Celina Independent School District

Willard Middle School

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2026

Demographics

Demographics Summary

Willard Middle School is a newly established 5th- and 6th-grade campus within Celina ISD, opening for its inaugural year of instruction in 2026–2027. As a new campus, Willard is building its identity, culture, systems, and traditions while serving a rapidly growing and diverse student population. The campus community is united by a commitment to high expectations, strong relationships, collaboration, and student success.

Our Students

Willard serves a **diverse student population representing multiple racial, cultural, and linguistic backgrounds**. This diversity strengthens the campus and gives students opportunities to develop cultural awareness, respect, collaboration, and readiness for an increasingly diverse world.

The campus serves approximately **1,100 students across Grades 5 and 6**, with relatively balanced enrollment between the two grade levels. Fall 2026 MAP data indicate a strong academic foundation, with overall median achievement at the **70th percentile in mathematics and reading and the 75th percentile in science**. A substantial percentage of students perform above the 80th percentile, creating opportunities for continued enrichment and extension as the campus develops systems to support students across the full achievement range.

As an inaugural campus, Willard is establishing baseline data and systems for monitoring **attendance, mobility, discipline, student engagement, and participation in special programs**. These systems will allow the campus to identify trends, respond to student needs, and make informed decisions as enrollment and student demographics continue to evolve.

Our Staff

Willard's inaugural staff was **intentionally recruited to establish a strong professional foundation** aligned with the campus and district vision. Teachers and staff bring varied experiences and expertise to the new campus while working collaboratively to establish common expectations, instructional practices, and systems of support.

The campus is focused on **staff quality, professional learning, collaboration, coaching, and retention**. Structures such as Design Time, lesson internalization, collaborative planning, professional learning, and instructional coaching give teachers opportunities to grow professionally and strengthen their collective impact on student learning.

Our Community

Willard is part of the **rapidly growing Celina community**, and the campus benefits from strong family and community investment in student success. As a new school, Willard is intentionally developing partnerships with families, district departments, community organizations, and local stakeholders.

Family engagement is an important component of the campus identity. Through proactive communication, transition events, feedback opportunities, and community partnerships, Willard is building relationships that support student success and create a shared sense of ownership in the school's development.

Our Programs and Supports

Willard is developing systems to ensure that **all students have access to appropriate academic, behavioral, linguistic, and specialized supports**. This includes services for students receiving special education services, multilingual learners, and students participating in other specialized programs.

The campus also provides access to technology to support learning. **Fifth-grade students utilize Chromebooks that remain at school, while sixth-grade students receive Chromebooks that travel between home and school**, providing opportunities for digital learning and increasing student independence.

Our Identity

Willard Middle School is more than a new building—it is a new school community. Our inaugural year provides an opportunity to intentionally establish the culture, systems, relationships, and traditions that will define Willard for generations of students. We are a diverse, growing, collaborative, and student-centered community committed to ensuring that every student is known, valued, challenged, and supported.

Demographics Strengths

Willard Middle School serves a diverse and rapidly growing student population representing multiple cultural, racial, and linguistic backgrounds. This diversity is a strength that provides opportunities to foster cultural awareness, inclusion, collaboration, and readiness for an increasingly diverse world. Balanced enrollment across 5th and 6th grades provides a strong foundation for establishing consistent campus systems and practices. As an inaugural campus, Willard has a unique opportunity to intentionally develop responsive systems, programs, and supports that reflect students' evolving needs while building a strong foundation for future growth and success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Rapid enrollment growth and an increasingly diverse student population require Willard Middle School to continually strengthen systems that identify and respond to the needs of all student groups.
Root Cause: As an inaugural campus, Willard is developing systems to analyze student demographics, coordinate specialized services, and allocate resources as the student population's size and composition continue to evolve.

Student Learning

Student Learning Summary

Willard Middle School students are demonstrating a strong academic foundation during the campus's inaugural year. Fall 2026 MAP data show overall median achievement at the 70th percentile in mathematics and reading and the 75th percentile in science. A significant percentage of students are performing above the 80th percentile across all three content areas, providing a strong foundation for continued academic growth and enrichment. As Willard establishes its first year of baseline data, the campus will focus on monitoring individual student growth, maintaining high levels of achievement, and ensuring that students across all performance levels receive targeted instruction and support.

Student Learning Strengths

Areas of Strength

- Students are entering Willard with strong overall achievement across core content areas.
- Science shows particularly strong achievement, with an overall median at the 75th percentile.
- A significant percentage of students are performing in the highest achievement band, including 35% in mathematics and 39% in science.
- Achievement is relatively consistent across Grades 5 and 6, providing a strong foundation for campus-wide instructional systems.
- The data provide a valuable baseline for measuring student growth throughout Willard's inaugural year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Willard students enter the inaugural year with strong overall achievement, but performance gaps require consistent systems to ensure measurable growth for every student.
Root Cause: As a new campus, Willard is developing common systems for using assessment data to identify student needs and align instruction, intervention, and enrichment while establishing its first longitudinal achievement and growth data.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data

- T-TESS data
- Staff mobility/stability

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback
- Parent and community partnership data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies
- Focus Group(s) data

Goals

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 1: By May 2027, 90% of Willard Middle School teachers will demonstrate evidence of effective Tier 1 instructional practices in at least 80% of formal and informal walkthroughs, as measured by a campus walkthrough tool aligned to learning objectives, rigor, student engagement, checks for understanding, and differentiation.

