Celina Independent School District

Vasquez Elementary School

2026-2027 Campus Improvement Plan

Mission Statement

Celina ISD will educate students at the highest levels, empower them to succeed, develop their leadership potential, instill faith-based traditional values, and prepare them to become contributing members of society

Vision

Expecting Excellence, Inspiring Creativity, Growing Leaders

Value Statement

Love the learner; drive the rigor

Responsible for one's own learning

Interdependent self-managers

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celina is a fast growing city approximately 40 miles north of Dallas. Vasquez Elementary is situated in the Parks at Wilson Creek Community in the Northwest part of the town. Vasquez opened in August 2025 as the fifth Celina ISD elementary school. Vasquez is in it's second year since opening and our attendance has grown along with the surrounding community. This year, with the opening of Willard Middle School, we shifted the elementary student body model from K-5 to Pre-K to 4th grade. As of Sept 14, 2026 we have 623 students: 62 in Pre-K, 113 in kinder, 126 in first, 111 in second, 119 in third, and 99 in fourth. Vasquez houses three centralized Special Education programs: Structure Learning Classroom, Social Emotional Teaching and SBS Student Behavior Support. Of our 623 students, 81 are served in Special Education, 6 are served under Section 504 and 41 are served in GT. 228 are Emergent Bilinguals. Our demographics based on race are: 25.04 % white, 8.45 % Hispanic, 13.40 % black, 51.36 % Asian, 3.83% Native American and 6.22% Multi-Race.

Vasquez has 85 staff members: 33 classroom teachers, 4 specials teachers, 10 paraprofessionals, 6 Special Education teachers, 9 Special Education paraprofessionals, 5 instructional support staff, 2 administrators, 1 nurse, 1 counselor, 1 diagnostician, 2 speech teacher, 1 School Resource Officer and 3 office staff, 4 custodians, 3 cafe workers.

Demographics Strengths

Out of the 85 staff members, 53 are returning, 19 are new due to positions/programs added this year. Vasquez has a staff of 37 staff members that came from various campuses within Celina as well as 23 from various districts from around the state bringing unique perspectives and vast experiences. Several of our staff members live in Celina and are eager to serve their community.

The Vasquez staff is diverse and brings varied strengths to the campus and directly addresses student needs.

Vasquez scaffolds in intervention time into class time for all grade levels, in addition to pull-out for Tier 3 with an reading interventionist. All of the intervention time provides an increased opportunity for early detection of educational gaps, dyslexia and specific learning disabilities.

At Vasquez, we believe it is important to celebrate academic excellence and character excellence. We have the following awards: Student of the Month, Student Spotlight Awards, Specials Class Awards, UIL Academics, Vasquez House Council/Paws Squad, House Points and Principal Awards.

We also partner with two after school enrichment programs: Wize Robotics and Drama Club each week to promote the Arts and Technology.

Student Learning

Student Learning Summary

At Vasquez, we are striving to create student-centered and student led learning opportunities through interactive read aloud, class anchor charts, number talks, hands on activities, active engagement and authentic student work. We use a variety of assessment tools to collect data. The staff uses the data to determine the instruction needed for students on an individual basis.

We provide intervention support through classroom teachers and a campus interventionist. Students who fail to meet passing standard (approaches) on state assessments or our TEKS checks are candidates for accelerated instruction. We identify students needing accelerated instruction by looking at data from STAAR, MAP, and class assessments.

MTSS meetings are held every six weeks to discuss student growth and to ensure all interventions are in place to maximize student growth. If students are already receiving interventions and are in the MTSS process, we meet to identify and assess student individual needs. Teachers meet following curriculum checks to discuss if intervention is working.

We have implemented Design Time at Vasquez to support Tier 1 instruction for all students. If all students receive high quality instruction, all students should increase in percentage of performing at the meets and masters levels. Teachers meet biweekly, in addition to their planning times, for 1 hour to discuss data and continually adjust instruction to help improve student performance.

Our master schedule reflects large blocks of time for core instruction, according to the district guide lines for minutes of instruction. The master schedule was also designed to implement 30 minutes of intervention each day by grade level. Teachers of all grade levels, meet for collaborative planning for an hour and a half each week.

All classes hold a morning meeting each morning and a class meeting on Friday.

