

Pflugerville Independent School District

Copperfield Elementary School

2025-2026

Accountability Rating: B

Distinction Designation

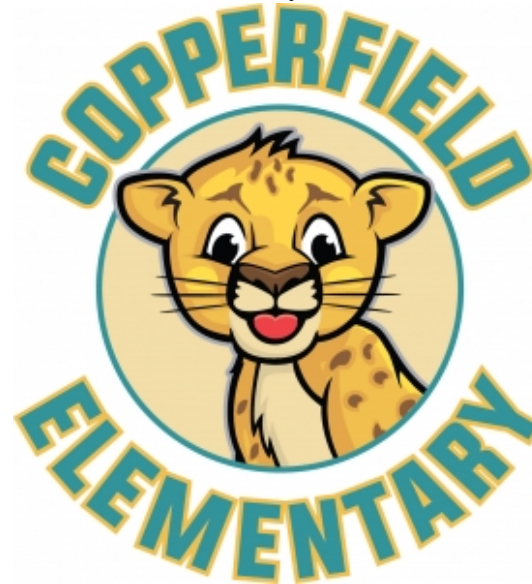
Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



Board Approval Date: October 16, 2025

Public Presentation Date: September 29, 2025

Mission Statement

Copperfield is a caring school community where children are celebrated for who they are and what they will become.

Vision

We strive to ensure that all of our students reach their potential through
our highly effective, aligned curriculum,
school-wide activities and
hands-on student projects that foster and support
building a strong community of learners.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Copperfield Elementary School serves approximately 525 students from Early Education (EE) through 5th grade in a dual language program. Enrollment is projected to remain stable for the 2025–2026 academic year.

Student Demographics - Copperfield Elementary School (Source: TAPR & OnDataSuite)									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-22	2022-23	2023-24	2024-25
Total Enrollment	443	413	410	576	492	491	502	471*	526
African American	12.4%	11.9%	11.2%	19.4%	18.7%	16%	14%	13.2%	15%
Hispanic	70.9%	66.8%	69.5%	61.6%	63.0%	68.8%	73%	72.8%	74.14%
White	9.0%	11.6%	10.0%	9.5%	9.8%	7.9%	8%	7.2%	5.32%
American Indian	0.0%	0.0%	0.0%	0.0%	0.2%	.2%	0.0%	0.2%	.19%
Asian	3.8%	5.3%	4.9%	5.4%	4.3%	3.9%	2%	3.6%	3.99%
Pacific Islander	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	3.8%	4.1%	4.4%	4.0%	4.1%	3.06%	3%	2.97%	1.33%
Female	46.3%	47.9%	48.2%	49.0%	50.4%	48.9%	48%	49%	48.67%
Male	53.7%	52.1%	51.8%	51.0%	49.6%	51.1%	52%	51%	51.33%

Copperfield Elementary is a Title I campus, with 90.30% of students identified as economically disadvantaged for the 2024–2025 school year—an increase from the previous year. Bilingual students represent 60.84% of the student population, up from 55% identified as Emergent Bilingual in the prior year.

The percentage of students classified as At-Risk has risen significantly, from 57% last year to 82.89% this year. Students receiving special education services make up 19.39% of the campus population, an increase from 11% the previous year. Currently, 7% of students are receiving dyslexia services, up from 5% last year. The rise in the number of students receiving special education services is partially attributed to a shift in service delivery for dyslexia. Students previously served under Section 504 are now receiving support through special education. Additionally, 4.18% of students are identified as Gifted and Talented.

Approximately 1% of students are identified as experiencing homelessness, a figure that has remained stable year over year.

Student mobility continues to present significant challenges in addressing both academic and social-emotional needs. Much of this mobility is driven by the high number of apartment complexes within the school's attendance zone, resulting in frequent changes in student enrollment throughout the year.

Student Special Program Identification/Participation - Copperfield Elementary School (Source: TAPR & OnDataSuite)									
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Economically Disadvantaged	74.7%	63.0%	75.1%	81.3%	81.9%	86.1%	87.3%	87.47%	90.30%
Emergent Bilingual	48.5%	49.6%	47.1%	44.1%	48.2%	56%	55.2%	58.81%	60.84%
Bilingual	41.1%	38.0%	35.5%	32.8%	38.6%	46.4%	45%	45.01%	52.09%
ESL	7.5%	11.1%	11.7%	11.3%	9.8%	9.4%	7.2%	5.31%	7.98%
At-Risk	67.5%	64.6%	66.6%	69.1%	68.7%	78.2%	77.3%	73.89%	82.89%
Special Education	12.9%	11.4%	11.7%	12.8%	9.8%	13.2%	12%	13.80%	19.39%
Gifted & Talented	6.1%	6.3%	7.1%	7.1%	9.4%	7.7%	6.8%	5.73%	4.18%
Dyslexia	1.8%	3.4%	3.4%	4.5%	6.1%	5.9%	7.4%	4.88%	7%
Section 504	2.7%	6.3%	5.1%	6.8%	7.3%	7.1%	6.6%	4.67%	2.85%
Immigrant	0.2%	5.8%	5.1%	7.6%	7.5%	5.7%	2.4%	10.40%	13.69%
Homeless	2.7%	3.4%	0.5%	1.2%	2.2%	2.2%	.2%	1.27%	1.14%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	.2%	0.0%	0.0%
Campus Mobility	18.0%	16.0%	15.2%	17.3%	20%	20%	not yet reported	not yet reported	not yet reported

Staffing and Recruitment

Copperfield Elementary relies primarily on district-led recruitment efforts. Hiring decisions are made through a collaborative hiring committee process to ensure a strong alignment with campus needs and culture.

During the 2024–2025 school year, the campus welcomed 10 new teachers and 1 new counselor—a significant number of new hires for Copperfield Elementary. Of these positions, five were to fill vacancies carried over from the previous year, one was a newly added position, one resulted from a retirement, and four were due to resignations or staff promotions.

Looking ahead to the 2025–2026 school year, two staff members have retired. Both positions have been successfully filled in preparation for the upcoming academic year.

Teacher Demographics - Copperfield Elementary School (Source: TAPR)							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Professional Staff	39.1	39.1	36.0	45.0	47	49	49
African American	2.6%	2.6%	2.8%	4.4%	4.3%	4.8%	5%

Teacher Demographics - Copperfield Elementary School (Source: TAPR)							
Hispanic	38.3%	43.5%	38.8%	37.5%	38.6%	37.9%	37.2%
White	54.0%	48.8%	52.8%	53.6%	64.4%	52.5%	52.8%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0	0%
Asian	0.0%	0.0%	0.1%	0.0%	0.0%	0	0%
Pacific Islander	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	2.5%
Two or More Races	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	2.5%
Females	87.1%	84.4%	86.1%	86.5%	88.7%	92.3%	91.9%
Males	12.9%	15.6%	13.9%	13.5%	11.3%	7.7%	8.1%

Staff Demographics and Cultural Responsiveness

The current teacher demographics at Copperfield Elementary do not fully reflect the diversity of the student population. However, intentional efforts are made during the recruitment and hiring process to prioritize cultural responsiveness and ensure staffing decisions align with the needs and backgrounds of our students. These efforts support our commitment to fostering an inclusive and equitable learning environment for all learners.

Teachers by Years of Experience - Copperfield ES (Source: TAPR)							
	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22	2022-2023
Beginning Teachers	12.8%	7.7%	5.5%	6.6%	2.1%	1.9%	9.9%
1-5 Years Experience	28.4%	36.0%	30.5%	33.4%	32.2%	23.8%	12.4%
6-10 Years Experience	7.7%	7.7%	13.9%	15.6%	21.9%	19.5%	23%
11-20 Years Experience	30.7%	30.7%	33.4%	28.8%	31.0%	33.4%	29.8%
Over 20 Years Experience	20.5%	17.9%	16.6%	15.6%	12.8%	19.1%	24.9%

Demographics Strengths

Copperfield Elementary School is a diverse campus community. Students participate in events that celebrate this diversity. Events such as Women's History Month, Black History Month, Deis y Seis and Cinco de Mayo presentations have occurred and will continue in the future as possible. These events give students an opportunity to learn about different cultures around the world. Ballet Folklorico lessons are available as a club after school. We hope to continue these programs in the future.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Copperfield Elementary School has a year-to-year mobility rate of 23% which impacts curricular consistency from year to year.

Root Cause: High student mobility at Copperfield Elementary School is primarily due to economic instability and housing insecurity within the community, leading families to frequently relocate. This results in inconsistent student enrollment and withdrawal patterns, which disrupts the continuity of curriculum delivery, instructional planning, and academic progress tracking from year to year.

Student Learning

Student Learning Summary

2025 Accountability Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		71	C	0%
STAAR Performance	42	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		85	B	70%
Academic Growth	75	85	B	✓
Relative Performance (Eco Dis: 90.5%)		79	C	
Closing the Gaps	53	77	C	30%

Missed Closing the Gaps Targets

- Academic Achievement in RLA: African American student group
- Academic Growth in RLA: African American student group
- Academic Achievement in Math: All Students, African American student group, Hispanic student group, High Focus student group
- Academic Growth in Math: African American student group
- Student Success: All Students, African American student group

STAAR Accountability Data Table - Percent of All Students Scoring Approaches, Meets, and Masters

	2022			2023			2024			2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
All Subjects	69	41	16	76	47	20	68	43	22	67	41	19

	2022			2023			2024			2025		
Reading/Language Arts	67	44	20	75	44	20	71	45	20	67	46	24
Math	71	45	20	74	50	20	68	41	14	67	41	16
Science	77	33	11	84	48	21	61	30	14	69	26	9

2024-25 Prekindergarten End of Year Data C-Palls, Spanish (22 Students Tested)

	Making Acceptable Progress	Needs More Assistance
Overall Phonological Awareness	77%	23%
Overall Rapid Letter Naming	68%	32%
Overall Rapid Vocabulary Naming	73%	27%
Overall Mathematics	86%	14%

2024-25 Prekindergarten End of Year Data C-Palls, English (20 Students Tested)

	Making Acceptable Progress	Needs More Assistance
Overall Phonological Awareness	95%	5%
Overall Rapid Letter Naming	95%	5%
Overall Rapid Vocabulary Naming	70%	30%
Overall Mathematics	95%	5%

2024-25 Kindergarten Beginning of the Year TX-KEA, Spanish (35 Students Tested)

	Support	Monitor	On-Track
Spanish Vocabulary	3%	3%	94%
Spanish Letter Names	19%	16%	65%
Spanish Spelling	60%	5%	35%
Math	59%	0%	41%

2024-25 Kindergarten End of the Year TX-KEA, English (68 Students Tested)

	Support	Monitor	On-Track
Vocabulary	66%	2%	32%
Letter Names	54%	6%	40%
Spelling	52%	13%	35%
Math	65%	0%	35%

2024-25 First Grade and Second Grade End of Year TPRI/Tejas Lee

	Number of Students Tested	Masters	Meets	Approaches	Does Not Meet +	Does Not Meet-
1st TPRI	82	24%	7%	24%	22%	22%
1st Tejas Lee	40	78%	8%	10%	5%	0%
2nd TPRI	88	22%	23%	2%	14%	40%
2nd Tejas Lee	54	56%	24%	6%	6%	9%

2024-25 Third - Fifth Grade End of Year Reading Renaissance STAR 360

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3rd Grade	82	32%	28%	11%	29%
3rd Grade Spanish	42	7%	7%	5%	81%
4th Grade	73	36%	26%	10%	28%
4th Grade Spanish	39	3%	0%	3%	95%
5th Grade	79	36%	12%	10%	42%
5th Grade Spanish	41	2%	2%	5%	90%

2024-25 First - Fifth Grade End of Year Math Renaissance STAR 360

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1st Grade	42	12%	22%	14%	52%

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1st Grade Spanish	40	3%	8%	10%	80%
2nd Grade	88	18%	16%	10%	52%
2nd Grade Spanish	54	7%	9%	7%	76%
3rd Grade	82	11%	11%	18%	60%
3rd Grade Spanish	42	5%	5%	21%	69%
4th Grade	72	13%	14%	14%	60%
4th Grade Spanish	20	5%	5%	15%	75%
5th Grade	61	6%	17%	6%	70%
5th Grade Spanish	22	0%	9%	14%	77%

At Copperfield Elementary School (CES), Pre-Kindergarten includes one Spanish Dual Language class and one monolingual English class. In Second Grade, there are three Spanish Dual Language classes and two monolingual English classes. All other grade levels (Kindergarten through Fifth Grade) consist of two Spanish Dual Language classes and two monolingual English classes. Students in the Dual Language Program from Kindergarten to Fifth Grade participate in Beginning-of-Year (BOY) assessments in both Spanish and English, which accounts for variations in the total number of students tested across certain assessments and grade levels.

During the 2024–2025 school year, 83% of CES students were identified as “at-risk.” Students may be classified as at-risk for a variety of reasons, including performance on End-of-Year assessments such as C-PALLS, TX-KEA, TPRI, Tejas LEE, and Renaissance STAR 360.

Prior to the COVID-19 pandemic, CES implemented a Blended Learning model focused on small group instruction. This foundation enabled a smooth transition to virtual instruction during the pandemic. PfISD provided Chromebooks to all students in grades 2–5, allowing for a 1:1 student-to-device ratio. As a result, 1:1 instruction became standard practice. Many Tier 1 and Tier 2 instructional materials and textbooks were transitioned to digital formats. District Instructional Technology staff supported teachers by providing monthly professional development to help integrate technology with traditional teaching methods effectively.

Due to statewide budget constraints, PfISD shifted from a 1:1 to a 2:1 student-to-device model in elementary schools. However, CES utilized Title I funding during the 2024–2025 school year to purchase additional Chromebooks, ensuring continued access to instructional technology.

TELPAS Information

Spring 2025 (Total Students Tested)	Beginning	Intermediate	Advanced	Advanced High
Kindergarten (41)	68%	22%	7%	2%
First Grade (52)	56%	35%	2%	8%
Second Grade (56)	55%	38%	7%	0%
Third Grade (46)	22%	57%	20%	2%
Fourth Grade (41)	27%	46%	24%	2%

Spring 2025 (Total Students Tested)	Beginning	Intermediate	Advanced	Advanced High
Fifth Grade (49)	14%	37%	18%	31%
Spring 2024 (Total Students Tested)	Beginning	Intermediate	Advanced	Advanced High
Kindergarten (30)	77%	17%	3%	3%
First Grade (40)	58%	33%	3%	8%
Second Grade (46)	41%	48%	4%	4%
Third Grade (37)	38%	35%	24%	0%
Fourth Grade (40)	28%	35%	28%	10%
Fifth Grade (46)	15%	24%	22%	39%
Spring 2023 (Total Students Tested)	Beginning	Intermediate	Advanced	Advanced High
Kindergarten (27)	52%	41%	4%	4%
First Grade (34)	50%	35%	3%	12%
Second Grade (26)	15%	77%	8%	0%
Third Grade (31)	19%	42%	26%	13%
Fourth Grade (44)	25%	36%	27%	11%
Fifth Grade (47)	9%	34%	30%	26%
Spring 2022 (Total Students Tested)	Beginning	Intermediate	Advanced	Advanced High
Kindergarten (40)	65%	30%	5%	0%
First Grade (38)	58%	29%	13%	0%
Second Grade (39)	26%	46%	26%	3%
Third Grade (38)	42%	47%	11%	20%
Fourth Grade (43)	16%	33%	26%	26%
Fifth Grade (46)	11%	22%	41%	24%

Student Learning Strengths

Copperfield Elementary School is committed to supporting academic achievement through targeted intervention and extended learning opportunities. After-school tutoring is provided by classroom teachers to reinforce core instruction and address individual learning gaps.

Tier II and Tier III students in fourth and fifth grades begin receiving after-school tutoring services in October, with a focus on intensive support in reading and math. Beginning in late January, tutoring is expanded to include all students in grades three through five as part of STAAR preparation efforts.

Early identification and support of struggling students is a campus priority and is systematically addressed through the Problem Solving Support Team (PSST) and Multi-Tiered System of Supports (MTSS) processes. A multidisciplinary committee meets twice monthly with teachers to review student data, collaborate on instructional strategies, and design individualized intervention plans to meet specific academic and behavioral needs. This collaborative approach ensures timely, data-driven decisions that promote student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In the 2025 Early STAAR results, only 22% of students achieved Masters Grade Level in Reading, and just 14% achieved Masters in Math, indicating a need to improve instruction that challenges and advances high-performing students.

Root Cause: Instructional planning does not consistently include differentiated tasks or higher-order thinking opportunities for advanced learners. As a result, students who are ready for enrichment and complex problem-solving are not regularly engaged at a level that promotes mastery, particularly in Reading and Math.

Problem Statement 2: In 2025, only 48% of Emergent Bilingual students demonstrated progress in one or more English Language Proficiency Levels, a decline from 54% in 2024. Additionally, a growing number of students are not meeting criteria to exit the Bilingual/ESL program by the end of 5th grade.

Root Cause: Many Emergent Bilingual students, particularly recent arrivals from South and Central America, have experienced inconsistent prior schooling and enter with significant academic gaps. The current instructional model lacks adequate Tier 3 interventions and remediation in Spanish, limiting students' ability to build foundational skills while acquiring English proficiency.

Problem Statement 3: Students do not have the technology needed for 21st Century Learning, STAAR preparation or many of the curricular adopted resources.

Root Cause: Due to state funding, PflSD was unable to support 1:1, student to tech device (Chromebook) ratio.

Problem Statement 4: 26% of 4th and 5th grade students did not make one year's growth in math and reading STAAR tests.

Root Cause: Tier 1 instruction is interrupted by Tier 2/Tier 3 instruction.

Problem Statement 5: Only 23% of students met grade-level expectations on the 2025 STAAR Math assessment, indicating a significant need to strengthen core math instruction and close learning gaps.

Root Cause: Students lack a strong foundation in grade-level math concepts due to gaps in prerequisite skills and inconsistent implementation of high-quality, aligned math instruction. Additionally, there is limited use of data-driven small group instruction and targeted interventions to address individual learning needs, which has hindered progress toward grade-level proficiency.

Problem Statement 6: Between 29% and 39% of students at Copperfield Elementary are not meeting the Approaches Grade Level standard on STAAR assessments, indicating significant gaps in foundational knowledge and skills.

Root Cause: Many students require additional time and targeted support beyond the school day to master grade-level content, which cannot always be fully addressed during regular classroom instruction.

School Processes & Programs

School Processes & Programs Summary

Attendance

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First six-weeks	98%	98%	98%	94%	90%	94%	95%	95%
Second six-weeks	97%	98%	96%	95%	94%	92%	94%	95%
Third six-weeks	96%	96%	94%	96%	93%	92%	93%	95%
Fourth six-weeks	96%	96%	95%	96%	89%	92%	93%	90%
Fifth six-weeks	96%	96%	100%	95%	94%	93%	93%	94%
Sixth six-weeks	97%	96%	-	95%	93%	93%	94%	95%

Copperfield Elementary School experienced a gradual increase in Average Daily Attendance (ADA) across each six-week grading period during the 2024–2025 school year. While this upward trend is encouraging, attendance rates have not yet returned to pre-pandemic levels. In partnership with EveryDay Labs, PfISD implemented a targeted attendance initiative aimed at reducing chronic absenteeism. The company provided direct communication and outreach to families of students identified as at risk for chronic absenteeism, offering resources and personalized support. The efforts of EveryDay Labs likely contributed to the incremental improvements observed in attendance.

To further promote daily attendance, CES implemented a campus-wide incentive program. Classrooms that achieved 12 days of perfect attendance were rewarded with celebrations such as pizza or popsicles. A bulletin board located in a high-traffic area displayed progress, and teachers publicly recognized their students’ achievements, which helped to foster a school-wide culture of accountability and celebration. These visible and consistent acknowledgments appeared to increase students' awareness of and motivation for regular attendance.

As a result of these efforts, chronic absenteeism rates at CES decreased by 4% over the course of the school year, indicating a meaningful impact from both the district partnership with EveryDay Labs and the campus-level incentive program. This progress highlights the effectiveness of targeted communication and positive reinforcement strategies in improving student attendance. However, a temporary dip in attendance was observed during the fourth six weeks, likely due to a particularly aggressive flu season that affected the broader community.

Currently, funding for the attendance incentive program has largely been provided by the campus principal. To ensure the sustainability and expansion of this initiative, it will be important to identify more consistent and scalable funding sources, such as through district allocations, local partnerships, or Title I funds.

	2020-21 (On Data Suite)	2021-22 (On Data Suite)	2022-23 (On Data Suite)	2023-24 (On Data Suite)	2024-25 (Every Day Labs)
Attendance Rate	95.3%	92.9%	92.7%	93.6%	94%
Chronic Attendance Rate	17.2%	24.6%	26.3%	19.2%	15.3%

Chronic Absenteeism is defined as the unduplicated number of students in grades PK–5 who have been enrolled for at least 10 instructional days and have been absent for 10% or more of those days.

Since the COVID-19 pandemic, parent perceptions and attitudes toward school attendance have shifted significantly. These changes may also be influenced by a shift in the school’s demographics over the past five years. Historically, Copperfield Elementary School (CES) functioned primarily as a neighborhood school, with most students living within walking distance. Currently, CES serves students from ten apartment complexes, many of which are located across major thoroughfares such as Parmer Lane and FM 685, presenting serious safety concerns for students who walk. As a result, if students miss the school bus and their parents are either at work or lack reliable transportation, the students are often unable to attend school that day.

An often-overlooked consequence of chronic absenteeism involves students who are withdrawn due to missing required immunizations. While these students are not counted in official attendance data, they still experience lost instructional time, further impacting academic performance.

Student attendance is closely linked to academic success. In response, CES has strengthened the role of its Attendance Committee. Once primarily focused on reviewing severe attendance cases, the committee now meets monthly to analyze campus-wide attendance trends, identify root causes of absenteeism, and coordinate recognition and reward systems to promote regular attendance. This proactive approach has helped address barriers and reinforce the importance of daily attendance across the school community.

Number of Discipline Incidences (On Data):

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
First six-weeks	2	7	22	0	1	4	1	1
Second six-weeks	1	16	18	3	1	16	5	5
Third six-weeks	0	15	23	2	4	0	1	3
Fourth six-weeks	9	1	8	3	3	6	2	12
Fifth six-weeks	2	7	0	1	0	7	0	9
Sixth six-weeks	3	5	0	0	3	8	10	10

Discipline incidences have increased over the past two years. The majority of events were due to physical aggression.

School Processes & Programs Strengths

Copperfield Elementary School (CES) implements the curriculum developed and provided by Pflugerville ISD (PfISD). The district supports campuses by supplying aligned curriculum resources and pacing guides, ensuring instruction is standards-based and aligned to the Texas Essential Knowledge and Skills (TEKS). Student learning is assessed through a variety of formative and summative assessments, designed to monitor progress and mastery of grade-level expectations. Teachers collaborate with their grade-level teams and/or Professional Learning Communities (PLCs) to plan instruction, analyze data, and differentiate based on student needs.

CES is committed to supporting the academic and behavioral success of every student. The campus implements the Positive Behavior Interventions and Supports (PBIS) framework to promote a positive school climate. The PBIS committee meets monthly to evaluate implementation practices and monitor discipline data. In-depth reviews of behavioral trends and system effectiveness are conducted twice annually to guide adjustments and refine support strategies.

Academic intervention is provided through small-group instruction delivered by classroom teachers and targeted support from campus math and reading interventionists. Students' academic needs are identified through ongoing assessments, including universal screeners, unit tests, and benchmarks. When additional support is needed, CES utilizes a Problem Solving Support Team (PSST) process, where staff collaboratively determine intervention plans and instructional strategies to meet individual student needs.

Staffing allocations are determined by PfISD, with additional personnel funded through Title I and State Compensatory Education (SCE) resources. Campus goals and progress are shared with the broader community through the Campus Improvement Plan (CIP), which is posted on the school website and reviewed during an annual community meeting. The Campus Academic Advisory Council (CAAC) meets regularly throughout the year to evaluate the CIP and provide feedback. Instructional goals are also communicated internally with staff, with campus-wide goals set at the end of each school year based on student performance data and input from both staff and the CAAC.

CES was selected as one of the initial campuses to participate in the Teacher Incentive Allotment (TIA) program after PfISD received TEA approval. While CES has always monitored Beginning- and End-of-Year (BOY and EOY) universal screener data, the TIA program has strengthened collaboration by providing teachers with a shared language and focus, aligning instructional priorities and reinforcing data-driven practices.

Professional Learning Communities are central to instructional planning at CES. Grade-level PLCs meet biweekly to design lessons, analyze student performance, and determine the best strategies to address academic gaps. Ongoing professional development in student engagement and instructional technology is embedded into PLC meetings to support effective teaching practices.

CES educators also contribute to the district's instructional development by serving on district-level curriculum committees, ensuring that teacher voices and classroom expertise inform instructional decisions.

To provide additional academic support, CES offers both in-school and out-of-school programs. Daily, homeroom teachers conduct small-group instruction in reading and math. Additionally, Math and Reading Interventionists provide targeted pull-out instruction for students requiring more intensive support. Tutorials are offered based on student need, and in compliance with House Bill 1416, CES offers both during-the-day and after-school interventions for students who did not meet grade-level standards on the STAAR assessment.

CES also takes a trauma-informed approach to student safety and mental wellness. Student threat assessments are conducted with care and compassion, incorporating trauma-informed practices. The campus's Safe and Supportive School Program (SSSP) team meets quarterly to evaluate safety protocols, coordinate mental health supports, and respond to the social-emotional needs of students.

In addition to implementing district curriculum and best instructional practices, CES has developed an internal Instructional Playbook. This document serves as a guide for staff, outlining expectations for classroom environments, instructional delivery, and professional responsibilities. For the 2025–2026 school year, the campus-wide instructional focus is on increasing student engagement through high-impact strategies.

For the past three years, CES has benefited from a Title I-funded Parent Liaison, whose role continues to evolve based on the needs of the school community. Initially essential during the COVID-19 pandemic, the Parent Liaison remains a vital bridge between families and the school. Her responsibilities include assisting families with Free and Reduced Lunch

applications, supporting online registration and access to tools such as Skyward, helping families connect with medical services (including Medicaid enrollment, vaccinations, and dental care), and serving as an active member of the Parent Teacher Organization (PTO).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2024-2025 school year, 15.3% of students at Copperfield Elementary were identified as chronically absent, according to Everyday Labs, impacting student learning, engagement, and academic achievement.

Root Cause: Chronic absenteeism is driven by a combination of factors including inconsistent family engagement, limited access to transportation or healthcare, and a lack of targeted interventions to address attendance barriers early in the school year.

Problem Statement 2: On the 2025 STAAR exam, 67% of students scored Approaches Grade Level or higher in Reading, 71% in Math, and 61% in Science--leaving 29% to 39% of students not meeting minimum grade-level expectations. Teachers lack a consistent system for planning, delivering, and monitoring effective small group instruction, which limits their ability to close learning gaps for struggling students.

Root Cause: Teachers have not received recent professional development focused on intentional small group instruction and do not have access to consistent tools or resources for planning and documenting student progress. As a result, small group instruction is inconsistent and often not targeted to address specific student needs.

Problem Statement 3: Staff recruitment has become increasingly challenging, particularly in high-need areas such as Bilingual Spanish and Special Education. The campus continues to face difficulty filling these critical positions with certified, qualified candidates, which affects instructional continuity and student support services.

Root Cause: Fewer individuals are entering the teaching profession due to a combination of factors, including competitive job markets, teacher burnout, and declining enrollment in educator preparation programs. These challenges are especially pronounced in specialized areas like Bilingual and Special Education, where certification requirements and workloads are more demanding, limiting the pool of available a

Problem Statement 4: Copperfield Elementary School experiences a high year-to-year student mobility rate of 23%, which disrupts academic continuity, student relationships, and consistent implementation of instructional programs.

Root Cause: The high mobility rate is largely influenced by socioeconomic factors such as housing instability, job-related family relocations, and limited access to stable community resources. These external factors lead to frequent student transitions in and out of the school, making it difficult to ensure consistent academic progress and social-emotional support.

Problem Statement 5: 75% of referrals during 24-25 were for physical aggression. Children cannot connect skills to classroom behavior.

Root Cause: Students lack explicit instruction and consistent opportunities to practice social-emotional and self-regulation skills, making it difficult for them to apply appropriate behaviors during moments of frustration or conflict. Additionally, there is limited reinforcement of these skills within the classroom context, leading to a disconnect between what is taught and how students behave.

Problem Statement 6: Copperfield Elementary School experienced 40 office discipline incidences during the 2024-2025 school year. These disciplinary incidents disrupted learning, strained student-teacher relationships, and contributed to a negative school climate.

Root Cause: There is inconsistent implementation of proactive behavior supports and restorative practices across classrooms. Additionally, some staff lack training in trauma-informed practices and effective classroom management strategies, while students may lack the social-emotional skills needed to regulate their behavior and resolve conflicts appropriately.

Problem Statement 7: Many teachers at CES require ongoing support in implementing high-impact instructional strategies and using data effectively to address diverse student learning needs. Without dedicated coaching, instructional consistency and student achievement may be compromised.

Root Cause: Teachers often lack sufficient time and access to individualized, job-embedded professional development, making it challenging to consistently apply evidence-based instructional practices across all classrooms.

Perceptions

Perceptions Summary

At Copperfield Elementary School, staff share a collective belief that schools should be safe, engaging, and filled with meaningful opportunities for academic and personal growth. This commitment is embedded in the school's culture and reflected in the daily recitation of the school mission statement during morning announcements and assemblies:

"Copperfield is a caring school community where children are accepted for who they are and what they will become."

This guiding principle shapes interactions, instructional practices, and the overall climate of the campus.

Staff Climate Survey

Pflugerville ISD (PflISD) administers two staff climate surveys annually to gather feedback on a variety of workplace indicators. The surveys are conducted by *Upbeat*, a third-party organization that provides data analytics to support school improvement. The fall survey results were reviewed during the January professional development (PD) day. Teachers and staff engaged in data reflection activities to identify trends, celebrate strengths, and collaboratively develop problem statements for the Campus Improvement Plan (CIP). The Administrative Team also used the data to inform decision-making, adjust leadership practices, and prioritize areas for growth.

The spring 2025 survey results highlighted several strengths and areas for improvement. The highest-rated indicators were:

- **Instructional Leadership** (100%)
- **Autonomy** (99%)
- **Inclusive Practices** (95%)

These results reflect a strong sense of trust in leadership, professional empowerment, and commitment to equity and inclusion.

However, the survey also identified key areas needing attention. The three lowest-rated indicators were:

- **Professional Development** (75%) – consistent with the previous spring's rating
- **School Safety and Order** (68%) – a significant decline from 83% the prior year
- **Resources and Facilities** (59%) – a notable decrease from 79% the previous spring

A year-over-year comparison of spring survey data revealed that staff climate improved in 10 areas, remained unchanged in 3, and declined in 9. While the data demonstrates growth in many aspects of campus culture, the decreases in safety and resources highlight the need for targeted interventions and responsive leadership.

Moving forward, CES will continue to use staff feedback to shape professional development, improve working conditions, and foster a supportive and collaborative environment where both students and staff can thrive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Referrals tied to physical aggression increased from 2022-23 to 2023-24.

Root Cause: Students lack personal problem-solving skills and social-emotional wellness. Teachers are not consistently implementing social-emotional awareness lessons; Campus Administration is not monitoring execution of lessons.

Problem Statement 2: We do not have a clear way of gathering information on student and family perceptions.

Root Cause: An effective tool has not been created and administered to gather perceptions.

Problem Statement 3: Ongoing parent PTO participation and volunteerism is low.

Root Cause: Parents are unsure about the best ways to support and participate in campus activities and events.

Problem Statement 4: Parental involvement at the school is low, limiting opportunities for families to engage in their children's academic progress and reducing the effectiveness of home-school collaboration.

Root Cause: Many parents face barriers such as language differences, limited access to information, lack of transportation or childcare, and unfamiliarity with school systems, which prevent them from participating in school events and supporting learning at home.

Goals

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

Performance Objective 1: Copperfield Elementary School will retain 90% of its staff for the 2025-26 school year, limit teacher turnover to 10%, and complete hiring of highly qualified teachers by June 15.

Evaluation Data Sources: TAPR Reports, HR Reports

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

Performance Objective 2: By May 2026, 90% of staff will report feeling appreciated, as measured by the annual Upbeat Staff Engagement Survey.

Evaluation Data Sources: Upbeat Staff Engagement Survey

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 1: By June 2026, there will be increases in Growth and Achievement on STAAR Reading Language Arts (RLA) tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

-RLA Academic Growth from 70% to 76%

-Approaches from 67% to 78%

-Meets from 46% to 57%

-Masters from 24% to 35%

To meet HB3 Early Childhood Literacy Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR RLA will increase from 33% in June 2025 to 41% by June 2026 and to 73% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PflSD will build a foundation of reading and math.

Performance Objective 2: By June 2026, there will be increases in Growth and Achievement on STAAR Math tests across grades 3-5 for all student groups to meet Closing the Gaps targets.

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

- Math Academic Growth from 70% to 76%
- Approaches from 67% to 78%
- Meets from 41% to 52%
- Masters from 16% to 27%

To meet HB3 Early Childhood Math Goals:

The percent of 3rd grade students scoring at Meets Grade Level or above on STAAR Math will increase from 35% in June 2025 to 39% by June 2026 and to 79% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 3: By June 2026, there will be a increases at all performance levels on 5th grade STAAR Science tests for all student groups to meet Closing the Gaps Student Success targets.

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

- Approaches from 69% to 80%
- Meets from 26% to 37%
- Masters from 9% to 20%

Evaluation Data Sources: STAAR results, Accountability reports

Goal 2: PfISD will build a foundation of reading and math.

Performance Objective 4: By June 2026, 100% of Closing the Gaps targets for Reading and Math Academic Achievement and Growth for all student groups will be met.

2026 A-F anticipated campus accountability ratings for overall and each domain will improve from the prior year as follows:

- Overall Rating will improve from B to A

- Domain 1 Rating will improve from C to B or above
- Domain 2 Rating will improve from B to A
- Domain 3 Rating will improve from C to B or above

Evaluation Data Sources: STAAR results, Accountability reports

Goal 3: PflSD will connect high school to career and college.

Performance Objective 1: By June 2026, the CES student attendance rate will increase by 2% from 94% in 2024-2025 to 96%. The rate of Chronic Absenteeism will be reduced by 5% from the estimated 2024-2025 rate of 15.3% to 10.3%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Goal 3: PflSD will connect high school to career and college.

Performance Objective 2: To ensure Coordinated School Health, 100% of Copperfield Elementary School students will participate in daily physical activity in a physical education class or through recess activities.

Evaluation Data Sources: Participation rates

Goal 4: Improve low performing schools.

Performance Objective 1: By May 2026, attendance at parent events will increase by 10%.

Evaluation Data Sources: Sign-in sheets from events

Goal 4: Improve low performing schools.

Performance Objective 2: Copperfield Elementary School will have zero removals for the 2025-2026 school year. Referrals written will decrease over 10%, from 40 incidences to fewer than 36 incidences.

Evaluation Data Sources: Skyward/PEIMS data

Goal 4: Improve low performing schools.

Performance Objective 3: By May 2026, 90% of survey respondents will indicate that CES is a safe, secure and orderly environment for students, staff, families and the community.

Evaluation Data Sources: Survey Data

Policies, Procedures, and Requirements

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

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

Addendums

Copperfield Elementary School Professional Development Plan

(adopted on 5/20/25 by CAAC)

2025-2026

August 5, 2025 – Back-to-School Kickoff

Focus: Campus Culture, Planning, and Logistics

Audience: All Staff

Agenda:

- **Welcome & Team Building Activities** – Strengthen staff relationships and build a positive school culture.
- **Curriculum & Lesson Planning Sessions** – Grade-level teams will align scope and sequence, set pacing expectations, and plan for the first two weeks of instruction.
- **Nuts and Bolts** – Review campus policies, safety procedures, communication protocols, and key operational updates, mini behavior refresher. Review Behavior Matrix to gain a cohesive understanding of discipline management in classroom and office.

August 6, 2025 – Instructional Deep Dive

Focus: Instructional Tools & Strategies

Audience: All Instructional Staff

Morning Session Agenda:

The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers, Book Study (Jennifer Serravallo) – Introduction and collaborative discussion around key strategies for supporting student writing growth.

Afternoon Breakout Mini Sessions: *(Staff rotate through based on grade level or need)*

- **Science Curriculum Overview**
- **RACER Strategy (Restate, Answer, Cite, Explain, Restate)**
- **Success Criteria & Learning Targets**
- **Accelerated Reader (AR) Implementation**
- **Total Physical Response (TPR) for Language Acquisition**
- **Freckle for Differentiated Practice**
- **Zearn for Math Instruction**
- **Small Group Instruction & Progress Monitoring**
- **Amira/TPRI & Tejas LEE Literacy Assessments**
- **Second Step**
- **Behavior Intervention for Crisis (Room Clears and Elopement)**
- **Trauma Informed Care**
- **SAMA/De-escalation Techniques**

October 13, 2025 – Fall PD Day

Focus: Collaboration & Literacy

Audience: Instructional Staff

Agenda:

Professional Learning Communities (PLCs) - Data analysis, student work review, and planning next instructional steps.

The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers, Book Study (Session 2):

Deeper dive into implementation and sharing of strategies being used in the classroom.

January 5, 2026 – Mid-Year Recharge

Focus: Reflection, Safety, & Instructional Practice

Audience: All Staff

Agenda:

- **PLCs** - Mid-year data review, reteach planning, and intervention adjustments.
- **The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers, Book Study (Session 3)**
Stop the Bleed Training - Emergency preparedness training led by certified medical personnel.

February 16, 2026 – Spring PD Day

Focus: Continued Growth & Collaboration

Audience: Instructional Staff

Agenda:

- **PLCs** - Focused work on student progress, small group strategies, and instructional adjustment.
- **The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers, Book Study (Session 4)** - Final reflection, classroom implementation successes, and strategy sharing.

Ongoing PD Support:

- **PLC Meetings** – Collaborative data analysis and planning.
- **Instructional Coaching Cycles** – Job-embedded support based on teacher and student needs.
- **Optional After-School PD Sessions** – Topics to include classroom management, tech integration, and social-emotional learning.

Early Childhood Math Plan Campus Goal - Copperfield ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR Math will increase from 19% in Spring 2024 to 79% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
19%	29%	39%	49%	59%	69%	79%	
Outcomes	35%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	20%	11%	n/a	n/a	n/a	n/a	n/a	14%	15%	n/a	10%	n/a	n/a
2024-2025	30%	23%	n/a	n/a	n/a	n/a	n/a	20%	20%	n/a	25%	n/a	n/a
Outcomes: 2024-2025	24%	37%	n/a	n/a	n/a	n/a	n/a	31%	36%	n/a	33%	n/a	n/a
2025-2026	33%	33%	n/a	n/a	n/a	n/a	n/a	29%	30%	n/a	35%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	40%	44%	n/a	n/a	n/a	n/a	n/a	35%	40%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	44%	53%	n/a	n/a	n/a	n/a	n/a	41%	50%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	65%	65%	n/a	n/a	n/a	n/a	n/a	65%	65%	n/a	70%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	79%	79%	n/a	n/a	n/a	n/a	n/a	79%	79%	n/a	79%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 1 - Copperfield ES

The percent of PreK students that score on grade level or above in Math on the C-PALLS+ assessment will maintain at 100% in Spring 2024 to June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
100%	100%	100%	100%	100%	100%	100%	
Outcomes	90%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
2024-2025	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2024-2025	n/a	91%	n/a	n/a	n/a	n/a	n/a	n/a	95%	n/a	90%	n/a	n/a
2025-2026	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Math - All students tested

Of all students, number of students at "Making Acceptable Progress" in Math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 2 - Copperfield ES

The percent of Kindergarten students that score on grade level ("On Track") in Math on the TX-KEA assessment will increase from 41% in Spring 2024 to 60% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
41%	45%	48%	50%	52%	55%	60%	
Outcomes	51%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	43%	36%	n/a	n/a	n/a	n/a	n/a	15%	41%	n/a	27%	n/a	n/a
2024-2025	45%	40%	n/a	n/a	n/a	n/a	n/a	25%	45%	n/a	35%	n/a	n/a
Outcomes: 2024-2025	50%	48%	n/a	n/a	n/a	n/a	n/a	n/a	53%	n/a	40%	n/a	n/a
2025-2026	48%	45%	n/a	n/a	n/a	n/a	n/a	30%	48%	n/a	40%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	50%	50%	n/a	n/a	n/a	n/a	n/a	40%	50%	n/a	45%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	52%	52%	n/a	n/a	n/a	n/a	n/a	50%	52%	n/a	50%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	55%	n/a	n/a	n/a	n/a	n/a	55%	55%	n/a	55%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	n/a	n/a	n/a	n/a	n/a	60%	60%	n/a	60%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Math - All students tested (where they were view)

Of all students, number of students "On Track" in math in either English or Spanish (unduplicated)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

Early Childhood Math Progress Measure 3 - Copperfield ES

The percent of 1st through 3rd grade students that score on grade level or above in math on Star360 and STAAR math assessments will increase from 57% in Spring 2024 to 85% by June 2030.

Yearly Target Goals

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
57%	60%	65%	70%	75%	80%	85%	
Outcomes	57%						

Yearly Target Goals -- by Student Group

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Economically Disadvantaged	Special Ed (Former)	Emergent Bilingual	Continuously Enrolled	Non-Continuously Enrolled
2023-2024 (Actual Outcomes for Goal-Setting)	43%	56%	80%	n/a	n/a	n/a	n/a	43%	55%	n/a	59%	n/a	n/a
2024-2025	53%	60%	85%	n/a	n/a	n/a	n/a	53%	60%	n/a	60%	n/a	n/a
Outcomes: 2024-2025	36%	61%	67%	n/a	n/a	n/a	n/a	33%	56%	n/a	65%	n/a	n/a
2025-2026	63%	65%	85%	n/a	n/a	n/a	n/a	63%	65%	n/a	65%	n/a	n/a
Outcomes: 2025-2026													
2026-2027	70%	70%	85%	n/a	n/a	n/a	n/a	70%	70%	n/a	70%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	75%	75%	85%	n/a	n/a	n/a	n/a	75%	75%	n/a	75%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	80%	80%	85%	n/a	n/a	n/a	n/a	80%	80%	n/a	80%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	85%	85%	85%	n/a	n/a	n/a	n/a	85%	85%	n/a	85%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - EOY 1st & 2nd Grade Star360 math results - All students tested (where they were view) Of all students, number of students "At/Above Benchmark" in either English or Spanish (unduplicated) + Spring 2024 Grade 3 Math STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)

Note: Student Groups that do not meet minimum group size of 10 students are marked with "n/a"

EC Math Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

Copperfield Elementary School

2025-26 Parent Involvement Plan

Please review our Parental Involvement Plan. We encourage and need your input in making our school the best it can be.

Campus Mission: Copperfield is a caring school community where children are celebrated for who they are and what they will become.

Statement of Purpose: We strive to ensure that all of our students reach their potential through our highly effective, aligned curriculum, school-wide activities and hands-on student projects that foster and support building a strong community of learners.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

Strategies

- § Provide parents with a copy of the school-parent involvement plan.
- § Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- § Provide parents with a copy of the district's parental involvement plan.
- § Publish the Parental Involvement Plan on the website with a box to solicit feedback.

Goal 2: Provide outreach for parents of Emergent Bilingual students so they can be involved in their child's education.

Strategies

- § Follow the district Emergent Bilingual Plan to assess possible Emergent Bilingual students and communicate with parents regarding this process.
- § Coordinate with various agencies to assist parents of Emergent Bilingual students.
- § Provide information about the goals of the language programs and services their children qualify for.

Goal 3: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language in which parents can understand information about Title I schools.

Strategies

- § Assist parents in accessing student grades and progress through Home Access.
- § Notify parents through newsletters, PTO meetings and other means that the faculty and staff are highly qualified and meet required standards.

Goal 4: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- § Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.
- § Provide description and explanation of the curriculum in use at school and the proficiency levels children are expected to meet.
- § Provide training and/or conferences for parents on how to help with homework.

Adoption: This Copperfield Elementary School Parental Involvement Plan has been developed jointly and in agreement with parents of children participating in the Title I program, as evidenced by meeting minutes during the CAAC on September 29, 2025.

The Parent Involvement Plan was developed by Copperfield Elementary School and will be in effect for the 2025-26 school year. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the school community. Georgie Arenaz, Title I Campus Principal

Copperfield Elementary School 2025-26

Plan de Participación de Padres

Por favor, revise nuestro Plan de Participación de los Padres. Agradecemos y necesitamos su opinión para que nuestra escuela sea lo mejor posible.

Misión del Campus: Copperfield es una comunidad escolar solidaria donde los niños son celebrados por lo que son y por lo que llegarán a ser.

Declaración de Propósito: Nos esforzamos por asegurar que todos nuestros estudiantes alcancen su potencial a través de nuestro currículo altamente efectivo y alineado, actividades escolares y proyectos prácticos para estudiantes que fomentan y apoyan la creación de una sólida comunidad de aprendices.

Meta 1: Brindar a los padres la oportunidad de aportar al Plan de Participación de Padres a nivel de distrito y en la escuela de sus hijos.

Estrategias

- § Proporcionar a los padres una copia del plan de participación entre la escuela y los padres.
- § Brindar oportunidades a los padres para dar su opinión y sugerencias para la revisión del plan del distrito o de la escuela a través de diversas formas.
- § Proporcionar a los padres una copia del plan de participación de padres del distrito.
- § Publicar el Plan de Participación de Padres en el sitio web con un espacio para recibir comentarios.

Meta 2: Proporcionar apoyo a los padres de estudiantes Bilingües Emergentes para que puedan participar en la educación de sus hijos.

Estrategias

- § Seguir el Plan de Bilingüismo Emergente del distrito para evaluar posibles estudiantes Bilingües Emergentes y comunicarse con los padres sobre este proceso.
- § Coordinar con diversas agencias para ayudar a los padres de estudiantes Bilingües Emergentes.
- § Proporcionar información sobre las metas de los programas de idiomas y servicios para los cuales califican sus hijos.

Meta 3: Proporcionar aviso e información bajo los requisitos del "Derecho de los Padres a Saber" a todos los padres en escuelas del Título I, en un formato comprensible y uniforme y, en la medida de lo posible, en un idioma que los padres puedan entender sobre la información de las escuelas del Título I.

Estrategias

§ Ayudar a los padres a acceder a las calificaciones y al progreso de los estudiantes a través de Home Access.

§ Notificar a los padres a través de boletines informativos, reuniones de la Asociación de Padres y Maestros, y otros medios que el personal docente y el personal cumplen con los estándares requeridos y son altamente calificados.

Meta 4: Proporcionar oportunidades para el desarrollo de la capacidad de participación de los padres a nivel de distrito y escolar.

Estrategias

§ Proporcionar materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico, como capacitación en alfabetización y uso de la tecnología.

§ Proporcionar descripción y explicación del currículo utilizado en la escuela y los niveles de competencia que se espera que alcancen los niños.

§ Proporcionar capacitación y/o conferencias para padres sobre cómo ayudar con la tarea escolar.

Adopción: Este Plan de Participación de Padres de la Escuela Primaria Copperfield ha sido desarrollado conjuntamente y en acuerdo con los padres de niños participantes en el programa del Título I, según consta en las actas de la reunión durante el CAAC el 29 de septiembre de 2025

El Plan de Participación de Padres fue desarrollado por la Escuela Primaria Copperfield y estará vigente durante el año escolar 2025-2026. La escuela distribuirá este Plan de Participación de Padres a todos los padres de niños que participen en el programa del Título I y estará disponible para la comunidad escolar. Georgie Arenaz, Directora del Campus del Título

CES Student – Parent – Staff Compact

At Copperfield Elementary, we believe that student achievement is a shared responsibility between students, parents, and school staff. It is through this unique collaboration that helps each student reach his or her full potential.

To achieve this goal I pledge...

Student Responsibilities	Parent Responsibilities	School Responsibilities
To be successful in school, I will: Seek and ask for help when needed. Be a role model to my peers and others. Always do my best. Develop a positive attitude towards learning. Model and maintain a strong work ethic: be responsible, motivated, dependable and organized. Be prepared to work. Accept the challenges given. Attend tutoring if needed. Follow school rules. - o Be Safe - o Be Respectful - o Be Responsible - o Be Caring	To promote my child's success in school, I will: Bring my child to school every day and on time. Support the school in its efforts to maintain proper discipline. Provide a time and place for homework support. See that my child is well rested. Maintain good communication with teachers and school staff. Talk with my child about school activities. Read to and with my child daily.	To promote your child's success in school, we will: Have high expectations of all those involved in the students academic and social well being. Provide a safe environment. Meet the diverse academic needs of students and monitor academic progress. Encourage positive behavior. Establish an open line of communication with students and the community. Recognize and respect the cultural and linguistic differences of our students and families. Provide a positive, caring environment. Treat each child with dignity and respect.

Our Mission: Copperfield is a caring school community where children are celebrated for who they are, and what they will become.

Our Vision: We strive to ensure that all of our students reach their potential through our highly effective, aligned curriculum, school-wide activities and hands-on student projects that foster and support building a strong community of learners.

Revised September 29, 2025

CES Estudiante – Padre – Personal Compacto

En la Escuela Primaria Copperfield , creemos que el logro estudiantil es una responsabilidad compartida entre estudiantes, padres y personal escolar. Es a través de esta colaboración única que ayudaremos a cada estudiante a alcanzar su máximo potencial.

Para lograr este objetivo, prometo.....

Responsabilidades del estudiante	Responsabilidades de los padres	Responsabilidades de la escuela
Para tener éxito en la escuela, haré lo siguiente: Buscaré y pediré ayuda cuando sea necesario. Seré un modelo a seguir para mis compañeros y otras personas. Siempre daré lo mejor de mí. Desarrollaré una actitud positiva hacia el aprendizaje. Seré un ejemplo y mantendré una sólida ética de trabajo: seré responsable, motivado, confiable y organizado. Estaré preparado para trabajar. Aceptaré los retos que se me presenten. Asistiré a clases particulares si es necesario. Seguiré las reglas de la escuela. • Ser seguro/a • Ser respetuoso/a • Ser responsable • Ser amable	Para promover el éxito de mi hijo/a yo: Llevaré a mi hijo/a a la escuela todos los días y a tiempo. Apoyaré a la escuela en sus esfuerzos por mantener una disciplina adecuada. Proporcionaré un tiempo y lugar para apoyar con las tareas escolares. Asegúrate de que mi hijo descanse bien. Mantendré una buena comunicación con los maestros y el personal escolar. Hablaré con mi hijo/a sobre las actividades escolares. Leeré a mi hijo/a diariamente y también leeré con él/ella.	Para promover el éxito de su hijo en la escuela, nosotros: Tendremos altas expectativas de todos aquellos involucrados en el bienestar académico y social de los estudiantes. Proporcionaremos un entorno seguro. Satisfacer las diversas necesidades académicas de los estudiantes y supervisar su progreso académico. Fomentar un comportamiento positivo. Establecer una línea de comunicación abierta con los estudiantes y la comunidad. Reconocer y respetar las diferencias culturales y lingüísticas de nuestros estudiantes y sus familias. Proporcionar un entorno positivo y acogedor. Tratar a cada niño con dignidad y respeto.

Nuestra visión: Nos esforzamos por garantizar que todos nuestros estudiantes alcancen su potencial a través de nuestro plan de estudios altamente efectivo y alineado, actividades en toda la escuela y proyectos prácticos para estudiantes que fomenten y apoyen la construcción de una comunidad sólida de estudiantes.

CES Student – Parent – Staff Compact

At Copperfield Elementary, we believe that student achievement is a shared responsibility between students, parents, and school staff. It is through this unique collaboration that helps each student reach his or her full potential.

To achieve this goal I pledge...

Student Responsibilities	Parent Responsibilities	School Responsibilities
To be successful in school, I will: ~~Think positively and stay focused.~~ Seek and ask for help when needed. Be a role model to my peers and others. Always do my best. Develop a positive attitude towards learning. Model and maintain a strong work ethic: be responsible, motivated, dependable and organized. Be prepared to work. Accept the challenges given. Attend tutoring if needed. Follow school rules. - o Be Safe - o Be Respectful - o Be Responsible - o Be Caring	To promote my child's success in school, I will: Bring my child to school every day and on time. Support the school in its efforts to maintain proper discipline. Provide a time and place for homework support. See that my child is well rested ~~and well nourished.~~ Maintain good communication with teachers and school staff. Talk with my child about school activities. Read to and with my child daily. ~~Acknowledge my child's academic progress, success and support the talents of my child.~~ ~~Attend one parent conference a year via phone or in person.~~ Attend school activities.	To promote ^{we} your child's success in school, I will: Have high expectations of all those involved in the students academic and social well being. Provide a safe environment, both ~~in the classroom and in virtual settings.~~ Meet the diverse academic needs of students and monitor academic progress. ~~Enforce~~ ^{Encourage} positive behavior. Establish a ~~positive and~~ ^{an} open line of communication. ^{w/ students and the community.} Recognize and respect the cultural and linguistic differences of our students and families. ~~Provide a positive, caring environment.~~ Treat each child with dignity and respect. Be prepared and on time

Our Mission: Copperfield is a caring school community where children are celebrated for who they are, and what they will become.

Our Vision: We strive to ensure that all of our students reach their potential through our highly effective, aligned curriculum, school-wide activities and hands-on student projects that foster and support building a strong community of learners.

9/29/25
Revised September 18, 2024

We are committed, with your help, to provide the best education for all our students. Please review our Parental Involvement Plan. We encourage and need your input in making our school the best it can be. Thank you for staying involved in your child's education. We look forward to a successful year. If you have any questions, please call our school.

Campus Mission: Copperfield is a caring school community where children are celebrated for who they are and what they will become.

Statement of Purpose: We strive to ensure that all of our students reach their potential through our highly effective, aligned curriculum, school-wide activities and hands-on student projects that foster and support building a strong community of learners.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.

Strategies

- § Provide parents with a copy of the school-parent involvement plan.
- § Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
- § Provide parents with a copy of the district's parental involvement plan.
- § Publish the Parental Involvement Plan on the website with a box to solicit feedback.

Goal 2: Provide outreach for parents of Emergent Bilingual students so they can be involved in their child's education.

Strategies

- § Follow the district Emergent Bilingual Plan to assess possible Emergent Bilingual students and communicate with parents regarding this process.
- § Coordinate with various agencies to assist parents of Emergent Bilingual students.
- § Provide information about the goals of the language programs and services their children qualify for.

Goal 3: Provide notice and information under the "Parents Right to Know" requirements to all parents in Title I schools, in an understandable and uniform format and, to the extent practicable, in a language in which parents can understand information about Title I schools.

Strategies

- § Provide each parent with a copy of the student progress report.
- § Notify parents through newsletters, PTO meetings and other means that the faculty and staff are highly qualified and meet required standards.

Goal 4: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- § Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology.
- § Provide description and explanation of the curriculum in use at school and the proficiency levels children are expected to meet.
- § Provide training and/or conferences for parents on how to help with homework.

Adoption: This Copperfield Elementary School Parental Involvement Plan has been developed jointly and in agreement with parents of children participating in the Title I program, as evidenced by meeting minutes during the CAAC on October 10, 2023. 9/29/30

The Parent Involvement Plan was developed by Copperfield Elementary School and will be in effect for the 2023-2024 school year. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the school community. Georgie Arenaz, Title I Campus Principal 2025-2026

COPPERFIELD ELEMENTARY SCHOOL OPEN HOUSE

SEPTEMBER 23, 2025

TEACHER NAME: Title I Parent Meeting

[illegible]

2025-2026 Campus Site-Based Committee

Meeting Date: September 29, 2025 at 3:15 p.m.

CES Library

Committee Role	Name	Position	Signature
DAAC Rep.	Ivory Wright	DAAC Rep.	
Community Rep.	Eugene Merriweather	Community Rep.	
Business Rep.	Kim Tullos	Business Rep.	
Teacher	Guadalupe Wilkinson	Teacher	
Teacher	Shannon Kennedy	Teacher	
Teacher	Addison Ard	Teacher	

Principal *Georgie Alvarez* Principal *Shannon Kennedy*
 Teacher *Prescilla Gonzalez* Teacher *Orlando*