Cypress-Fairbanks Independent School District

Wilson Elementary School

2025-2026

Mission Statement

We, the children, parents and staff of Peggy Wilson Elementary are united in the pursuit of excellence. We are a child-centered school that accepts responsibility for the development of life-long learners.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Wilson Elementary is a campus in Houston, Texas. Wilson is projected to serve 756 students in grades PK-5th during the 2025-26 school year, which is a increase from the previous year of 740.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Wilson's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 21, 2025 , and again on September 17, 2025 . The meetings were held in the library . We plan to meet again on November 19, 2025, February 18, 2026, and May 20, 2026 to review and revise the CNA as needed.

At the first meeting on May 21, 2025 :
The campus completed May CIP strategy evaluation. The campus complete 2024-25 CIP summative evaluation and conducted 2025-26 needs assessment. The campus determined a need to collect and use data more efficiently for student growth through monitoring notebooks. Attendance was a discussed as concern along with differentiation. The team talked about using technology to assist with differentiation and campus stretch areas such as the use of Sibme to help coach and grow the campus instructionally. The campus discussed a need to be intentional with data and use it to provide purposeful small group instruction. The campus discussed and completed Title 1 preliminary budget for the 25-26 school year.

The following data were evaluated from the 2024-25 school year:

- Behavior
- Academic PK-5
- Attendance-staff and student
- Parent involvement
- WeClimb walks
- Safety

At the second meeting on September 17, 2025, the CPOC:

The campus shared celebrations and explained this is a problem solving committee between staff, parents and the community. Willis reported teacher absences have improved. Para absences need improvement. Currently, student attendance is at 96% Usually high in the beginning of the year. We discussed problem statements, root causes, focusing on the academic plans, discussed key strategies to support the plan. The campus participated in an activity for CPOC members, gallery walk for CPOC members to review strengths and weaknesses, stretch areas and where we need to improve. We discussed ways to improve community relations and involvement strategies. Willis shared that parents have inquired about more resources for them to aid their children at home. The campus agreed to provide more information and to be in unison as campus with the resources. All information is communicated to parents on several social media platforms. We will begin all putting items into Schoology or sending activities home as well.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievemen**t is reading scores across grade levels are not indicating growth. We need more student moving from approaches to meets and meets to masters. Through the root cause analysis process, we identified the need for specific training for data analyzation, purposeful planning and implementation of differentiated small group instruction.

Our second identified priority problem in the area of **student achievement** is math scores across multiple grade levels are not

indicating student growth. We need more student moving from approaches to meets and meets to masters. Through the root cause analysis process, we identified the need for more engaging lessons and the need to maximize instruction by minimizing transitional times throughout the day. This will help with the purposeful implementation of small group instruction in math.

Our third identified priority problem is in the area of attendance is below the district standard of 95%. Through the root cause analysis process, we identified our student attendance correlates with our staff attendance. We identified the need to increase our staff attendance in order to see improvement in our student attendance.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details				Reviews			

Strategy 1: Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.
 	
Strategy: Students will participate in differentiated small group instruction guided by teacher weekly planning sessions and grouping strategies written into weekly lesson plans.
    Strategy's Expected Result/Impact: Improve the percentage of students moving from approaches to meets and meets to masters.
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
				Formative			**Summative**

				Nov	**Feb**	**May**	**June**
				Moderate Progress			

Strategy 2 Details				Reviews			

Strategy 2: Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.
 	
Strategy: Students will participate in engaging lessons that include higher level questions that were specifically written into weekly lesson plans.
    Strategy's Expected Result/Impact: Improve the percentage of students moving from approaches to meets and meets to masters.
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
				Formative			**Summative**

				Nov	**Feb**	**May**	**June**
				Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: Instructional Focus: First-time instruction will be provided through engaging lessons and rigorous questioning techniques that provide students with the opportunity to engage in content conversations, deeply comprehend, understand vocabulary, problem solve, and use hands-on materials.
 	
