

Pflugerville Independent School District

Cele Middle School

2025-2026

Accountability Rating: A



Board Approval Date: October 16, 2025
Public Presentation Date: September 24, 2025

Mission Statement

Each student will get a little smarter every day in an environment that is safe and nurturing for all.

Vision

Cele will maximize the academic potential of each student and prepare them for success beyond middle school.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Background

In the 1890s, Seth Custer opened a general store that he named after his daughter. Her name was Lucille and everybody called her "Cele" for short. Eventually, the community around the store became known as Cele, and more than a century later, Cele Middle School was built. Cele MS opened in the fall of 2013 with 600 students and had grown by approximately 100 students each year until the 2021-2022 school year when PfISD opened a 7th middle school. Currently, Cele has a student population of just over 750. With vast acreage of farmland becoming neighborhoods, this growth will continue for the foreseeable future.

Students

Cele Middle School enrolled approximately 760 students to begin the 2024-2025 school year. The chart below shows Total Enrollment and demographic race and percentages of the Cele Student Population over time. The minimal change in demographics over time was slightly more pronounced between spring and fall 2021 when attendance boundaries were reset in the district due to growth and the necessity to open a seventh middle school.

Student Demographics - Cele Middle School (Source: Skyward, TAPR & OnData Suite)									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Total Enrollment	895	1,044	1,123	1,312	1,266	729	747	752	761
African American	12.1%	12.5%	12.7%	11.7%	12.7%	12.8%	14.3%	13.4%	13.7%
Hispanic	46.4%	45.5%	43.7%	45.0%	43.4%	34.3%	32.9%	34.2%	34.2%
White	30.8%	30.9%	31.4%	29.6%	29.7%	35.1%	35.5%	33.4%	32.1%
Asian	5.7%	6.5%	6.6%	6.6%	6.6%	9.5%	10.4%	11.6%	12.1%
Two or More Races	4.6%	4.3%	5.1%	6.3%	7.0%	8.1%	6.9%	6.8%	7.9%

The chart below indicates the percentage of the Cele Student Population over time who have been identified for special programs. Over the past four years, there has been a steady increase in the number of students identified as Emergent Bilingual. Following the adjustment of attendance boundaries and the opening of a seventh middle school, the percentage of Cele students identified as Economically Disadvantaged was reduced by half. As a result, Cele no longer qualified for Federal Title 1 funding beginning in the 2022-2023 school year.

Student Special Program Identification/Participation - Cele Middle School (Source: Skyward, TAPR & OnData Suite)									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Economically Disadvantaged	40.2%	32.9%	40.3%	39.8%	42.0%	21.51%	21.76%	23.5%	24.15%
Emergent Bilingual (EB)	12.5%	11.3%	12.2%	13.9%	14.6%	9.2%	11.2%	13.0%	11.87%
At-Risk	42.5%	43.4%	43.5%	44.5%	41.9%	34.8%	47%	41.8%	41.99%
Special Education	11.4%	11.3%	10.5%	10.0%	10.0%	9.0%	8.8%	9.6%	12.2%
Gifted & Talented	8.7%	9.2%	10.9%	10.0%	11.0%	11.5%	10.6%	11.2%	11.81%
Dyslexia	4.0%	4.8%	4.4%	5.6%	6.2%	6.5%	8.0%	7.6%	9.97%
Section 504	10.4%	12.9%	10.1%	12.9%	12.2%	14.2%	14.7%	13.8%	12.6%
Immigrant	0.2%	0.6%	0.4%	0.6%	0.6%	0.82%	1.5%	1.2%	0.66%
Homeless	0.7%	0.9%	0.5%	0.5%	0.7%	0.41%	0.7%	0.4%	0.66%
MIgrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	8.9%	9.1%	9.1%	10.6%	8.3%	9.2%	not yet reported	not yet reported	

Attendance

Our Average Daily Attendance (ADA) rate for the 2023-2024 school year was 95.1% which dropped from the previous school year by 0.1%. In the 2024-2025 school year ADA rose to 95.6%. The percentage of students experiencing Chronic Absenteeism, defined as students enrolled for at least 10 school days and absent for at least 10% of the days, decreased from 10.8% to 8.8%.

Staff

The following chart indicates the percentage of Cele staff by racial/ethnic identity. Of note is the fact that staff members who identify as African-American, Hispanic, Asian, or Two or More Races are underrepresented as compared to our Student Population.

