Wylie Independent School District

Watkins Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

Our mission is to expect success from our students while building relationships with them and their families in order to unlock their gifts and help inspire them to become lifelong learners.

Vision

WE are Watkins - Empowering students to thrive and succeed in life.

Value Statement

The learning community of Wally W. Watkins believes that before children are able to learn to their full potential that a positive relationship must be established and built upon. Positive, trusting, and sincere relationships with children, parents, and staff members are the key to Wally W. Watkins student success.

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Comprehensive Needs Assessment

Demographics

Summary

Watkins Elementary, a fast-growing elementary school on the east side of the city of Wylie, serves approximately 850 students in grades kindergarten through 4th grade. The average attendance rate is 95.8%. To ensure we maintain a high rate of student attendance, we regularly communicate through letters, phone calls, and face-to-face meetings with parents.

The school's demographic student makeup is as follows:

Economic Disadvantaged- 18.12%

African American- 17.85%

White- 45.74%

Hispanic- 13.19%

Asian- 16.57%

Two or More Races- 6.65%

EB- 15.75%

The teaching staff breakdown by ethnicity and years of experience is as follows:

African American- 6%

Hispanic- 9%

White- 83%

Teachers by Experience:

1-5 Years- 13%

6-10 Years- 25%

11-20 Years- 19%

Over 20 Years- 14%

Student Learning

Summary

Student Academic Achievement Summary

STAAR Data 2025

3rd Grade Reading 92% Approaches 82% Meets 48% Masters

4th Grade Reading 96% Approaches 82% Meets 52% Masters

3rd Grade Math 93% Approaches 82% Meets 57% Masters

4th Grade Math 94% Approaches 88% Meets 67% Masters

Strengths

4th grade math had 67% of students scoring at a mastery level and 88 % Meets

4th grade reading had 52% of students scoring at a mastery level and 82% Meets

3rd grade math had 58% of students scoring at a mastery level and 80% Meets

Both 3rd and 4th math and reading have well over 90% of all students approaching grade level.

School Processes & Programs

Summary

Grade-level teams participate in a formal PLC each week alongside appropriate campus support staff, including the EB teacher, Special Education teacher, and dyslexia therapists. During these meetings, staff analyze assessment data from sources such as READ, MAP, and unit assessments to identify skills requiring intervention. Unpacking standards is also a regular part of this process.

At the start of the year, teachers establish SMART goals for their grade level and content area based on the previous year's EOY data. Parents are invited to the Wrangler Showcase to view student work samples and see progress toward these goals.

The master schedule is designed to maximize instructional time. It includes a dedicated 30-minute block for every grade level—known as Wrangler Time—used for targeted intervention or enrichment.

Technology is integrated into daily instruction across all grade levels and embedded throughout the curriculum.

Strengths

1. Strong Collaborative Structures

- Weekly PLC meetings with grade-level teams and campus support staff ensure consistent collaboration.
- Inclusion of specialized staff (EB, Special Education, dyslexia) promotes a well-rounded approach to student needs.

2. Data-Driven Instruction

- Regular analysis of BAS, MAP, and unit assessment data to target interventions.
- Standards unpacking during PLCs ensures alignment between instruction and curriculum goals.
- Guiding coalition leadship look at hot spots and align standards throughout each grade level.

3. Goal-Oriented Practices

- SMART goals established annually based on previous EOY data.
- Quarterly student goal-setting supports personalized learning and ownership.
- Parent engagement through Wrangler Showcase strengthens the home-school connection.

4. Maximized Instructional Time

- Master schedule intentionally designed to prioritize instructional minutes.
- Dedicated "Wrangler Time" for intervention or enrichment ensures targeted support for all students.

5. Technology Integration

- Daily use of technology across all grade levels embeds 21st-century skills into the curriculum.

Perceptions

Summary

Decemeber

All areas of the teacher survey regarding administration scored above the district average, with the campus overall rating higher than the district's.

