacher confidence in leading IB learning engagements, as seen in observations and reflections.<br><br>Students show greater ownership of learning through inquiry, action, and reflection.<br><br>Campus culture reflects the IB mission and learner profile traits across grade levels and settings.<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coach<br>-IB PYP Coordinator<br><br>**Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2 | | | | |

○ No Progress　　○ Accomplished　　→ Continue/Modify　　✖ Discontinue

## Performance Objective 1 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.　**Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.　**Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.　**Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |

| School Processes & Programs |
|---|
| **Problem Statement 2**: There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels.   **Root Cause**: Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity. |
| **Problem Statement 5**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |
| **Perceptions** |
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 2:** Authentic Contributions:  Wilson Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 2:** All PK- 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interests/passions. (i.e. service learning, digital portfolios, presentations, goal-setting tools, etc.)

**Evaluation Data Sources:** Digital portfolios, Open House, Campus showcases

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Learner digital portfolios and specific expectations for capturing evidence K-5<br>- Wilson staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth<br>- Digital Portfolio continued training and implementation<br>- Aligned expectations for campuses throughout the year tied to Community-Based Accountability<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Instructional Team<br>-Learning Coaches<br>-STEAM Educator<br><br>**Problem Statements:** Student Learning 1 - Perceptions 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Learner Showcases (Economics Fair, Poetry Slam, etc)<br>-Increase in authentic products<br>-Increased engagement on Panorama Survey<br>-Authentic Learner Portfolios<br>-Digital presentations (video, media, etc.)<br>-More intentional and detailed feedback for learners<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Educators<br>-Learning Coaches<br><br>**Problem Statements:** Demographics 1, 2 - Perceptions 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Establish an IB Parent Group to build parent understanding of the IB framework, provide opportunities for collaboration and feedback, and strengthen the home-to-school connection in supporting inquiry and global-mindedness. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Parents report increased understanding of the IB framework and essential elements.<br><br>Greater parent participation in IB-related events such as Exhibition, Showcase, and Service Learning.<br><br>Parents use IB language when engaging with staff and students, showing stronger alignment with campus practices.<br><br>Positive parent feedback on opportunities to collaborate and support student learning.<br>**Staff Responsible for Monitoring:** Administration<br>IB PYP Coordinator<br><br>**Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 2 | | | | |

○ No Progress        ◯ Accomplished        ➡ Continue/Modify        ✖ Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Student Learning |
|---|
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

| School Processes & Programs |
|---|
| **Problem Statement 2**: There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels.   **Root Cause**: Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity. |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 2:** Authentic Contributions: Wilson Elementary will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 3:** Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following:  full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Provide training and lesson design ideas focused on the intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving, application in learning<br>- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)<br>- Review digital citizenship training and resources for learners, families, and staff<br>- Training to support the balance of technology for hands-on learning<br>- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)<br>- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Learning Coaches<br><br>**Problem Statements:** Demographics 1 - Student Learning 1 | | | | |

○ No Progress          ○ Accomplished          → Continue/Modify          ✕ Discontinue

**Performance Objective 3 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.  **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |

| Student Learning |
| --- |
| **Problem Statement 1**: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth. **Root Cause**: Inconsistencies with implementation of curriculum, professional learning, and resource usage across the district/campus. |

**Goal 3:** Well-Being and Mindfulness: Wilson Elementary will learn, engage, and work in a safe and responsive environment.

**Performance Objective 1:** Wilson will continue to review and create new curriculum documents and training, and implement specific programs to provide needed support/resources for counseling and social emotional learning.