High Priority

HB3 Goal

Evaluation Data Sources: Walkthrough data, observation data, instructional coaching records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Provide teachers with targeted professional learning, instructional coaching, and timely feedback focused on clear learning objectives, rigorous tasks, student engagement, checks for understanding, and differentiation. Administrators and instructional leaders will use walkthrough data to identify trends and provide targeted support. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased consistency and effectiveness in Tier 1 instructional practices, as evidenced by walkthrough data showing progress toward the campus goal of 90% of teachers meeting the established Tier 1 expectations in at least 80% of walkthroughs. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Coach **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Utilize scheduled Design Time for teachers to collaboratively unpack standards, develop rigorous learning tasks and assessments, anticipate student misconceptions, plan checks for understanding, and identify differentiation and instructional responses based on student data. **Strategy's Expected Result/Impact:** Grade-level and content-area teams will use Design Time consistently to develop rigorous, TEKS-aligned lessons and assessments, plan checks for understanding and differentiation, and respond to student learning data. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, and Team Leaders **Problem Statements:** Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Conduct regular formal and informal walkthroughs using a common campus tool to monitor Tier 1 implementation, identify areas of strength and growth, and provide teachers with actionable feedback. Campus leadership will review walkthrough trends regularly to determine professional learning and coaching priorities. **Strategy's Expected Result/Impact:** Campus walkthrough data will demonstrate increased consistency in learning objectives, rigor, student engagement, checks for understanding, and differentiation, with walkthrough trends reviewed regularly to identify instructional strengths and areas for campus-wide improvement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Instructional Coach **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 2: By May 2027, Willard Middle School will increase the percentage of students demonstrating 1.0 or more STAAR Academic Growth Points. Among current 5th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math. Among current 6th-grade students, 100% will demonstrate 1.0 or more growth points in RLA and 100% in Math.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Benchmarks, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Use Design Time to analyze MAP, STAAR, and common assessment data to identify specific student learning gaps and plan TEKS-aligned, targeted instruction. **Strategy's Expected Result/Impact:** Teachers will use student performance data to identify priority standards, group students based on learning needs, and develop targeted instructional responses during Design Time. Teachers will use elements from Every Lesson Every Day, Lesson Internalization, and Conditions Necessary for Success to ensure all students receive rigorous instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Team Leaders **Problem Statements:** Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Strengthen Tier 1 instruction through coaching, walkthroughs, and feedback focused on rigor, checks for understanding, differentiation, and student engagement. **Strategy's Expected Result/Impact:** Strengthen Tier 1 instruction through coaching, walkthroughs, and feedback focused on rigor, checks for understanding, differentiation, and student engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Establish targeted intervention and enrichment cycles based on MAP and classroom assessment data to accelerate students toward grade-level mastery. **Strategy's Expected Result/Impact:** Students identified as needing additional support will receive targeted instruction and progress monitoring, while students demonstrating mastery will receive opportunities for enrichment and extension. Student progress will be monitored throughout the year toward the goal of 1.0 STAAR Academic Growth Points. **Staff Responsible for Monitoring:** Assistant Principals, Instructional Coach, Teachers, Team Leaders **Problem Statements:** Student Achievement 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Love the Learner, Drive the Rigor

Performance Objective 3: By May 2027, Willard Middle School will increase the percentage of students achieving Meets or Masters performance on STAAR by at least 5 percentage points from the 2025-2026 baseline in both RLA and Math, with each grade level demonstrating measurable growth toward increased mastery of grade-level standards.

High Priority

HB3 Goal

Evaluation Data Sources: Common Formative Assessments, Benchmarks, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Implement high-quality instructional materials (HQIM) with fidelity to provide students with rigorous, standards-aligned learning experiences. **Strategy's Expected Result/Impact:** Teachers will consistently utilize HQIM to deliver grade-level, TEKS-aligned instruction that includes appropriate rigor and supports students in progressing toward Meets and Masters performance. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coach, Teachers **Problem Statements:** Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Use weekly student-performance data to identify trends, monitor mastery, and adjust instruction. **Strategy's Expected Result/Impact:** Teachers and instructional teams will regularly analyze student performance to identify trends and misconceptions, adjust upcoming instruction, and provide targeted support to students who have not yet demonstrated mastery of grade-level standards. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Team Leaders, Assistant Principals **Problem Statements:** Student Achievement 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Leverage collaborative Design Time, including participation from 6th-grade GT teachers in Math and RLA Design Time, to strengthen vertical alignment, instructional planning, and opportunities for increased rigor. **Strategy's Expected Result/Impact:** Design Time teams will use student-performance data and HQIM to collaboratively plan rigorous instruction, develop common assessments/tasks, identify student needs, and ensure appropriate opportunities for students to progress toward Meets and Masters performance. **Staff Responsible for Monitoring:** Instructional Coach, Team Leads, 6th Grade GT Teachers, Teachers, Assistant Principals **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: By May 2027, Willard Middle School will reduce the number of office-managed discipline referrals per student by at least 20% from the fall 2026 baseline through consistent implementation of campus-wide expectations, proactive behavior instruction, and restorative responses.

