

Cypress-Fairbanks Independent School District

Copeland Elementary School

2025-2026



Mission Statement

Equip students today to impact tomorrow.

Vision

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Copeland Elementary School is a campus in Houston, TX. Copeland is projected to serve 923 students in grades PK-5 during the 2025-26 school year, which is a decrease from the previous year of 970.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Copeland's needs assessment process is described below.

Documentation of the process includes meeting minutes, agenda, and sign-in sheets. The Campus Leadership Team (AKA: Campus Performance Objectives Council [CPOC]) met on May 8, 2025 and again on September 25, 2025. The meetings were held in the library. We plan to meet again on November 20, 2025, February 26, 2026, and May 7, 2026 to review and revise the CNA as needed.

At the first meeting on May 8, 2025: The CPOC completed a CIP strategy evaluation. Percentages were reviewed and discussed by all stakeholders. The committee then reviewed and discussed a summative evaluation of Copeland's 24-25 CIP. CPOC then completed a needs assessment using data from 2024 STAAR, 2025 DPMs, and 2025 Benchmarks. The following strengths were identified: students have shown growth in ECR scores, number fluency has vastly improved since 2023-2024, and students' understanding of science concepts has increased through hands-on, real-world experiences. The following needs were identified: students struggle with revising skills in their own writing and when answering multiple choice questions, students struggle with problem-solving skills and representing and solving story problems, and students struggle with applying their knowledge of science concepts when answering multiple choice questions. The committee then began the 2025-26 Campus Improvement Plan by identifying the following strategies: students in grades PK-5 will be provided with targeted instruction focusing on phonics, vocabulary, oral language, revising, SCR and ECR skills, and complex questioning, and students in grades K-5 will be provided with targeted, small-group instruction focusing on problem solving, representation and solving of mathematical concepts.

The following data were evaluated from the 2024-25 school year:

- 2024 STAAR
- 2025 DPMs
- 2025 Benchmarks

At the second meeting on September 25, 2026, the CPOC met to review and approve the Campus Needs Assessment and the Campus Improvement Plan. Ms. Berger explained that CPOC is the Campus Performance Objectives Council. CPOC is responsible for developing the Campus Needs Assessment and the Campus Improvement Plan. CPOC will review and revise the CIP throughout the school year. According to BQB (Local), the committee is to be composed of the principal, 8 teachers, 4 non-teaching staff members, 2 district representatives, 2 parents, 2 local community representatives, and 2 business representatives. The committee must meet 4 times per year. The draft CNA was sent to committee members prior to the meeting for review. Ms. Berger requested input. Committee members discussed areas of focus for the 2025-2026 school year: closing the gap and great first instruction. The CNA was agreed upon by all committee members present. The draft CIP was sent to committee members prior to the meeting for review. Ms. Berger requested input. The CIP was agreed upon by all committee members present. The 2025-2026 Parent and Family Engagement Policy was shared with the committee. Input was provided by parents in May and August. Staff also provided input in August. Ms. Berger shared the Title 1 funding summary. She shared the amount budgeted in each category and explained that we've had to revise the plan due to a \$20k hold to account for raises and benefits changes. Copeland has budgeted the majority of its Title 1 money toward personnel: a behavior interventionist and two paraprofessionals. The rest of the money is budgeted for substitutes for data digs and long-range planning, staff pay for after-school camps and PAFE events, consultants for the garden and PAFE events, and general instructional supplies.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the Campus Leadership Team (AKA: CPOC) for the school to focus on during the 2025-26 school year:

Our first identified priority problem in the area of **student achievement** is: Student growth from one performance level to the next is low, resulting in low overall academic growth. Through the root cause analysis process, we identified that the level of instructional rigor (i.e. deeper level questioning and application to relevant life examples) expected of students does not match the level of how content is being tested.

Our second identified priority problem in the area of **student achievement** is: Our overall Closing the Gap percentage was low. Through the root cause analysis process, we identified the lack of planning for targeted interventions through the use of data and monitoring notebooks.

Student Achievement

Student Achievement Summary

OVERALL PERFORMANCE: Copeland grew in overall student achievement.

RELATIVE PERFORMANCE: Copeland grew in overall student achievement.

Student Achievement Strengths

ELAR

- strong phonemic awareness and phonics instruction
- increase in overall achievement on STAAR for 4th and 5th grade
- Copeland's scores were above the district average
- multiple demographic groups exceeded our targets

MATH

- increase in overall achievement on STAAR for 4th grade
- Copeland's scores were above the district average
- multiple demographic groups exceeded our targets

SCIENCE

- 10% increase in overall achievement
- Copeland's scores were above the district average

OVERALL PERFORMANCE: Copeland grew in overall student achievement.

RELATIVE PERFORMANCE: Copeland grew in overall student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Instructional Focus Problem #1: Student growth from one performance level to the next is low, resulting in low overall academic growth.

Root Cause: Instructional Focus Root Cause #1: The level of instructional rigor (i.e. deeper level questioning and application to relevant life examples) expected of students needs to match the level of how content is being tested.

Problem Statement 2: Instructional Focus Problem #2: Our overall Closing the Gap percentage was low.

Root Cause: Instructional Focus Root Cause #2: Lack of planning for targeted interventions through the use of data and monitoring notebooks.

Problem Statement 3: Instructional Focus Problem #3:

Root Cause: Instructional Focus Root Cause #3:

Problem Statement 4: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.

Root Cause: Need to deepen economically disadvantaged/at-risk student academic understandings/build schema and need to provide supplemental staffing support such as: behavior specialist and two paraprofessionals.

School Culture and Climate

School Culture and Climate Strengths

Copeland was a district attendance champion for every marking period, reaching or exceeding the district's attendance goal of 95%.

We decreased our office referrals to 221 in 2024-2025 from 366 in 2023-2024.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Physical aggression incidents accounted for 93 of the 221 office referrals in the 2024-2025 school year.

Root Cause: We need to deepen teachers' understanding of de-escalation strategies and increase students' use of coping strategies when dysregulated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

- 92% of staff believe opportunities for professional growth are available.
- 92% of staff believe the work they are asked to do directly relates to their job responsibilities.
- 95% of staff believes information is available to help them do their job effectively.
- 98% of staff believe quality work is expected of them.
- 92% of staff believe that staff appreciation is built into the school culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 68% of staff who completed the Employee Perception Survey feel that various forms of feedback are given to them to help them improve their job performance.

Root Cause: The administrative team needs more information on which forms of feedback are impactful for specific teachers.

Family and Community Engagement

Family and Community Engagement Strengths

Copeland hosts multiple in-person family events throughout the school year. These events include PK/K Round-Up, 1st-5th Meet the Teacher, Open House (PK-1), Curriculum Night (2nd-5th), Family Science Night, Reading Is Sweet, Family Bingo Night, choir performances, PTO meetings, Title 1 parent meetings, Dance Across Texas, and late book fair hours. These events are announced and advertised through our monthly school newsletter, weekly class newsletters, and social media.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: We struggle to get volunteers for campus events.

Root Cause: Copeland needs to better communicate the variety of volunteer opportunities to remove barriers that could be preventing parents from wanting to volunteer.

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

Evaluation Data Sources: STAAR RLA, Math, and Science

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue working on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Instructional Focus: Strengthening Tier 1 instruction across all content areas to include rigorous questioning and relevant real-life application of content. Strategy: Planning that focuses on the delivery of Tier 1 instruction to make it meaningful, relevant, and rigorous. Strategy's Expected Result/Impact: Students will make incremental growth. Staff Responsible for Monitoring: Teachers, Instructional Specialist, APs, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Some Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Instructional Focus: We will strengthen Tier 1 and Tier 2 instruction in reading and math through structured small-group instruction within the classroom. Strategy: We will better utilize data from the monitoring notebook to differentiate instruction for a more individualized approach, small-group instruction, and planning for closing the gap. We will monitor student progress of students receiving interventions. Strategy's Expected Result/Impact: Students will make incremental growth. Staff Responsible for Monitoring: Teachers, Instructional Specialist, APs, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels. Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness Staff Responsible for Monitoring: PE Coaches, Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Well-Rounded Education: Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Art Club, Choir, Book Club, Student Council, Cafeteria Advisory, and other students leadership opportunities. Strategy's Expected Result/Impact: Provide students with the opportunity to have a well-rounded education. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 5 Details	Formative Reviews		
Strategy 5: Title I: Students with an identified area of need based on STAAR or district progress monitoring will be provided with supplemental support based on their specific academic needs. Strategy's Expected Result/Impact: 1. Salaries - The behavior specialist will provide proactive strategies to increase student time in the classroom and decrease students missing first instruction. The two paraprofessionals will provide support to students in the classroom. 2. Substitute Pay - When Title 1 funded staff are absent, Title 1 funds will pay for their substitutes. Title 1 funds will provide substitutes for teachers to attend staff development activities and participate in long-range planning. 3. Extra Duty Pay - Staff members will be paid for after-school tutoring or camps to support our instructional goals as specified in the CIP. 4. Parent Involvement - Title 1 funds will be used toward materials and contracted vendors for parent and family engagement events. 5. Supplies - Classroom supplies will be purchased with Title 1 funds to support our instructional goals as specified in the CIP. 6. Professional Development - The campus will provide funds for professional development materials and fees to build staff capacity and promote great first instruction. 7. Temporary Worker - A reading interventionist and math interventionist will be paid with Title 1 funds. 8. Contracted Services - Ready to Grow Gardens will be paid with Title 1 funds. 2nd and 3rd graders will participate in garden activities, supporting our instructional goals as specified in the CIP. Staff Responsible for Monitoring: Principal, Instructional Specialists, APs, Title 1 Coordinator	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Improving Student Engagement: Copeland will provide enrichment opportunities for students to feel connected and successful at school, such as Art Club, Choir, Book Club, Student Council, Cafeteria Advisory, and other students leadership opportunities. Strategy's Expected Result/Impact: Students will experience being an integral of the school community and increased attendance. Staff Responsible for Monitoring: Club leaders	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable

Strategy 7 Details	Formative Reviews		
Strategy 7: Improving Student Engagement: We will make opportunities to showcase positive student behavior and recognize student contributions or accomplishments, such as Art awards, Wow Me Wednesday to celebrate growth, and positive behavior referrals. Strategy's Expected Result/Impact: Students will be recognized for the contributions, increasing growth, participation, and attendance. Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 4: The percentage of students in grades K-2 who are proficient on the reading MAP or MClass assessment will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 4.1: The percentage of students who meet their RIT score or show observed growth on the MAP or mCLASS composite score will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP and mCLASS Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Foundational TEKS will be taught daily utilizing HMH Structured Literacy Lessons. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Heggerty Phonemic Awareness Lessons are used in Kindergarten and First Grade daily. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: We will use district and campus data to differentiate literacy instruction via individual conferences, small group instruction, and/or strategy group instruction. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: We will maintain a monitoring notebook to document individual students' progress. Strategy's Expected Result/Impact: Increased reading proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Goal 5: The percentage of students in grades K-2 who are proficient on the math MAP will increase from 90% to 95% by 2029. (Campus-level targets to help the district meet this goal are attached.)

District Performance Objective 5.1: The percentage of students who meet their RIT score or show observed growth on the MAP will increase by 1% each year. (Campus-level targets to help the district meet this performance objective are attached.)

Evaluation Data Sources: MAP Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Math teachers will plan high quality instruction that strengthens students' understanding of math TEKS via rigorous learning experiences with district provided lessons and resources, including the use of math manipulatives. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Math teachers will facilitate fluency activities at least 10 minutes per day within the lesson cycle. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Formative Reviews		
Strategy 3: Math teachers will model and expect students to use a problem-solving process. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished

Strategy 4 Details	Formative Reviews		
Strategy 4: Math teachers will incorporate small group instruction to meet the needs of individual learners. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Moderate Progress	 Considerable
Strategy 5 Details	Formative Reviews		
Strategy 5: Math teachers will track student progress using Progress Monitoring Notebook. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Some Progress	 Considerable	 Considerable
Strategy 6 Details	Formative Reviews		
Strategy 6: Math teachers will use math manipulatives to help students develop a concept understanding of math TEKS. Strategy's Expected Result/Impact: Increased math proficiency Staff Responsible for Monitoring: Principal, Instructional Specialists	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus Safety: APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly. Strategy's Expected Result/Impact: Improved level of safety and security as a result of these measures Staff Responsible for Monitoring: Principal, EOP representative, counselors, teachers	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year. Conduct Weekly Exterior Door Sweeps. Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines. Staff Responsible for Monitoring: Principal, EOP representative	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

Evaluation Data Sources: Student attendance records

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Teachers, Attendance Committee	Formative		
	Nov	Feb	May
	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) Strategy's Expected Result/Impact: 95% overall attendance rate Staff Responsible for Monitoring: Principal, APs, Teachers, Attendance Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative practices.