The parent survey also reflected positive results, with the campus overall rating exceeding the district average.

Strengths

Overall, the survey reflects that teachers feel cared for and recognized for good work. Parents feel that the principal is visible and engaged on campus and at events and believes that student safety is important.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**

Employee Data

- ☑ **Staff surveys and/or other feedback**

Parent/Community Data

- ☑ **Parent surveys and/or other feedback**
- ☑ **Community surveys and/or other feedback**

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

Wally W. Watkins Elementary will reinforce the core values outlined in the Wylie Way curriculum to help create bully and violence free classrooms.

Evaluation Data Source: PEIMS reports
Students recognized for leadership
Wylie Way Day participation
Think College Thursday participation
RISE Team

Summative Evaluation: Met Performance Objective

Strategy 1

Wally W. Watkins Elementary will plan and implement lessons aligned with Wylie Way Curriculum.

Strategy's Expected Result/Impact: Student climate survey results will show that students feel safe, accepted, and loved.

Staff Responsible for Monitoring: Administration, Counselor

Formative Reviews

December	March	June

Strategy 2

Students will be recognized at Wrangler Roundup by receiving a Shining Star Spirit Stick for showing the Wylie Way core value for that particular 9 weeks as a way to encourage students to apply the characteristics they are learning in the Wylie Way lessons.

Strategy's Expected Result/Impact: At least 1 student from every class will be recognized at each Wrangler Roundup.

Staff Responsible for Monitoring: Administration/Teachers

Formative Reviews

December	March	June

Strategy 3

Campus behavior plan will be implemented and monitored in all classrooms

Strategy's Expected Result/Impact: Decrease in office referrals due to students showing the core values learned through the Wylie Way lessons.

Staff Responsible for Monitoring: Administration/Teachers

Formative Reviews

December	March	June

Strategy 4

Any parent, student, or faculty member can report suspected bullying of any students.

Strategy's Expected Result/Impact: All classrooms will be Bully Free.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 2

Campus attendance will be above 95%

Evaluation Data Source: Attendance averages

Summative Evaluation: Met Performance Objective

Strategy 1

Front office will monitor tardy and absent students for high levels of absenteeism. Attendance letters will be sent home at regular intervals to remind parents of the expectations and their child's attendance habits. We have an attendance committe that will be meeting about high absenteeism.

Strategy's Expected Result/Impact: Parents will be made aware of the importance of tardies and excessive absences resulting in more awareness of severity of missed days/time.

Staff Responsible for Monitoring: PEIMS, Administration, and Teachers

Formative Reviews

December	March	June

Strategy 2

Teachers will reach out to parents when students have been absent for two or more consecutive days.

Strategy's Expected Result/Impact: Communication will build relationships and provide information where teachers can minimize the amount of content missed.

Staff Responsible for Monitoring: Classroom teacher, PEIMS, and Administration.

Formative Reviews

December	March	June

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1

Increase advanced levels of reading in all grades.

Evaluation Data Source: Unit assessments, BAS, MAP, STAAR

Strategy 1

PLCs will focus on analyzing individual student data.

Strategy's Expected Result/Impact: 85% of kindergartners' BAS levels will meet grade level expectations.
25% of kindergartners' BAS levels will be at a mastery level.

85% of first graders will have a BAS level that meets grade level expectations.
35% of first graders will have a BAS level that masters grade level expectations.

85% of third and fourth graders will meet grade level expectations on Reading MAP

Staff Responsible for Monitoring: Administration/Teachers

Formative Reviews

December	March	June

Strategy 2

Small group differentiated structured reading groups will be administered to all students.

Strategy's Expected Result/Impact: Student will meet projected growth in reading allowing them to grow by at least one year by end of the year.

Staff Responsible for Monitoring: Administration/Teachers

Funding Sources: Certified Reading Tutor State Comp Ed, $5,700

Formative Reviews

December	March	June

Strategy 3

RTI process will be used to identify students needing additional support and determine the most appropriate intervention.