Strategy: Students will participate in lessons that are planned, prepared with all materials, visual supports, ect, and consistently ready for implementation upon student arrival, using scaffolds to support students as needed.
    Strategy's Expected Result/Impact: Improve the percentage of students moving from approaches to meets and meets to masters.
    Staff Responsible for Monitoring: Teachers, ISs, APs, Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Moderate Progress			

Strategy 4 Details	Reviews			

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 5 Details	Reviews			

Strategy 5: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:
 	
Soccer Club, Playground Clean Up Crew, PALS with Wilson 5th grade and Kinder & Cy Lakes HS(2nd grade), Wilson Basketball Team, 1st grade Houston Ballet, Student Council, 5th Grade Choral Festival, Name that Book, Spelling Bee for grades 3-5, College and Career Week, Red Ribbon Week, The Beauty of Wilson (Multicultural PK-5), Wilson Science Fair PK-5, Technology Showcase, Da Vinci Day, GT/Horizon Showcase, Math and Reading Camps, tutoring/enrichment programs for grades 2-5, Girls with Pearls, Running Club, Art Club, Choir, Step Team, and a variety of different clubs.
    Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education.
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 6 Details	Reviews			
Strategy 6: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Salaries - Behavior specialist and additional para professional support will assist with meeting our students' goals in all content areas. 2 . Professional Development -The leadership team, teaching staff, and para-professionals will attend professional development opportunities and workshops to develop a stronger understanding of how to strengthen the behavioral and instructional practices throughout the building. This will assist in meeting the instructional and behavioral goals of the campus as specified in the CIP. 3. PBIS Platform and Supplies - Students will earn incentives using their PBIS cash. An emphasis on positive behavior supports will help our campus meet behavioral goals as specified in the CIP. 4. Extended Day pay - Staff members will be paid for training and planning outside of the school day that supports our instructional and behavioral goals as specified in the CIP. 5. Extra Duty Pay - Staff members will be paid for having 6 or more students in tutorials after school that supports our instructional goals as specified in the CIP. 6. Parent Involvement - We will increase parent involvement throughout the year with different events like Yeehaw Night, Coffee and Conversations with the principal, Sip & Stroll, Game Night, etc. Staff members will communicate (through various methods) information regarding these events and other opportunities to support our goal of increased parent involvement. 7. Supplies - Classroom supplies needed to increase hands on activities and student engagement and support our instructional goals as specified in the CIP. 8. Temporary Works-Retired teachers/Interventionists will collaborate with teachers pull small groups throughout the instructional day to assist with bridging student learning gaps. **Staff Responsible for Monitoring:** Principal	Moderate Progress			

Strategy 7 Details	Reviews			
Strategy 7: Improving Student Engagement: We will incorporate movement throughout lessons.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increase student engagement **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal	Moderate Progress			

Strategy 8 Details	Reviews			
Strategy 8: Improving Student Engagement: We will have students complete a survey on what they would like to see added to Wilson to help with student engagement.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Clubs and Organizations: Offer academic, interest-based, and service clubs that align with student passions. Leadership Opportunities: Create opportunities where students can take on meaningful roles. Tutoring and Academic Support: Provide after-school tutoring. Arts, Sports, and Enrichment: Encourage participation in art club, physical movement, and creativity. Family and Community Events: Involve students in planning and hosting school events, cultural nights, or family engagement activities. **Strategy's Expected Result/Impact:** Increase student engagement **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal	Moderate Progress			

○ No Progress   ○ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029.

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or MClass composite score will increase by 1% each year.

Evaluation Data Sources: MAP and MClass Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons, Heggerty, Amira, small group instruction to address specific student needs, collect and analyze student data, collaboration with parents on how to help at home, provide additional interventions with temp workers/interventionists for students who are not meeting standards.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Increased reading proficiency **Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal	Considerable			

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

District Goal 5: 90% of the students in grades 1-3 who did not meet the prior end-of-the-year RIT score will meet the 50% AMIRA Reading Mastery (ARM) score by 2029.

District Performance Objective 5.1: The percentage of students who met the 50% Amira Reading Mastery Score (ARM) will increase by 8% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons, Heggerty, Amira, small group instruction to address specific student needs, collect and analyze student data, collaboration with parents on how to help at home, provide additional interventions with temp workers/interventionists for students who are not meeting standards, and IXL for 2-3.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: The percentage of K-2 students who are proficient on the reading Amira assessment will increase. **Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal	Considerable			
◯ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

District Goal 6: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA who reach the Approaches level on the current year STAAR RLA will increase from 30% to 50% by 2029 or the percent making 1 point of growth based on the state accountability transition tables will increase from 48% to 60% by 2029.