Evaluation Data Sources: Discipline reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus. Strategy's Expected Result/Impact: Violent incidents will be as close to 0% Staff Responsible for Monitoring: APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
Strategy 2 Details	Formative Reviews		
Strategy 2: Behavior Management: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals. Strategy's Expected Result/Impact: Students will be equipped with self-regulation strategies. Staff Responsible for Monitoring: APs and BI	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey. Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture. Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course. Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course. Staff Responsible for Monitoring: Principal, Assistant Principal(s)	Formative		
	Nov	Feb	May
	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 3%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: We will continue to recognize staff with perfect attendance each nine weeks with drawings for duty-free weeks, treats and recognition. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%. Staff Responsible for Monitoring: Principal, campus secretary	Formative		
	Nov	Feb	May
	 Moderate Progress	 Moderate Progress	 Moderate Progress
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members. Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching and improve small group instruction. Staff Responsible for Monitoring: Principal, APs, ISs, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: High-Quality Professional Development: Staff will have opportunities to attend targeted professional development. Strategy's Expected Result/Impact: The expected result would be that staff will be better equipped to meet the needs of our students by implementing strategies to improve their teaching and small group instruction. Staff Responsible for Monitoring: Principal, APs, ISs, Counselors	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work on this goal.

Strategy 1 Details	Formative Reviews		
Strategy 1: Improving Social Media Presence: We will post more day to day, content-specific academic activities on Facebook and Instagram. Strategy's Expected Result/Impact: Parent and community members will be provided with an all-encompassing understanding of the daily occurrences, both academic and extracurricular activities, taking place at Copeland. Staff Responsible for Monitoring: Campus secretary, principal, and APs.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 2 Details	Formative Reviews		
Strategy 2: Improving Social Media Presence: Increase social media following on Facebook and Instagram. Strategy's Expected Result/Impact: Copeland's reach with expand. Staff Responsible for Monitoring: Campus secretary, principal, and APs.	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable

Strategy 3 Details	Formative Reviews		
Strategy 3: Improving Parent and Community Engagement: Copeland will multiple in-person family events throughout the school year. These events include PK/K Round-Up, 1st-5th Meet the Teacher, Open House (PK-1), Curriculum Night (2nd-5th), Family Science Night, Reading Is Sweet, Family Bingo Night, choir performances, PTO meetings, Title 1 parent meetings, Dance Across Texas, and late book fair hours. Strategy's Expected Result/Impact: Parent and community members will be provided with multiple opportunities to attend school events. Staff Responsible for Monitoring: Principal and APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
Strategy 4 Details	Formative Reviews		
Strategy 4: Improving Parent and Community Engagement: These events will be announced and advertised through our monthly school newsletter, weekly class newsletters, and social media. Strategy's Expected Result/Impact: Parent and community members will be aware of opportunities to visit campus. Staff Responsible for Monitoring: Principal and APs	Formative		
	Nov	Feb	May
	 Moderate Progress	 Considerable	 Considerable
 No Progress  Accomplished  Continue/Modify  Discontinue			

CPOC

Committee Role	Name	Position
Principal	Stefanie Berger	Principal (there is only one principal)
Teacher #1	Karen Crawford	Pre-K
Teacher #2	Alexandra Pruiett	Kindergarten
Teacher #3	Betty Clement	1st Grade
Teacher #4	Chrissy Garcia	2nd Grade
Teacher #5	Meagan Humphrey	3rd Grade
Teacher #6	Selina Saucedo	4th Grade
Teacher #7	Patricia Sharon	5th Grade
Teacher #8	Lana Tristan	Special Education
Other School Leader (Nonteaching Professional) #1	Cathy Engel	Assistant Principal
Other School Leader (Nonteaching Professional) #2	Laci Serrato	Assistant Principal
Other School Leader (Nonteaching Professional) #3	Stacy Fischer	Instructional Specialist
Other School Leader (Nonteaching Professional) #4	Kelli Smith	Instructional Specialist
Paraprofessional #1	Jill Hill	Paraprofessional
Paraprofessional #2	Paraprofessional 2	Paraprofessional
Administrator (LEA) #1	Tiffany Razo	Administrator (LEA) #1
Administrator (LEA) #2	Jamay Johnson	Administrator (LEA) #2
Parent #1	Holly Kokes	Parent
Parent #2	Nicole Simmons	Parent
Community Member #1	Lily Fanning	Community Member #1
Community Member #2	Tracy Foreman	Community Member #2
Business Representative #1	Tara Hall	Business Representative #1
Business Representative #2	Lynne Sheldon	Business Representative #2
No Charter School in LEA	N/A N/A	No Charter School in LEA
No Tribal Association in LEA	N/A N/A	No Tribal Association in LEA

Addendums

Campus

Copeland

Strategic Plan Goal 1 Campus 5-year Targets					
	2024-25	2025-26	2026-27	2027-28	2028-29
Approaches or Above	70%	72%	74%	76%	78%
Meets or Above	41%	44%	47%	50%	53%
Masters Grade Level	18%	21%	24%	27%	30%

2025-26	Target Check
85%	Met District Strategic Target
62%	Met District Strategic Target
37%	Met District Strategic Target

3rd Grade Early Childhood Reading Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	68%	70%			
African Am.	54%	56%			
Hispanic	69%	71%			
Eco. Dis.	59%	61%			
EB	35%	37%			
SPED	34%	36%			
Highly Mobile	0%	2%			
High Focus	58%	60%			

2025-26	Target Check
71%	Met Reading Board Outcome Target
58%	Met Reading Board Outcome Target
71%	Met Reading Board Outcome Target
62%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
38%	Met Reading Board Outcome Target
*	Met Reading Board Outcome Target
60%	Met Reading Board Outcome Target

3rd Grade Early Childhood Math Board Outcome Goal (Meet or Higher)					
	2024-25	2025-26	2026-27	2027-28	2028-29
All	69%	71%			
African Am.	54%	56%			
Hispanic	64%	66%			
Eco. Dis.	56%	58%			
EB	35%	37%			
SPED	37%	39%			
Highly Mobile	0%	2%			
High Focus	59%	61%			

2025-26	Target Check
72%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
67%	Met Math Board Outcome Target
58%	Met Math Board Outcome Target
38%	Met Math Board Outcome Target
42%	Met Math Board Outcome Target
*	Met Math Board Outcome Target
61%	Met Math Board Outcome Target

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

To ensure the privacy of small student groups, data for performance levels with fewer than five students are not shown.

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated Student Count	2025 Approaches	2026 Approaches	2026 Approaches	2025 Meets	2026 Meets	2026 Meets Target	2025 Masters	2026 Masters	2026 Masters Target
					2026 #	%	#	%	%	#	%	%	#	%
Reading	3	Copeland	ES3	All	149	86%	130	87%	68%	106	71%	40%	63	42%
Reading	3	Copeland	ES3	Hispanic	52	83%	44	85%	69%	37	71%	38%	21	40%
Reading	3	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	3	Copeland	ES3	Asian	8	90%	8	100%	67%	6	75%	43%	4	50%
Reading	3	Copeland	ES3	African Am.	40	79%	32	80%	54%	23	58%	25%	10	25%
Reading	3	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	3	Copeland	ES3	White	40	93%	38	95%	80%	33	83%	55%	23	58%
Reading	3	Copeland	ES3	Two or More	9	*	8	89%	*	7	78%	*	5	56%
Reading	3	Copeland	ES3	Eco. Dis.	79	82%	66	84%	59%	49	62%	27%	22	28%
Reading	3	Copeland	ES3	EB	32	60%	20	63%	35%	12	38%	*	6	19%
Reading	3	Copeland	ES3	At-Risk	39	73%	29	74%	46%	19	49%	20%	8	21%
Reading	3	Copeland	ES3	SPED	26	60%	16	62%	34%	10	38%	17%	5	19%
Reading	3	Copeland	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Reading	3	Copeland	ES3	High Focus	95	81%	79	83%	58%	57	60%	30%	29	31%
Reading	4	Copeland	ES3	All	158	90%	145	92%	67%	110	70%	40%	69	44%
Reading	4	Copeland	ES3	Hispanic	65	91%	60	92%	68%	45	69%	34%	23	35%
Reading	4	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	4	Copeland	ES3	Asian	23	95%	22	96%	90%	21	91%	67%	16	70%
Reading	4	Copeland	ES3	African Am.	28	73%	21	75%	30%	9	32%	*	5	18%
Reading	4	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	4	Copeland	ES3	White	38	100%	38	100%	83%	32	84%	56%	22	58%
Reading	4	Copeland	ES3	Two or More	4	100%	4	100%	70%	3	75%	60%	3	75%
Reading	4	Copeland	ES3	Eco. Dis.	73	86%	64	88%	50%	37	51%	27%	21	29%
Reading	4	Copeland	ES3	EB	41	68%	29	71%	41%	18	44%	*	13	32%
Reading	4	Copeland	ES3	At-Risk	45	79%	36	80%	38%	18	40%	17%	11	24%
Reading	4	Copeland	ES3	SPED	46	69%	32	70%	28%	14	30%	*	10	22%
Reading	5	Copeland	ES3	All	160	85%	139	87%	63%	103	64%	39%	64	40%
Reading	5	Copeland	ES3	Hispanic	63	83%	53	84%	64%	42	67%	33%	22	35%
Reading	5	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Reading	5	Copeland	ES3	Asian	19	88%	17	89%	72%	14	74%	52%	10	53%
Reading	5	Copeland	ES3	African Am.	34	85%	30	88%	50%	18	53%	38%	14	41%
Reading	5	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Reading	5	Copeland	ES3	White	35	85%	30	86%	67%	24	69%	37%	14	40%
Reading	5	Copeland	ES3	Two or More	9	*	9	100%	*	5	56%	*	4	44%
Reading	5	Copeland	ES3	Eco. Dis.	72	79%	58	81%	56%	41	57%	28%	21	29%
Reading	5	Copeland	ES3	EB	37	62%	24	65%	29%	11	30%	*	9	24%
Reading	5	Copeland	ES3	At-Risk	69	70%	49	71%	36%	26	38%	17%	13	19%
Reading	5	Copeland	ES3	SPED	41	58%	24	59%	21%	9	22%	*	5	12%
Math	3	Copeland	ES3	All	149	83%	125	84%	69%	107	72%	32%	55	37%
Math	3	Copeland	ES3	Hispanic	52	78%	41	79%	64%	35	67%	33%	18	35%
Math	3	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	3	Copeland	ES3	Asian	8	95%	8	100%	71%	7	88%	38%	6	75%
Math	3	Copeland	ES3	African Am.	40	71%	29	73%	54%	23	58%	25%	11	28%
Math	3	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	3	Copeland	ES3	White	40	93%	38	95%	85%	35	88%	33%	14	35%
Math	3	Copeland	ES3	Two or More	9	*	9	100%	*	7	78%	*	6	67%
Math	3	Copeland	ES3	Eco. Dis.	79	78%	63	80%	56%	46	58%	22%	19	24%
Math	3	Copeland	ES3	EB	32	75%	25	78%	35%	12	38%	*	8	25%
Math	3	Copeland	ES3	At-Risk	39	73%	29	74%	49%	20	51%	20%	8	21%

Content	Gr.	Campus	2026 Cluster	Student Group	Estimated	2025	2026	2026	2025	2026	2026 Meets	2025	2026	2026 Masters
					2026	Approaches	Approaches	Approaches	Meets	Meets	Target	Masters	Masters	Masters
					#	%	#	%	%	#	%	%	#	%
Math	3	Copeland	ES3	SPED	26	51%	14	54%	37%	11	42%	17%	5	19%
Math	3	Copeland	ES3	Highly Mobile	0	*	0	*	*	0	*	*	0	*
Math	3	Copeland	ES3	High Focus	95	77%	74	78%	59%	58	61%	23%	23	24%
Math	4	Copeland	ES3	All	158	79%	131	83%	62%	102	65%	38%	69	44%
Math	4	Copeland	ES3	Hispanic	65	80%	53	82%	54%	36	55%	34%	23	35%
Math	4	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	4	Copeland	ES3	Asian	23	95%	22	96%	90%	21	91%	76%	18	78%
Math	4	Copeland	ES3	African Am.	28	48%	14	50%	36%	11	39%	*	5	18%
Math	4	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	4	Copeland	ES3	White	38	97%	38	100%	81%	31	82%	56%	22	58%
Math	4	Copeland	ES3	Two or More	4	80%	4	100%	60%	3	75%	*	1	25%
Math	4	Copeland	ES3	Eco. Dis.	73	66%	49	67%	46%	34	47%	24%	19	26%
Math	4	Copeland	ES3	EB	41	55%	23	56%	41%	18	44%	23%	10	24%
Math	4	Copeland	ES3	At-Risk	45	59%	27	60%	45%	21	47%	23%	11	24%
Math	4	Copeland	ES3	SPED	46	56%	26	57%	41%	20	43%	19%	9	20%
Math	5	Copeland	ES3	All	160	78%	130	81%	51%	84	53%	27%	44	28%
Math	5	Copeland	ES3	Hispanic	63	75%	49	78%	39%	26	41%	16%	11	17%
Math	5	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Math	5	Copeland	ES3	Asian	19	92%	18	95%	69%	14	74%	50%	10	53%
Math	5	Copeland	ES3	African Am.	34	68%	25	74%	44%	16	47%	21%	8	24%
Math	5	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Math	5	Copeland	ES3	White	35	81%	29	83%	67%	24	69%	37%	14	40%
Math	5	Copeland	ES3	Two or More	9	*	9	100%	*	4	44%	*	1	11%
Math	5	Copeland	ES3	Eco. Dis.	72	71%	52	72%	43%	32	44%	19%	15	21%
Math	5	Copeland	ES3	EB	37	71%	27	73%	24%	10	27%	*	11	30%
Math	5	Copeland	ES3	At-Risk	69	56%	44	64%	21%	15	22%	12%	9	13%
Math	5	Copeland	ES3	SPED	41	29%	13	32%	*	7	17%	*	4	10%
Science	5	Copeland	ES3	All	160	79%	131	82%	42%	69	43%	27%	45	28%
Science	5	Copeland	ES3	Hispanic	63	77%	49	78%	31%	20	32%	16%	11	17%
Science	5	Copeland	ES3	Am. Indian	0	*	0	*	*	0	*	*	0	*
Science	5	Copeland	ES3	Asian	19	85%	17	89%	54%	11	58%	42%	9	47%
Science	5	Copeland	ES3	African Am.	34	76%	27	79%	38%	14	41%	21%	8	24%
Science	5	Copeland	ES3	Pac. Islander	0	*	0	*	*	0	*	*	0	*
Science	5	Copeland	ES3	White	35	81%	29	83%	56%	20	57%	41%	15	43%
Science	5	Copeland	ES3	Two or More	9	*	9	100%	*	4	44%	*	2	22%
Science	5	Copeland	ES3	Eco. Dis.	72	75%	55	76%	28%	21	29%	18%	14	19%
Science	5	Copeland	ES3	EB	37	57%	22	59%	*	13	35%	*	9	24%
Science	5	Copeland	ES3	At-Risk	69	58%	41	59%	18%	14	20%	12%	9	13%
Science	5	Copeland	ES3	SPED	41	42%	18	44%	*	8	20%	*	4	10%

2025-2026 Elementary Content Area

Standard Expectations

Literacy (Reading and Writing)

- Maximize instructional time by developing, posting, and consistently following a literacy schedule containing all required daily components.
- Teach/re-teach the reading and writing process throughout the school year and ensure that students read and write each day.
- Foundational TEKS should be taught daily through explicit and systematic instruction.
- Utilize reading and writing strategies to teach and reinforce critical TEKS (think aloud, modeling reading and writing processes in lessons, interactive read aloud with accountable talk, independent reading and writing, small group instruction, conferring, and whole group share time).
- Use varied, authentic literature as mentor texts in reading and writing.
- Allow student choice during independent reading time from classroom and digital libraries.
- Post and use anchor charts, created with students, in literacy classrooms.
- Maintain a monitoring notebook as documentation of individual student's progress observed during small group instruction and/or reading/writing conferences.
- Use varied, research-based strategies to teach revising and editing skills and apply language conventions within the context of writing.
- Use District and campus data to differentiate literacy instruction using individual conferences, small group instruction, and/or strategy group instruction.
- Integrate social studies and theater arts TEKS in literacy classes through read aloud and the reading and writing block.
- 1:1 Technology in the Language Arts classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in face-to-face and digital creation and collaboration
 - Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - Communicate and share conclusions using digital tools
 - Incorporate the use of digital tools such as:
 - Google Suite
 - Scholastic Literacy Pro
 - Scholastic Storyworks (2nd-5th)
 - Boost Reading
 - Amira Suite
 - HMH Suite
 - Achieve 3000
 - Schoology
 - Incorporate the use of technology inside the Language Arts classroom after explicit and systematic instruction of literacy processes has occurred, and when it is the most developmentally appropriate tool for the task being asked of the student

Mathematics

- Maximize instructional time by developing, posting, and consistently following a math schedule containing all required daily components.
- Model and expect students to use a problem-solving process by utilizing strategies included in Teacher Notes.
- Post and use classroom-created anchor charts in math classrooms.
- Use math manipulatives to help students develop concept understandings.
- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning, which includes time for productive struggle.
- Use and encourage students to use precise mathematical vocabulary.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Use Bloom in Math student booklets in Kindergarten-5th grade and Interactive Math Notebooks in 2nd-5th grade.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including "what do you notice/wonder" and justifications.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use Chromebook devices to engage in digital creation and collaboration
 - Incorporate the use of digital tools such as ST Math, Performance Matters, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools
 - Use district-approved technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice

Science

Teachers will develop science-literate students by creating learning opportunities using the 5E Instructional Model that engage students in scientific practices that require them to

- Ask questions, identify problems, plan and conduct classroom and field investigations to answer questions according to grade-level TEKS expectations (K-1 = 80% of the time, 2nd-3rd = 60% of the time, 4th-5th = 50% of the time).
- Use an Interactive Science Notebook in 1st-5th grades to record observations and demonstrate understanding of scientific concepts.
- Utilize the Science Study Guide (2nd-5th grades) to interpret diagrams and research/locate/generate information.
- Utilize the daily learning intention referenced in District Lessons at the start of each science block.
- Facilitate and maintain a student-created Interactive Word Wall in 2nd-5th grades.
- Maintain a monitoring notebook as documentation of individual student's progress.
- Model the thought process utilized when analyzing scientific questions in 2nd-5th grades.
- Analyze data from observations and experiences to derive meaning, along with recurring themes and concepts.
- Engage in a common inquiry experience to make sense of and develop scientific concepts and academic language.
- Develop evidence-based explanations and communicate findings, conclusions, and proposed solutions.
- Engage respectfully in scientific discussion by listening, speaking, reading, and writing.
- Incorporate the use of technology when it is the most effective tool for the task.
- 1:1 Technology in the science classroom should provide opportunities for students to:
 - o Use Chromebook devices to engage in face-to-face and digital collaboration
 - o Locate and access information and resources stored in different platforms such as Google Drive and Schoology
 - o Collect and represent data using digital tools such as digital microscopes, Google Suite, etc.
 - o Communicate and share conclusions using digital tools

Elementary Physical Education/Health (K–5)

- Utilize best practices for providing skills-based instruction in elementary physical education and health
- Utilize best practices to achieve moderate to vigorous physical activity
- Differentiate teaching strategies to meet individual student needs including allowing for student choice when possible and appropriate
- Provide engaging instruction with the goal of promoting the development of lifelong health and fitness
- Utilize technology to encourage movement and physical activity as appropriate
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Provide the required fitness assessments for students in grades three, four, and five
- Participate in activities and events that promote school and community involvement

Elementary Music (K–5)

- Develop the singing voice as the foundation of music learning through folk, patriotic, seasonal, and songs of diverse genres
- Provide music experiences through activities that include listening, movement, improvisation, and playing a variety of classroom pitched and unpitched instruments
- Create lessons and utilize activities that develop understanding of the elements of music, such as rhythm, dynamics, melody, harmony, tone color (timbre), texture, and form
- Utilize district curriculum resources available to teachers to provide rigorous and relevant learning experiences
- Utilize technology to encourage music composition as appropriate
- Encourage students to connect learning in music with other areas of knowledge, such as math, reading, and social studies
- Participate in activities and events that promote school and community involvement

Visual Arts (K–5)

- Model and teach artistic thinking, which means prompting curiosity and asking questions to develop ideas.
- Design open-ended lessons that highlight student voice, creativity, and problem-solving approaches.
- Introduce a range of media, techniques, and processes, including technology (e.g., digital tools) to foster creativity, support skill development, and encourage original outcomes through engaging art projects and research opportunities.
- Explore visual art-related careers to connect learning with real-world opportunities.
- Encourage students to connect learning in art with other areas of knowledge, such as math, reading, science, and social studies.
- Reflect regularly on teaching practices to support continuous professional growth.
- Utilize the resources available to teachers, including the CFISD adopted instructional materials, CFISD Benchmarks, and CFISD Curriculum Standards.
- Incorporate technology to foster creativity through engaging digital art projects and relevant research opportunities.
- Encourage excellence by offering students various opportunities to compete and exhibit their work through contests and community events such as the Houston Rodeo School Art Contest, Texas Elementary Art Meet (TEAM contest), and campus or districtwide art exhibitions.