Pflugerville Independent School District

Copperfield Elementary School

2026-2027

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
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students

Copperfield Elementary School serves approximately 500 students from Early Education (EE) through 5th grade in a dual language program. Enrollment declined during the 2025-26 school 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	2025-26
Total Enrollment	443	413	410	576	492	491	502	471*	526	494
African American	12.4%	11.9%	11.2%	19.4%	18.7%	16%	14%	13.2%	15%	17%
Hispanic	70.9%	66.8%	69.5%	61.6%	63.0%	68.8%	73%	72.8%	74.14%	71.26%
White	9.0%	11.6%	10.0%	9.5%	9.8%	7.9%	8%	7.2%	5.32%	5.87%
American Indian	0.0%	0.0%	0.0%	0.0%	0.2%	.2%	0.0%	0.2%	.19%	0.0%
Asian	3.8%	5.3%	4.9%	5.4%	4.3%	3.9%	2%	3.6%	3.99%	3.24%
Pacific Islander	0.0%	0.2%	0.0%	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%	2.63%
Female	46.3%	47.9%	48.2%	49.0%	50.4%	48.9%	48%	49%	48.67%	49.39%
Male	53.7%	52.1%	51.8%	51.0%	49.6%	51.1%	52%	51%	51.33%	50.61%

Copperfield Elementary is a Title I campus, with over 90% of students identified as economically disadvantaged for the 2025–2026 school year—an increase from the previous year. Bilingual students represent 62.55% of the student population, this is an increase in students identified as Emergent Bilingual in the prior year.

The percentage of students classified as At-Risk has remained the same. It was 82.89% last year and 83% this year. Students receiving special education services make up 18.8%% of the campus population. This number is anticipated to decrease during the 2026-27 school year because our LID classrooms relocated to Delco Elementary School. Currently, 6.8% of students are receiving dyslexia services. Additionally, 5.26% of students are identified as Gifted and Talented.

Approximately 3% of students are identified as experiencing homelessness, a figure that has increased from the previous 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. Additionally, recent immigration changes have contributed to shifts in enrollment patterns, including a decline in the Emergent Bilingual (EB) population and increased student mobility. Another key factor impacting population trends is the

rising cost of living in the Austin area, which is estimated to be approximately 29% to nearly 40% above the national average. These economic pressures continue to affect housing stability and enrollment patterns within the Copperfield Elementary community.

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	2025-26
Economically Disadvantaged	74.7%	63.0%	75.1%	81.3%	81.9%	86.1%	87.3%	87.47%	90.30%	91.70%
Emergent Bilingual	48.5%	49.6%	47.1%	44.1%	48.2%	56%	55.2%	58.81%	60.84%	64.17%
Bilingual	41.1%	38.0%	35.5%	32.8%	38.6%	46.4%	45%	45.01%	52.09%	53.04%
ESL	7.5%	11.1%	11.7%	11.3%	9.8%	9.4%	7.2%	5.31%	7.98%	9.51%
At-Risk	67.5%	64.6%	66.6%	69.1%	68.7%	78.2%	77.3%	73.89%	82.89%	83%
Special Education	12.9%	11.4%	11.7%	12.8%	9.8%	13.2%	12%	13.80%	19.39%	18.8%
Gifted & Talented	6.1%	6.3%	7.1%	7.1%	9.4%	7.7%	6.8%	5.73%	4.18%	5.26%
Dyslexia	1.8%	3.4%	3.4%	4.5%	6.1%	5.9%	7.4%	4.88%	7%	6.88%
Section 504	2.7%	6.3%	5.1%	6.8%	7.3%	7.1%	6.6%	4.67%	2.85%	1.21%
Immigrant	0.2%	5.8%	5.1%	7.6%	7.5%	5.7%	2.4%	10.40%	13.69%	13.16%
Homeless	2.7%	3.4%	0.5%	1.2%	2.2%	2.2%	.2%	1.27%	1.14%	3.04%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	.2%	0.0%	0.0%	0.0%
Campus Mobility	18.0%	16.0%	15.2%	17.3%	20%	20%	23.1%	22.8%	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.

At the end of the 2025-26 school year, four staff members retired, one staff member received a promotion to administration, and two staff members resigned.

Teacher Demographics - Copperfield Elementary School (Source: TAPR)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Professional Staff	39.1	39.1	36.0	45.0	47	49	49	44	49
African American	2.6%	2.6%	2.8%	4.4%	4.3%	4.8%	5%	5.3%	8.3%
Hispanic	38.3%	43.5%	38.8%	37.5%	38.6%	37.9%	37.2%	41%	46.1%
White	54.0%	48.8%	52.8%	53.6%	64.4%	52.5%	52.8%	48.4%	38.4%
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0	0%	0%	0%

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	0.0%	0.0%	0.1%	0.0%	0.0%	0	0%	0%	0%
Pacific Islander	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	2.5%	2.7%	2.4%
Two or More Races	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	2.5%	2.7%	4.9%
Females	87.1%	84.4%	86.1%	86.5%	88.7%	92.3%	91.9%	88.7%	91.5%
Males	12.9%	15.6%	13.9%	13.5%	11.3%	7.7%	8.1%	11.3%	8.5%

Teachers by Years of Experience - Copperfield ES (Source: TAPR)									
	2016-2017	2017-2018	2018-2019	2019-2020	2020-21	2021-22	2022-2023	2023-24	2024-25
Beginning Teachers	12.8%	7.7%	5.5%	6.6%	2.1%	1.9%	9.9%	2.4%	7.6%
1-5 Years Experience	28.4%	36.0%	30.5%	33.4%	32.2%	23.8%	12.4%	21.3%	12.1%
6-10 Years Experience	7.7%	7.7%	13.9%	15.6%	21.9%	19.5%	23%	19.3%	22.1%
11-20 Years Experience	30.7%	30.7%	33.4%	28.8%	31.0%	33.4%	29.8%	37.3%	34%
Over 20 Years Experience	20.5%	17.9%	16.6%	15.6%	12.8%	19.1%	24.9%	19.6%	24.3%

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, Diez y Seis, and Cinco de Mayo presentations have occurred and will continue in the future when possible. These events provide students with opportunities to learn about and appreciate cultures from around the world. Students also participate in districtwide cultural events, including reading poetry during the district Black History Month celebration and performing dances at the Hispanic Heritage Festival. Ballet Folklórico lessons are available as an after-school club, further supporting students' connection to language and culture. Additionally, Copperfield Elementary earned 1st place in the district Spanish DLE event, reflecting the campus's strong commitment to Spanish language development and bilingual excellence. We hope to continue and expand 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.