District Performance Objective 6.1: The percent of students in grades 4-5 who scored below the Approaches level on the prior year STAAR RLA will make growth from their beginning-of-year AMIRA Reading Mastery (ARM) score toward the end-of-year 50% AMIRA Reading Mastery (ARM) score by 1% each year.

Evaluation Data Sources: AMIRA Data

Strategy 1 Details	Reviews			
Strategy 1: Data analysis, differentiated small group instruction, 30 minutes of Amira and IXL, and engaging lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of 4-5 will be at meets or better, 60% will be at approaches, 30% will be at mastery level for every assessment. **Staff Responsible for Monitoring:** Teacher, ISs, APs, Principal	**Nov**	**Feb**	**May**	**June**
	Considerable			
	No Progress Accomplished Continue/Modify Discontinue			

District Goal 7: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029.

District Performance Objective 7.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year.

Evaluation Data Sources: MAP Data

Strategy 1 Details	Reviews			
Strategy 1: Provide rigorous, engaging lessons, analyze data to drive instruction, small group instruction, minimize transitional times to maximize learning. **Strategy's Expected Result/Impact:** The percentage of students in grades K-2 who are proficient on the math MAP will increase . **Staff Responsible for Monitoring:** Teachers, ISs, APs, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			
No Progress	Accomplished	Continue/Modify	Discontinue	

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details		Reviews			
Strategy 1: Campus Safety:		**Formative**			**Summative**
Train all faculty and staff on Emergency Operations Plan and Crisis protocols. Train staff and parents on safety language and procedures (i.e. Lockout, Lockdown, Shelter, Hold, etc.)		**Nov**	**Feb**	**May**	**June**

Inform staff and parents of the reunification process and procedures.
 	
Have plan in place for campus notification and make staff and parents aware of the messaging system, if ever there were an emergency.
 	
Train front office staff on receptionist and front desk expectations, customer service and role in an emergency
    Strategy's Expected Result/Impact: Create opportunities to rehearse procedures in case of an emergency.
 	
    Create a safe learning and working environment for all students, faculty and staff.
 	
    Increase safety drill language and expectations.
    Staff Responsible for Monitoring: Principal
    EOP Coordinator (AP)
    All staff
		◯
		Accomplished			

Strategy 2 Details		Reviews			
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps.		**Formative**			**Summative**

Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal
    EOP (AP)
		Nov	**Feb**	**May**	**June**

		◯ Accomplished			

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Strategy 1 Details	Reviews			
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**			**Summative**
	Nov	Feb	May	June
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal, BC, At-Risk	Considerable			

○ No Progress	○ Accomplished	→ Continue/Modify	✗ Discontinue

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. At Wilson we will implement Project Safety Lessons, Guidance lessons, and our campus will continue to implement Kindness Lessons.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** Counselors, Behavior Coach, APs, Principal	Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. At Wilson, we will implement the following strategies to support Restorative Discipline: Orientations for new students Project Safety, daily class meetings Tipline Digisafe Student Code of Conduct Meetings Consistent communication with families Work with parents on parenting skills and technology awareness. Provide staff with restorative practices training and classroom management Professional Development. Participate in PBIS Student club opportunities Wilson Student Pledge and Wilson Student Handbook (PBIS) PALS Community Mentors Round Up Wranglers-staff mentors **Strategy's Expected Result/Impact:** Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** Behavior Coach, APs, Principal	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details		Reviews			
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s), Campus Bullying Committee		Considerable			

Strategy 4 Details		Reviews			
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. **Staff Responsible for Monitoring:** Principal, Assistant Principal(s)		Moderate Progress			

No Progress   Accomplished   Continue/Modify   Discontinue

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Reviews			
Strategy 1: Teacher/Paraprofessional Attendance: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 20% by implementing attendance incentive plan.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 20%. **Staff Responsible for Monitoring:** AP, Principal		Moderate Progress			
	No Progress Accomplished → Continue/Modify ✕ Discontinue				

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 98% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Wilson Walks (WeClimb Snapshot Instructional Observations)
Wilson Sibme Coaching Cycle
CF-Tess Walk Throughs -Formal and Informal
Lesson Plans
Planning

Strategy 1 Details	Reviews			
Strategy 1: High-Quality Professional Development: Provide campus purposeful professional development targeted to our specific campus needs: Differentiation, Meeting the needs of all students through Small Groups, Using technology to create more engaging lessons, Serving students with disabilities.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
Strategy's Expected Result/Impact: Campus teaching and implementing strategies to help all students learn in a safe environment. Instruction will be rigorous and engaging for all students **Staff Responsible for Monitoring:** AP's, IS's, Teacher, At-Risk, Instructional Leadership Team, Principal	Accomplished			