> **Evaluation Data Sources:** Panorama Survey Data
> Threat Assessment Data

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue revising, updating, implementing and evaluating current PK-5 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Utilization of social-emotional curriculum supports within lesson design<br>- Learner growth as indicated through survey/learner goals (academic and social-emotional)<br>- Elementary resources available for support in learning<br>- Scope and Sequence and curriculum documents of support implemented<br>- CISD Strategic Design Work<br>- Implementation of social-emotional support structures:  class meetings, check-ins and restorative practices<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Counselor<br><br>**Problem Statements:** Demographics 2 - Perceptions 1 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs) (including human sexuality, child abuse, family violence, and specific opt-in procedures for this content) | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Continued partnership with SHAC<br>- Utilization of health curriculum supports for mental health within lesson design<br>- Learner growth as indicated through survey/learner goals<br>- Educator training on embedded supports<br>- Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Counselor<br>-Campus Leadership Team<br>-Science Content Director<br>-Nurse<br><br>**Problem Statements:** Demographics 2 - Perceptions 1 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Integrate counseling and SEL lessons into the weekly schedule, provide staff with resources and training to reinforce SEL in the classroom, and host age-appropriate activities that promote mental health awareness and healthy decision-making. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Students demonstrate increased use of self-regulation, problem-solving, and conflict resolution skills.<br><br>Counseling lessons and SEL practices are evident in classrooms and common areas.<br><br>Families report greater awareness of available supports and resources for student well-being.<br><br>Staff feel more confident integrating SEL and mental health practices into daily instruction.<br><br>A positive school climate is reflected in student surveys, discipline data, and Panorama results.<br>**Staff Responsible for Monitoring:** Administrators<br>Educators<br>Counselor<br><br>**Problem Statements:** Demographics 1, 2 - Perceptions 1 | | | | |

No Progress    ⭘ Accomplished    → Continue/Modify    ✕ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |
| **Perceptions** |
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |

**Goal 3:** Well-Being and Mindfulness: Wilson Elementary will learn, engage, and work in a safe and responsive environment.

**Performance Objective 2:** Wilson will continue to bring clarity, communicate systems, and provide intentional training to ensure alignment with practices/ supports across the district.

> **Evaluation Data Sources:** -Discipline Data
> -Panorama Survey Data
> -Campus Needs Assessment
> -Campus threat assessments
> Behavior gating data
>
> Behavior RtI documentation
>
> Special Education progress reports
>
> 504 minutes and accommodations tracking
>
> Learner surveys
>
> Parent feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. | **Formative** | | | **Summative** |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** -Threat Assessment process being utilized and strengthening support for learners in need <br> - Increase awareness and action plans to support all learners with behavior needs <br> - Training focuses on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices <br> - Team approach when looking at behavior data and specific intervention plans for learners <br> - Learner growth in behavioral needs <br> - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives <br> - Campus surveys focused on data collection for learner engagement, climate and culture, learner social-emotional needs, and learner concerns with bullying and cyberbullying <br> - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners <br> **Staff Responsible for Monitoring:** -Campus Administration <br> -Campus Leadership Team <br><br> **Problem Statements:** Demographics 4 - Student Learning 6 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact.  Additionally, parental involvement opportunities will be available at different times throughout the school year. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** -Increased Parental Involvement<br>-Increased Understanding of Campus Supports and Volunteer Opportunities<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Site Based Decision Making Committee<br>-Director of Federal Programs<br><br>**Problem Statements:** Demographics 2 - Perceptions 2 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports and drug/alcohol/vaping awareness. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Implement training at the campus (state required and other)<br>- Analyze training impact through reflection tools<br>- Feedback from learners, families, and staff (Panorama survey and PL feedback)<br>- Counselor Connections on Campuses for updates and training<br>- Training on Panorama Playbook strategies and monitoring implementation<br>- Investigate additional resources/training for drug and alcohol awareness<br>- Training and resources provided for Wilson staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life)<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Counselor<br>-District personnel<br><br>**Problem Statements:** Demographics 4 - Perceptions 1 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Intentionally build a unified campus culture by blending traditions from both schools, establishing new shared practices, and engaging staff, students, and families in creating a collective identity. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Shared campus mission, vision, and core values are visible and consistently referenced in classrooms and common spaces.<br><br>New campus traditions and events are co-created and celebrated with strong participation from staff, students, and families.<br><br>Staff and student surveys show increased sense of belonging and connectedness.<br><br>Evidence of collaboration and unity across grade levels and former campuses (e.g., PLC notes, cross-team planning, staff feedback).<br><br>Positive trends in Panorama student success data, discipline referrals, and family engagement feedback.<br>    **Staff Responsible for Monitoring:** Administrators<br><br>**Problem Statements:** Demographics 1, 2 - School Processes & Programs 1, 5 - Perceptions 2 | | | | |