Strategy's Expected Result/Impact: Decrease in the number of students scoring below the 25th percentile on MAP by EOY in Reading.

Staff Responsible for Monitoring: Administration/Teachers/Interventionists

Funding Sources: Certified Math Tutor State Comp Ed, $5,700

Formative Reviews

December	March	June

Performance Objective 2

Increase student achievement with accelerated instruction/at-risk students by providing additional support through HB 1416 minutes, EB support, and intervention time with teachers.

Evaluation Data Source: Progress monitoring every 6 weeks to track improvement and reviewed during MTSS meetings.

Strategy 1

Implement targeted small-group instruction during HB 1416 minutes and intervention blocks, focusing on priority TEKS and skill gaps.

Strategy's Expected Result/Impact: Students receive more individualized attention, accelerating mastery of grade-level TEKS and closing identified gaps.

Staff Responsible for Monitoring: Administration, Teachers, Interventionists, EB Teacher, Special Education

Formative Reviews

December	March	June

Strategy 2

Establish a consistent system for teachers to track student progress, adjust instruction, and provide real-time feedback.

Strategy's Expected Result/Impact: Frequent monitoring and responsive adjustments ensure interventions are effective, keeping students on track for accelerated growth.

Staff Responsible for Monitoring: Administration, Teachers, Interventionists, EB Teacher, Special Education

Formative Reviews

December	March	June

Performance Objective 3

Focus on building vocabulary at all grade levels.

Evaluation Data Source: MAP & Unit Tests

Strategy 1

There will be a refresher course on implementing ELPS in lessons.

Strategy's Expected Result/Impact: ELPS will be included in lesson plans with the TEKS.

Staff Responsible for Monitoring: Administration/ESL Teacher

Formative Reviews

December	March	June

Performance Objective 4

Student Achievement Scores will maintain an overall campus score of an A.

Evaluation Data Source: STAAR data for 2023-2024

Strategy 1

Teacher PLC's will meet once a week to track student growth and progress in the approaches, meets and mastery areas of assessment.

Strategy's Expected Result/Impact: Students will continue to show growth.

Staff Responsible for Monitoring: Teachers/Administration/Interventionist

Formative Reviews

December **March** **June**

Performance Objective 5

Students showing growth on STAAR will increase from a 75 to a 78 which will give the campus an A in student growth.

Evaluation Data Source: STAAR data

Strategy 1

Teachers will create student groups to work on targeted skills during Wrangler time each day. These groups will be fluid and change with the needs of the students.

Formative Reviews

December **March** **June**

Performance Objective 6

All student groups will surpass state standards set for each group.

Evaluation Data Source: STAAR data

Strategy 1

Teachers and support teachers such as special education, EB teacher, GT teacher and administration will track student groups to monitor growth.

Formative Reviews

December **March** **June**

Performance Objective 7

Students identified as economically disadvantaged will be supported through various programs.

Evaluation Data Source: Participation in Wylie Way Christmas, Free and reduced lunch, counselor led weekend food program

Strategy 1

Frequent check-ions with families to see what needs the campus can meet.

Strategy's Expected Result/Impact: Meeting basic needs of families so that the students can focus on learning.

Staff Responsible for Monitoring: Administration and Counselors

Formative Reviews

December	March	June

Performance Objective 8

Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity. and School-Based Activities.

Strategy 1

The Campus/District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students

Staff Responsible for Monitoring: Cafeteria staff, Nurse, PE

Formative Reviews

December	March	June

Strategy 2

The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.

Staff Responsible for Monitoring: Lunch staff, Nurse, PE, Science

Formative Reviews

December	March	June

Strategy 3

The Campus/District shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. The employees in order to promote enjoyable, life-long physical activity for
District employees and students.

Formative Reviews

December	March	June

Strategy 4

The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in
accordance with district policy.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 9

Increase reading fluency and comprehension for identified students with dyslexia by providing targeted, evidence-based interventions aligned to state dyslexia guidelines, ensuring measurable progress as demonstrated through progress monitoring assessments.

Evaluation Data Source: Progress in dyslexia program- Take Flight

Strategy 1

Collaborate with classroom teachers to provide accommodations (audiobooks, text-to-speech, extended time) and ensure consistency across content areas.

Strategy's Expected Result/Impact: Increased scores on unit assessments, benchmarks and STAAR.

Formative Reviews

December	March	June

Goal 3

Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

Provide various opportunities for students to grow and strengthen communication and cognitive skills.

Evaluation Data Source: UIL participation and after school club membership

Strategy 1

Students will be provided the opportunity to try out for various UIL teams/events.

Strategy's Expected Result/Impact: UIL teams are complete and prepared

Staff Responsible for Monitoring: Admin/UIL coaches

Formative Reviews

December	March	June

Strategy 2

Students will be allowed the opportunity to sign up for afterschool clubs based on student interest.

Strategy's Expected Result/Impact: Students will be provided various opportunities to grow interests based on afterschool programs offered (Chef, Lego, Art).

Staff Responsible for Monitoring: Administration/Teachers

Formative Reviews

December	March	June

Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Professional staff will participate in highly-effective and ongoing professional development in reading and math.

Evaluation Data Source: Student scores will increase on unit tests/STAAR/MAP

Strategy 1

At least two teachers from each grade level will attend a content learn and earn and share the information with their team at the following team planning.

Formative Reviews

December	March	June

Performance Objective 2

Staff will be recognized and celebrated for their work from administration.

Strategy 1

The administration will recognize teachers in a way that they share they enjoy receiving recognition best.

Strategy's Expected Result/Impact: All teachers will feel valued as they receive recognition in their preferred manner.

Formative Reviews

December	March	June

Performance Objective 3

First year teachers will feel supported and successful in their work.

Evaluation Data Source: Mentor logs time and activities completed with first year teachers

Strategy 1

Zero year teachers will have grade level mentors and campus mentors.

Strategy's Expected Result/Impact: Zero year teachers will make progress and continue into second year as a teacher for Wylie ISD.

Staff Responsible for Monitoring: Administration/Mentor Teacher/Lead Mentor

Formative Reviews

December	March	June

Strategy 2

Zero year teachers will be provided professional development and training to provide support and encouragement.

Strategy's Expected Result/Impact: Zero year teachers will make progress and continue into second year as a teacher for Wylie ISD.

Staff Responsible for Monitoring: Administration/Recruitment Director

Formative Reviews

December	March	June

Performance Objective 4

New teachers being hired will be highly effective teachers.

Evaluation Data Source: Interviewing at least three candidates for each position with a team to determine if the candidate is a good fit for our campus and grade level.

Strategy 1

Learning specialists will be invited to teacher interviews to provide feedback on potential hires.

Strategy's Expected Result/Impact: Teachers hired will be effective in the classroom.

Staff Responsible for Monitoring: Administration and Learning Specialists

Formative Reviews

December	March	June

Performance Objective 5

By the end of 25-26 school year, all language arts teachers who teach EB students will have their ESL supplemental certification.

Strategy 1

The campus administration team will audit their ELA teachers to determine who is in need of the ESL certification.

Formative Reviews

December	March	June

Strategy 2

Work in collaboration with Special Services for non-ESL certified teachers to obtain their ESL certification by covering the costs associated with the assessment.

Formative Reviews

December	March	June

Goal 5

Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

Continue to increase technology and manipulative resources on campus and allow accessibility to all students in all classrooms.

Strategy 1

Teachers will implement daily use of IPads or Chromebooks with instruction.

Strategy's Expected Result/Impact: Students use technology to complete assignments as indicated by administrative walkthroughs.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Strategy 2

Teachers will be provided with math manipulatives in class to deepen the student's understanding of the math TEKS.

Strategy's Expected Result/Impact: Math scores will increase.