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 10%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Reviews			
Strategy 1: Improving Social Media Presence: Designate someone with more of a social media presence take over all of Wilson's social media platforms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, Social Media Designee, APs	**Nov**	**Feb**	**May**	**June**
	Accomplished			

Strategy 2 Details	Reviews			
Strategy 2: Improving Social Media Presence: Include more pictures and posts regarding instructional content, projects, small groups, ect., not just use it to provide information.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, Social Media Designee, APs	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Improving Parent and Community Engagement: We will incorporate a targeted parent access to instructional resources to help their child in rotations during family nights.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, ISs, APs	**Nov**	**Feb**	**May**	**June**
	Considerable			

Strategy 4 Details	Reviews			
Strategy 4: Improving Parent and Community Engagement: Providing invitations and/or flyers for events to families in their native language. **Strategy's Expected Result/Impact:** Parent and family engagement will increase by 10% **Staff Responsible for Monitoring:** Principal, ISs, APs	**Formative**			**Summative**
	Nov	**Feb**	**May**	**June**
	Accomplished			

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

CPOC

Committee Role	Name	Position
Principal	Kia Willis	Principal (there is only one principal)
Teacher #1	Zenitha Ramasubramanian	1st grade
Teacher #2	Angela Reynolds	2nd Grade
Teacher #3	Karese Leavatts	3rd Grade
Teacher #4	Angela Tamez	4th Grade
Teacher #5	Aaronni Miller	5th Grade
Teacher #6	Celeste Wheelock	Kindergarten
Teacher #7	Sachdeep Kour	PK
Teacher #8	Nicole Doolittle	Special Education
Administrator (LEA) #1	Laura Shaw	District Rep
Administrator (LEA) #2	Angela Langenberg	District Rep
Other School Leader (Nonteaching Professional) #3	Plutarch Thelus	Core Content Specialist
Other School Leader (Nonteaching Professional) #4	Liomarys Reyes-Santos	Behavior Specialist
Paraprofessional #1	Mayra Martinez	Campus Secretary
Paraprofessional #2	Jacqueline Matusek	PE para
Other School Leader (Nonteaching Professional)	Autumn Kincade	AP
Other School Leader (Nonteaching Professional)	Emily Simmons	Other School Leader (Nonteaching Professional)
Parent #1	Diona West	Parent #1
Parent #2	Randean Grant Williams	Parent #2
Community Member #1	Trix Hensley	Community Member #1
Community Member #2	Karen Christian	Community Member #2
Business Representative #1	Patrika Romano	Business Representative #1
Business Representative #2	Eneida Dobao	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus   **Wilson**

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
Approaches or Above	75%	77%	79%	81%	83%
Meets or Above	50%	53%	56%	59%	62%
Masters Grade Level	23%	26%	29%	32%	35%

2025-26	Target Check
90%	Met District Strategic Target
60%	Met District Strategic Target
30%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	54%	56%			
African Am.	50%	52%			
Hispanic	47%	49%			
Eco. Dis.	44%	46%			
EB	0%	2%			
SPED	21%	23%			
Highly Mobile	0%	2%			
High Focus	43%	45%			

2025-26	Target Check
62%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
59%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	**2025-26**	2026-27	2027-28	2028-29
All	39%	41%			
African Am.	32%	34%			
Hispanic	31%	33%			
Eco. Dis.	32%	34%			
EB	17%	19%			
SPED	5%	7%			
Highly Mobile	0%	2%			
High Focus	29%	31%			

2025-26	Target Check
60%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
60%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
59%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
60%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026 #	2025 Approaches or Above %	2026 Approaches or Above #	2026 Approaches Target %	2025 Meets or Above %	2026 Meets or Above #	2026 Meets Target %	2025 Masters Grade Level %	2026 Masters Grade Level #	2026 Masters Target %
Reading	3	Wilson	ES4	All	112	84%	101	90%	54%	69	62%	26%	34	30%
Reading	3	Wilson	ES4	Hispanic	48	82%	43	90%	47%	29	60%	16%	14	29%
Reading	3	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Wilson	ES4	Asian	19	78%	17	89%	56%	11	58%	*	6	32%
Reading	3	Wilson	ES4	African Am.	24	70%	22	92%	50%	14	58%	30%	7	29%
Reading	3	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Wilson	ES4	White	9	95%	9	100%	57%	6	67%	38%	4	44%
Reading	3	Wilson	ES4	Two or More	10	100%	10	100%	82%	9	90%	*	3	30%
Reading	3	Wilson	ES4	Eco. Dis.	72	77%	65	90%	44%	43	60%	15%	22	31%
Reading	3	Wilson	ES4	EB	37	42%	33	89%	*	22	59%	*	11	30%
Reading	3	Wilson	ES4	At-Risk	39	64%	35	90%	24%	23	59%	*	12	31%
Reading	3	Wilson	ES4	SPED	27	53%	24	89%	*	16	59%	*	8	30%
Reading	3	Wilson	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Wilson	ES4	High Focus	83	77%	75	90%	43%	50	60%	14%	25	30%
Reading	4	Wilson	ES4	All	112	81%	101	90%	60%	67	60%	26%	34	30%
Reading	4	Wilson	ES4	Hispanic	48	75%	43	90%	29%	22	46%	23%	14	29%
Reading	4	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Wilson	ES4	Asian	9	94%	8	89%	71%	7	78%	53%	5	56%
Reading	4	Wilson	ES4	African Am.	24	75%	22	92%	46%	14	58%	*	7	29%
Reading	4	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Wilson	ES4	White	19	100%	17	89%	85%	17	89%	*	4	21%
Reading	4	Wilson	ES4	Two or More	12	71%	11	92%	*	7	58%	*	4	33%
Reading	4	Wilson	ES4	Eco. Dis.	64	73%	58	91%	51%	38	59%	18%	19	30%
Reading	4	Wilson	ES4	EB	31	68%	28	90%	41%	19	61%	*	9	29%
Reading	4	Wilson	ES4	At-Risk	32	68%	29	91%	33%	19	59%	13%	10	31%
Reading	4	Wilson	ES4	SPED	22	48%	20	91%	29%	13	59%	*	7	32%
Reading	5	Wilson	ES4	All	110	76%	100	91%	49%	66	60%	22%	33	30%
Reading	5	Wilson	ES4	Hispanic	50	75%	45	90%	51%	30	60%	17%	12	24%
Reading	5	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Wilson	ES4	Asian	17	100%	17	100%	65%	11	65%	47%	8	47%
Reading	5	Wilson	ES4	African Am.	24	54%	22	92%	33%	14	58%	*	7	29%
Reading	5	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Wilson	ES4	White	13	81%	12	92%	50%	8	62%	31%	4	31%
Reading	5	Wilson	ES4	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Reading	5	Wilson	ES4	Eco. Dis.	78	68%	70	90%	39%	47	60%	12%	23	29%
Reading	5	Wilson	ES4	EB	29	77%	26	90%	27%	17	59%	*	9	31%
Reading	5	Wilson	ES4	At-Risk	59	69%	53	90%	38%	35	59%	11%	18	31%
Reading	5	Wilson	ES4	SPED	20	24%	18	90%	*	12	60%	*	6	30%
Math	3	Wilson	ES4	All	112	69%	101	90%	39%	67	60%	15%	34	30%
Math	3	Wilson	ES4	Hispanic	48	65%	44	92%	31%	29	60%	12%	14	29%
Math	3	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Wilson	ES4	Asian	19	89%	18	95%	78%	13	68%	*	6	32%
Math	3	Wilson	ES4	African Am.	24	64%	22	92%	32%	14	58%	*	7	29%
Math	3	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Wilson	ES4	White	9	71%	8	89%	43%	5	56%	*	4	44%
Math	3	Wilson	ES4	Two or More	10	82%	9	90%	55%	6	60%	*	3	30%
Math	3	Wilson	ES4	Eco. Dis.	72	66%	65	90%	32%	43	60%	10%	22	31%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count 2026	2025 Approaches or Above	2026 Approaches or Above	2026 Approaches Target	2025 Meets or Above	2026 Meets or Above	2026 Meets Target	2025 Masters Grade Level	2026 Masters Grade Level	2026 Masters Target
					#	%	#	%	%	#	%	%	#	%
Math	3	Wilson	ES4	EB	37	50%	33	89%	*	22	59%	*	11	30%
Math	3	Wilson	ES4	At-Risk	39	57%	35	90%	20%	23	59%	*	12	31%
Math	3	Wilson	ES4	SPED	27	32%	24	89%	*	16	59%	*	8	30%
Math	3	Wilson	ES4	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Wilson	ES4	High Focus	83	61%	75	90%	29%	50	60%	10%	10	12%
Math	4	Wilson	ES4	All	112	53%	101	90%	24%	67	60%	10%	34	30%
Math	4	Wilson	ES4	Hispanic	48	44%	43	90%	21%	30	63%	10%	14	29%
Math	4	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Wilson	ES4	Asian	9	75%	8	89%	50%	5	56%	*	3	33%
Math	4	Wilson	ES4	African Am.	24	42%	22	92%	*	14	58%	*	7	29%
Math	4	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Wilson	ES4	White	19	69%	17	89%	*	11	58%	*	6	32%
Math	4	Wilson	ES4	Two or More	12	71%	11	92%	*	7	58%	*	4	33%
Math	4	Wilson	ES4	Eco. Dis.	64	44%	58	91%	10%	38	59%	*	19	30%
Math	4	Wilson	ES4	EB	31	36%	28	90%	*	19	61%	*	9	29%
Math	4	Wilson	ES4	At-Risk	32	31%	29	91%	13%	19	59%	*	10	31%
Math	4	Wilson	ES4	SPED	22	*	20	91%	*	13	59%	*	7	32%
Math	5	Wilson	ES4	All	110	69%	99	90%	39%	66	60%	19%	34	31%
Math	5	Wilson	ES4	Hispanic	50	72%	45	90%	35%	30	60%	15%	13	26%
Math	5	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Wilson	ES4	Asian	17	88%	16	94%	65%	11	65%	53%	9	53%
Math	5	Wilson	ES4	African Am.	24	42%	22	92%	*	14	58%	*	7	29%
Math	5	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Wilson	ES4	White	13	72%	12	92%	50%	8	62%	28%	4	31%
Math	5	Wilson	ES4	Two or More	5	*	4	80%	*	3	60%	*	1	20%
Math	5	Wilson	ES4	Eco. Dis.	78	64%	70	90%	32%	47	60%	14%	23	29%
Math	5	Wilson	ES4	EB	29	65%	26	90%	31%	17	59%	19%	9	31%
Math	5	Wilson	ES4	At-Risk	59	58%	53	90%	22%	35	59%	11%	18	31%
Math	5	Wilson	ES4	SPED	20	*	18	90%	*	12	60%	*	6	30%
Science	5	Wilson	ES4	All	110	69%	99	90%	28%	66	60%	11%	34	31%
Science	5	Wilson	ES4	Hispanic	50	74%	45	90%	28%	30	60%	10%	15	30%
Science	5	Wilson	ES4	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Wilson	ES4	Asian	17	88%	16	94%	41%	10	59%	*	5	29%
Science	5	Wilson	ES4	African Am.	24	43%	22	92%	*	15	63%	*	7	29%
Science	5	Wilson	ES4	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Wilson	ES4	White	13	65%	12	92%	35%	8	62%	*	5	38%
Science	5	Wilson	ES4	Two or More	5	*	4	80%	*	3	60%	*	2	40%
Science	5	Wilson	ES4	Eco. Dis.	78	63%	70	90%	18%	47	60%	8%	23	29%
Science	5	Wilson	ES4	EB	29	52%	26	90%	24%	17	59%	*	9	31%
Science	5	Wilson	ES4	At-Risk	59	59%	53	90%	19%	35	59%	7%	18	31%
Science	5	Wilson	ES4	SPED	20	37%	18	90%	*	12	60%	*	6	30%

Literacy (Reading and Writing)
- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
    - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
    - Communicate and share conclusions using digital tools
    - Incorporate the use of digital tools such as:
        - Google Suite
        - Scholastic Literacy Pro
        - Scholastic Storyworks (2nd-5th)
        - Boost Reading
        - Amira Suite
        - HMH Suite
        - Achieve 3000
        - Schoology
    - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics
- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
    - Use Chromebook devices to engage in digital creation and collaboration
    - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
    - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
    - Communicate and share products using digital tools
    - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
  - Use Chromebook devices to engage in face-to-face and digital collaboration
  - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
  - Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
  - Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.