Plano Independent School District

Stinson Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

Vision

Value Statement

1. ALL students are at the heart of our decisions.
2. High expectations lead to growth and achievement for each student and staff member.
3. All students will utilize social, emotional and academic skills in order to become resilient and resourceful lifelong learners.
4. The highest levels of learning occur when students are engaged in work that is relevant, authentic and challenging.
5. Equity and access to equal opportunities are essential to reaching the highest levels of student achievement.
6. We embrace families, staff, students, and our community in the shared responsibility of educating our children.
7. Developing meaningful, collaborative relationships in a welcoming, safe and caring environment is essential for student success.

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Comprehensive Needs Assessment

Demographics

Summary

567 students - enrollment increased from 450.
We have a diverse population.
30% Eco-Dis, up from 18% in 2024-2025
We have had to hire to accommodate enrollment increases (2nd and 4th with 5 teachers, 1.5 dyslexia, fulltime ESL, 2 fulltime Speech)
Mobility rate has increased.

Overall, reading needs attention. GT students showed the most growth while SPED showed the smallest amount of growth, with the exception of 5th grade.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase of students that are EcoDis from 18% to 30%	
2	Increase of student enrollment from 440 to 565	
3 ★	There was a 5% difference between McKinney-Vento student attendance rate and the campus	
4	There is a discrepency in the rate of discipline for African American students when compared to that of the campus.	
5	The expected growth rate of the Asian student group at the meets level of performance underperformed on both RLA and Math STAAR.	the needs of this group were not properly identified and monitored

★ = Priority

School Processes & Programs

Summary

- PLC- PISD framework & Collaborative Team Planning
- Lead and Learns- Walk through data used to develop professional data
- Kid Talks -MTSS and SST
- Campus wide WIN time
- Guiding Coalitions- focus on campus initiatives - led by staff
- New Teacher mentoring program for Year 1 and Year 2 teachers
- Extended Planning time for classroom teachers
- Data meetings after district assessments
- Character Education program
- Instructional Rounds - allowing teachers to see effective instructional practices in their colleague's classroom
- Special Education, Dyslexia, Emergent Bilingual, and G/T support programs

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	K-5 staff members are committed to implementing WIN (What I Need) time with fidelity. However, there is a continued need to build consistency and confidence in its implementation. Teachers are still developing their understanding of how to effectively structure WIN time to ensure targeted instruction, purposeful intervention, and meaningful enrichment based on student needs.	
2	Data meetings show a need to include celebrations and strengths along with looking at concerns.	
3 ★	Attendace rates for AA and Sped are below that of the campus average	

★ = Priority

Perceptions

Summary

Stinson is recognized for having a positive school culture. The community is at the heart of providing support in an effort to ensure all stakeholders are valued and students and families have successful elementary school years' experiences. Stinson has a strong PTA presence and intentionally plans events that will connect and support all community members.

Staff morale is a critical component of the overall culture at Stinson. The Guiding Coalitions allow support in various categories, led by staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	With an increase in student enrollment and boundary change, there is a need to broaden the families that are involved with the campus.	

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Across Grades K-5, student growth on the NWEA MAP assessments in Reading is consistently underperforming when compared to math, with overall growth outcomes remaining below the 60% growth projection target.	
2	In the 2026-2027 projected proficiency data, fewer than 50% of students in grades 3-5 met or exceeded grade-level proficiency standards in Mathematics.	
3	On the 2026-2027 Fall-to-Spring MAP, academic growth rates for Hispanic and African American student groups lagged behind the overall campus average across all grade levels.	
4	The expected growth rate of the Asian student group at the meets level of performance underperformed on both RLA and Math STAAR.	the needs of this group were not properly identified and monitored
5	There was a 5% difference between McKinney-Vento student attendance rate and the campus	
6	With an increase in student enrollment and boundary change, there is a need to broaden the families that are involved with the campus.	

7

Attendace rates for AA and Sped are below that of the campus average

★ = Priority

Priorities

Priority 1

Strategic Plan Objective 1.1: Improve, align and remove barriers for academic programs to ensure they are accessible to and differentiated for all students to achieve high levels of learning.

Goal 1

By the end of the 2026-2027 school year, 70% of K-5 student groups will meet or exceed expected growth on Fall-Spring MAP assessments (Reading, Science, Math). This includes student groups identified for targeted supports.