○ No Progress    ◯ Accomplished    ➜ Continue/Modify    ✖ Discontinue

## Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.   **Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |
| **Problem Statement 4**: There is a need to focus on full implementation of district and campus resources/tools that support Multi-Tiered Systems of Support - including academic, behavioral, and social-emotional needs.   **Root Cause**: Inconsistencies in the usage of district and campus resources/tools for monitoring learner academic, behavioral, and social-emotional growth. |
| **Student Learning** |
| **Problem Statement 6**: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.   **Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 5**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

| Perceptions |
|---|
| **Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs |
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

**Goal 4:** Organizational Improvement and Strategic Design: Wilson Elementary will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 1:** Wilson will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Campus Professional Learning days, FedEx (2nd Wednesday of each month), Design Days, Collaborative Team Time agendas

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - Evidence of PLC/MTSS structures in professional learning<br>- 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth.<br>1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS).<br>- Increase the use of data to support evidence-based decisions for professional learning<br>-Department meetings, campus meetings, campus intervention/enrichment times<br>- Support for new educators to the district with mentoring and building blocks for PLC/MTSS<br>- BEAM support for 1-2 year educators<br>- Full implementation of the Student Success Platform in Panorama<br><br>**Staff Responsible for Monitoring:** -Campus Administration<br>-Campus Leadership Team<br>-Learning Coaches<br><br>**Problem Statements:** Demographics 1 - School Processes & Programs 1, 5 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide ongoing training and practice with IB Essential Elements and questioning strategies to strengthen inquiry-based instruction and consistency in IB implementation. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Teachers demonstrate confidence in using IB elements during instruction.<br><br>Students engage in deeper inquiry through effective questioning strategies.<br><br>Units of inquiry reflect stronger alignment with IB practices and essential elements.<br><br>Instructional walkthroughs show consistent use of IB language and approaches.<br>**Staff Responsible for Monitoring:** Administrators<br>Educators<br>IB PYP Coordinator<br>Learning Coach<br><br>**Problem Statements:** School Processes & Programs 2 | | | | |

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

**Performance Objective 1 Problem Statements:**

| Demographics |
|---|
| **Problem Statement 1**: There is a need for additional professional learning to support learners from increasingly diverse cultural, socioeconomic, and academic backgrounds, reflective of the consolidation of Wilson and Pinkerton.　**Root Cause**: Our student population has shifted, resulting in greater diversity of needs and experiences that require differentiated instructional approaches and expanded staff capacity. |

| School Processes & Programs |
|---|
| **Problem Statement 1**: There is a need for team collaboration/planning to successfully implement the CISD curriculum and a need to monitor its implementation.　**Root Cause**: Inconsistent implementation of the CISD curriculum. Existing achievement gaps indicate additional needs for differentiated instructional design. |
| **Problem Statement 2**: There is a need for continued development and refinement of IB PYP planning, resources, and implementation to ensure consistency and depth across all grade levels.　**Root Cause**: Teachers are at varying levels of experience with the PYP framework, and additional time, collaboration, and resources are needed to fully implement inquiry-based, concept-driven instruction with fidelity. |
| **Problem Statement 5**: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.　**Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning |

**Goal 4:** Organizational Improvement and Strategic Design: Wilson Elementary will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 2:** Wilson will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