Staff Ethnicity & Race Demographics - Cele Middle School (Source: Skyward, TAPR and OnData Suite, Human Resources)								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Staff	52.1	61.7	72.8	78.3	80.9	51.1	60	65.2
African American	7.7%	8.3%	9.5%	8.9%	7.4%	2.2%	4.2%	6.4%
Hispanic	23.5%	23.6%	16.7%	18.0%	10.5%	11.8%	8.7%	12.0%

Staff Ethnicity & Race Demographics - Cele Middle School (Source: Skyward, TAPR and OnData Suite, Human Resources)								
Non-Hispanic, White	63.1%	64.5%	69.6%	70.5%	78.3%	80.2%	85.1%	79.5%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.1%
Pacific Islander	1.9%	1.6%	1.4%	1.3%	1.2%	2.0%	2.0%	2.1%
Two or More Races	3.8%	2.0%	2.7%	1.3%	1.2%	3.9%	0%	0.0%

The following table represents the distribution of teachers by years of experience and is compiled from the most recent TAPR report for 2023-2024. Of note is the fact that in 2023-2024 there were more than twice the percentage of teachers with 1-5 years of experience as there were teachers with 6-10 years of experience. This is only the second time since 2017 that novice teachers exceeded the more veteran ranges of experience.

Teachers by Years of Experience (Source: TAPR)							
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Teachers	3.4%	2.7%	4.4%	5.9%	11.0%	8.6%	2.2%
1-5 Years Experience	20.8%	21.1%	17.9%	22.29%	11.2%	14.4%	29.7%
6-10 Years Experience	26.7%	26.5%	23.0%	19.8%	15.7%	18.3%	12.8%
11-20 Years Experience	33.0%	38.7%	45.7%	40.0%	48.6%	38.1%	33.6%
Over 20 Years Experience	16.2%	11.0%	8.9%	11.4%	13.5%	20.7%	21.7%

At the start of the 2024-2025 school year, Cele was allocated a full-time reading intervention teacher, which alleviated the need for ELA teachers to serve in that capacity. Additionally, a Counselor position was added for the 2024-2025 school year. Despite projected student enrollment increasing to an anticipated 790 students for the 2025-2026 school year, a change to a 28:1 student-to-teacher ratio in staffing required a reduction of one teaching position.

During the 2024-2025 school year, Cele had a fill rate of approximately 86% for staff absences requiring a guest (substitute) educator. This is an improvement from the previous school year's fill rate of approximately 70%. For the 14% of guest teacher (substitute teacher) requests that were unfilled, classes were combined, displaced, covered by another staff member, or were without the intended support.

The Cele PTO leadership fell from 8-10 officers and committee chairs at the start of the 2023-2024 school year to 3-4 officers and committee chairs at the start of the 2024-2025 school year. Attendance at the PTO meetings for the 2024-2025 school year did not meet the requisite number of members to hold quorum until the May 2025 meeting.

Demographics Strengths

The most significant strength of Cele Middle School is rooted in our diversity. We have an array of cultures and backgrounds that, collectively, benefit our community. We have a tremendous blend of hard-working students, committed teachers, and supportive parents. Cele has a balance of predominantly veteran and consistent teaching staff as well as novice professionals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cele is unable to offer various electives, including AVID, Pflex, and Succeed & Achieve, and student to teacher ratios in social studies and science sections are projected to be higher than in English Language Arts and Math sections.

Root Cause: PfISD budget constraints required raising the student to teacher ratio and resulted in eliminating a teacher position. This in turn limited the number of electives that could be taught and required staffing the social studies and science departments with 5 teachers each as opposed to two per grade level.

Problem Statement 2: During the 2024-2025 school year Cele Middle School had between three and five elected Officers and Committee Chairs or Co-Chairs, which was insufficient for a quorum or voting.

Root Cause: Reflection during CAAC and PTO meetings identified that parents primarily are involved with specific programs at the middle school level as opposed to the PTO, which has made it difficult to recruit new members of the PTO Leadership team.

Student Learning

Student Learning Summary

The instructional staff at Cele Middle School have developed a school culture that promotes student achievement. Our efforts are centered on establishing high student and staff expectations and helping students strive for academic progress.

