

Pflugerville Independent School District

Cele Middle School

2026-2027

Accountability Rating: A



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.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 8

School Processes & Programs 11

Perceptions 14

Goals 16

Goal 1: PfISD will recruit, support, and retain teachers and principals. 16

Goal 2: Cele Middle School will build a foundation for the core curriculum. 17

Goal 3: Cele Middle School will make connections to high school for career and college readiness. 20

Goal 4: PfISD will improve low performing schools. 21

Policies, Procedures, and Requirements 25

Addendums 26

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 790 students to begin the 2025-2026 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. Cele Middle School's total enrollment grew to 790 students during the 2025-2026 school year, aligning perfectly with previous campus growth projections. The demographic distribution by gender consists of 52.15% male (412 students) and 47.85% female (378 students). In terms of ethnicity and race, the student body remains richly diverse, composed of 34.68% White, 32.66% Hispanic-Latino, 13.29% Black-African American, 11.90% Asian, 6.96% Two-or-More Races, and 0.51% American Indian-Alaskan Native students.

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	2025-2026
Total Enrollment	895	1,044	1,123	1,312	1,266	729	747	752	761	790
African American	12.1%	12.5%	12.7%	11.7%	12.7%	12.8%	14.3%	13.4%	13.7%	13.3%
Hispanic	46.4%	45.5%	43.7%	45.0%	43.4%	34.3%	32.9%	34.2%	34.2%	32.7%
White	30.8%	30.9%	31.4%	29.6%	29.7%	35.1%	35.5%	33.4%	32.1%	34.7%
Asian	5.7%	6.5%	6.6%	6.6%	6.6%	9.5%	10.4%	11.6%	12.1%	11.9%
Two or More Races	4.6%	4.3%	5.1%	6.3%	7.0%	8.1%	6.9%	6.8%	7.9%	7.0%

The chart below indicates the percentage of the Cele Student Population over time who have been identified for special programs. Following the adjustment of attendance boundaries and the opening of a seventh middle school in fall 2021, 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. Special programs data revealed profound programmatic shifts during this school year. The campus experienced an unprecedented spike in Gifted and Talented (GT) enrollment, rising significantly from 11.81% in the prior year to 17.09%. Concurrently, the percentage of students qualifying for Special Education (SPED) services increased from 12.2% to 14.94%, while Dyslexia identifications climbed to 10.51% and Section 504 accommodations reached 13.16%. Middle school advanced math participation reached a high of 59.62% campus-wide. Conversely, the campus observed a sharp decline in Emergent Bilingual (EB) enrollment, falling from 11.87% down to 8.10%. Finally, the Economically Disadvantaged population experienced an upward trend, rising from 24.15% to 26.33%, while At-Risk numbers dropped slightly to 37.85%.

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	2025-2026
Economically Disadvantaged	40.2%	32.9%	40.3%	39.8%	42.0%	21.51%	21.76%	23.5%	24.15%	26.3%
Emergent Bilingual (EB)	12.5%	11.3%	12.2%	13.9%	14.6%	9.2%	11.2%	13.0%	11.87%	8.1%
At-Risk	42.5%	43.4%	43.5%	44.5%	41.9%	34.8%	47%	41.8%	41.99%	37.9%
Special Education	11.4%	11.3%	10.5%	10.0%	10.0%	9.0%	8.8%	9.6%	12.2%	14.9%
Gifted & Talented	8.7%	9.2%	10.9%	10.0%	11.0%	11.5%	10.6%	11.2%	11.81%	17.09%
Dyslexia	4.0%	4.8%	4.4%	5.6%	6.2%	6.5%	8.0%	7.6%	9.97%	10.51%
Section 504	10.4%	12.9%	10.1%	12.9%	12.2%	14.2%	14.7%	13.8%	12.6%	13.16%
Immigrant	0.2%	0.6%	0.4%	0.6%	0.6%	0.82%	1.5%	1.2%	0.66%	1.52%
Homeless	0.7%	0.9%	0.5%	0.5%	0.7%	0.41%	0.7%	0.4%	0.66%	0.89%
Migrant	0.0%	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%	9.1%	8.1%	not yet reported	not yet reported

Attendance

Our Average Daily Attendance (ADA) rate for the 2025-2026 school year was 96.5% which represented a 0.9% increase from the previous school year and a five-year high. 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 9.0% to 5.6%, the largest percentage reduction in four years. Cele Middle School had both the highest average daily attendance and the lowest percentage of Chronic Absenteeism for all campuses in PfISD in the 2025-2026 school year.