Problem Statement 2: A significant percentage of Copperfield Elementary students come from economically disadvantaged households where access to books and literacy-rich experiences may be limited. This opportunity gap can impact vocabulary development, reading fluency, comprehension, and background knowledge. Providing students with daily access to a variety of high-interest fiction and nonfiction texts is critical to
Root Cause: Not all students have consistent access to books at home or opportunities to engage in sustained independent reading. As a result, some students read significantly less than their peers, limiting exposure to academic vocabulary, diverse perspectives, and grade-level content knowledge.

Problem Statement 3: Many incoming Pre-K and Kindergarten students enter school with varying levels of prior educational experience and familiarity with school routines. Students who are unfamiliar with school expectations may require additional support during the transition to elementary school, impacting their social-emotional adjustment, attendance, and early academic success.
Root Cause: Students enter Pre-K and Kindergarten from diverse educational and home experiences, and some families have limited opportunities to engage with the school prior to the first day of instruction. Without intentional transition supports, students and families may be unfamiliar with school procedures, expectations, and available resources needed to support a successful start to the school year.

Problem Statement 4: Although Copperfield Elementary reduced chronic absenteeism from 15.9% to 9.0% during the 2025-2026 school year, student attendance remains a critical factor in academic success. Students who miss significant instructional time are more likely to experience learning gaps, reduced academic growth, and decreased engagement in school. Continued efforts are needed to promote regular attendance and pre
Root Cause: Student absences are often influenced by factors beyond the classroom, including transportation challenges, health concerns, family circumstances, and limited awareness of the impact of missed instructional time. Without proactive communication, positive reinforcement, and targeted support, students may accumulate absences that negatively affect academic achievement and school connectedness.

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

2025-26 Prekindergarten End of Year Data C-Palls, Spanish (21 Students Tested)

	Making Acceptable Progress	Needs More Assistance
Overall Phonological Awareness	86%	14%
Overall Rapid Letter Naming	100%	0%
Overall Rapid Vocabulary Naming	91%	9%
Overall Mathematics	100%	0%

2025-26 Prekindergarten End of Year Data C-Palls, English (17 Students Tested)

	Making Acceptable Progress	Needs More Assistance
Overall Phonological Awareness	94%	6%
Overall Rapid Letter Naming	65%	35%
Overall Rapid Vocabulary Naming	71%	29%
Overall Mathematics	100%	0%

2025-26 Kindergarten Beginning of the Year TX-KEA, Spanish (37 Students Tested)

	Support	Monitor	On-Track
Spanish Vocabulary	16%	8%	76%
Spanish Letter Names	14%	16%	70%
Spanish Spelling	19%	24%	57%
Math	24%	8%	68%

2025-26 Kindergarten End of the Year TX-KEA, English (62 Students Tested)

	Support	Monitor	On-Track
Vocabulary	67%	2%	31%
Letter Names	61%	8%	31%
Spelling	64%	2%	34%
Math	72%	7%	21%

2025-26 First Grade and Second Grade End of Year TPRI/Tejas Lee

	Number of Students Tested	Catch Up	Developing	On Track	Above
1st TPRI	58	31%	31%	14%	24%
1st Tejas Lee	28	4%	25%	32%	39%
2nd TPRI	73	53%	15%	8%	24%
2nd Tejas Lee	42	10%	19%	31%	40%

2025-26 Third - Fifth Grade End of Year Reading Renaissance STAR 360

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
3rd Grade	72	42%	21%	8%	29%
3rd Grade Spanish	41	12%	7%	2%	78%
4th Grade	74	24%	23%	11%	42%
4th Grade Spanish	39	3%	8%	5%	85%
5th Grade	74	31%	22%	11%	36%
5th Grade Spanish	35	6%	6%	11%	77%

2025-26 First - Fifth Grade End of Year Math Renaissance STAR 360

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1st Grade	30	3%	3%	10%	83%

	Number of Students Tested	Urgent Intervention	Intervention	On Watch	At/Above Benchmark
1st Grade Spanish	28	0%	0%	7%	93%
2nd Grade	73	1%	16%	8%	74%
2nd Grade Spanish	42	2%	7%	7%	83%
3rd Grade	73	15%	12%	8%	64%
3rd Grade Spanish	42	5%	7%	10%	79%
4th Grade	74	5%	16%	11%	68%
4th Grade Spanish	39	0%	5%	13%	82%
5th Grade	74	9%	14%	16%	61%
5th Grade Spanish	34	3%	0%	6%	91%

At Copperfield Elementary School (CES), Pre-Kindergarten includes one Spanish Dual Language class and one monolingual English class. During the 2025-26 school year, Kindergarten through Fifth Grade consisted of two Spanish Dual Language classes and two monolingual English classes in each grade level. Due to declining enrollment and budget constraints, CES will have only one monolingual English teacher in Kindergarten and First Grade for the 206-27 school year.

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.

The Texas Legislature amended the “Paperwork Reduction Act” through House Bill 1605, resulting in PfISD providing teachers with district-developed lesson plans. This support helped ensure alignment and consistency in instruction across campuses. As implementation progressed, campus leadership recognized the importance of balancing instructional consistency with opportunities for teachers to exercise professional autonomy and deepen ownership of curriculum delivery.