2022 STAAR Performance

- 6th Grade Math: 88% Approaches, 61% Meets, 26% Masters Level (highest in Approaches & Meets; 2nd highest in masters)
- 7th Grade Math: 77, 37, 9 (highest at all levels)
- 8th Grade Math: 91, 76, 59 (highest at all levels)
- 6th Grade Reading: 85% Approaches, 60% Meets, 39% Masters
- 7th Grade Reading: 86, 61, 24(highest at Meets & Masters; 2nd highest by 1% in Approaches)
- 8th Grade Reading: 90, 66, 47 (2nd highest at Approaches & Meets; tied for highest at Masters)
- 8th Grade Science: 87, 65, 42 (highest at all levels)
- 8th Grade Social Studies: 78, 39, 23 (highest at approaches; 2nd highest at meets & masters)

2023 STAAR Performance

- Grade 6 Math, 81% passing; 34% Meeting Standard; 8% Mastered
- Grade 6 Reading, 82% passing; 61% Meeting Standard; 28% Mastered
- Grade 7 Math, 76% passing; 43% Meeting Standard; 8% Mastered
- Grade 7 Reading, 95% passing; 80% Meeting Standard; 50% Mastered
- Grade 8 Math, 89% passing; 61% Meeting Standard; 32% Mastered
- Grade 8 Reading, 92% passing; 76% Meeting Standard; 42% Mastered
- Grade 8 Science, 91% passing; 71% Meeting Standard; 36% Mastered
- Grade 8 Social Studies, 73% passing; 39% Meeting Standard; 17% Mastered
- Algebra I End Of Course, 100% passing; 87% Meeting Standard; 47% Mastered

2024 STAAR Performance

The 2024 STAAR performance levels below are results reported from TEA. This information is not disaggregated by grade level or student group.

Overview of 2024 STAAR Results by performance level:

- 91% of students Approached the grade level standard in Reading/Language Arts
- 77% of students Met the grade level standard in Reading/Language Arts
- 44% of students Mastered the grade level standard in Reading/Language Arts
- 81% of students Approached the grade level standard in math

- 52% of students Met the grade level standard in math
- 19% of students Mastered the grade level standard in math
- Grade 8 Science, 87% passing; 67% Meeting Standard; 28% Mastered
- Grade 8 Social Studies, 65% passing; 33% Meeting Standard; 13% Mastered

2024 TELPAS Performance

The overall percentage of students who progressed from one performance level to the next on TELPAS increased from 46% in 2023 to 62% in 2024. 62% exceeds the current federal Closing the Gaps target as well as the long-term target established for school year 2037-2038.

2025 STAAR Performance

The 2025 STAAR performance levels below are results reported from TEA. This information is not disaggregated by grade level or student group.

Overview of 2025 STAAR Results by performance level:

- 93% of students Approached the grade level standard in Reading/Language Arts
- 78% of students Met the grade level standard in Reading/Language Arts
- 51% of students Mastered the grade level standard in Reading/Language Arts
- 80% of students Approached the grade level standard in math
- 51% of students Met the grade level standard in math
- 24% of students Mastered the grade level standard in math
- Grade 8 Science, 85% passing; 65% Meeting Standard; 29% Mastered
- Grade 8 Social Studies, 60% passing; 27% Meeting Standard; 10% Mastered

2025 TELPAS Performance

The overall percentage of students who progressed from one performance level to the next on TELPAS decreased from 62% in 2024 to 58% in 2025. 58% exceeds the current federal Closing the Gaps target as well as the long-term target established for school year 2037-2038.

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		89	B	70%
STAAR Performance	59	89		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	0%
Academic Growth	75	86	B	✓
Relative Performance (Eco Dis: 24.1%)		74	C	
Closing the Gaps	73	91	A	30%

Closing the Gaps Outcomes

- 14 out of 16 Achievement Targets for 2025 were met or exceeded. The target for White students (60%) was missed by 1%, and the target for Asian students (85%) was missed by 5%.
- Reading Long Term Targets for the 2037-2038 school year were met or exceeded by 6 of the 8 measured Accountability Groups.
- All 8 Growth Targets for Reading Language Arts were met or exceeded.
- 2 of 8 Growth Targets for Math (All Students and Hispanic Students) were met or exceeded.

Missed Closing the Gaps Targets

- Academic Growth for Math: African American student group, High Focus student group

Student Learning Strengths

STAAR performance levels at Cele indicate strong relative performance among PfISD campuses. Results of grade 6 Reading (All Levels), grade 7 Reading (All Levels), grade 7 Math (Masters), and grade 8 Reading (Masters) scores were the highest among PfISD middle schools. The percentage of students achieving Masters level increased from 2024 in grades 6, 7, and 8 math and RLA as well as in science.