**Evaluation Data Sources:** STAAR Data, TELPAS Data, Panorama Student Success Data, District Benchmark Assessments, Educator Feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth. | Formative | | | Summative |
| | Nov | Feb | Apr | June |
| **Strategy's Expected Result/Impact:** - Strategic plan advocacy deck - focused on the 7 pillars<br>- Online district pamphlet created with quantitative and qualitative data<br>- District dashboard showcasing various pieces of data<br>- TPAC (Texas Performance Assessment Consortium) participation<br>- Update and evaluate Learner and  Leadership Profile<br>-Showcase learner growth of the whole child<br>**Staff Responsible for Monitoring:** -Campus Administrators<br>-Campus Leadership Team<br>-District Communications Department<br><br>**Problem Statements:** Perceptions 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA). | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** -Alignment within evaluation practices across the campus and district | Nov | Feb | Apr | June |
| - Provide additional funding to educators who meet standards through the TIA<br>- Onboarding training created for staff about the TIA<br>- Approval from the state for TIA<br>- Increase efforts concerning recruitment with the implementation of TIA<br>**Staff Responsible for Monitoring:** -Campus Administration<br>-District personnel<br><br>**Problem Statements:** Perceptions 4 | | | | |

○ No Progress      ○ Accomplished      → Continue/Modify      ✕ Discontinue

**Performance Objective 2 Problem Statements:**

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 4**: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay at our campus.   **Root Cause**: Fewer individuals are choosing to work in public education, and more teachers are looking for new opportunities. |

**Goal 4:** Organizational Improvement and Strategic Design: Wilson Elementary will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 3:** Wilson will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

**Evaluation Data Sources:** Campus/District Safety Records, Drill Records, Behavior Incidents, Threat Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Ensure all required safety drills occur on campus, provide specific training for staff and learners concerning safety practices, and identify any additional needs of safety support to be implemented based on state requirements/recommendations. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** - 8.1 Strategy - Develop a plan to assess gaps in current safety protocols and processes.<br>- 8.1.1 Specific Result - Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management at each campus, ensuring consistent and proactive standards for the physical safety of learners and staff. Fall 2024<br>- 8.2 Strategy - Increase accountability of individual roles in safety protocols.<br>- 8.2.1 Specific result - Create and communicate a plan and process to ensure the physical safety of all CISD stakeholders.<br>-Aligned practices for safety and security across the district<br>-Aligned training for staff and learners in CISD<br>-Safety of learners and staff in CISD<br>-Communication to all stakeholders about the safety and practices of Wilson Elementary<br>- Continued implementation of door sweeps at Wilson Elementary at least once each week during instructional days<br>- Review of current district practices and staff hired to help support safety<br>-Presence of School Resource Officer on a daily basis at Wilson Elementary<br><br>**Staff Responsible for Monitoring:** -Campus Administrators<br>-Coordinator of Safety & Security<br>-Campus SRO<br><br>**Problem Statements:** Perceptions 1 | | | | |
| ○ No Progress          ○ Accomplished          ➜ Continue/Modify          ✖ Discontinue | | | | |

**Performance Objective 3 Problem Statements:**

## Perceptions

**Problem Statement 1**: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

**Goal 4:** Organizational Improvement and Strategic Design: Wilson Elementary will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

**Performance Objective 4:** Wilson will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

    **Evaluation Data Sources:** Panorama Data, Surveys, Parent Feedback

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Ensure all Wilson Elementary parents, staff, students, and community members receive timely and relevant communication that strengthens their connection to the school and supports a positive campus experience. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
|     **Strategy's Expected Result/Impact:** Parents report clear and timely communication from the school through multiple platforms.<br><br>    Staff feel informed and connected to campus updates, expectations, and celebrations.<br><br>    Students are aware of campus events, expectations, and opportunities for involvement.<br><br>    Community members engage in school activities and partnerships at higher levels.<br><br>    Increased positive feedback in parent and staff surveys about communication and school connectedness.<br>**Staff Responsible for Monitoring:** Administrators<br>Educators<br><br>**Problem Statements:** Demographics 2 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Implement the Wilson Little Library program to invite families with children ages 2-5 onto campus for story hours, crafts, and book checkouts, fostering early connections with the school community and encouraging future enrollment. | **Formative** | | | **Summative** |
| | **Nov** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** Families with young children regularly participate in story hours, crafts, and book checkouts.<br><br>Increased community awareness of Wilson Elementary as a welcoming and engaging school.<br><br>Families report stronger connections to the school prior to formal enrollment.<br><br>Growth in kindergarten enrollment from families who participated in the program.<br><br>Positive feedback from parents on outreach efforts and early engagement opportunities.<br>**Staff Responsible for Monitoring:** Administrators<br>Librarian<br><br>**Problem Statements:** Demographics 2 - Perceptions 2 | | | | |