Performance Target: BOY to EOY MAP scores would show student growth as follows: *Q1 and Q2 - maintain 100% expected growth *Q3 - 110% growth *Q4 and Q5 - 120% growth

Expected Result: Using MAP Growth reports (PGR and Growth Summary) for Fall-Spring, student groups will meet expected growth targets

Strategy 1

Utilize student data (MAP, mCLASS) to develop targeted groups for campus-wide W.I.N. (What I Need) Time.

Staff Responsible for Monitoring: classroom teachers
support staff
special education teachers

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

November	February	June

Strategy 2

Data meetings, held each six week period, focusing on student progress. Data walls will be reviewed and appropriate acceleration plans will be developed based on student need.

Staff Responsible for Monitoring: student support liaason
classroom teachers

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across Grades K-5, student growth on the NWEA MAP assessments in Reading is consistently underperforming when compared to math, with overall growth outcomes remaining below the 60% growth projection target.	
2	On the 2026-2027 Fall-to-Spring MAP, academic growth rates for Hispanic and African American student groups lagged behind the overall campus average across all grade levels.	
3	In the 2026-2027 projected proficiency data, fewer than 50% of students in grades 3-5 met or exceeded grade-level proficiency standards in Mathematics.	
4	The expected growth rate of the Asian student group at the meets level of performance underperformed on both RLA and Math STAAR.	the needs of this group were not properly identified and monitored

Goal 2

By the end of the 2027 TELPAS assessment window, the percentage of students who demonstrate one level of growth in the Writing domain will increase to 75%.

Performance Target: TELPAS Writing domain at or above 75%.

Expected Result: The percentage of students who demonstrate one level of growth in the Writing domain will increase to 75%.

Strategy 1

Use Depth & Complexity icons and SIOP strategies to scaffold writing prompts and build language.

Staff Responsible for Monitoring: Staff PL team
PACE teacher
EB coach and interventionist
classroom teachers

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

November	February	June

Strategy 2

Utilize student TELPAS data to develop targeted writing groups for campus-wide W.I.N. (What I Need) Time.

Staff Responsible for Monitoring: EB coach and interventionist
classroom teachers

Problem Statements: Student Learning 1, 4

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across Grades K-5, student growth on the NWEA MAP assessments in Reading is consistently underperforming when compared to math, with overall growth outcomes remaining below the 60% growth projection target.	

2	On the 2026-2027 Fall-to-Spring MAP, academic growth rates for Hispanic and African American student groups lagged behind the overall campus average across all grade levels.	
3	In the 2026-2027 projected proficiency data, fewer than 50% of students in grades 3-5 met or exceeded grade-level proficiency standards in Mathematics.	
4	The expected growth rate of the Asian student group at the meets level of performance underperformed on both RLA and Math STAAR.	the needs of this group were not properly identified and monitored

Priority 2

Strategic Plan Objective 1.2: Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, the campus will refine the PLC process, resulting in 70% of students meeting or exceeding expected growth on Fall-Spring MAP assessments (Reading, Science, Math)

Performance Target: BOY to EOY MAP scores would show student growth as follows: *Q1 and Q2 - maintain 100% expected growth *Q3 - 110% growth *Q4 and Q5 - 120% growth

Expected Result: Using MAP Growth reports (PGR and Growth Summary) for Fall-Spring, student groups will meet expected growth targets

Strategy 1

Utilize student data (MAP, mCLASS) to develop targeted groups for campus-wide W.I.N. (What I Need) Time.

Staff Responsible for Monitoring: Staff PL team
PACE teacher
EB coach and interventionist
classroom teachers

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

November	February	June

Strategy 2

The campus will implement, with fidelity, the PLC process. Campus administrators and instructional support staff will attend weekly meetings, with each team choosing the PLC question to focus on each week.