Students met all 8 Closing the Gaps targets for 2025 for all accountability groups for both Growth and Achievement performance in Reading Language Arts. Students met or exceeded the 2038 long-term target for Achievement in Reading Language Arts for all 8 accountability groups.

58% of Cele students who are identified as Emergent Bilingual met the TELPAS Progress measure, which exceeds the current federal Closing the Gaps target as well as the long-term target established for school year 2037-2038.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores in U. S. History declined at all performance levels from 2024 to 2025.

Root Cause: Nearly every performance level at nearly every middle school campus recorded a decline, and where there were gains the average was 2%. This would indicate a need across the district to adapt instruction to align with the assessment.

Problem Statement 2: For the third year, students in Cele's Asian accountability group did not meet the STAAR Interim target for Growth in math.

Root Cause: While growth for Cele's Asian accountability group improved by 3% since 2024 and was higher than that of any other accountability group, the targets for the Asian demographic group are set higher than those of any other accountability group as well.

Problem Statement 3: For the second year, Cele students in the African American Students, White Students, and High Focus students accountability groups missed the Interim Target for Growth in Math.

Root Cause: Growth improved between 2-8% for 5 of 7 accountability groups; however, the 2025 Math Target also increased in excess of the margin of growth. Teachers have identified curriculum adjustments to be addressed for 2025-2026.

Problem Statement 4: Some students who were assigned between 15 and 30 hours of accelerated learning through HB1416 did not complete the required amount of time.

Root Cause: Time for accelerated learning through Advisory was insufficient for completing the required minutes, particularly with students who required intervention in multiple subjects.

School Processes & Programs

School Processes & Programs Summary

Cele Middle School is committed to educating our students through a guaranteed, viable, and effective curriculum. We follow the curriculum standards developed at the district level and follow the curriculum documents provided. Through formal and informal walkthroughs, Professional Learning Communities, and planning meetings at the campus level, we seek to ensure our students receive a learning experience that is both rigorous and relevant.

We are keenly aware that the key component to establishing a great school is academic success. We are also aware that the surest method to achieve academic success is to have great teachers in each classroom. Most of the staff members were selected based on previous success while others indicate a high probability of future success. Each staff member has indicated a mindset of high expectations and a sense of responsibility for their students' learning.

Cele Middle School is represented at many job fairs each fall, spring, and summer to ensure that our students have the best possible teacher in each classroom. We bolster this through focused Professional Learning in an effort to ensure that each teacher is teaching at the highest level.

Our Culture and Climate Committee (formerly PBIS Committee) met regularly each month. The committee took faculty and staff concerns and addressed them throughout the year according to the changing needs. They were able to disseminate the information through advisory classes to better address student concerns and behavior.

Overall, discipline referrals increased from approximately 200 in the 2023-2024 SY to 225 in the 2024-2025 SY. The campus recorded a disproportionate removal rate for students who are African American or served through Special Education.

Enrollment and success in Athletics, Fine Arts, and CTE programs continued to grow during the 2024-2025 school year. Cele won multiple district championships, earned top honors in Cheer, Theatre, Band, Dance, and Choir, and many of our students placed in the District UIL Academic competition.

Due to staffing limitations, elective options in the master schedule were necessarily reduced for the 2025-2026 school year. The following classes are unable to be offered: AVID, PFLEX, and Succeed & Achieve. PfISD is adding an elective for 8th-grade students this school year, Pathways to Careers, which will prepare students for opportunities available to them beginning in high school.

The Emerging Bilingual (EB) program has been restructured for all middle schools. As a result, Cele no longer has a full-time, on-campus LPAC facilitator or EB teacher. We instead have itinerant support. The new structure includes the International Academy for newcomers (defined as students with two years or less of education in the United States). Students zoned to Cele who enroll in the International Academy will have Westview Middle School as their home campus. The remaining EB students on campus will be served through the general education teachers and itinerant support.

Physical Education offerings include pre-athletics, athletics, PE, or dance for their physical education credit, and 8th-grade students may take athletics, dance, or non-PE electives if they choose.