Staff

The following chart indicates the percentage of Cele staff by racial/ethnic identity as reported on the Texas Academic Performance Reports (TAPR), which are released in December following the conclusion of a given school year.

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	2024-2025
Total Staff	52.1	61.7	72.8	78.3	80.9	51.1	60	65.2	67.1
African American	7.7%	8.3%	9.5%	8.9%	7.4%	2.2%	4.2%	6.4%	4%
Hispanic	23.5%	23.6%	16.7%	18.0%	10.5%	11.8%	8.7%	12.0%	9%
Non-Hispanic, White	63.1%	64.5%	69.6%	70.5%	78.3%	80.2%	85.1%	79.5%	85%
American Indian	0.0%	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%	0.8%
Pacific Islander	1.9%	1.6%	1.4%	1.3%	1.2%	2.0%	2.0%	2.1%	0.0%
Two or More Races	3.8%	2.0%	2.7%	1.3%	1.2%	3.9%	0%	0.0%	0.6%

The following table represents the distribution of teachers by years of experience and is compiled from the most recent TAPR report for 2024-2025. 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 was only the second time since 2017 that novice teachers exceeded the more veteran ranges of experience. The distribution of years of experience remained relatively stable in 2024-2025 aside from a notable increase in Beginning Teachers.

Teachers by Years of Experience (Source: TAPR)								
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Teachers	3.4%	2.7%	4.4%	5.9%	11.0%	8.6%	2.2%	6.5%
1-5 Years Experience	20.8%	21.1%	17.9%	22.29%	11.2%	14.4%	29.7%	31.6%
6-10 Years Experience	26.7%	26.5%	23.0%	19.8%	15.7%	18.3%	12.8%	12.0%
11-20 Years Experience	33.0%	38.7%	45.7%	40.0%	48.6%	38.1%	33.6%	30.8%
Over 20 Years Experience	16.2%	11.0%	8.9%	11.4%	13.5%	20.7%	21.7%	19.2%

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.

At the conclusion of the 2025-2026 school year, intervention teacher allocations were reduced by one FTE at all secondary campuses. Cele was projected to grow modestly to 796 students for the 2026-2027 school year. A growing student population and a reduction in staffing allocations contribute to constraints on the number of course offerings available to students.

In addition to full-time staff, Cele employed two teacher facilitators and two long-term guest educators in teaching positions for the majority of the 2025-2026 school year. Recruiting and hiring fully certified staff who meet the high instructional standards for the campus and PfISD remains a challenge. However, both teacher facilitators successfully recorded exceptionally high results for their respective student populations in language arts and fine arts.

Cele retained 100% of the core-content teachers for the 2026-2027 school year. Of the 46 teacher positions allocated for 2026-2027, 40 teachers returned, with an overall retention rate of 87%.

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.

Cele Middle School had both the highest average daily attendance and the lowest percentage of Chronic Absenteeism for all campuses in PfISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Cele is unable to offer various electives, including AVID, Pflex, Technology Applications, 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: Multiple years of PfISD budget constraints required raising the student-to-teacher ratio and resulted in the elimination of an intervention 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 2025-2026 school year Cele Middle School employed two teacher facilitators and two long-term guest educators in teaching positions for fine arts, reading language arts, and special education.

Root Cause: The pool of applicants for certified teachers who meet the high standards of employment as teachers at Cele and PfISD has been reduced considerably.

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.

2026 STAAR Performance

Overview of 2026 STAAR & EOC Results by performance level:

Reading Language Arts (RLA)

- 90% of students Approached the grade level standard
- 77% of students Met the grade level standard
- 54% of students Mastered the grade level standard

Math

- 84% of students Approaches
- 59% of students Met
- 27% of students Mastered

Science

- 92% Approaches
- 79% Meets
- 52% Masters

Social Studies

- 70% Approaches
- 35% Meeting Standard
- 12% Mastered

2026 TELPAS Performance

The overall percentage of progress was approximately 48% and exceeds the current federal Closing the Gaps target as well as the long-term target established for the school year 2037-2038.

2026 Closing the Gaps Outcomes

- 14 out of 16 Closing the Gaps Targets for 2026 were met or exceeded.
- Reading Long-Term Targets for the 2037-2038 school year were met on 3 of the 4 measured Accountability Groups.
- All 8 Growth and Achievement Targets for Reading Language Arts were met or exceeded.
- 2 of 4 Growth Targets for Math (All Students and Hispanic Students) were met or exceeded.