Staff Responsible for Monitoring: campus leadership team
grade level teachers
campus support staff

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Across Grades K-5, student growth on the NWEA MAP assessments in Reading is consistently underperforming when compared to math, with overall growth outcomes remaining below the 60% growth projection target.	
2	On the 2026-2027 Fall-to-Spring MAP, academic growth rates for Hispanic and African American student groups lagged behind the overall campus average across all grade levels.	
3	In the 2026-2027 projected proficiency data, fewer than 50% of students in grades 3-5 met or exceeded grade-level proficiency standards in Mathematics.	
4	The expected growth rate of the Asian student group at the meets level of performance underperformed on both RLA and Math STAAR.	the needs of this group were not properly identified and monitored

Priority 3

Strategic Plan Objective 3.2: Design and deliver a multi-pronged, aligned Professional Learning plan for onboarding and continuous growth to increase student engagement, achievement and growth.

Goal 1

By the end of the 2026-2027 school year, campus walkthroughs will show an implementation rate of 75% following staff led professional learning sessions.

Performance Target: Over the course of a 6 week period, the focus instructional practices from professional learning will be found in 75% of classroom walkthroughs.

Expected Result: Through quick data collection, evidence of instructional priorities found on the district walkthrough form are found in 75% of classrooms.

Strategy 1

Guiding Coalitions, connected to HRS Level 2 will focus on the five PLC questions. Each group will design professional learning (Lead and Learn), held bi-monthly, using current walkthrough data to determine the need for staff learning.

Staff Responsible for Monitoring: staff PL team
campus leadership
administrators
guiding coalition facilitators

Problem Statements: Student Learning 1, 2, 3, 4

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
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Priority 4

Strategic Plan Objective 4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment

Goal 1

By May 2027, chronic absenteeism among African American and special-education students will increase to be within 2 percentage points of the campus average, as measured by 2026-27 attendance data.

Performance Target: Chronic absenteeism gap: African American 9.7%, Special Ed 7.3% (vs. 5.1% campus average)

Expected Result: Increased attendance in AA and Sped populations

Strategy 1

Utilize data from student belongning/climate surveys as talking points during 'Student Advisory' meetings with 3rd-5th grade students.

Staff Responsible for Monitoring: Admin
Counselor

Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Utlize district 'customer service' framework as a means to coach teachers on connecting with families, specifically for those with chronic tardies/absences

Staff Responsible for Monitoring: classroom teachers

Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There was a 5% difference between McKinney-Vento student attendance rate and the campus	

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Attendace rates for AA and Sped are below that of the campus average	

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	With an increase in student enrollment and boundary change, there is a need to broaden the families that are involved with the campus.	

Priority 5 Stragteic Plan Objective 4.3 Create a culture of belonging for all members of the Plano ISD community.

Goal 1

Campus PBIS practices will show 85% success rate of implementation on agreed upon areas.

Performance Target: PBIS walkthrough data will show an 85% success rate of agreed upon practices

Expected Result: Increased positive behavior practices implemented (ie 3:1 ratio, student celebrations)

Strategy 1

Utilize data from student belongning/climate surveys as talking points during 'Student Advisory' meetings with 3rd-5th grade students.

Staff Responsible for Monitoring: principals
counselor

Problem Statements: Demographics 3 - School Processes & Programs 3 - Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Implement the CharacterStrong curriculum campus-wide as the core relationship-building and character-education vehicle, delivered through the campus's existing PBIS framework so weekly character-trait lessons and Tier 1 behavior expectations/recognition reinforce each other.

Staff Responsible for Monitoring: PBIS team
classroom teachers

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 3

Campus PBIS team will develop and support the implementation of campus-wide positive behavior practices (ie STAR students during assembly)

Staff Responsible for Monitoring: PBIS team
classroom teachers

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There was a 5% difference between McKinney-Vento student attendance rate and the campus	

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Attendace rates for AA and Sped are below that of the campus average	

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	With an increase in student enrollment and boundary change, there is a need to broaden the families that are involved with the campus.	

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 28, 2026 @ 3:30 PM	Library	sign in sheet SBIS 09282026.pdf	SBIC Stinson ES.pdf

Members

First Name	Last Name	Position	Committee Role
Rachel	Lewis	Parent	Parent
Swati	Mikrish	Parent	Parent
Cynthia	Shadhrach	Parent	Parent
Sonia	Nguyen	Parent	Parent
Maddy	Abbott	Teacher	Teacher
Jailyn	Graham	Teacher	Teacher
Faith	Seamons	Teacher	Teacher
Payton	Grogan	Teacher	Teacher
Kijafa	Tilford	Assistant Princpal	Campus Administrator
Ty	Karl	Principal	Campus Administrator