Parent participation and support through Fine Arts and Athletics has been relatively strong, and we have had regular parent volunteer support during the school day and at after-school events and competitions. Membership in the Cele PTO includes some officer positions who also serve as committee chairs, all of whom actively drive the events, volunteerism, and fundraising for PTO. At the final PTO meeting in May 2024, one new future 6th-grade parent was in attendance, yet there were not enough members present to hold a quorum for voting in new officers for the 2024-2025 school year. By the final PTO meeting in May 2025, a quorum was achieved.

Our most recent dropout data is for the 2021-2022 and 2022-2023 school years in the TAPR report. As of September 2025, there are no Cele students from the 2024-2025 school year identified as classified as dropping out of school.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-

School Processes & Programs Strengths

The teachers at Cele are experienced, well-trained, and talented. We utilize Professional Learning Communities as well as informal collegiality to share great ideas and reflect upon how to enhance the level of our students' success and learning.

Among our staff strengths, the ability to recruit and retain talented teachers is key. Our strategy is to surround great teachers with other great teachers, foster a sense of mutual support, and provide teachers with what they need to be successful.

House Bill 1416 requires schools to ensure that all students who did not meet standard on the STAAR tests participate in either 15 or 30 hours of intervention beyond instruction received within their core content classes during the school day. We have adapted our Advisory system to meet the expectations of House Bill 1416 in our ongoing mission to ensure each child grows a little smarter every day.

Enrollment and success in Athletics, Fine Arts, and CTE programs continued to grow during the 2024-2025 school year. Cele won multiple district championships, earned top honors in Cheer, Theatre, Band, Dance, and Choir, and many students placed in the District UIL Academic competition.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Membership in the Cele Colts PTO has fallen below the number required to have a separate member in each officer position and committee chair position.

Root Cause: Parent volunteers and involvement has shifted toward specific programs as opposed to the campus PTO.

Problem Statement 2: There is a disproportionate percentage of discipline removals for students who are African American and for students who are served through Special Education.

Root Cause: The campus focused on explicitly and directly teaching conflict resolution to our student population; however, the campus focus on restorative practices primarily occurred in August professional learning and need more follow-on support.

Perceptions

Perceptions Summary

During most of the 2024-2025 School Year, Cele staff completed the climate survey in the fall and spring. The following are the results of the five areas of greatest loss and greatest gain as compared with fall 2024 staff survey responses.

Areas of greatest gain:

- Principal/Teacher Trust, +10%
- Autonomy, +8%
- Compensation & Career Path, +5%
- Evaluation, +5%
- Work/Life Balance, +3%

Top Highest Rated Areas

- Equal Opportunities, 92%
- Self-efficacy, 89%
- Care & Commitment, 88%

Areas of greatest loss:

- Collaboration, -15%
- Appreciation, -7%
- Recruitment, Hiring, Onboarding, -7%
- Care & Commitment, -6%

Lowest Rated Areas

- Compensation & Career Path, 38%
- Professional Development, 61%
- Appreciation, 66%

Perceptions Strengths

Equal Opportunities, Self-Efficacy, and Care and Commitment, as reported by teachers, are relative strengths. Likewise, Cele staff reported a 10% increase from the fall with Principal Trust and an 8% increase in Autonomy.

Many intentional practices, including distributed leadership and shared decision-making undergird that result.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the spring 2025 staff climate survey, reported teacher satisfaction with collaboration fell by 15% compared to the fall 2024 survey.

Root Cause: In order to balance class sizes better in the coming school year, the collective decision of the staff was to deprioritize a common planning period during the school day for all teachers of the same grade level. Likewise, we will deprioritize ensuring all PLC partners have their personal planning period in common. The trade off results in less collaboration time during the school day.

Problem Statement 2: Data is unavailable to assess Community, Parent, and Student perceptions.

Root Cause: Community, parent, and student surveys were not provided or administered in the 2024-2025 school year.

Goals

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 1: Cele MS will retain 80% of the professional teaching and support staff, except those who relocate, retire, or are promoted to another position.

High Priority

Evaluation Data Sources: OEMS rosters and exit survey results.

Goal 1: PflSD will recruit, support, and retain teachers and principals.

Performance Objective 2: By Spring 2026, Cele MS will increase positive responses to Collaboration satisfaction on the staff climate survey from 76% in the prior year to 85%.

High Priority

Evaluation Data Sources: Staff Climate Survey

Goal 2: Cele Middle School will build a foundation for reading and math.

Performance Objective 1: By June 2026, there will be increases in both Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 6-8 for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

-RLA Academic Growth from 81% to 85%

-Approaches from 93% to 95%

-Meets from 79% to 85%

-Masters from 51% to 55%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Goal 2: Cele Middle School will build a foundation for reading and math.

Performance Objective 2: By June 2026, there will be increases in both Growth and Achievement on STAAR Math tests for 6-8 grade and Algebra I for all student groups to meet Closing the Gaps targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Math Academic Growth from 66% to 85%
- Approaches from 81% to 90%
- Meets from 53% to 60%
- Masters from 25% to 30%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Goal 2: Cele Middle School will build a foundation for reading and math.

Performance Objective 3: By June 2026, there will be an increases in Achievement at all performance levels on 8th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 85% to 95%
- Meets from 66% to 75%
- Masters from 30% to 40%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Goal 2: Cele Middle School will build a foundation for reading and math.

Performance Objective 4: By June 2026, there will be an increases in Achievement at all performance levels on 8th grade STAAR Social Studies tests for all student groups to meet Closing the Gaps Student Success Status targets.

Improved Spring 2026 STAAR outcomes from the prior year will be:

- Approaches from 60% to 80%
- Meets from 27% to 50%
- Masters from 9% to 30%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Goal 3: Cele Middle School will make connections to high school for career and college readiness.

Performance Objective 1: During the school year, 100% of Cele MS students will demonstrate readiness for Enrollment, Enlistment, or Employment by completing all components of their SchoolLinks profile or Career and Interest Survey.

Evaluation Data Sources: SchoolLinks completion / tracking reports.

Goal 3: Cele Middle School will make connections to high school for career and college readiness.

Performance Objective 2: Over the course of the school year as part of Coordinated School Health, 100% of Cele 6th and 7th grade students will participate in individually appropriate, daily physical activity in a physical education class or through school-wide or district-wide activities. At least 70% of 8th-grade students will continue to participate in daily physical activity in a physical education class. All required students will participate in FitnessGram.

Evaluation Data Sources: Course enrollment, FitnessGram participation

Goal 4: PfISD will improve low performing schools.

Performance Objective 1: By the end of the school year, Cele MS will reduce Chronic Absenteeism from 8.8% to 3.8% and increase the student attendance rate from 95.6% to at least 97%.

High Priority

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Goal 4: PfISD will improve low performing schools.

Performance Objective 2: By the end of the school year, Cele MS will earn a "No Place For Hate" designation.

Evaluation Data Sources: No Place For Hate Designation

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By December 31, 2025, Cele MS will ensure that all required members are established for the Campus Academic Advisory Committee (CAAC) and the Cele Colts PTO in order to support programs that effectively engage parents and improve both student academic achievement and school performance.

Evaluation Data Sources: CAAC Roster and Cele Colts PTO website

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2025-2026 school year, the disproportionality rates of Disciplinary Incidents will be reduced as follows:

- Disciplinary Incidents by Ethnicity compared with the Fall Enrollment by Ethnicity will be reduced to within 50% of Fall Enrollment by Ethnicity.
- Disciplinary Rates for students in Special Education will be within 5% of the Disciplinary Rates for students in General Education

High Priority

Evaluation Data Sources: Campus discipline data from Skyward.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Cele Middle School's 2026 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will maintain at A
- Domain 1 Rating will improve from B to A
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will maintain at A

Evaluation Data Sources: Accountability reports

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Child Abuse and Neglect	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Coordinated Health Program	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Dating Violence Policy	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Decision-Making and Planning Policy Evaluation	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Disciplinary Alternative Education Program (DAEP)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Dropout Prevention	Executive Director of Student Affairs, Assistant Superintendent	9/29/2025	Karen Shah	9/29/2025
Dyslexia Treatment Program	Executive Director of Special Education	9/29/2025	Karen Shah	9/29/2025
Title I, Part C Migrant	Director of Federal & State Programs	9/29/2025	Karen Shah	9/29/2025
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	9/29/2025	Karen Shah	9/29/2025
Post-Secondary Preparedness	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	9/29/2025	Karen Shah	9/29/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Texas Behavior Support Initiative (TBSI)	Executive Director of Student Affairs	9/29/2025	Karen Shah	9/29/2025
Technology Integration	Chief Academic & Innovation Officer	9/29/2025	Karen Shah	9/29/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	9/29/2025	Karen Shah	9/29/2025
Measure of Poverty	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title II Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025
2024-25 Title IV Program Description	Director of Federal and State Programs	9/29/2025	Karen Shah	9/29/2025