No Progress          Accomplished          Continue/Modify          Discontinue

## Performance Objective 4 Problem Statements:

| Demographics |
|---|
| **Problem Statement 2**: There is a need to establish and maintain strong, positive relationships for all learners and families.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners |

| Perceptions |
|---|
| **Problem Statement 2**: There is a need to identify and elevate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

# Campus Funding Summary

| 211 - Title I, Part A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | PLC Global PD (PLC Professional Development) | 211-11-6299-00-106-11-000-21160 | $4,800.00 |
| 1 | 1 | 2 | Math Intervention Materials | 211-11-6399-00-106-11-000-21160 | $1,250.00 |
| 1 | 3 | 2 | Reading Intervention Portal | | $1,100.00 |
| 1 | 3 | 2 | Hand2Mind | 211-11-6399-00-106-11-000-21160 | $1,250.00 |
| 1 | 3 | 3 | Subs for Design Day | 211-11-6112-00-106-11-000-21160 | $17,500.00 |
| 2 | 1 | 1 | Extra Duty Pay for Extended Day Opportunities / Clubs | 211-11-6118-00-106-24-000-21150 | $8,024.48 |
| | | | | **Sub-Total** | $33,924.48 |
| **199 - State Comp Ed** | | | | | |
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 3 | 2 | Writing Intervention Resources | | $1,500.00 |
| 1 | 3 | 2 | Math/Reading Part-Time Interventionists | 199-11-6128-00-106-24-000 | $5,831.00 |
| | | | | **Sub-Total** | $7,331.00 |

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | Director of Student and Staff Services and Campus Administrators | 7/24/2023 | Robyn Webb | 8/21/2025 |
| Child Abuse and Neglect | Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors | 1/8/2025 | Robyn Webb | 8/21/2025 |
| Coordinated Health Program | Coordinator of Health Services and Director of Child Nutrition, Campus Administrators | 1/8/2023 | Robyn Webb | 8/21/2025 |
| Decision-Making and Planning Policy Evaluation | Superintendent | 7/5/2023 | Robyn Webb | 8/21/2025 |
| Disciplinary Alternative Education Program (DAEP) | Director of Student and Staff Services and Campus Administrators | 1/30/2023 | Robyn Webb | 8/21/2025 |
| Dropout Prevention | Assistant Superintendent of C&I | 1/8/2025 | Robyn Webb | 8/21/2025 |
| Dyslexia Treatment Program | Executive Director of Intervention Services and Campus Administrators | 1/8/2025 | Robyn Webb | 8/21/2025 |
| Pregnancy Related Services | Assistant Superintendent of C&I and Campus Counselors | 4/1/2025 | Robyn Webb | 8/21/2025 |
| Post-Secondary Preparedness | Assistant Superintendent of C&I | | Robyn Webb | 8/21/2025 |
| Recruiting Teachers and Paraprofessionals | Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services | 1/30/2023 | Robyn Webb | 8/21/2025 |
| Student Welfare: Crisis Intervention Programs and Training | Assistant Superintendent of C&I and Support Counselors | 6/10/2025 | Robyn Webb | 8/21/2025 |
| Student Welfare: Discipline/Conflict/Violence Management | Assistant Superintendent of C&I and Support Counselors | 9/21/2023 | Robyn Webb | 8/21/2025 |
| Technology Integration | Assistant Superintendent of C&I and Executive Director of Technology | 5/30/2025 | Robyn Webb | 8/21/2025 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | Chief Operations Officer | 6/24/2024 | Robyn Webb | 8/21/2025 |