Formative Reviews

December	March	June

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

Students will be provided opportunities to develop vocabulary, language and math skills.

Strategy 1

Campus will participate in Think College Thursday, Mapping the Future Mondays, and monthly Wylie Way Days.

Staff Responsible for Monitoring: Administration/Teachers

Formative Reviews

December	March	June

Goal 7

Continuously improve and prioritize safety measures to ensure the well-being and
security of students and staff.

Performance Objective 1

100% of interior doors are locked while students are in classroom.

Strategy 1

Administration will conduct random checks to ensure interior doors are locked and exterior doors are locked at all times.

Strategy's Expected Result/Impact: All doors are shut and locked when students are in the room. All exterior doors are locked.

Staff Responsible for Monitoring: Administration and Security Officer

Formative Reviews

December	March	June

Performance Objective 2

Add sweepers to ensure weather drills & fire drills are conducted in a time effective manner.

Evaluation Data Source: Timing of drills

Strategy 1

Add hallway sweepers to ensure hallways are cleared in a timely manner which will ensure the safety of students/staff in the event of a real emergency.

Strategy's Expected Result/Impact: Decrease the amount of time it takes to complete the entire drill process.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Performance Objective 3

Increase the number of staff that are CPR and First Aid certified.

Strategy 1

Encourage more participants for CPR and First Aid trainings.

Strategy's Expected Result/Impact: More staff members will be certified in CPR and First Aid

Staff Responsible for Monitoring: Nurse

Formative Reviews

December	March	June

Performance Objective 4

An armed security guard will be on campus daily

Strategy 1

He monitor hallways, check doors and outside perimeter, helps with crowd control during assemblies, and helps with traffic control during arrival and dismissal.

Strategy's Expected Result/Impact: Passing scores on all audits.

Formative Reviews

December	March	June

Goal 8 Celebrate our excellence.

Performance Objective 1

Celebrate student academic growth.

Evaluation Data Source: Assessment data

Strategy 1

Students will ring the hallway bell for everyone to celebrate their successes when they surpass their academic goals on MAP.

Strategy's Expected Result/Impact: Students will encourage each other and be motivated to reach their individual goal.

Staff Responsible for Monitoring: Administration and Teachers

Formative Reviews

December	March	June

Performance Objective 2

Celebrate positive student character traits.

Evaluation Data Source: Positive office referrals, house points, Wrangler Round up

Strategy 1

Monthly celebrations of student leadership at Wrangler Round Up!

Strategy's Expected Result/Impact: Student success is recognized and an increase in community among Watkins students.

Staff Responsible for Monitoring: Administration

Formative Reviews

December	March	June

Strategy 2

Students seen showing great character will be given positive office referrals by any employee on campus for administration to call home and celebrate the student's success in character building.

Strategy's Expected Result/Impact: Students will be motivated to show good character.

Staff Responsible for Monitoring: All staff members, adminisitration will make phone calls home to celebrate.

Formative Reviews

December	March	June

State Compensatory Education

State Compensatory

Budget for Watkins Elementary School

Total SCE Funds: $11,400.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

These funds will be used for tutoring services for students, including HB1416 and tutoring materials.

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Jennifer	Wiseman	Creator	Administrator
Amber	Newsome	Reviewer	Parent
Stefanie	Hoover	Reviewer	District Representative
DJ	Shirley	Reviewer	Business Representative
Amanda	Powers	Reviewer	Classroom Teacher
Jessica	DiMaggio	Reviewer	Paraprofessional
Amy	Swanson	Reviewer	Teacher
Shawnette	Banga	Reviewer	Special Education Teacher
Kylie	Reising	Reviewer	Community Representative

Funding Summary

Funding Summary

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Certified Reading Tutor	--	$5,700.00
2	1	3	Certified Math Tutor	--	$5,700.00
				Sub-Total	$11,400.00
				Budgeted Fund Source Amount	$11,400.00
				+/- Difference	$0.00