High Priority

HB3 Goal

Evaluation Data Sources: Discipline referral data, behavior dashboard, incident reports

Strategy 1 Details	Reviews			
Strategy 1: Use discipline data weekly to identify behavior trends, problem areas, and students requiring additional support.	Formative			Summative
Strategy's Expected Result/Impact: Campus leaders and staff will identify recurring behavior trends and implement timely, targeted interventions to address concerns before they escalate to office-managed referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Problem Statements:** School Culture and Climate 1 - Family and Community Engagement 1	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Conduct weekly mentor trainings with mentors and mentees focused on proactive behavior support, consistent implementation of campus expectations, relationship-building, and strategies for responding to student behavior concerns.	Formative			Summative
Strategy's Expected Result/Impact: Mentors and mentees will demonstrate increased consistency and confidence in implementing behavior-support strategies, resulting in improved student self-management and a reduction in repeat and office-managed discipline referrals. **Staff Responsible for Monitoring:** Principal, Assistant Principals, and Counselors **Problem Statements:** Staff Quality, Recruitment, and Retention 1	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Strategy 4: Coordinated School Health & Safe, Supportive Schools Willard Middle School will implement the district's coordinated school health program and campus practices that support students' physical, social, emotional, and overall well-being and safety. This includes physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/care assessment procedures, staff training, age-appropriate violence prevention and intervention practices, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teachers, Counselor, Nurse, School Resource Officer	0% No Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: Strategy 4: Coordinated School Health & Safe, Supportive Schools Willard Middle School will implement the district's coordinated school health program and campus practices that support students' physical, social, emotional, and overall well-being and safety. This includes physical activity, nutrition, counseling and mental health supports, health services, positive behavior supports, school safety protocols, threat/care assessment procedures, staff training, age-appropriate violence prevention and intervention practices, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and prevention practices that promote physical wellness, social-emotional well-being, healthy behaviors, school safety, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teachers, Counselor, Nurse, School Resource Officer	0% No Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 2: By May 2027, at least 85% of students will report that they understand campus expectations and are able to manage their behavior, time, materials, and interactions with others, representing an increase from the fall 2026 baseline.

High Priority

HB3 Goal

Evaluation Data Sources: Student survey, discipline data, teacher survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Explicitly teach, model, and reinforce campus-wide routines, procedures, and behavioral expectations throughout the school year. Expectations are posted in every learning location. **Strategy's Expected Result/Impact:** Students will demonstrate increased understanding of campus expectations and consistently apply routines and procedures across classrooms and common areas. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers **Problem Statements:** School Organization 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Interdependent Self-Managers

Performance Objective 1: By May 2027, at least 85% of students will be able to articulate what they are learning, how they will demonstrate mastery, and what they need to do next to improve, as measured through student surveys, classroom observations, and student conferences.

High Priority

HB3 Goal

Evaluation Data Sources: Student survey, walkthroughs, student conferences, formative assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Conduct quarterly goal-setting conferences between students and their advisory/homeroom teacher to establish, review, and revise academic goals. **Strategy's Expected Result/Impact:** Students will establish meaningful academic goals, monitor their progress each quarter, and identify specific actions needed to achieve their goals. **Staff Responsible for Monitoring:** Advisory/Homeroom Teachers, Counselors **Problem Statements:** Student Achievement 1 - School Organization 1 - Technology 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Provide students with regular opportunities to track and reflect on their academic progress using MAP, classroom assessment, and other relevant performance data. **Strategy's Expected Result/Impact:** Students will be able to identify their current level of performance, recognize areas of strength and need, and use data to determine their next steps for improvement. **Staff Responsible for Monitoring:** Teachers, Advisory/Homeroom Teachers, Instructional Coach **Problem Statements:** Demographics 1 - Student Achievement 1 - School Organization 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Embed student ownership practices into classroom instruction, including communicating learning objectives, success criteria, and opportunities for students to reflect on mastery and next steps. **Strategy's Expected Result/Impact:** At least 85% of students will be able to articulate what they are learning, how they will demonstrate mastery, and what they need to do next to improve. **Staff Responsible for Monitoring:** Teachers, Instructional Coach, Assistant Principals **Problem Statements:** Student Achievement 1 - Family and Community Engagement 1				

 No Progress  Accomplished  Continue/Modify  Discontinue