Additionally, TPRI and Tejas LEE assessments were administered through Amira Learning, an AI-based reading assessment platform. While the transition to a digital assessment system increased efficiency in some areas, implementation challenges related to technology reliability impacted the assessment experience for both students and staff. These experiences highlighted the importance of continued support, training, and system refinement to ensure smooth implementation and maximize instructional effectiveness.

During the 2025–2026 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.

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%

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: Early STAAR results, only 19% of students achieved Masters Grade Level in Reading, and just 26% 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: Early TELPAS scores indicate that less than 40% of Emergent Bilingual students demonstrated progress in one or more English Language Proficiency Levels, a decline from 48% in 2025 and 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, PfISD 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.

Problem Statement 7: Student performance data indicates a need for increased academic growth and more consistent implementation of high-quality instructional practices across classrooms, particularly in meeting the needs of diverse learners and ensuring rigorous, standards-aligned instruction.
Root Cause: Teachers need additional job-embedded support, coaching, and collaborative planning opportunities to strengthen instructional practices, analyze student data effectively, and implement district curriculum resources with consistency and fidelity.

Problem Statement 8: Student performance data in reading and math indicates that Tier 3 students require additional targeted intervention to close academic gaps and strengthen foundational literacy and problem-solving skills necessary for grade-level success.
Root Cause: Some students have significant skill gaps and require increased intervention time, explicit instruction, and language-aligned academic support beyond core classroom instruction in order to access grade-level reading and math content successfully.

School Processes & Programs

School Processes & Programs Summary

Attendance

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
First six-weeks	98%	98%	98%	94%	90%	94%	95%	95%	95.6%
Second six-weeks	97%	98%	96%	95%	94%	92%	94%	95%	95%
Third six-weeks	96%	96%	94%	96%	93%	92%	93%	95%	93.6%
Fourth six-weeks	96%	96%	95%	96%	89%	92%	93%	90%	95.2%
Fifth six-weeks	96%	96%	100%	95%	94%	93%	93%	94%	95.2%
Sixth six-weeks	97%	96%	-	95%	93%	93%	94%	95%	94.8%

Yearly Attendance Rate vs. Chronic Attendance Rate

	2020-21 (On Data Suite)	2021-22 (On Data Suite)	2022-23 (On Data Suite)	2023-24 (On Data Suite)	2024-25 (EveryDay Labs)	2025-26 (EveryDay Labs)
Attendance Rate	95.3%	92.9%	92.7%	93.6%	94%	94.9%
Chronic Attendance Rate	17.2%	24.6%	26.3%	19.2%	15.3%	9%

Chronic absenteeism is defined as the unduplicated number of students in grades PK–5 who have been enrolled for at least ten instructional days and have been absent for 10% or more of the days they were enrolled. Because student attendance is closely linked to academic success, reducing chronic absenteeism remains a campus priority.

Copperfield Elementary School experienced an increase in Average Daily Attendance (ADA) during four of the six six-week grading periods in the 2025–2026 school year. While this upward trend is encouraging and reflects the effectiveness of targeted attendance efforts, overall attendance rates have not yet returned to pre-pandemic levels. Chronic absenteeism, although greatly improved, continues to be an area of focus as the campus works to ensure students have consistent access to instruction.

Since the COVID-19 pandemic, parent perceptions and attitudes toward school attendance have shifted significantly. In addition, demographic changes within the Copperfield community have introduced new attendance challenges. Historically, CES functioned primarily as a neighborhood school, with most students living within walking distance of the campus. Today, the school serves students from fourteen apartment complexes located throughout the attendance zone. Many of these residences are separated from the school by major roadways, including Parmer Lane and FM 685, creating safety concerns for students who attempt to walk to school. Consequently, when students miss the school bus and families lack reliable transportation or are unable to leave work, students may miss an entire day of instruction. These factors have created barriers to attendance that require both school-based interventions and family support systems.

To address attendance concerns at the Tier 1 level, CES implemented a campus-wide attendance incentive program focused on positive reinforcement and student engagement. Classrooms that achieved 12 days of perfect attendance earned popsicle celebrations. Progress was displayed on a highly visible attendance bulletin board, and teachers regularly

recognized student accomplishments. These efforts helped foster a culture that values attendance and encouraged students to take ownership of being present each day.

At the Tier 2 level, Pflugerville ISD partnered with EveryDay Labs to provide targeted support for students exhibiting attendance concerns before they became chronically absent. Through personalized communication, family outreach, and resource-sharing, the program helped address barriers to attendance and increase family awareness of the importance of consistent school attendance.

At the Tier 3 level, the CES Attendance Committee strengthened its processes and expanded its role. Once focused primarily on reviewing severe attendance cases, the committee now meets regularly to analyze campus attendance trends, identify root causes of absenteeism, coordinate interventions, and monitor the effectiveness of attendance supports. The committee also collaborates with families to develop individualized plans that address barriers such as transportation, health concerns, and family circumstances. This proactive and systematic approach has had the greatest impact on reducing chronic absenteeism.

As a result of these comprehensive attendance efforts, chronic absenteeism decreased from 15.9% in 2024–2025 to 9.0% in 2025–2026. This significant improvement demonstrates the effectiveness of a multi-tiered attendance framework that combines school-wide incentives, targeted interventions, and individualized student support. While CES has historically implemented attendance incentives, the 2025–2026 school year marked the first time the campus intentionally aligned Tier 1, Tier 2, and Tier 3 attendance supports into a cohesive system. Continued implementation and refinement of these strategies will be essential as the campus works toward restoring attendance rates to pre-pandemic levels and ensuring all students have equitable access to high-quality instruction.