2026 Missed Closing the Gaps Targets

- Academic Growth for Math: Hispanic student group, High Focus student group

Student Learning Strengths

Advanced academic engagement is exceptionally strong at Cele Middle School, highlighted by 59.62% of the student body participating in Middle School Advanced Math programming and a Gifted and Talented student profile that expanded to 17.09% of total enrollment.

Grade 8 Reading Language Arts (RLA): Cele MS demonstrated high achievement with 94% of students at the Approaches level, 82% at Meets, and 60% at Masters. This performance significantly exceeds the District average of 85% Approaches, 62% Meets, and 35% Masters.

Grade 7 RLA: Performance remained strong with 91% of students at the Approaches level and 79% at Meets, outperforming the District averages of 75% and 53%, respectively.

Grade 6 RLA: Cele MS achieved 81% at the Approaches level and 67% at the Meets level, which is higher than the District averages of 71% Approaches and 52% Meets.

Grade 6 Math: The school showed high performance with 84% at the Approaches level and 48% at the Meets level, notably higher than the District averages of 69% Approaches and 34% Meets.

Students met all Closing the Gaps targets for 2026 for all accountability groups for both Growth and Achievement performance in Reading Language Arts. Students met the 2038 long-term target for Achievement in Reading Language Arts for 75% of accountability groups.

47% 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 increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages.

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: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade.

Root Cause: Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice.

Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%).

Root Cause: 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade.

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.

Problem Statement 5: Students in Cele's both the Hispanic and High Focus accountability groups did not meet the STAAR Interim target for Growth in Math.

Root Cause: HQIM and weekly instructional plans fidelity was a focus in the 2025-2026 school resulting in a significant change to instructional approaches.

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 decreased from approximately 225 in the 2024-2025 SY to 187 in the 2025-2026 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 2025-2026 school year. Cele won multiple district championships, earned top honors in Cheer, Theatre, Band, Dance, and Choir; however, for the first time, Cele was unable to recruit coaches for students to participate 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. For the upcoming 2026-2027 school year, the following classes are unable to be offered: Pre-Athletics, Technology Applications, PFLEX, and Succeed & Achieve. Participation in Pathways to Careers for 8th-grade students will roughly triple to approximately 150 students this school year.

Cele no longer has a full-time, on-campus LPAC facilitator or Emergent Bilingual (EB) teacher. We instead have itinerant support. 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 officer positions and a number of committee chairs, all of whom actively drive the events, volunteerism, and fundraising for PTO. At the final PTO meeting in May 2026, nearly all officer and committee chair positions were filled, following a year of successful recruitment.

Our most recent dropout data is for the 2023-2024 and 2024-2025 school years in the 2025 TAPR report:

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed
Attendance Rate											
2024-25	93.9%	93.4%	95.6%	95.8%	95.1%	95.6%	*	96.8%	-	95.9%	94.4%
2023-24	93.6%	92.9%	95.1%	95.0%	94.4%	95.4%	97.6%	97.1%	*	94.6%	92.1%
Chronic Absenteeism											
2024-25	18.0%	18.7%	9.0%	12.5%	11.6%	7.4%	0.0%	2.2%	-	8.5%	15.9%
2023-24	19.0%	19.8%	10.8%	14.5%	15.1%	6.3%	0.0%	2.2%	*	17.0%	27.1%
Annual Dropout Rate (Gr 7-8)											
2023-24	0.7%	0.8%	0.2%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	0.0%
2022-23	0.8%	0.7%	0.4%	0.0%	0.6%	0.6%	-	0.0%	*	0.0%	0.0%

Average Daily Attendance increased over the one-year time frame, and Cele also saw a reduction in both the Chronic Absenteeism and Annual Dropout Rates.

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 2025-2026 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: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year.

Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.

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 requires more follow-on support.

Perceptions

Perceptions Summary

During most of the 2025-2026 School Year, Cele staff completed the climate survey in the fall and spring. The following are the results of the areas of greatest loss and greatest gain reported in spring 2026 as compared with spring 2025 staff survey responses:

Areas of greatest gain:

- Inclusive Practices, +20%
- Teacher Voice and Leadership, +19%
- Professional Development, +15%

Top Highest Rated Areas

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

Areas of greatest loss:

- Curricular Autonomy, -18%
- Work/Life Balance, -5%

Lowest Rated Areas

- Compensation and Career Path, 40%
- Work/Life Balance, 65%

Perceptions Strengths

Parent/Teacher Communication increased by 14% to an overall agreement of 96%. Instructional Leadership satisfaction also increased by 9% to 92%.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: On the spring 2026 staff climate survey, reported teacher satisfaction with Curricular Autonomy fell by 18% compared to the spring 2025 survey.

Root Cause: PflSD rolled out revised High Quality Instructional Materials (HQIM) this school year, which came with an expectation that all instructional staff would tightly follow the weekly instructional plans (WIPs).

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 2025-2026 school year.

Problem Statement 3: On the spring 2026 staff climate survey, Work/Life Balance was the broad category that showed the greater decline in satisfaction of the two areas that were

rated lower from the previous school year.

Root Cause: Teacher responses regarding a reasonable workload increased by only 1% and remain at only 61% agreement. The greatest decline in agreement was with the statement regarding balancing the workload with responsibilities outside of school.

Goals

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

Performance Objective 1: Cele MS will retain 85% 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.

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cele is unable to offer various electives, including AVID, Pflex, Technology Applications, 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: Multiple years of PflSD budget constraints required raising the student-to-teacher ratio and resulted in the elimination of an intervention 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 2025-2026 school year Cele Middle School employed two teacher facilitators and two long-term guest educators in teaching positions for fine arts, reading language arts, and special education. Root Cause: The pool of applicants for certified teachers who meet the high standards of employment as teachers at Cele and PflSD has been reduced considerably.
School Processes & Programs
Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.
Perceptions
Problem Statement 1: On the spring 2026 staff climate survey, reported teacher satisfaction with Curricular Autonomy fell by 18% compared to the spring 2025 survey. Root Cause: PflSD rolled out revised High Quality Instructional Materials (HQIM) this school year, which came with an expectation that all instructional staff would tightly follow the weekly instructional plans (WIPs).
Problem Statement 3: On the spring 2026 staff climate survey, Work/Life Balance was the broad category that showed the greater decline in satisfaction of the two areas that were rated lower from the previous school year. Root Cause: Teacher responses regarding a reasonable workload increased by only 1% and remain at only 61% agreement. The greatest decline in agreement was with the statement regarding balancing the workload with responsibilities outside of school.

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

Performance Objective 2: By Spring 2027, Cele MS will increase positive responses to Curricular Autonomy satisfaction on the staff climate survey

from 71% in the prior year to 81%.

High Priority

Evaluation Data Sources: Staff Climate Survey

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores in U.S. History increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages. 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: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade. Root Cause: Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice. Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%). Root Cause: 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade. 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.
Perceptions
Problem Statement 1: On the spring 2026 staff climate survey, reported teacher satisfaction with Curricular Autonomy fell by 18% compared to the spring 2025 survey. Root Cause: PfISD rolled out revised High Quality Instructional Materials (HQIM) this school year, which came with an expectation that all instructional staff would tightly follow the weekly instructional plans (WIPs).

Goal 2: Cele Middle School will build a foundation for the core curriculum.

Performance Objective 1: By June 2027, 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 79.7% to 85% Overall
- Approaches from 89% to 93%
- Meets from 75% to 81%
- Masters from 53% to 57%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores in U.S. History increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages. 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: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade. Root Cause: Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice. Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%). Root Cause: 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade. 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
Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.

Goal 2: Cele Middle School will build a foundation for the core curriculum.

Performance Objective 2: By June 2027, 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 68.4% to 80%
- Approaches from 78.5% to 90%
- Meets from 51.5% to 60%
- Masters from 21% to 30%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade. **Root Cause:** Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice.

Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%). **Root Cause:** 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade.

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.

Goal 2: Cele Middle School will build a foundation for the core curriculum.

Performance Objective 3: By June 2027, there will be an increase in Achievement at all performance levels on 8th-grade STAAR Science tests.

Improved Spring 2027 STAAR outcomes from the prior year will be:

-Approaches from 92% to 95%

-Meets from 79% to 83%

-Masters from 52% to 55%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. **Root Cause:** Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.

Perceptions

Problem Statement 1: On the spring 2026 staff climate survey, reported teacher satisfaction with Curricular Autonomy fell by 18% compared to the spring 2025 survey. **Root Cause:** PfISD rolled out revised High Quality Instructional Materials (HQIM) this school year, which came with an expectation that all instructional staff would tightly follow the weekly instructional plans (WIPs).

Goal 2: Cele Middle School will build a foundation for the core curriculum.

Performance Objective 4: By June 2027, there will be an increase 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 2027 STAAR outcomes from the prior year will be:

- Approaches from 68% to 80%
- Meets from 33% to 50%
- Masters from 12% to 30%

High Priority

Evaluation Data Sources: STAAR results, Accountability results

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores in U.S. History increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages. 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.

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.

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Cele is unable to offer various electives, including AVID, Pflex, Technology Applications, 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: Multiple years of PflSD budget constraints required raising the student-to-teacher ratio and resulted in the elimination of an intervention 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.
School Processes & Programs
Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.
Perceptions
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 2025-2026 school year.

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Cele is unable to offer various electives, including AVID, Pflex, Technology Applications, 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: Multiple years of PfISD budget constraints required raising the student-to-teacher ratio and resulted in the elimination of an intervention 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.

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 5.6% to 0.6% and increase the student attendance rate from 96.5% to at least 97%.

High Priority

Evaluation Data Sources: Attendance rates, Chronic Absenteeism rates

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores in U.S. History increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages. 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: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade. Root Cause: Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice.
Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%). Root Cause: 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade.

Student Learning
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
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 requires more follow-on support.
Perceptions
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 2025-2026 school year.

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

Performance Objective 2 Problem Statements:

School Processes & Programs
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 requires more follow-on support.

Goal 4: PfISD will improve low performing schools.

Performance Objective 3: By December 31, 2026, Cele MS will ensure that all committee chair and officer positions on the PTO and all community, parent, and business partner positions on the CAAC are filled in order to support programs that effectively engage parents and improve both student academic achievement and school performance.

Evaluation Data Sources: UIL Academic Team Rosters

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.
Perceptions
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 2025-2026 school year.
Problem Statement 3: On the spring 2026 staff climate survey, Work/Life Balance was the broad category that showed the greater decline in satisfaction of the two areas that were rated lower from the previous school year. Root Cause: Teacher responses regarding a reasonable workload increased by only 1% and remain at only 61% agreement. The greatest decline in agreement was with the statement regarding balancing the workload with responsibilities outside of school.

Goal 4: PfISD will improve low performing schools.

Performance Objective 4: During the 2026-2027 school year, the disproportionality rates of Disciplinary Incidents will be reduced as follows:

- Reduce disciplinary rates for all student groups
- 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.

Performance Objective 4 Problem Statements:

School Processes & Programs
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 requires more follow-on support.
Perceptions
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 2025-2026 school year.

Goal 4: PfISD will improve low performing schools.

Performance Objective 5: Cele Middle School's 2027 A-F campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will remain an A
- Domain 1 Rating will increase from 91 to 93

- Domain 2 Rating will increase from 86 to 88
- Domain 3 Rating will increase from 91 to 93

Additionally, Cele Middle School will achieve Distinction in Science and Reading Language Arts.

Evaluation Data Sources: Accountability reports

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: STAAR scores in U.S. History increased for the 2026 cohort but remain below the district average for the Meets and Masters performance level averages. 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: On the Spring 2026 STAAR Math exam, student non-proficiency expanded sequentially across grade levels, with the percentage of students failing to meet state standards growing from 15.4% in 6th grade to 20.3% in 7th grade, and peaking at 33.1% in 8th grade. Root Cause: Teachers report critical analysis of the HQIM that has been adopted, and, MTSS are limited by constraints of teacher availability and resources for student independent practice. Problem Statement 3: On the Spring 2026 STAAR Reading Language Arts (RLA) exam, 18.68% of 6th-grade students did not meet grade-level standards, a non-proficiency rate that is more than double that of 7th graders (8.76%) and triple that of 8th graders (5.84%). Root Cause: 5 of 7 middle schools in PfISD recorded a decline in the percentage of students achieving at the Approaches & Meets performance levels, which may indicate a disconnect at the curriculum to assessment levels for 6th grade. 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. Problem Statement 5: Students in Cele's both the Hispanic and High Focus accountability groups did not meet the STAAR Interim target for Growth in Math. Root Cause: HQIM and weekly instructional plans fidelity was a focus in the 2025-2026 school resulting in a significant change to instructional approaches.
School Processes & Programs
Problem Statement 1: Despite a rising number of students identified for GT services and participating in advanced academics courses, opportunities including Pflex and UIL Academics were unavailable in the 2025-2026 school year. Root Cause: Staffing allocations have not kept pace with growing student populations, and teacher climate surveys reflect increased dissatisfaction with work-life balance, which aligns with reluctance to accept additional responsibilities such as extracurricular sponsorship.

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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums