Rockwall Independent School District

Celia Hays Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com September 26, 2026 at 03:01 PM

DRAFT

Mission Statement

Mission: At Celia Hays Elementary, our mission is to foster a positive and compassionate community where every learner is empowered to build confidence, embrace their unique potential, and grow academically, socially, and emotionally.

Vision

Vision: Our vision is to inspire growth, build confidence, and foster a lifelong love of learning for every learner.

Value Statement

We Lead, We Learn, We Inspire

DRAFT

DRAFT

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Goals 18

Goal 1 : Celia Hays Elementary School will provide an academically engaging envir... 19

Goal 2 : Celia Hays Elementary School will ensure a safe, positive, and inclusive en... 31

Goal 3 : Celia Hays Elementary School will ensure compliance with the Local Welln... 35

Policies, Procedures, and Requirements 36

DRAFT

DRAFT

Comprehensive Needs Assessment

DRAFT

Demographics

Summary

Celia Hays Elementary is an EE–5 campus in Rockwall ISD serving approximately 600 students. Our school community is made up of students, families, teachers, staff, and community partners who work together to support student success.

According to the 2026 Texas Education Agency accountability data, approximately 10% of students are economically disadvantaged, 7.8% are identified as emergent bilingual (EB), and 20.0% receive special education services. The campus has a 4.7% mobility rate, indicating that most students remain enrolled at the campus throughout the school year.

Student attendance continues to be an important part of our campus profile. Celia Hays Elementary had an attendance rate of approximately 96.2% in the 2026 accountability data.

DRAFT

Strengths

Student Population and Enrollment

Celia Hays Elementary serves students in early education through fifth grade and continues to provide a supportive learning environment designed to meet the academic, behavioral, and well-being needs of all learners. As the 2026–2027 school year progresses, current campus enrollment and demographic information will continue to be monitored to identify changes in student needs and ensure appropriate staffing, class sizes, instructional resources, and student supports.

Diverse Student Population

Celia Hays serves students from a variety of racial, ethnic, and cultural backgrounds. This diversity provides opportunities for students to learn from different experiences and perspectives while contributing to an inclusive and collaborative school community.

Celia Hays is committed to providing academic, intervention, and enrichment opportunities that address the individual needs of its learners. These services include Gifted and Talented (GT) programming, Special Education (SPED), dyslexia intervention, Section 504 accommodations, and Emergent Bilingual/ESL services. During the 2026–2027 school year, campus leadership will continue to monitor participation and performance within each special program to ensure students receive appropriate services and equitable access to high-quality instruction.

At-Risk and Economically Disadvantaged Students

Celia Hays continues to serve a comparatively small economically disadvantaged population. The most recent state-released 2026 data identifies approximately 10.3% of students as economically disadvantaged. The campus will continue monitoring economically disadvantaged and at-risk student groups throughout the 2026–2027 school year to identify achievement gaps, attendance concerns, intervention needs, and other factors that may affect student success.

Military-Connected Families

Celia Hays serves military-connected students and families whose experiences may include transitions and relocation. The campus recognizes the importance of providing appropriate academic, social-emotional, and transition supports to help military-connected students remain engaged and successful.

Staffing and Instructional Capacity

Maintaining a highly qualified and stable staff remains an important priority for Celia Hays Elementary during the 2026–2027

DRAFT

school year. Campus leadership will continue to examine teacher and paraprofessional staffing, teacher experience and retention, student-to-teacher ratios, and professional learning needs. These data will be used to support effective staffing decisions, targeted interventions, personalized instruction, and strong student-teacher relationships.

DRAFT

DRAFT

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Celia Hays serves a higher percentage of students receiving special education services, creating an increased need for differentiated instruction, specialized support, and progress monitoring across grade levels.	The campus serves students with increasingly diverse academic and behavioral needs, requiring continued staff development in differentiation, accommodations, specially designed instruction, and inclusive practices.
2	The Emergent Bilingual (EB) population continues to grow, increasing the need for consistent language supports across all content areas.	Teachers need continued training and consistent implementation of evidence-based linguistic accommodations and instructional strategies to support students at varying levels of English proficiency.

★ = Priority

DRAFT

DRAFT

Student Learning

Summary

Celia Hays Elementary continues to demonstrate strong overall student achievement while identifying opportunities for continued academic growth. Based on the 2026 TEA Accountability data, 73% of STAAR results across all tested subjects were at the Meets Grade Level standard or above. Additionally, 65% of students achieved Meets Grade Level or above in both reading and mathematics.

At the Masters Grade Level standard, results varied by grade and content area. In Reading/Language Arts, 35% of third-grade students, 44% of fourth-grade students, and 55% of fifth-grade students achieved Masters. In mathematics, 35% of third-grade students, 53% of fourth-grade students, and 40% of fifth-grade students achieved Masters. Fifth-grade science results showed 38% of students performing at Masters Grade Level.

Campus data indicate strengths in mathematics, particularly fourth-grade mathematics, while continued growth in Reading/Language Arts and increased performance at the Meets and Masters levels remain priorities. PLCs will continue to analyze STAAR, district assessments, universal screeners, classroom assessments, special education progress, and TELPAS data to identify learning gaps and provide targeted intervention and enrichment. Particular attention will be given to closing achievement gaps among student groups and ensuring all students demonstrate appropriate academic growth.

Strengths

Celia Hays Elementary demonstrates strong overall academic achievement, with 73% of 2026 STAAR results across tested subjects performing at the Meets Grade Level standard or above. Student performance at the Masters Grade Level standard is a notable strength, particularly in Grade 5 Reading/Language Arts (55%) and Grade 4 Mathematics (53%). Grade 5 Science also demonstrated strong advanced achievement, with 38% of students reaching Masters Grade Level.

Additional campus strengths include:

- Consistently high levels of student achievement across tested grade levels and content areas.
- Strong performance in Reading/Language Arts and Mathematics, with 65% of students achieving Meets Grade Level or above in both subjects.
- High percentages of students demonstrating advanced academic achievement at the Masters Grade Level standard.
- Effective use of PLCs, common assessments, progress monitoring, and data analysis to identify student needs and adjust instruction.
- Targeted intervention and enrichment opportunities that support both struggling and advanced learners.
- Continued focus on monitoring the achievement and growth of special education, emergent bilingual, economically disadvantaged, and other student groups.

DRAFT

DRAFT

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Although overall STAAR performance is strong, 27% of students did not achieve Meets Grade Level or above across tested subjects, indicating a continued need to increase the percentage of students demonstrating grade-level mastery.	Inconsistent mastery of skills and varying levels of student readiness require more systematic use of formative assessment, targeted small-group instruction, intervention, and progress monitoring.
2	Reading/Language Arts performance varies across grade levels, with opportunities to increase the percentage of students achieving Masters Grade Level, particularly in Grade 3.	Students need additional opportunities to engage with complex text, strengthen written response skills, and demonstrate higher levels of comprehension, analysis, and application of grade-level standards.
3	Mathematics achievement varies by grade level, with Grade 3 and Grade 5 demonstrating lower Masters performance than Grade 4.	Students need increased opportunities to develop conceptual understanding, mathematical reasoning, problem-solving skills, and application of learning in rigorous and unfamiliar contexts.

★ = Priority

DRAFT

DRAFT

School Processes & Programs

Summary

Curriculum & Instruction

Celia Hays Elementary implements Rockwall ISD's guaranteed and viable curriculum to ensure equitable access to rigorous, high-quality instruction for all students. Teachers utilize district curriculum resources, pacing documents, instructional materials, common assessments, and formative assessments to plan instruction aligned with the Texas Essential Knowledge and Skills (TEKS). Collaborative planning and Professional Learning Communities (PLCs) support consistency, instructional rigor, differentiation, and alignment across grade levels.

Professional Development

Teachers participate in ongoing professional learning through PLCs, instructional coaching, staff development, district training, and collaborative learning opportunities. Professional development is aligned with campus needs and student achievement data, with an emphasis on high-quality Tier 1 instruction, differentiation, student engagement, special populations, intervention, and evidence-based instructional practices. Learning specialists and campus leaders support implementation through modeling, coaching, classroom observations, feedback, and collaborative planning.

Leadership & Decision-Making

Campus leadership utilizes a collaborative and data-informed approach to decision-making. Administrators, instructional coaches, teachers, and other stakeholders regularly review student achievement, growth, attendance, behavior, and program data to identify needs and determine campus priorities. Weekly PLCs provide structured opportunities for teachers and instructional leaders to analyze student learning, identify areas of need, plan instruction and intervention, and monitor progress toward campus goals.

Data-Driven Instruction

Celia Hays uses multiple sources of student data to guide instructional decisions, intervention, and enrichment. Data may include STAAR results, district and campus assessments, universal screeners, formative assessments, progress-monitoring measures, report card grades, attendance, TELPAS, special education progress, and classroom performance. Teachers and instructional leaders disaggregate data by grade level, content area, standard, and student group to identify strengths, learning gaps, and students requiring additional support or enrichment. Data analysis is embedded within the PLC process so that instructional adjustments and interventions are timely, targeted, and responsive to demonstrated student needs.

Student Behavior & Support Systems

Celia Hays prioritizes a safe, positive, inclusive, and engaging learning environment. Campus-wide expectations and positive behavior supports are used to promote student responsibility, positive relationships, and productive learning environments. Behavioral, attendance, and social-emotional data are monitored to identify students requiring additional support. Campus staff collaborate with families and appropriate support personnel to provide interventions based on individual student needs.

Intervention & Enrichment

Celia Hays utilizes a Multi-Tiered System of Supports (MTSS) to identify and respond to academic and behavioral needs. Teachers regularly review student data, provide targeted intervention, monitor progress, and adjust instructional supports based on student response. WIN ("What I Need") time is incorporated into the instructional schedule to provide students with targeted intervention, acceleration, or enrichment without removing access to core instruction. Students requiring additional support receive evidence-based interventions aligned with identified skill deficits, while students demonstrating mastery are provided opportunities for extension, enrichment, and advanced learning. Specialized programs and services, including Special Education, dyslexia intervention, Section 504, Emergent Bilingual/ESL, and Gifted and Talented services, provide additional support based on individual student needs.

DRAFT

Technology Integration

Technology is integrated into instruction to enhance student learning, engagement, collaboration, creativity, and access to

DRAFT

instructional resources. Teachers utilize district-approved digital tools to support differentiation, provide feedback, monitor student progress, and extend learning opportunities. Technology use is aligned with instructional objectives and supports students in developing the digital literacy and responsible technology-use skills necessary for future success.

Continuous Improvement

Campus programs and instructional processes are continually evaluated using student achievement, growth, attendance, behavior, and implementation data. Celia Hays uses these findings to determine the effectiveness of instructional practices and interventions, identify professional learning needs, allocate resources, and make adjustments throughout the 2026–2027 school year to support continuous improvement and increased student achievement.

Strengths

Celia Hays Elementary demonstrates strong systems and processes that support high-quality instruction and continuous student growth. Key strengths include:

- A guaranteed and viable curriculum aligned to the TEKS, supported by district curriculum resources, common assessments, and instructional materials.
- Strong Professional Learning Communities (PLCs) that provide consistent opportunities for collaborative planning, data analysis, instructional decision-making, and progress monitoring.
- Effective use of student achievement and growth data to identify learning gaps, differentiate instruction, and provide targeted intervention and enrichment.
- A Multi-Tiered System of Supports (MTSS) and dedicated WIN ("What I Need") time that allow students to receive targeted academic and behavioral support, acceleration, or enrichment.
- Specialized services and supports for students receiving Special Education, dyslexia, Section 504, Emergent Bilingual/ESL, and Gifted and Talented services.
- Ongoing professional learning and coaching that support teacher growth, effective Tier 1 instruction, differentiation, and implementation of evidence-based instructional practices.
- Collaborative campus leadership that engages teachers, instructional coaches, administrators, families, and other stakeholders in continuous improvement and decision-making.
- Campus-wide systems that promote positive student behavior, engagement, safety, and a supportive learning environment.
- Purposeful integration of technology and digital resources to enhance instruction, differentiation, student engagement, and progress monitoring.
- A strong culture of continuous improvement in which student achievement, growth, attendance, behavior, and program effectiveness are regularly reviewed to guide instructional decisions and resource allocation.

DRAFT

DRAFT

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Intervention and enrichment systems do not consistently result in expected levels of growth for all students, particularly students receiving specialized services.	MTSS and WIN processes need continued refinement to ensure interventions and enrichment are targeted to specific student needs, implemented with fidelity, and consistently progress monitored to determine effectiveness.
2	Achievement gaps remain among student groups despite the availability of specialized programs and supports.	Continued professional learning and collaboration are needed to strengthen differentiation, accommodations, specially designed instruction, and linguistic supports within Tier 1 instruction.
3	Opportunities for students who have already demonstrated mastery are not consistently embedded across all classrooms and content areas.	Intervention needs can take priority during instructional planning, resulting in inconsistent implementation of enrichment, extension, and advanced learning opportunities.

★ = Priority

DRAFT

DRAFT

Perceptions

Summary

Parent & Community Engagement

Celia Hays Elementary prioritizes strong partnerships with parents, families, and the community to support student success. Families are provided multiple opportunities to participate in parent-teacher conferences, curriculum and academic events, family engagement activities, and campus celebrations. The campus works collaboratively with the PTO, parent volunteers, and community partners to provide resources, enrichment opportunities, and additional support for students and families.

Communication with families occurs through multiple platforms, including Skyward, ClassDojo, campus newsletters, district and campus communication systems, social media, and direct teacher communication. These tools provide families with timely information regarding student learning, campus events, academic expectations, and opportunities for involvement. Parent participation and feedback will continue to be monitored throughout the 2026–2027 school year to identify opportunities to further strengthen family-school partnerships.

Staff Collaboration & Feedback

Celia Hays maintains a collaborative professional culture in which teachers, instructional leaders, and administrators work together to improve student outcomes. Weekly Professional Learning Communities (PLCs) provide structured opportunities to analyze student data, collaboratively plan instruction, identify intervention and enrichment needs, and monitor student progress.

Staff members have opportunities to provide feedback through PLCs, staff meetings, committees, professional learning, surveys, and ongoing communication with campus leadership. Teacher retention, staff feedback, and professional learning needs are monitored to support a positive working environment, strengthen instructional capacity, and promote staff growth and retention.

Student Voice & School Climate

Celia Hays is committed to maintaining a safe, supportive, inclusive, and engaging school environment where students feel valued and connected. Student well-being check-ins, attendance and behavior data, teacher observations, and student feedback provide information regarding student engagement, belonging, and overall school climate.

Students are provided opportunities to participate in clubs, enrichment activities, campus programs, and leadership opportunities that promote responsibility, confidence, and connection to the school community. During the 2026–2027 school year, the campus will continue to monitor student feedback and school climate indicators to identify opportunities to strengthen student well-being, engagement, and sense of belonging.

Strengths

Celia Hays Elementary demonstrates a positive and collaborative school culture supported by strong relationships among students, staff, families, and the community. Key strengths include:

- Strong parent and family engagement through conferences, campus events, volunteer opportunities, and ongoing communication.
- Active PTO and community partnerships that provide additional resources, enrichment opportunities, and support for students and staff.
- Multiple communication platforms that keep families informed and connected to the campus.
- A collaborative staff culture supported by weekly PLCs, professional learning, and opportunities for staff feedback and shared decision-making.
- A safe, supportive, and inclusive learning environment that promotes student well-being, engagement, and a sense of belonging.
- Opportunities for student leadership, clubs, enrichment activities, and campus involvement that strengthen student

DRAFT

connection to the school community.
- A campus culture focused on high expectations, positive relationships, continuous improvement, and student success.

DRAFT

DRAFT

DRAFT

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	As the Celia Hays community continues to grow, new families need additional support in becoming familiar with campus procedures, programs, resources, and opportunities for involvement.	Continued community growth brings new families to Celia Hays throughout the year, creating an ongoing need for consistent onboarding, accessible communication, and clear information about campus expectations, resources, and opportunities for engagement.

★ = Priority

DRAFT

DRAFT

Data Documentation for CNA

DRAFT

Data Documentation for CNA

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

Improvement Planning Data

- [x] District goals
- [x] Campus goals

Accountability Data

- [x] Student Achievement Domain
- [x] Student Progress Domain
- [x] Closing the Gaps Domain

DRAFT

DRAFT

Goals

DRAFT

Goal 1

Celia Hays Elementary School will provide an academically engaging environment that ensures consistent, rigorous instructional processes to achieve high levels of learning and academic growth for all students.

Performance Objective 1

☑ High Priority

By the end of the 2026-2027 school year, Celia Hays Elementary will increase overall STAAR performance from the 2026 baseline of 73% Meets Grade Level or above to at least 76% Meets Grade Level or above, while increasing the percentage of students achieving Masters Grade Level to at least 45%.

Evaluation Data Source: TEA STAAR Accountability and Performance Reports

Strategy 1

Teachers will engage in regularly scheduled Professional Learning Communities (PLCs) to analyze formative, interim, and progress-monitoring data; identify student strengths and learning gaps; and make timely instructional adjustments to meet the needs of students requiring intervention, acceleration, or enrichment.

Strategy's Expected Result/Impact: Increased student achievement and growth through targeted, data-informed instruction.

Staff Responsible for Monitoring: Administrators
Learning Specialists
Team Leaders

Formative Reviews

December	February	April	June

Strategy 2

Teachers will implement Rockwall ISD's guaranteed and viable curriculum with fidelity, ensuring instruction, learning tasks, and assessments are aligned to the TEKS and provide appropriate levels of rigor.

Strategy's Expected Result/Impact: Increased consistency, rigor, and alignment of instruction across grade levels and content areas.

Staff Responsible for Monitoring: Teachers, Administrators, Learning Specialists

DRAFT

Formative Reviews

December	February	April	June

Strategy 3

Teachers will collaborate through grade-level, vertical, campus, and district teams to analyze student performance, plan rigorous instruction, identify learning gaps, and develop targeted intervention and enrichment opportunities.

Strategy's Expected Result/Impact: Increased instructional consistency and student achievement and growth.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Team Leaders

Formative Reviews

December	February	April	June

Strategy 4

Provide ongoing, job-embedded professional learning aligned with campus needs and student achievement data, with emphasis on rigorous Tier 1 instruction, differentiation, small-group instruction, student engagement, special populations, intervention, and enrichment.

Strategy's Expected Result/Impact: Increased teacher capacity and consistent implementation of high-quality instructional practices.

Staff Responsible for Monitoring: Administrators, Learning Specialists

Formative Reviews

December	February	April	June

Strategy 5

Provide opportunities for teachers to observe effective instructional practices, collaborate with colleagues, and reflect on the implementation of high-impact instructional strategies.

Strategy's Expected Result/Impact: Increased teacher capacity, instructional consistency, and implementation of effective instructional practices.

Staff Responsible for Monitoring: Administrators, Learning Specialists

DRAFT

Formative Reviews

December	February	April	June

Strategy 6

Campus instructional leaders and teachers will regularly analyze and disaggregate multiple sources of student data to monitor achievement and growth across grade levels, content areas, and student groups, including students receiving Special Education services and Emergent Bilingual students.

Strategy's Expected Result/Impact: Earlier identification of student needs and timely adjustment of instruction, intervention, and enrichment.

Staff Responsible for Monitoring: Administrative team, Learning Specialists and Teachers

Formative Reviews

December	February	April	June

Strategy 7

Provide rigorous academic enrichment, extension, and acceleration opportunities during classroom instruction and designated intervention/enrichment time for students who have demonstrated mastery, including high-performing and gifted learners.

Strategy's Expected Result/Impact: Increased opportunities for students to demonstrate advanced levels of achievement, critical thinking, problem-solving, and application of learning.

Staff Responsible for Monitoring: SAGE Teacher, Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 8

Utilize Learning Specialists to strengthen teachers' implementation of high-quality Tier 1 instruction through modeling, collaborative planning, observation, feedback, data analysis, and coaching cycles.

Strategy's Expected Result/Impact: Increased teacher capacity, instructional effectiveness, and student achievement and growth.

Staff Responsible for Monitoring: Administrators, Learning Specialists

DRAFT

Formative Reviews

December	February	April	June

Strategy 9

Teachers and instructional leaders will analyze student achievement and growth data to identify trends, misconceptions, and achievement gaps. PLC teams will develop and monitor instructional action plans that include reteaching, intervention, enrichment, student goal setting, and progress monitoring.

Strategy's Expected Result/Impact: Increased student ownership, timely response to learning needs, reduction of achievement gaps, and improved student achievement and growth.

Staff Responsible for Monitoring: Teachers,Learning Specialists. Administrators

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year, Celia Hays Elementary will increase student achievement and academic growth in mathematics, with at least 72% of students achieving Meets Grade Level or above and at least 45% achieving Masters Grade Level, while reducing achievement gaps among student groups.

Evaluation Data Source: TEA STAAR Accountability and Performance Reports

Strategy 1

Teachers will utilize the RISD Instructional Math Framework, including Number Talks, Problem Solving, Mini-Lesson, Guided Math, Math Stations, Discussions, and Closure.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.

Staff Responsible for Monitoring: Teachers, Learning Specialists, Administrators.

Formative Reviews

December	February	April	June

Strategy 2

DRAFT

Teachers and instructional leaders will use student data to identify students demonstrating significant learning gaps or foundational mathematics skill deficits and provide timely, targeted interventions through the campus MTSS process.

Strategy's Expected Result/Impact: Earlier identification of student needs and increased achievement and growth through targeted mathematics intervention and progress monitoring.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Team Leaders, Teachers

Formative Reviews

December	February	April	June

Strategy 3

Campus instructional leaders and teachers will regularly analyze and disaggregate mathematics data to monitor student achievement and growth, identify learning gaps and achievement gaps among student groups, and determine appropriate reteaching, intervention, acceleration, and enrichment.

Strategy's Expected Result/Impact: Increased mathematics achievement and growth through timely, data-informed instructional adjustments and targeted support for individual students and student groups.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 4

Utilize district-approved, evidence-based mathematics interventions to provide targeted support for students demonstrating significant learning gaps or foundational skill deficits.

Strategy's Expected Result/Impact: Increased student achievement and growth through targeted intervention, progress monitoring, and development of foundational mathematics skills, conceptual understanding, and problem-solving.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers, Intervention Staff

Formative Reviews

December	February	April	June

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, Celia Hays Elementary will increase student achievement and academic growth in Reading/Language Arts, with an emphasis on increasing performance at the Meets and Masters Grade Level standards and improving Grade 3 achievement.

Evaluation Data Source: TEA STAAR Accountability and Performance Reports

Strategy 1

Teachers will implement evidence-based literacy practices that strengthen students' reading, writing, vocabulary, comprehension, and communication skills across content areas.

Strategy's Expected Result/Impact: Increased student achievement and growth through consistent implementation of high-quality literacy practices across content areas.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 2

In grades K-5, teachers will implement high-quality, evidence-based reading and writing instruction aligned with the district curriculum and grade-level TEKS.

Strategy's Expected Result/Impact: Increased student achievement and growth in reading and writing through consistent, rigorous, standards-aligned literacy instruction.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 3

Teachers will provide differentiated literacy instruction through flexible small groups, targeted individual support, independent reading and writing, and learning experiences responsive to demonstrated student needs.

Strategy's Expected Result/Impact: Increased student achievement and growth through differentiated literacy instruction that addresses individual strengths, learning gaps, and readiness levels.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

DRAFT

Formative Reviews

December	February	April	June

Strategy 4

Teachers and instructional leaders will use student data to identify students demonstrating significant learning gaps or foundational literacy skill deficits and provide timely, targeted interventions through the campus MTSS process.

Strategy's Expected Result/Impact: Earlier identification of student needs and increased achievement and growth through targeted literacy intervention and progress monitoring.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Team Leaders, Teachers

Formative Reviews

December	February	April	June

Strategy 5

Campus instructional leaders and teachers will regularly analyze and disaggregate Reading/ Language Arts data to monitor student achievement and growth, identify learning gaps and achievement gaps among student groups, and determine appropriate reteaching, intervention, acceleration, and enrichment.

Strategy's Expected Result/Impact:
Increased student achievement and growth through timely, data-informed instructional adjustments and targeted support for individual students and student groups.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 6

Utilize district-approved, evidence-based literacy interventions to provide targeted, small-group instruction for students demonstrating significant reading and/or writing skill deficits.

Strategy's Expected Result/Impact: Increased literacy achievement and growth for students performing below grade-level expectations through targeted intervention and consistent progress monitoring.

DRAFT

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers, Intervention Staff

Formative Reviews

December	February	April	June

Performance Objective 4

By the end of the 2026-2027 school year, Celia Hays Elementary will increase Grade 5 Science achievement, with at least 55% of students achieving Meets Grade Level or above and at least 40% achieving Masters Grade Level.

Evaluation Data Source: TEA STAAR Accountability and Performance Reports

Strategy 1

Provide high-quality science instruction through student-centered classrooms where teachers implement the 5-E Model of instruction.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.

Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 2

Utilize science investigations that are hands-on, minds-on where students are developing their understanding of concepts in a collaborative environment.

Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.

Staff Responsible for Monitoring: Administrators, Teachers, Learning Specialists

Formative Reviews

December	February	April	June

DRAFT

Strategy 3

Teachers and instructional leaders will use student data to identify students demonstrating learning gaps in science and provide timely, targeted reteaching and intervention through the campus MTSS process.

Strategy's Expected Result/Impact: Earlier identification of student needs and increased science achievement and growth through targeted intervention, reteaching, and progress monitoring.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers, Instructional Support Staff

Formative Reviews

December	February	April	June

Strategy 4

Campus Learning Specialists and teachers will regularly analyze and disaggregate science data to monitor student achievement and growth, identify learning gaps among students and student groups, and plan appropriate reteaching, intervention, and enrichment.

Strategy's Expected Result/Impact: Increased science achievement and growth through data-informed instructional adjustments, targeted reteaching, intervention, and enrichment.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Performance Objective 5

By the end of the 2026-2027 school year, teachers will purposefully integrate district-approved technology and digital resources to enhance student engagement, differentiation, collaboration, creativity, and progress monitoring.

Evaluation Data Source: Classroom Observations, Lesson Plans, Walkthrough Data, and Teacher Feedback

Strategy 1

Teachers will purposefully integrate district-approved technology and digital resources into instruction when appropriate to enhance student learning, engagement, differentiation, collaboration, and creativity.

Strategy's Expected Result/Impact: Increased student engagement and access to meaningful, differentiated learning experiences through purposeful technology integration.

DRAFT

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Strategy 2

Teachers will collaborate with instructional support staff and colleagues to identify and implement appropriate digital resources and technology-enhanced instructional practices aligned with learning objectives.

Strategy's Expected Result/Impact: Increased teacher capacity to effectively integrate technology in ways that support rigorous, differentiated instruction.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Instructional Technology Support

Formative Reviews

December	February	April	June

Strategy 3

Utilize district-approved digital tools and instructional resources to support differentiation, student engagement, collaboration, creativity, feedback, and progress monitoring.

Strategy's Expected Result/Impact: Increased instructional effectiveness and student engagement through purposeful use of technology and digital resources.

Staff Responsible for Monitoring: Administrators, Learning Specialists, Teachers

Formative Reviews

December	February	April	June

Performance Objective 6

During the 2026-2027 school year, all students will participate in developmentally appropriate college and career awareness opportunities designed to increase understanding of future educational pathways, careers, interests, and skills.

Evaluation Data Source: Campus Program Participation, Counseling Lessons, and College and Career

DRAFT

Strategy 1

Provide developmentally appropriate college and career awareness activities, including College Week, to expose students to future educational pathways and opportunities.

Strategy's Expected Result/Impact: Increased student awareness of educational pathways and future opportunities.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Strategy 2

Provide ongoing campus activities and opportunities throughout the school year that promote awareness of colleges, educational pathways, careers, and future opportunities.

Strategy's Expected Result/Impact: Increased student awareness and understanding of future educational and career opportunities.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Strategy 3

Provide students with developmentally appropriate opportunities to explore a variety of careers, interests, skills, and educational pathways connected to future career choices.

Strategy's Expected Result/Impact: Increased student understanding of career options and the skills and educational pathways associated with future opportunities.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Performance Objective 7 ☑ High Priority

By the end of the 2026-2027 school year, classroom instruction will consistently provide differentiated, rigorous learning opportunities that develop critical thinking, inquiry, problem-solving, and collaboration

skills while providing appropriate intervention, acceleration, and enrichment based on individual student needs.

Evaluation Data Source: Classroom Walkthroughs, PLC Documentation, Student Performance Data, Intervention and Enrichment Data

Strategy 1

Provide academic enrichment opportunities through a variety of learning opportunities targeted at meeting the needs of high-performing students.

Strategy's Expected Result/Impact: Increased opportunities for high-performing students to engage in rigorous enrichment, extension, critical thinking, problem-solving, and advanced application of learning.

Staff Responsible for Monitoring: SAGE teachers, Administrators, Instructional Coaches

Formative Reviews

December	February	April	June

DRAFT

Goal 2

Celia Hays Elementary School will ensure a safe, positive, and inclusive environment that recognizes and celebrates students while promoting citizenship, belonging, personal development, and academic growth.

Performance Objective 1

☑ High Priority

During the 2026-2027 school year, Celia Hays Elementary will consistently implement campus-wide positive behavior supports and student well-being practices to maintain a safe, positive, and inclusive learning environment that promotes student engagement, belonging, citizenship, and academic success.

Evaluation Data Source: Behavior Data, Student Well-Being Data, Discipline Reports, Attendance Data, and Student/Staff Feedback

Strategy 1

Provide ongoing professional learning and support to staff to ensure consistent implementation of campus-wide positive behavior expectations, interventions, and supports.

Strategy's Expected Result/Impact: Increased consistency in positive behavior practices and a safe, predictable, and supportive learning environment.

Staff Responsible for Monitoring: Administrators, Counselor

Formative Reviews

December	February	April	June

Strategy 2

Implement consistent, proactive classroom management practices and behavior supports to establish clear expectations, increase student engagement, promote positive behavior, and reduce disruptions to learning.

Strategy's Expected Result/Impact: Improved classroom behavior, student engagement, and instructional learning time.

Staff Responsible for Monitoring: Administrators, Teachers

Formative Reviews

December	February	April	June

DRAFT

Strategy 3

Explicitly teach, model, practice, reinforce, and monitor campus-wide and classroom behavior expectations throughout the school year.

Strategy's Expected Result/Impact: Increased student understanding of behavioral expectations, improved school climate, and reduced behavioral concerns.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Strategy 4

Provide a comprehensive school counseling program that supports students' social, emotional, behavioral, academic, and personal development.

Strategy's Expected Result/Impact: Increased student well-being, self-management, positive relationships, and readiness to learn.

Staff Responsible for Monitoring: Counselor, Administrators

Formative Reviews

December	February	April	June

Strategy 5

Recognize and celebrate students and staff who demonstrate campus expectations and contribute to a positive, respectful, safe, and inclusive school community.

Strategy's Expected Result/Impact: Increased positive behavior, student and staff belonging, and a positive campus culture.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Strategy 6

Provide ongoing education, communication, and support for students, staff, and families regarding bullying prevention, recognition, reporting procedures, and appropriate intervention

DRAFT

and response.

Strategy's Expected Result/Impact: Increased awareness of bullying prevention and reporting procedures, timely intervention, and a safer, more supportive school environment.

Staff Responsible for Monitoring: Administrators, Counselor, Teachers

Formative Reviews

December	February	April	June

Performance Objective 2 ☑ High Priority

During the 2026-2027 school year, Celia Hays Elementary will increase student attendance from the 2026 baseline of approximately 96.2% to at least 96.5%, while monitoring attendance across student groups and providing targeted support for students demonstrating attendance concerns.

Evaluation Data Source: Skyward Attendance Data, PEIMS Reports, and TEA Performance Reports

Strategy 1

Implement campus-wide attendance initiatives and provide ongoing communication and education to students and families regarding the importance of regular attendance and its impact on student achievement and growth.

Strategy's Expected Result/Impact: Increased student attendance, reduced absenteeism, and increased student and family awareness of the importance of regular attendance.

Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administrators

Formative Reviews

December	February	April	June

Strategy 2

Monitor daily attendance reporting to ensure timely and accurate recording of student attendance in accordance with district procedures.

Strategy's Expected Result/Impact: Accurate and timely attendance reporting and increased staff compliance with district attendance procedures.

Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administrators

DRAFT

Formative Reviews

December	February	April	June

Strategy 3

Teachers, administrators, the counselor, and families will collaborate to identify students demonstrating attendance concerns and provide timely communication, interventions, and individualized support to improve regular attendance.

Strategy's Expected Result/Impact: Early identification of attendance concerns, reduction in chronic absenteeism, and improved student attendance.

Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor, Teachers

Formative Reviews

December	February	April	June

Strategy 4

Campus staff will regularly review and analyze attendance data to identify trends, monitor student groups, identify students demonstrating attendance concerns, and determine appropriate interventions and supports.

Strategy's Expected Result/Impact: Data-informed attendance interventions, reduced absenteeism, and increased attendance across student groups.

Staff Responsible for Monitoring: Administrators, Attendance Clerk, Counselor

Formative Reviews

December	February	April	June

DRAFT

Goal 3

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

Performance Objective 1

During the 2026-2027 school year, Celia Hays Elementary will implement the District Wellness Plan by providing opportunities that promote nutrition education, physical activity, healthy choices, and student wellness throughout the school environment.

Evaluation Data Source: Campus Wellness Activities, Physical Education Programs, Recess and Physical Activity Schedules, and District Wellness Documentation

Strategy 1

Provide students with regular opportunities for physical activity throughout the school day, including at least 20 minutes of recess and developmentally appropriate movement or brain breaks.

Strategy's Expected Result/Impact: Increased opportunities for daily physical activity that support student wellness, engagement, and readiness to learn.

Staff Responsible for Monitoring: Administrators, Teachers, PE Teacher

Formative Reviews

December	February	April	June

Strategy 2

Provide campus-wide physical activity programs, events, or wellness opportunities that encourage students to participate in and develop an appreciation for regular physical activity.

Strategy's Expected Result/Impact: Increased student participation in physical activity and greater awareness of healthy, active lifestyles.

Staff Responsible for Monitoring: PE Teacher, Administrators

Formative Reviews

December	February	April	June

DRAFT

Policies, Procedures, and Requirements

DRAFT

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Patrick Just	6/9/2026	Kevin Samples	6/9/2026

DRAFT

DRAFT