Student Learning Strengths

We are holding tight to Design Time and Collaborative Planning for all grade level teams.

We are implementing What I Need Time to ensure all students receive the intervention and enrichment needed to reach their full potential.

We are committed to meeting as a MTSS committee every six weeks to ensure all students are getting the intervention they need for growth and we have data to use for decision making.

School Processes & Programs

School Processes & Programs Summary

As a second year campus, Vasquez is in the process of refining systems, procedures, and expectations for all aspects of a school campus with input from the staff, students, and parents.

Our current focus areas are the following:

- House System (House Meetings, House Points in Classrooms, Student Leadership in Paws Squad)
- Drills (Fire, LockDown, Secure, Hold, Shelter), Code Orange for students that elope from their class)
- Arrival and Dismissal Procedures (Buses Riders, Car Riders, and Daycare)
- Communication (Vasquez Voice- Parent Newsletter, Vasquez Voice -Campus Newsletter, Social Media, Website)
- Recorded, Student - Led Announcements (Student Leaders)
- WIN Time (Intervention/Enrichment Activities, Flexible Grouping across grade levels)
- House Heroes (Serving as parent volunteers throughout the campus)
- Design Time (Biweekly rotation for each grade level)
- Awards Assemblies (Monthly Campus Celebrations of Academics, Character and Behavior)
- Family Engagement (Curriculum Night, ,)
- Student Engagement (Innovator's Day, Dot Day, Homecoming Day, Turkey Trot, Spring Events Announced Soon)
- PTA (PTA Events, Book Fairs, Room Moms, Student Programs)
- Field Trips (Each grade will take one field trip during the school year.
- Mentor Program for New Teachers, Check ins for all paras to support staff retention

School Processes & Programs Strengths

We have been able to send 8 people to specific training for implementing PLC (Design Teams) at Vasquez.

We have 5 Committees that lead the way Campus Success:

- House Celebrations
- Sunshine Committee (Staff support)
- Student and Family Engagement
- Branding (Define and Realigning who we are in CISD)

Perceptions

Perceptions Summary

As the new elementary campus, Vasquez is working to continue a safe and positive school culture. The staff is collaborating to create campus procedures, behavior expectations, student and family engagement opportunities, as well as, new campus traditions. Parents are invited to attend a variety of events to help them feel welcome and part of the school community.

Perceptions Strengths

Vasquez started the year off by making connections with students and parents with a Family Information Night.

Vasquez is using social media and campus newsletters to connect with all stakeholders.

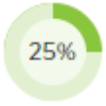
Goals

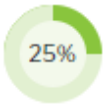
Goal 1: Love the Learner; Drive the Rigor

Performance Objective 1: Vasquez will strengthen the student experience by implementing Committees to help create and support a positive culture and enhance the student and staff experience.

Evaluation Data Sources: Committee Notes and Activities
Survey Feedback
House Parties & Bashes
Student Engagement
Family Engagement
Celebrations of Staff & Students
Fitness assessment data
Student participation in physical activity
School climate/behavior data
SHAC recommendations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez's House Committee will plan and implement 5 House meetings a year to provide the sense of community and belonging to according to the EOY student survey. **Strategy's Expected Result/Impact:** Create sense of community in the school. **Staff Responsible for Monitoring:** House Committee and Admin **ESF Levers:** Lever 3: Integrated Student Support Systems	 Moderate Progress			

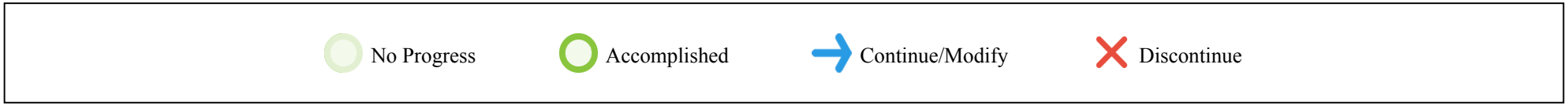
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: The Family & Student Engagement Committee will foster a collaborative school community by providing an increase of in opportunities for family participation and increased student learning engagement. **Strategy's Expected Result/Impact:** Connect the parents and community members to the campus. **Staff Responsible for Monitoring:** Family & Student Engagement Committee **ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: The classroom teachers & support staff will follow the school behavior expectations and PBIS (House points in Class Dojo) in all areas of the building including playground and buses. **Strategy's Expected Result/Impact:** Demonstrate responsible, respectful and safe behaviors. **Staff Responsible for Monitoring:** Teachers, Paras and Admin **ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4: The Sunshine Committee will create opportunities to build community by celebrating and supporting staff members. **Strategy's Expected Result/Impact:** Create a positive school culture and morale. **Staff Responsible for Monitoring:** Sunshine Committee, Admin, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5: Vasquez Elementary will implement the district's coordinated school health program to support the physical, social, emotional, and overall well-being of students through, physical activity, nutrition, counseling and mental health supports, health services, a safe and supportive school environment, and family/community involvement. **Strategy's Expected Result/Impact:** Students will have access to coordinated supports and opportunities that promote healthy behaviors, physical wellness, social-emotional well-being, attendance, and readiness to learn. **Staff Responsible for Monitoring:** Campus Administration, PE Teacher, Counselor, Nurse **ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 6: Vasquez Elementary will implement district and campus practices to prevent and respond to violence, including school safety protocols, positive behavior supports, threat/care assessment procedures, student support systems, staff training, and age-appropriate prevention practices. **Strategy's Expected Result/Impact:** Students and staff will experience a safe and supportive learning environment with consistent systems for preventing, identifying, reporting, and responding to safety concerns and threats of violence. **Staff Responsible for Monitoring:** Campus Administration, Counselor, School Resource Officer				


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: Love the Learner; Drive the Rigor

Performance Objective 2: Vasquez Elementary will create opportunities and promote student participation in co-curricular and extra curricular activities at all school levels. (BG2)

Evaluation Data Sources: Announcement Student Panel
Student Rosters in Activities
Number of Spelling Bee Participants
Number of UIL Participants
House Council/Paws Squad Applicants
Music Attendance Sheets
District Fine Arts ShowCase Participants
Science Fair Participants

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez will establish and implement programs and activities to provide students with opportunities for various interests. **Strategy's Expected Result/Impact:** Create opportunities for students to try new things, challenge themselves, and practice new skills. **Staff Responsible for Monitoring:** UIL Coaches Specials (Steam, Art, Music, PE) Teachers Spelling Bee Coaches House Leaders **ESF Levers:** Lever 3: Integrated Student Support Systems	 Some Progress			

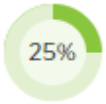
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Goal 1: Love the Learner; Drive the Rigor

Performance Objective 3: Vasquez Elementary students will increase opportunities to explore a range of careers. (BG4, HB3 CCMR)

HB3 Goal

Evaluation Data Sources: CCMR Week Activities
Career Showcase by grade level

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez will conduct a CCMR week to showcase various careers and educational pathways. **Strategy's Expected Result/Impact:** Educate students on a variety of career pathways. **Staff Responsible for Monitoring:** Admin, Counselor and Teachers **TEA Priorities:** Connect high school to career and college	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Grade levels will invite volunteers to be guest speakers and provide hands on learning opportunities for students based on career specialties.	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 1: Vasquez will establish and implement a variety of leadership opportunities for staff members through Team Leaders, Committee Chair Leaders, House Leaders, Mentors and District Leaders. (BG3)

Evaluation Data Sources: Number of Leadership Opportunities
Feedback from Campus Surveys
Staff Morale
Staff Retention

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Train and develop staff to develop and facilitate professional learning at the campus and district level. **Strategy's Expected Result/Impact:** Increased capacity for in-house professional development, reducing the need for external training. Empowered staff who can lead and sustain ongoing professional learning initiatives. Consistent, high-quality professional development tailored to the specific needs of the campus and district. A culture of collaboration and continuous learning among staff. Enhanced leadership skills and opportunities for staff, fostering career growth and retention. More efficient and timely response to emerging instructional needs and challenges. **Staff Responsible for Monitoring:** Teaching and Learning Professional Learning Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	25% Some Progress			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 2: Vasquez will achieve 75% for the Meets Performance Standard on 3rd Grade Math STAAR in the 2026-2027 school year. (HB3 Math Goal)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Engage teachers in content collaboration within their grade level to sequence and engage with their grade level TEKS. **Strategy's Expected Result/Impact:** Aligned instruction Deeper understanding of grade level TEKS **Staff Responsible for Monitoring:** Director of Curriculum and Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Increase the math instructional skills of staff by increasing lesson internalization strategies and supporting the implementation of these practices across the campus. (HB3 Math) **Strategy's Expected Result/Impact:** Positive Outcomes for Students: - Improved critical thinking and problem-solving skills in math. - Increased student engagement and participation in math lessons. - Greater confidence in tackling complex mathematical problems. - Enhanced collaboration among students in the classroom. Positive Outcomes for Staff: - Expanded capacity of staff trained in effective math instruction strategies. - Improved instructional practices leading to higher student achievement. - Strengthened professional confidence and competence in teaching math. - Fostered a collaborative community of educators focused on innovative teaching techniques. **Staff Responsible for Monitoring:** Teaching and Learning Math Specialist Campus Administrators Instructional Coach	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 3: Vasquez will achieve 80% for the Meets Performance Standard on 3rd Grade RLA STAAR in the 2026-2027 school year. (HB3 Literacy Goal)

HB3 Goal

Evaluation Data Sources: STAAR Test
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Engage teachers in content collaboration within their grade level to sequence and engage with their grade level TEKS. **Strategy's Expected Result/Impact:** Aligned instruction Deeper understanding of grade level TEKS **Staff Responsible for Monitoring:** Instructional Coach, Admin., Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2: Responsible for One's Own Learning

Performance Objective 4: Vasquez Elementary Administrators are designing systems of support for teachers and staff members that are new to the profession. (BG5)

Evaluation Data Sources: Teacher Retention Rate
Campus Surveys
Student Success
Teacher, Peer Learning Walk Reflections
New Staff Check-ins with Admin.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez will utiliza Design Time (PLC) to assist teams in creating and analyzing formative assessments and using the data to determine intervention and enrichment groups to meet student needs. **Strategy's Expected Result/Impact:** Increase teacher capacity to determine and respond to student needs. **Staff Responsible for Monitoring:** Admin., Instructional Coach, Teachers **ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building	 Some Progress			

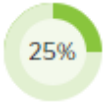
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Goal 3: Interdependent Self-managers

Performance Objective 1: Vasquez Elementary will recruit, hire and retain high quality staff who will positively impact student learning and achievement. (BG5)

Evaluation Data Sources: Return/Retention Percentages
Staff Survey Results
Parent Surveys
T-TESS Data
Valorizations embedded in weekly newsletter
Staff Meeting Showcase Monthly Awards

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez will support new teachers through New Teacher Check-Ins, Campus Staff Meetings, Coaching Cycles, Campus Mentors, Walkthroughs and the PLC structure. **Strategy's Expected Result/Impact:** Support teachers' needs and those of their students. Create a sense of self-confidence in teachers' craft. **Staff Responsible for Monitoring:** Admin and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2: Vasquez will highlight and celebrate all teachers and staff members. **Strategy's Expected Result/Impact:** Ensure teachers feel celebrated and supported. Create opportunities for teachers to learn from their peer models. **Staff Responsible for Monitoring:** Admin and Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3: Design coaching protocols aligned with district goals, and provide comprehensive training and ongoing support for coaches to ensure effective implementation. (BG5) **Strategy's Expected Result/Impact:** Instructional coaches enhance their expertise in coaching strategies, pedagogy, and leadership. Coaches provide more effective support to teachers. Increased student achievement as a result of improved instructional practices. Stronger overall instructional culture within the district **Staff Responsible for Monitoring:** Teaching and Learning Department	 Some Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: Interdependent Self-managers

Performance Objective 2: Vasquez Elementary will foster opportunities to lead, serve and connect with the community of Celina. (BG1)

Evaluation Data Sources: Number of Students Involved
Number of Service Projects Completed

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Vasquez staff and students will make a difference in the community by participating in food drives and service projects that will benefit the various local organizations in Celina. **Strategy's Expected Result/Impact:** Create opportunities for students to serve their community and practice empathy for others' needs. **Staff Responsible for Monitoring:** House Committee, House Leaders, PAWS Squad (student leaders) **ESF Levers:** Lever 3: Integrated Student Support Systems	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue