

# **Pflugerville Independent School District**

## **Cele Middle School**

### **2023-2024 Board Approved**



**Board Approval Date:** October 19, 2023

# 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	10
Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: PfISD will recruit, support, and retain teachers and principals.	17
Goal 2: Cele Middle School will build a foundation for reading and math.	17
Goal 3: Cele Middle School will make connections to high school for career and college readiness.	19
Goal 4: PfISD will improve low performing schools.	19
Addendums	21

# 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 has grown by approximately 100 students each year until the 2021-2022 school year when PfISD opened a 7th middle school. With vast acreage of farmland becoming neighborhoods, this growth will continue into the future.

#### Students

Cele Middle School enrolled approximately 750 students to begin the 2023-2024 school year. The chart below shows Total Enrollment and demographic race and percentages of the Cele Student Population over time. The minimal change in demographics over time was slightly more pronounced between spring and fall 2021 when attendance boundaries were reset in the district due to growth and the necessity to open a seventh middle school.

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

The chart below indicates the percentage of the Cele Student Population over time who have been identified for special programs. In some instances, percentages were not reported if fewer than 20 but greater than zero students are identified as participating in a program. Over the past four years there has been a steady increase in the number of students identified as Emergent Bilingual. Following the adjustment of attendance boundaries and the opening of a seventh middle school, the percentage of Cele students identified as Economically Disadvantaged was reduced by half. As a result, Cele no longer qualified for Federal Title 1 funding beginning in the 2022-2023 school year. STAAR Testing results from the 2022 assessment resulted in an increased percentage of students identified as "At-Risk" due to not meeting the passing standard on one or more STAAR tests. One thing to note is that the 13% of students who are Emergent Bilingual is inclusive of students who will attend the Newcomer Academy at Westview Middle School for the duration of the 2023-2024 school year.

<b>Student Special Program Identification/Participation - Cele Middle School (Source: Skyward, TAPR &amp; OnData Suite)</b>								
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Economically Disadvantaged	40.2%	32.9%	40.3%	39.8%	42.0%	21.51%	21.76%	18.6%
Emergent Bilingual (EB)	12.5%	11.3%	12.2%	13.9%	14.6%	9.2%	11.2%	13.0%
At-Risk	42.5%	43.4%	43.5%	44.5%	41.9%	34.8%	47%	41.8%
Special Education	11.4%	11.3%	10.5%	10.0%	10.0%	9.0%	8.8%	9.6%
Gifted & Talented	8.7%	9.2%	10.9%	10.0%	11.0%	11.5%	10.6%	11.2%
Dyslexia	4.0%	4.8%	4.4%	5.6%	6.2%	6.5%	8.0%	7.6%
Section 504	10.4%	12.9%	10.1%	12.9%	12.2%	14.2%	14.7%	13.8%
Immigrant	0.2%	0.6%	0.4%	0.6%	0.6%	0.82%	1.5%	1.2%
Homeless	0.7%	0.9%	0.5%	0.5%	0.7%	0.41%	0.7%	0.4%
MIgrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility Rate	8.9%	9.1%	9.1%	10.6%	8.3%	9.2%	not yet reported	not yet reported

### Attendance

Our Average Daily Attendance (ADA) rate for the 2021-2022 school year was 94.43% for the 2022-2023 school year rose slightly to 95.08%. The increase likely is attributable to a systematic approach to intervention and increased communication to families regarding attendance implications. In the final six-week reporting period, Cele recorded an ADA of 94.83%, which was two percentage points shy of the campus goal of 96.83%. The goal represented the target based on ADA prior to the pandemic.

### Staff

The following chart indicates the percentage of Cele staff by racial/ethnic identity. Of note is the fact that staff members who identify as Hispanic, Asian, and Two or More Races are underrepresented as compared to our Student Population. Cele maintains a goal of recruiting highly-qualified staff who represent the rich diversity of our student population and community. In particular, Cele remains committed to the importance of growing a teaching staff that is more representative of our student population.

<b>Staff Ethnicity &amp; Race Demographics - Cele Middle School (Source: Skyward, TAPR and OnData Suite, Human Resources)</b>							
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>
<b>Total Staff</b>	<b>52.1</b>	<b>61.7</b>	<b>72.8</b>	<b>78.3</b>	<b>80.9</b>	<b>51.1</b>	46
African American	7.7%	8.3%	9.5%	8.9%	7.4%	2.2%	6.5%
Hispanic	23.5%	23.6%	16.7%	18.0%	10.5%	11.8%	8.7%

Staff Ethnicity & Race Demographics - Cele Middle School (Source: Skyward, TAPR and OnData Suite, Human Resources)							
Non-Hispanic, White	63.1%	64.5%	69.6%	70.5%	78.3%	80.2%	89.1%
American Indian	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%
Pacific Islander	1.9%	1.6%	1.4%	1.3%	1.2%	2.0%	2.2%
Two or More Races	3.8%	2.0%	2.7%	1.3%	1.2%	3.9%	2.2%

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

For the third year in a row, Cele has needed to reduce staffing on campus, which has had significant implications for the continuity of services and development of programs. In each of the past two years, reductions were due to budget constraints at the district level. As a result, class sizes have increased and instructional support has been reduced.

Cele was required to lose three teaching positions despite increasing enrollment for the 2023-2024 school year. As a result, Cele no longer is able to provide an Emergent Bilingual teacher, AVID, Pflex, KickStart, or Pre-Athletics. Core content English Language Arts teachers are assigned an intervention class in order to provide required, Tier 3 intervention during the school day. Additionally, it is anticipated that ESSER-funded positions will be discontinued for the 2024-2025 school year, resulting in a further reduction in teaching staff.

During the first month of the 2023-2024 school year, Cele had a fill rate of approximately 75% for staff absences. For the 25% of guest teacher requests that were unfilled, classes either were combined, displaced, covered by another staff member, or were without the intended support.

### Demographics Strengths

The most significant strength of Cele Middle School is rooted in our diverse growth. 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. Our students and staff are inclusive with one another and embrace diversity in working together.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Due to staffing cuts, Cele will no longer have a campus-based Instructional Coach or Emergent Bilingual teacher. **Root Cause:** PfISD budget cuts required eliminating positions and reorganizing a multi-campus support model.

**Problem Statement 2 (Prioritized):** Cele Middle School has begun the school year with an average guest teacher (substitute teacher) fill rate of approximately 75%. **Root Cause:** There remains a shortage of guest teachers, and it is difficult to secure a guest teacher if the need for an absence is the result of an emergency.

# Student Learning

## Student Learning Summary

The instructional staff at Cele Middle School has developed a school culture that promotes student achievement. Our efforts are centered on establishing high student and staff expectations and helping students to care about their academic progress.

## 2023 STAAR Performance

The 2023 STAAR performance levels were not set and therefore are not reported as official results. The results below are rough estimates based upon early results reported from TEA. This information is not disaggregated by student groups.

Overview of 2023 STAAR Results at the projected "Percent at the Approaches" performance level:

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

## 2023 TELPAS Performance

Overall Composite Ratings for All Students by Proficiency Levels were as follows:

- Beginning: 5.9%
- Intermediate: 22.6%
- Advanced: 53.6%
- Advanced High: 17.9%

## 2023 Renaissance Star 360 Performance

Students were assessed at the Beginning, the Middle, and the End of the Year on the Star 360 Benchmark assessment. Below are the Student Growth Percentile Median scores by grade level, measuring student growth from EOY 2022 to EOY 2023. The scores below indicate a relative need in Grade 8 Reading and Grade 6 Math. Of note is the fact that during the school year, one of the two grade 8 teachers in English Language Arts was new to the grade level, and one of the grade 6 math teachers did not return after the first semester.

- Grade 6 Reading SGP, 52



- Grade 7 Reading SGP, 62
- Grade 8 Reading SGP, 45
- Grade 6 Math SGP, 42
- Grade 7 Math SGP, 73
- Grade 8 Math SGP, 52

Students were progress monitored at each of the three screener windows this school year. Below are the results of the spring (EOY) screener, which categorizes the percentage of Cele students achieving "At/Above Benchmark" (at/above 40 percentile rank), "On Watch" (25-39 percentile rank), "Intervention" (10-24 percentile rank), or "Urgent Intervention" (at or below 9 percentile rank). The data table indicates a need to continue progress monitoring between 8 and 28% of the students, depending upon the grade level and content area.

Grade & Subject	At or Above	On Watch	Intervention	Urgent Intervention
Gr. 6 Reading	56%	16%	16%	12%
Gr. 7 Reading	63%	19%	9%	9%
Gr. 8 Reading	56%	20%	13%	12%
Gr. 6 Math	65%	12%	13%	9%
Gr. 7 Math	78%	12%	5%	5%
Gr. 8 Math	82%	9%	3%	5%

### Student Learning Strengths

STAAR performance levels indicate strong relative performance among PfISD campuses. Results of grade 7 Reading and Grade 8 Science scores were the highest among PfISD middle schools. Algebra 1 scores were the highest among all PfISD middle and high schools.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Attendance rates for 2021-2022 fell to unprecedented lows. Cele had set a target of improving average daily attendance to 97% and instead finished the 2022-2023 school year with average daily attendance between 94 and 95%. **Root Cause:** Covid-19 variants continued to inhibit student attendance; however, we also had an increase in the number of students who exceeded 18 absences for the school for reasons unrelated to Covid-19.

**Problem Statement 2 (Prioritized):** Renaissance Benchmarks and STAAR scores indicate a need for intervention with rising grade 7 students in math for the 2023-2024 school year. **Root Cause:** Instruction was disrupted when one of the grade six math teachers did not return after the fall semester 2022.

**Problem Statement 3 (Prioritized):** Students in Cele's Asian demographic group did not meet the STAAR Interim target or Domain 3 in the areas of 1) Growth in reading; 2) Growth in math; 3) Achievement in math. **Root Cause:** While performance and growth for Cele's Asian demographic group was higher than that of any other demographic group, the targets for the Asian demographic group are set higher than any other demographic group as well.

# 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.

Restorative Practices were a big part of Cele maintaining the lowest referral rate in reference to Violations of the Student Code of Conduct and placements at the DAEP.

Due to staffing changes elective options in the master schedule were reduced for the 2023-24 school year. The following classes will not be offered: AVID, PFLEX, Kickstart, and Literacy Workshop.

The Emerging Bilingual (EB) program has been restructured for all middle schools for the 2023-24 school year. As a result, there will not be a full-time, on-campus LPAC facilitator or EB teacher. We instead have itinerant support. The new structure includes the International Academy for newcomers (defined as students with two years or less of education in the United States). Cele will have fewer than 10 students participate; the remaining EB students on campus will be served through the general education teachers and itinerant support.

The Kickstart Kids program has also been eliminated at Cele for the 2023-24 school year. The 6th and 7th-grade students will take athletics, PE, or dance for their physical education credit, and 8th-grade students can take athletics, dance, or another elective. This change impacted 117 student schedules.

ESSER funds were used to pay for a social studies teacher position this year in order to ensure that class sizes remained at the targeted 27:1 student-to-teacher ratio. The ESSER funds and any ESSER-funded positions will be unavailable for the 2024-2025 school year.

## School Processes & Programs Strengths

The teachers at Cele are experienced and talented; they come in with many tools in their toolbox. We utilize Professional Learning Communities as well as informal collegiality to share great ideas and reflect on the level of success.

Among our staff strengths, the ability to 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 need support in an academic area tested on the 2023 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.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students at Cele Middle School have limited programmatic and elective choices as compared to previous school years and the staffing allocation is presumed to be more constrained for the 2024-2025 school year. **Root Cause:** Due to budget constraints, staffing allocations for Cele were reduced for the 2023-2024 school year, and ESSER funds no longer will be available beginning in the 2024-2025 school year.

# Perceptions

## Perceptions Summary

Students completed the Panorama student survey in the fall and in the spring of the 2022-2023 school year. Following are the results of the spring survey as well as how the results compared to the fall survey. There was a decrease in all areas, ranging from 7-11%.

- Classroom Belonging, 49% Agreement; a decrease of 7%
- Classroom Climate, 65%; a decrease of 9%
- Classroom Engagement, 47%; a decrease of 11%
- Classroom Teacher-Student Relationships, 61%; a decrease of 11%
- Pedagogical Effectiveness, 67%; a decrease of 10%

Staff completed the UpBeat survey in the spring. Following are the results of the five areas of greatest loss and greatest gain as compared with spring 2022 staff survey responses.

Areas of greatest gain:

- School Safety and Order, +3.5%
- Diversity, +2%
- Work/Life Balance, +1%
- Recruitment, Hiring, Onboarding, +0.9%
- Resources & Facilities, +0.8%

Top Highest Rated Areas

- Student Engagement, 94%
- Care & Commitment, 92%
- Resources & Facilities, 91%

Areas of greatest loss:

- Cultural Competence, -14.2%
- Parent/Teacher Communication, -11.7%
- Appreciation, -7.2%
- Evaluation, -7.0%
- Collaboration, -4.9%

Lowest Rated Areas

- Compensation & Career Path, 50%
- Cultural Competence, 54%
- Professional Development, 62%

## Perceptions Strengths

Generally speaking, Pedagogical Effectiveness as reported by students, and Student Engagement, as reported by teachers, is a relative strength. Many intentional practices and proficiencies undergird that result. Our staff are intentional with developing relationships with students and families in order to reach and educate each student.

Despite a tighter budget, staff surveys indicate that Safety & Order, Diversity, Work/Life Balance were all relative strengths.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** All areas of the student survey declined from fall to spring, and the majority of areas measured in the staff climate survey declined over the course of the school year. **Root Cause:** The loss of both instructional coaches and being without one of the administrators for the second semester took an appreciable toll on the leadership team's ability to support staff and students at the same level as last year. Also, the spring surveys were administered during a time when teachers and students became aware of budget cuts, staffing cuts, and the elimination of popular programs.

# Priority Problem Statements

**Problem Statement 1:** Attendance rates for 2021-2022 fell to unprecedented lows. Cele had set a target of improving average daily attendance to 97% and instead finished the 2022-2023 school year with average daily attendance between 94 and 95%.

**Root Cause 1:** Covid-19 variants continued to inhibit student attendance; however, we also had an increase in the number of students who exceeded 18 absences for the school for reasons unrelated to Covid-19.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** All areas of the student survey declined from fall to spring, and the majority of areas measured in the staff climate survey declined over the course of the school year.

**Root Cause 2:** The loss of both instructional coaches and being without one of the administrators for the second semester took an appreciable toll on the leadership team's ability to support staff and students at the same level as last year. Also, the spring surveys were administered during a time when teachers and students became aware of budget cuts, staffing cuts, and the elimination of popular programs.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Due to staffing cuts, Cele will no longer have a campus-based Instructional Coach or Emergent Bilingual teacher.

**Root Cause 3:** PfISD budget cuts required eliminating positions and reorganizing a multi-campus support model.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Students at Cele Middle School have limited programmatic and elective choices as compared to previous school years and the staffing allocation is presumed to be more constrained for the 2024-2025 school year.

**Root Cause 4:** Due to budget constraints, staffing allocations for Cele were reduced for the 2023-2024 school year, and ESSER funds no longer will be available beginning in the 2024-2025 school year.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Renaissance Benchmarks and STAAR scores indicate a need for intervention with rising grade 7 students in math for the 2023-2024 school year.

**Root Cause 5:** Instruction was disrupted when one of the grade six math teachers did not return after the fall semester 2022.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Cele Middle School has begun the school year with an average guest teacher (substitute teacher) fill rate of approximately 75%.

**Root Cause 6:** There remains a shortage of guest teachers, and it is difficult to secure a guest teacher if the need for an absence is the result of an emergency.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Students in Cele's Asian demographic group did not meet the STAAR Interim target or Domain 3 in the areas of 1) Growth in reading; 2) Growth in math; 3)

Achievement in math.

**Root Cause 7:** While performance and growth for Cele's Asian demographic group was higher than that of any other demographic group, the targets for the Asian demographic group are set higher than any other demographic group as well.

**Problem Statement 7 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

## Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## Parent/Community Data

- Parent surveys and/or other feedback



# Goals

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

**Performance Objective 1:** Throughout the 2023-2024 school year, Cele MS will retain 80% of the professional teaching and support staff, with the exception of those who relocate, retire, or are promoted to another position.

**High Priority**

**Evaluation Data Sources:** OEMS rosters and exit survey results.

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

**Performance Objective 2:** Cele MS will increase positive responses to professional development satisfaction by 5% on the Fall 2023 staff climate survey compared to the prior year.

**High Priority**

**Evaluation Data Sources:** Fall 2023 UpBeat Staff Survey

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

**Performance Objective 3:** Throughout the 2023-2024 school year, Cele MS will maintain positive campus morale while consistently providing an inviting environment to staff, students, parents, and community members by doing SEL checks and activities with staff and students. Our staff survey will indicate >90% positive responses related to climate, culture and satisfaction.

**High Priority**

**Evaluation Data Sources:** Staff Survey

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

**Performance Objective 1:** 80% of all Cele MS students will achieve Meets Grade Level or above performance; 50% of all CMS students will achieve Masters; and 95% will meet or exceed the Approaches level of performance on the 2024 STAAR Reading assessments. The aggregate Academic Growth score for All Students in Reading will be at least 60. All student group targets for STAAR Reading will be met in Domain 3, Closing the Gaps.

**High Priority**

**Evaluation Data Sources:** 2024 STAAR results, SGP on EOY Star 360 Renaissance

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

**Performance Objective 2:** 60% of all Cele MS students will achieve Meets Grade Level or above performance; 30% of all CMS students will achieve Masters; and 90% will meet or exceed the Approaches level of performance on the 2024 STAAR Math assessments. The Academic Growth score for All Students in Math will be at least 60. All student group targets for STAAR Math will be met in Domain 3, Closing the Gaps.

**High Priority**

**Evaluation Data Sources:** 2024 STAAR results, Star 360 Renaissance EOY SGP

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

**Performance Objective 3:** For the 2023-2024 school year, Cele MS will establish and monitor measurable growth standards for 100% of students identified as Tier 2 and Tier 3 At-Risk and provide tangible incentives for achieving the growth standard.

**High Priority**

**Evaluation Data Sources:** All students identified as Tier 2 and Tier 3 at-risk will meet the campus' growth standard in math and/or reading on Renaissance Star 360.

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

**Performance Objective 4:** At least 75% of Cele MS students will achieve Meets Grade Level performance and 50% will achieve the Masters level on STAAR Science for 2024.

**Evaluation Data Sources:** STAAR Science 2024

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

**Performance Objective 5:** At least 50% of Cele MS students will achieve Meets Grade Level performance and 30% will achieve the Masters level on STAAR Social Studies for 2024.

**Evaluation Data Sources:** STAAR Social Studies 2024

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

**Performance Objective 6:** By EOY 2024, Cele MS will increase the percentage of 6th-8th grade students scoring At/Above Benchmark on Star360 math and reading screeners compared to BOY 2023.

**High Priority**

**Evaluation Data Sources:** EOY Star 360 math and reading results compared to BOY

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

**Performance Objective 1:** During the 2023-2024 school year, 100% of Cele MS students will demonstrate college readiness by completing all components of their School Links profile.

**Evaluation Data Sources:** School Links completion / tracking reports.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 1:** For the 2023-2024 school year, Cele MS will increase the student attendance rate to at least 97%.

**High Priority**

**Evaluation Data Sources:** Student attendance rate is at or above 97% on average by the end of the school year.

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 2:** During the 2023-2024 school year, Cele MS will earn a "No Place For Hate" designation.

**Evaluation Data Sources:** No Place For Hate Designation

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 3:** Cele MS will increase parental involvement during the 2023-2024 school year by holding at least two, on-campus social events each semester.

**Evaluation Data Sources:** Campus Calendar; school website

**Goal 4:** PfISD will improve low performing schools.

**Performance Objective 4:** During the 2023-2024 school year, the number of disciplinary referrals will be reduced from the prior school year by 10%.

**Evaluation Data Sources:** Campus discipline data from Skyward.

# Addendums

## **Policies, Procedures, and Requirements**

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

[Disciplinary Alternative Education Program \(DAEP\)](#) campus website

[Disciplinary Alternative Education Program \(DAEP\)](#) handbook information

Decision-Making & Planning Policy Evaluation – evaluation to be completed during 2022-23 school year

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

[Sexual Abuse & Maltreatment of Children](#) – page 61

[Student Welfare: Crisis Intervention Programs & Training](#) – page 70

[Student Welfare: Discipline/Conflict/Violence Management](#) – page 47

[Texas Behavior Support Initiative \(TBSI\)](#)

[Technology Integration](#)

Job Description for Peace Officers, Resource Officers, & Security Personnel (TEC 11.252 & Board Policy CKE (Legal))

[Security Officer](#)

[Police Department Positions](#) (Chief, Dispatcher, Records Clerk, Lieutenant, Detective, Officer, Sergeant)