Number of Discipline Incidences (On Data):

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
First six-weeks	2	7	22	0	1	4	1	1	8
Second six-weeks	1	16	18	3	1	16	5	5	1
Third six-weeks	0	15	23	2	4	0	1	3	7
Fourth six-weeks	9	1	8	3	3	6	2	12	7
Fifth six-weeks	2	7	0	1	0	7	0	9	6
Sixth six-weeks	3	5	0	0	3	8	10	10	1

During the 2025–2026 school year, Copperfield Elementary School implemented a Google Reporting Form to improve the documentation and analysis of student discipline incidents. Prior to this change, behavior incidents were primarily documented through the Skyward referral system, which limited referrals to a student's homeroom teacher and created

challenges in accurately capturing behavior incidents that occurred throughout the school day. Additionally, there was often confusion regarding which behaviors required documentation for campus records versus those that met the criteria for mandatory state reporting through PEIMS. While Eduphoria remains an effective tool for documenting ongoing behavior concerns and intervention plans, it was not always the most efficient system for tracking isolated incidents. The implementation of the Google Reporting Form provided a more user-friendly and comprehensive method for collecting behavior data across all settings and staff members.

Analysis of discipline data collected during the 2025–2026 school year revealed that physical aggression was the most frequently reported behavior concern. While the overall number of students involved in discipline incidents was relatively small, a significant percentage of referrals were concentrated among a limited group of students with persistent behavioral needs. This trend suggests that while most students are responding positively to campus expectations and supports, a small number of students require additional interventions to develop appropriate social, emotional, and behavioral skills.

Copperfield Elementary has established strong Tier 1 behavior systems through the implementation of PBIS expectations, positive reinforcement, classroom management practices, and social-emotional learning opportunities. In addition, the campus has effective Tier 3 supports in place for students with significant behavioral needs, including individualized behavior plans, counseling support, problem-solving meetings, and collaboration with families and district specialists. These systems have helped many students successfully access instruction and remain engaged in the school environment.

The data indicate that the greatest opportunity for growth exists within Tier 2 behavior supports. Students who demonstrate repeated behavioral concerns, but who do not yet require intensive individualized interventions, would benefit from more structured and systematic supports. Expanding Tier 2 interventions such as Check-In/Check-Out, social skills groups, mentoring programs, behavior contracts, restorative practices, and targeted progress monitoring may help address concerns before they escalate to more significant behavioral challenges. Strengthening this middle tier of support will allow the campus to intervene earlier, provide additional assistance to at-risk students, and reduce the frequency of office referrals related to physical aggression and other disruptive behaviors.

Moving forward, CES will continue to utilize behavior data to identify trends, monitor the effectiveness of interventions, and ensure that students receive appropriate levels of support through a comprehensive Multi-Tiered System of Supports (MTSS). By strengthening Tier 2 behavioral interventions, the campus aims to improve student outcomes, increase instructional time, and foster a safe and supportive learning environment for all students.

School Processes & Programs Strengths

Copperfield Elementary School (CES) implements the curriculum developed and provided by Pflugerville ISD (PfISD), ensuring alignment to the Texas Essential Knowledge and Skills (TEKS). Student learning is monitored through a variety of formative and summative assessments, including universal screeners, unit assessments, and district benchmarks. Teachers collaborate through Professional Learning Communities (PLCs) to analyze data, plan instruction, and implement targeted interventions based on student needs.

CES is committed to supporting the academic, behavioral, and social-emotional success of all students through a Multi-Tiered System of Supports (MTSS). Academic interventions are provided through small-group instruction, classroom differentiation, and targeted support from math and reading interventionists. The campus Problem Solving Support Team (PSST) meets regularly to review student data and develop intervention plans for students requiring additional support.

The campus implements the Positive Behavior Interventions and Supports (PBIS) framework to promote a safe and positive learning environment. The PBIS Committee meets regularly to review behavior data, evaluate the effectiveness of campus systems, and identify opportunities to strengthen student supports. In addition, the Safe and Supportive School Program (SSSP) team collaborates to address student wellness, school safety, and mental health needs.

Professional Learning Communities remain a critical component of instructional improvement. Grade-level teams meet biweekly to analyze student performance, share instructional strategies, and plan responsive instruction. CES teachers also participate in district curriculum committees and professional learning opportunities that support effective instructional practices and continuous improvement.

To provide additional support for students who have not yet met grade-level standards, CES offers both during-the-day and after-school intervention opportunities. These

interventions are designed to address learning gaps and accelerate student achievement in reading and mathematics.

The campus maintains strong partnerships with families and the community through the Campus Academic Advisory Council (CAAC), Parent Teacher Organization (PTO), and a Title I-funded Parent Liaison. The Parent Liaison serves as a bridge between home and school by assisting families with enrollment, access to resources, community services, and family engagement opportunities.

For the 2026–2027 school year, CES will focus on strengthening student achievement through effective implementation of Bluebonnet Math, high-quality Tier 1 instruction, data-driven intervention practices, and meaningful student engagement strategies. Campus goals and progress will continue to be reviewed collaboratively with staff, families, and community stakeholders through the Campus Improvement Plan process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2025-2026 school year, 6.38% of students at Copperfield Elementary School were identified as chronically absent according to School Status, impacting student engagement, continuity of learning, and academic progress.
Root Cause: Chronic absenteeism is driven by inconsistent attendance routines at home, transportation or health-related barriers that prevent students from attending school regularly, and limited engagement with school due to academic or social-emotional challenges.

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: More than 50% of the 53 discipline referrals during the 2025-2026 school year were related to physical aggression, indicating that many students continue to struggle with self-regulation and appropriate conflict resolution across school settings.
Root Cause: Students continue to need consistent support and opportunities to develop self-regulation, emotional awareness, and conflict-resolution skills, which impacts their ability to respond appropriately during peer conflicts and challenging situations across school settings.

Problem Statement 6: During the 2025-2026 school year, Copperfield Elementary School recorded 53 Skyward discipline incidents mostly related to physical aggression, which impacted instructional time, affected student-teacher interactions, and influenced the overall school environment.
Root Cause: A contributing factor to the increase in physical aggression is the inconsistent use of schoolwide behavior expectations and intervention strategies, along with limited opportunities for students to develop self-regulation, conflict resolution, and positive peer interaction skills.

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.

Problem Statement 8: While Copperfield Elementary School maintains high levels of staff satisfaction, instructional leadership, and professional autonomy, staff climate survey results indicate a decline in perceptions related to collaboration and peer support. In Spring 2026, the Collaboration indicator decreased from 96% to 81%, suggesting a need to strengthen staff connectedness, communication, and opportunities for
Root Cause: Changes in district programming, staff transitions, and organizational uncertainty have impacted staff perceptions of collaboration and connectedness. Additionally, as campus initiatives and responsibilities have increased, staff have had fewer structured opportunities to build relationships, celebrate successes, and engage in collaborative problem-solving outside of their daily responsibilities.

Problem Statement 9: As a Title I campus, many CES students may have limited access to enrichment activities, technology experiences, and STEM-related opportunities outside of school. Providing equitable access to programs such as UIL, Girls Who Code, Makerspace, and STEM activities helps broaden student experiences, increase engagement, and support the development of future-ready skills.
Root Cause: Economic barriers and limited access to extracurricular enrichment opportunities can restrict students' exposure to advanced academic, leadership, and STEM experiences. Students benefit from structured opportunities to explore interests, develop critical thinking skills, and apply learning in authentic and engaging ways.

Problem Statement 10: Regular physical activity is essential to supporting students' physical health, mental well-being, and academic success. As students spend increasing amounts of time engaged in sedentary activities, schools play a critical role in providing opportunities for movement, fitness development, and education about healthy lifestyle choices.
Root Cause: Many students have limited opportunities for structured physical activity outside of the school day. Without intentional opportunities to develop fitness skills, monitor personal wellness, and engage in regular physical activity, students may not establish the healthy habits necessary to support lifelong health and well-being.

Perceptions

Perceptions Summary

School Culture and Climate

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

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

This guiding principle influences the way staff interact with students, families, and one another, creating a school environment focused on belonging, high expectations, and continuous growth.

Staff Climate Survey

Pflugerville ISD administers two staff climate surveys annually through Upbeat, a third-party organization that specializes in employee engagement and organizational culture. Survey results provide valuable insight into staff perceptions and are used to inform campus improvement efforts. Fall survey data were reviewed during the January professional development day, where staff participated in collaborative reflection activities to identify strengths, discuss challenges, and develop problem statements for inclusion in the Campus Improvement Plan (CIP). The administrative team also utilized survey feedback to guide decision-making and prioritize areas for improvement.

The Spring 2026 survey results reflected a number of significant strengths within the campus culture. The highest-rated indicators included:

- Satisfaction and Purpose (99%)
- Instructional Leadership (98%)
- Self-Efficacy (95%)
- Autonomy (95%)

These results indicate that staff members feel valued, supported, and empowered in their professional roles. The data also reflects a high level of confidence in campus leadership and a strong belief in the meaningful impact of their work with students.

While many indicators remained strong, several areas were identified as opportunities for continued growth. The lowest-rated indicators included:

- School Safety and Order (70%)
- Resources and Facilities (67%)
- Compensation and Career Path (57%)

Although School Safety and Order remained one of the lower-rated areas, the score increased from the previous year, indicating that efforts to strengthen behavior systems and campus expectations may be having a positive impact. Resources and Facilities also showed improvement despite challenges experienced throughout the school year.

One factor that may have contributed to the increase in the Resources and Facilities score is the anticipation of the campus renovation scheduled for Summer 2026. While the school experienced facility-related challenges throughout the year, including an extended period without consistent custodial support due to staffing shortages, staff members were aware that significant building improvements were forthcoming. The prospect of a renovated campus may have positively influenced perceptions regarding facilities and long-term working conditions.

The area experiencing the most significant decline was Collaboration, which decreased from 96% in Spring 2025 to 81% in Spring 2026. This category is measured through staff perceptions related to trust, teamwork, and professional support among colleagues. Specific survey items showed the following results:

- Teachers at my school trust each other: 78% (down from 86%)
- Teachers at my school do meaningful work together in teams: 87% (down from 99%)
- Teachers at my school help each other improve their instructional practices: 78% (down from 97%)

Several factors may have contributed to this decline. Survey participation decreased from approximately 90% in Spring 2025 to 80% in Spring 2026, which may have influenced overall results. Additionally, district-level organizational changes created uncertainty for some staff members. During the year, the district announced programming changes within Special Education, resulting in the relocation of two Communication (LID) programs from the campus and the transfer of several staff members. While these changes were not initiated at the campus level, they affected valued colleagues and may have impacted perceptions of collaboration and morale. Furthermore, district discussions regarding school closures and boundary adjustments generated concern across the district. Although Copperfield Elementary was not directly impacted, the uncertainty associated with these conversations may have influenced overall staff perceptions of school culture and stability.

A year-over-year comparison revealed that campus climate improved in nine indicators, remained unchanged in one, and declined in nine. While the data reflects continued strengths in leadership, purpose, and professional autonomy, the results also highlight the importance of intentionally strengthening collaboration among staff members and maintaining a positive, supportive work environment during periods of organizational change.

Moving forward, Copperfield Elementary will continue to utilize staff feedback as a critical component of continuous improvement. Campus leaders will focus on strengthening opportunities for collaboration, celebrating staff contributions, improving communication, and fostering a culture where all employees feel supported, connected, and valued. By maintaining a strong focus on both student and staff well-being, CES will continue to build a positive learning community where everyone can thrive.

Perceptions Strengths

The survey results suggest that Copperfield Elementary continues to maintain a strong and positive organizational culture centered on purpose, trust, and professional growth. Staff members overwhelmingly reported that they understand the importance of their work and believe their contributions positively impact student success. High ratings in Satisfaction and Purpose indicate that employees feel connected to the campus mission and find meaning in their daily responsibilities. This sense of shared purpose is critical to sustaining a high-performing school culture and contributes to both employee retention and student achievement.

The strong ratings in Instructional Leadership, Self-Efficacy, and Autonomy further reflect a culture in which staff members feel supported as professionals. Teachers perceive campus leaders as providing clear direction, meaningful feedback, and the resources necessary to support student learning. Additionally, staff members report confidence in their ability to meet the needs of students and value the professional trust placed in them to make instructional decisions. These findings align with the campus's commitment to shared leadership, collaborative problem-solving, and continuous improvement. Collectively, these strengths provide a solid foundation for addressing identified areas of growth while maintaining a positive and student-centered learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Referrals tied to physical aggression decreased school-wide during the 2025-2026 school year. According to Skyward however, physical aggression was still reported more regularly.
Root Cause: Students lack personal problem-solving skills and social-emotional wellness. Teachers are not consistently implementing social-emotional awareness lessons, or strategies; 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.

Problem Statement 5: Family engagement data and campus participation trends indicate a need to strengthen communication, increase family involvement in school activities and academic support, and improve access to resources for families from diverse linguistic and cultural backgrounds.
Root Cause: Many families need additional support navigating school systems, accessing information in a timely manner, and connecting with campus resources, resulting in inconsistent family engagement and limited opportunities for meaningful school-home partnerships.

Goals

Goal 1: PfISD 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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: Student performance data indicates a need for increased academic growth and more consistent implementation of high-quality instructional practices across classrooms, particularly in meeting the needs of diverse learners and ensuring rigorous, standards-aligned instruction. **Root Cause**: Teachers need additional job-embedded support, coaching, and collaborative planning opportunities to strengthen instructional practices, analyze student data effectively, and implement district curriculum resources with consistency and fidelity.
School Processes & Programs
Problem Statement 8: While Copperfield Elementary School maintains high levels of staff satisfaction, instructional leadership, and professional autonomy, staff climate survey results indicate a decline in perceptions related to collaboration and peer support. In Spring 2026, the Collaboration indicator decreased from 96% to 81%, suggesting a need to strengthen staff connectedness, communication, and opportunities for **Root Cause**: Changes in district programming, staff transitions, and organizational uncertainty have impacted staff perceptions of collaboration and connectedness. Additionally, as campus initiatives and responsibilities have increased, staff have had fewer structured opportunities to build relationships, celebrate successes, and engage in collaborative problem-solving outside of their daily responsibilities.

Goal 1: PfISD 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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 8: While Copperfield Elementary School maintains high levels of staff satisfaction, instructional leadership, and professional autonomy, staff climate survey results indicate a decline in perceptions related to collaboration and peer support. In Spring 2026, the Collaboration indicator decreased from 96% to 81%, suggesting a need to strengthen staff connectedness, communication, and opportunities for **Root Cause**: Changes in district programming, staff transitions, and organizational uncertainty have impacted staff perceptions of collaboration and connectedness. Additionally, as campus initiatives and responsibilities have increased, staff have had fewer structured opportunities to build relationships, celebrate successes, and engage in collaborative problem-solving outside of their daily responsibilities.

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

Performance Objective 1: By June 2027, 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 2027 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 41% in June 2026 to 50% by June 2027 and to 73% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: A significant percentage of Copperfield Elementary students come from economically disadvantaged households where access to books and literacy-rich experiences may be limited. This opportunity gap can impact vocabulary development, reading fluency, comprehension, and background knowledge. Providing students with daily access to a variety of high-interest fiction and nonfiction texts is critical to **Root Cause**: Not all students have consistent access to books at home or opportunities to engage in sustained independent reading. As a result, some students read significantly less than their peers, limiting exposure to academic vocabulary, diverse perspectives, and grade-level content knowledge.
Problem Statement 3: Many incoming Pre-K and Kindergarten students enter school with varying levels of prior educational experience and familiarity with school routines. Students who are unfamiliar with school expectations may require additional support during the transition to elementary school, impacting their social-emotional adjustment, attendance, and early academic success. **Root Cause**: Students enter Pre-K and Kindergarten from diverse educational and home experiences, and some families have limited opportunities to engage with the school prior to the first day of instruction. Without intentional transition supports, students and families may be unfamiliar with school procedures, expectations, and available resources needed to support a successful start to the school year.

Student Learning
Problem Statement 1: Early STAAR results, only 19% of students achieved Masters Grade Level in Reading, and just 26% 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 8: Student performance data in reading and math indicates that Tier 3 students require additional targeted intervention to close academic gaps and strengthen foundational literacy and problem-solving skills necessary for grade-level success. **Root Cause**: Some students have significant skill gaps and require increased intervention time, explicit instruction, and language-aligned academic support beyond core classroom instruction in order to access grade-level reading and math content successfully.

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

Performance Objective 2: By June 2027, 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 2027 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 39% in June 2026 to 50% by June 2027 and to 79% by June 2030.

HB3 Goal

Evaluation Data Sources: STAAR results, Accountability reports

Performance Objective 2 Problem Statements:

Student Learning
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 7: Student performance data indicates a need for increased academic growth and more consistent implementation of high-quality instructional practices across classrooms, particularly in meeting the needs of diverse learners and ensuring rigorous, standards-aligned instruction. **Root Cause**: Teachers need additional job-embedded support, coaching, and collaborative planning opportunities to strengthen instructional practices, analyze student data effectively, and implement district curriculum resources with consistency and fidelity.

Student Learning
Problem Statement 8: Student performance data in reading and math indicates that Tier 3 students require additional targeted intervention to close academic gaps and strengthen foundational literacy and problem-solving skills necessary for grade-level success. **Root Cause**: Some students have significant skill gaps and require increased intervention time, explicit instruction, and language-aligned academic support beyond core classroom instruction in order to access grade-level reading and math content successfully.

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 9: As a Title I campus, many CES students may have limited access to enrichment activities, technology experiences, and STEM-related opportunities outside of school. Providing equitable access to programs such as UIL, Girls Who Code, Makerspace, and STEM activities helps broaden student experiences, increase engagement, and support the development of future-ready skills. **Root Cause**: Economic barriers and limited access to extracurricular enrichment opportunities can restrict students' exposure to advanced academic, leadership, and STEM experiences. Students benefit from structured opportunities to explore interests, develop critical thinking skills, and apply learning in authentic and engaging ways.

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 7: Student performance data indicates a need for increased academic growth and more consistent implementation of high-quality instructional practices across classrooms, particularly in meeting the needs of diverse learners and ensuring rigorous, standards-aligned instruction. **Root Cause**: Teachers need additional job-embedded support, coaching, and collaborative planning opportunities to strengthen instructional practices, analyze student data effectively, and implement district curriculum resources with consistency and fidelity.

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

Performance Objective 5: By June 2027, 45% of Emergent Bilingual students in grades 1-5 will increase their TELPAS English proficiency composite rating by at least one level, meeting the Closing the Gaps target.

Evaluation Data Sources: TELPAS

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Early TELPAS scores indicate that less than 40% of Emergent Bilingual students demonstrated progress in one or more English Language Proficiency Levels, a decline from 48% in 2025 and 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.

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

Performance Objective 1: By June 2027, the CES student attendance rate will increase by 1.1% from 94.9% in 2025-2026 to 96%.
The rate of Chronic Absenteeism will be reduced by 1% from the estimated 2025-2026 rate of 9% to 8%.

Evaluation Data Sources: Attendance rate, Chronic Absenteeism rate

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Although Copperfield Elementary reduced chronic absenteeism from 15.9% to 9.0% during the 2025-2026 school year, student attendance remains a critical factor in academic success. Students who miss significant instructional time are more likely to experience learning gaps, reduced academic growth, and decreased engagement in school. Continued efforts are needed to promote regular attendance and pre **Root Cause**: Student absences are often influenced by factors beyond the classroom, including transportation challenges, health concerns, family circumstances, and limited awareness of the impact of missed instructional time. Without proactive communication, positive reinforcement, and targeted support, students may accumulate absences that negatively affect academic achievement and school connectedness.

Goal 3: PfISD 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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 10: Regular physical activity is essential to supporting students' physical health, mental well-being, and academic success. As students spend increasing amounts of time engaged in sedentary activities, schools play a critical role in providing opportunities for movement, fitness development, and education about healthy lifestyle choices. **Root Cause**: Many students have limited opportunities for structured physical activity outside of the school day. Without intentional opportunities to develop fitness skills, monitor personal wellness, and engage in regular physical activity, students may not establish the healthy habits necessary to support lifelong health and well-being.

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

Performance Objective 1 Problem Statements:

Perceptions
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.

Goal 4: Improve low performing schools.

Performance Objective 2: Copperfield Elementary School will have zero removals for the 2026-2027 school year. Referrals written will decrease over 10%, from 30 incidences to fewer than 27 incidences.

Evaluation Data Sources: Skyward/PEIMS data

Goal 4: Improve low performing schools.

Performance Objective 3: By May 2027, 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 CIPs for Board:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Child Abuse and Neglect	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Coordinated Health Program	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Dating Violence Policy	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Decision-Making and Planning Policy Evaluation	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Dropout Prevention	Director of Student Affairs, Assistant Superintendent	7/20/2026	Karen Shah	7/20/2026
Dyslexia Treatment Program	Executive Director of Special Education	7/20/2026	Karen Shah	7/20/2026
Title I, Part C Migrant	Director of Federal & State Programs	7/20/2026	Karen Shah	7/20/2026
Pregnancy Related Services	Executive Director of Health, Safety, and Emergency Management	7/20/2026	Karen Shah	7/20/2026
Post-Secondary Preparedness	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Health, Safety, Emergency, and Crisis Management	7/20/2026	Karen Shah	7/20/2026
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Texas Behavior Support Initiative (TBSI)	Director of Student Affairs	7/20/2026	Karen Shah	7/20/2026
Technology Integration	Deputy Superintendent	7/20/2026	Karen Shah	7/20/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Human Resources Officer	7/20/2026	Karen Shah	7/20/2026
Measure of Poverty	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title II Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Title IV Program Description	Director of Federal and State Programs	7/20/2026	Karen Shah	7/20/2026
2024-25 Parent and Family Engagement Plan (PFE Policy)	Parent and Family Coordinator	7/20/2026	Karen Shah	7/20/2026

Addendums

Early Childhood Literacy Plan Campus Goal - Copperfield ES

The percent of 3rd grade students that score Meets Grade Level or Above on STAAR RLA will increase from 25% in Spring 2024 to 73% by June 2030.

Yearly Target Goal

2023-2024 (Actual Outcome for Goal-Setting)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
25%	33%	41%	49%	57%	65%	73%	
Outcomes	33%	40%					

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)	27%	15%	n/a	n/a	n/a	n/a	n/a	21%	22%	n/a	13%	n/a	n/a
2024-2025	30%	23%	n/a	n/a	n/a	n/a	n/a	23%	29%	n/a	21%	n/a	n/a
Outcomes: 2024-2025	35%	30%	n/a	n/a	n/a	n/a	n/a	31%	33%	n/a	24%	n/a	n/a
2025-2026	34%	31%	n/a	n/a	n/a	n/a	n/a	26%	35%	n/a	29%	n/a	n/a
Outcomes: 2025-2026	33%	37%	n/a	n/a	n/a	n/a	n/a	6%	35%	n/a	37%	n/a	n/a
2026-2027	40%	39%	n/a	n/a	n/a	n/a	n/a	31%	41%	n/a	37%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	45%	49%	n/a	n/a	n/a	n/a	n/a	38%	46%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	50%	57%	n/a	n/a	n/a	n/a	n/a	45%	52%	n/a	56%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	54%	65%	n/a	n/a	n/a	n/a	n/a	51%	59%	n/a	64%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Eduphoria - Spring 2024 Grade 3 Reading 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 Literacy Progress Measure 1 - Copperfield ES

The percent of PreK students that score on grade level or above in Literacy on the C-PALLS+ assessment will increase from 40% 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	
40%	43%	47%	51%	55%	58%	60%	
Outcomes	62%	61%					

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	40%	n/a	n/a	n/a	n/a	n/a	n/a	45%	n/a	41%	n/a	n/a
2024-2025	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	48%	n/a	44%	n/a	n/a
Outcomes: 2024-2025	n/a	63%	n/a	n/a	n/a	n/a	n/a	n/a	63%	n/a	60%	n/a	n/a
2025-2026	n/a	48%	n/a	n/a	n/a	n/a	n/a	n/a	51%	n/a	47%	n/a	n/a
Outcomes: 2025-2026	n/a	67%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	62%	n/a	n/a
2026-2027	n/a	52%	n/a	n/a	n/a	n/a	n/a	n/a	54%	n/a	50%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	n/a	56%	n/a	n/a	n/a	n/a	n/a	n/a	57%	n/a	53%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	n/a	60%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	56%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	n/a	64%	n/a	n/a	n/a	n/a	n/a	n/a	63%	n/a	59%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 6-year goals from Tango - EOY C-PALLS+ Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming - All students tested
Of all students, number of students at "Making Acceptable Progress" in all three subtests (Phonological Awareness Overall, Rapid Letter Naming, Rapid Vocabulary Naming) 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 Literacy Progress Measure 2 - Copperfield ES

The percent of Kindergarten students that score on grade level ("On Track") in Reading on the TX-KEA assessment will increase from 29% 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	
29%	34%	39%	44%	49%	55%	60%	
Outcomes	35%	45%					

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)	50%	17%	n/a	n/a	n/a	n/a	n/a	31%	26%	n/a	12%	n/a	n/a
2024-2025	52%	25%	n/a	n/a	n/a	n/a	n/a	36%	36%	n/a	21%	n/a	n/a
Outcomes: 2024-2025	30%	29%	n/a	n/a	n/a	n/a	n/a	n/a	36%	n/a	23%	n/a	n/a
2025-2026	54%	33%	n/a	n/a	n/a	n/a	n/a	41%	41%	n/a	30%	n/a	n/a
Outcomes: 2025-2026	n/a	44%	n/a	n/a	n/a	n/a	n/a	n/a	42%	n/a	38%	n/a	n/a
2026-2027	56%	41%	n/a	n/a	n/a	n/a	n/a	46%	46%	n/a	39%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	58%	49%	n/a	n/a	n/a	n/a	n/a	51%	51%	n/a	48%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	60%	56%	n/a	n/a	n/a	n/a	n/a	56%	56%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	62%	62%	n/a	n/a	n/a	n/a	n/a	61%	61%	n/a	66%	n/a	n/a
Outcomes: 2029-2030													

Data Source: Baseline 2023-2024 to set 5-year goals from Eduphoria - EOY TX-KEA Vocabulary, Letter Names, Spelling - All students tested (where they were view)
Of all students, number of students "On Track" in all three subtests (Vocabulary, Letter Names and Spelling) 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 Literacy Progress Measure 3 - Copperfield ES

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI/Tejas LEE and STAAR Reading assessments will increase from 46% 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	
46%	48%	50%	53%	55%	57%	60%	
Outcomes	49%	50%					

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)	34%	43%	73%	n/a	n/a	n/a	n/a	25%	44%	n/a	45%	n/a	n/a
2024-2025	38%	47%	73%	n/a	n/a	n/a	n/a	32%	47%	n/a	47%	n/a	n/a
Outcomes: 2024-2025	38%	49%	50%	n/a	n/a	n/a	n/a	20%	48%	n/a	52%	n/a	n/a
2025-2026	40%	50%	73%	n/a	n/a	n/a	n/a	39%	50%	n/a	49%	n/a	n/a
Outcomes: 2025-2026	63%	47%	45%	n/a	n/a	n/a	n/a	21%	49%	n/a	44%	n/a	n/a
2026-2027	45%	53%	73%	n/a	n/a	n/a	n/a	46%	53%	n/a	51%	n/a	n/a
Outcomes: 2026-2027													
2027-2028	50%	56%	73%	n/a	n/a	n/a	n/a	52%	56%	n/a	54%	n/a	n/a
Outcomes: 2027-2028													
2028-2029	55%	58%	73%	n/a	n/a	n/a	n/a	58%	59%	n/a	57%	n/a	n/a
Outcomes: 2028-2029													
2029-2030	60%	60%	73%	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 6-year goals from Eduphoria - EOY 1st & 2nd Grade TPRI & Tejas LEE results - All students tested (where they were view)
Of all students, number of students at "No Intervention Needed" in either TPRI or Tejas LEE (unduplicated) +
Spring 2024 Grade 3 Reading STAAR results at Meets Grade Level Performance or above in either English or Spanish (unduplicated) - All students tested (where they were view)
*Starting 2025-2026 TPRI & Tejas LEE results using Amira - of all students, number of students at "On Track" or "Above" in either TPRI or Tejas LEE (unduplicated)

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

EC Literacy Targeted Professional Development Plan

Strategies are included in the Campus Improvement Plan

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%	39%					

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	33%	37%	n/a	n/a	n/a	n/a	n/a	6%	37%	n/a	38%	n/a	n/a
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%	100%					

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	n/a	100%	n/a	n/a	n/a	n/a	n/a	n/a	100%	n/a	100%	n/a	n/a
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%	58%					

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	n/a	62%	n/a	n/a	n/a	n/a	n/a	n/a	60%	n/a	64%	n/a	n/a
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%	71%					

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	70%	70%	77%	n/a	n/a	n/a	n/a	53%	70%	n/a	70%	n/a	n/a
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