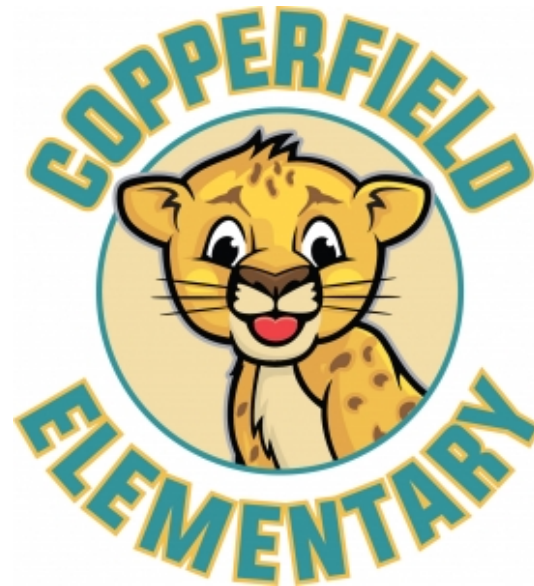


**Pflugerville Independent School District**

**Copperfield Elementary School**

**2023-2024 Board Approved**



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

# 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 is an EE-5th grade dual language campus with an enrollment of 471 students. Attendance is expected to remain the same in 2023-2024.

Student Demographics - Copperfield Elementary School (Source: TAPR & OnDataSuite)								
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-22	2022-23	2023-24
Total Enrollment	443	413	410	576	492	491	502	471*
African American	12.4%	11.9%	11.2%	19.4%	18.7%	16%	14%	13.2%
Hispanic	70.9%	66.8%	69.5%	61.6%	63.0%	68.8%	73%	72.8%
White	9.0%	11.6%	10.0%	9.5%	9.8%	7.9%	8%	7.2%
American Indian	0.0%	0.0%	0.0%	0.0%	0.2%	.2%	0	0.2%
Asian	3.8%	5.3%	4.9%	5.4%	4.3%	3.9%	2%	3.6%
Pacific Islander	0.0%	0.2%	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%
Female	46.3%	47.9%	48.2%	49.0%	50.4%	48.9%	48%	49%
Male	53.7%	52.1%	51.8%	51.0%	49.6%	51.1%	52%	51%

Copperfield Elementary is a Title I campus with 82%\* of students identified as economically disadvantaged in 2023-24, which is a decrease from the previous year. English Bilingual students comprise 55% students. 57% of students are identified as At-Risk. Our special education student group is 11%, and 6% of students are identified for Gifted and Talented. 4% of our students are receiving dyslexia services which is a decrease from the previous year. This can be attributed to the way dyslexia is identified and tested. Dyslexia has transitioned from 504/Intervention to Special Education. Each student must now be tested by a district LSSP. Previously, they were tested for dyslexia by campus staff. 4% of students are Section 504, and less than 1% of families are experiencing homelessness, which is a decrease from the previous year.

An increase in mobility rate makes it difficult to meet student needs. Many apartment complexes feed into our campus which affects student mobility.

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
Economically Disadvantaged	74.7%	63.0%	75.1%	81.3%	81.9%	86.1%	87.3%	71.6%
Emergent Bilingual	48.5%	49.6%	47.1%	44.1%	48.2%	56%	55.2%	55.4%
Bilingual	41.1%	38.0%	35.5%	32.8%	38.6%	46.4%	45%	46.3%
ESL	7.5%	11.1%	11.7%	11.3%	9.8%	9.4%	7.2%	6.2%
At-Risk	67.5%	64.6%	66.6%	69.1%	68.7%	78.2%	77.3%	56.7%
Special Education	12.9%	11.4%	11.7%	12.8%	9.8%	13.2%	12%	10.8%
Gifted & Talented	6.1%	6.3%	7.1%	7.1%	9.4%	7.7%	6.8%	6.4%
Dyslexia	1.8%	3.4%	3.4%	4.5%	6.1%	5.9%	7.4%	4.0%
Section 504	2.7%	6.3%	5.1%	6.8%	7.3%	7.1%	6.6%	4.3%
Immigrant	0.2%	5.8%	5.1%	7.6%	7.5%	5.7%	2.4%	8.5%
Homeless	2.7%	3.4%	0.5%	1.2%	2.2%	2.2%	.2%	0.0%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	.2%	0.0%
Campus Mobility	18.0%	16.0%	15.2%	17.3%	20%	20%	not yet reported	not yet reported

## Staff

CES has had low staff turnover in the past. However, CES has experienced a higher number of teaching vacancies over the past two years. For the 2023-24 school year, we will have a new-to-campus PK, 2nd, 3rd and 4th grade teachers, new 2nd, 3rd, and 4th grade DLE teachers, and a new music teacher. The campus has also been allotted a new SPED Communications Class. A 3rd grade teacher moved into the position, but it will require additional Educational Associates as well. We largely rely on district recruitment. Hiring occurs in a committee setting with CAAC members. The CAAC will now be utilized because they are most familiar with campus needs as they meet regularly to identify and discuss specific campus needs.

Teacher Demographics - Copperfield Elementary School (Source: TAPR)							
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Total Professional Staff	39.1	39.1	36.0	45.0	47	49	
African American	2.6%	2.6%	2.8%	4.4%	4.3%	4.8%	
Hispanic	38.3%	43.5%	38.8%	37.5%	38.6%	37.9%	

White	54.0%	48.8%	52.8%	53.6%	64.4%	52.5%	
American Indian	0.0%	0.0%	0.0%	0.0%	0.0%	0	
Asian	0.0%	0.0%	0.1%	0.0%	0.0%	0	
Pacific Islander	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	
Two or More Races	2.6%	2.6%	2.8%	2.2%	2.1%	2.4%	
Females	87.1%	84.4%	86.1%	86.5%	88.7%	92.3%	
Males	12.9%	15.6%	13.9%	13.5%	11.3%	7.7%	

The teacher demographics do not represent the student demographics. Efforts are made during the recruiting and hiring process to be culturally responsive to what is best for students.

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

CES typically has low teacher turnover. CES only had one new staff member for the 2021-2022 school year. However, like many schools, CES had more resignations than the past few years. It has been a challenge to fill all of the positions due to a shortage of qualified candidates.

\*Enrollment and SES data fluctuate through the year. We can expect the data to remain the same, but based on previous years, it may increase by the end of the year.

### Demographics Strengths

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Ongoing parent PTO participation and volunteerism is low. **Root Cause:** Parents have not been allowed on campus due to COVID restrictions. Parents are unaware of available campus and district resources virtually and online.

# Student Learning

## Student Learning Summary

99% of eligible students took the STAAR test in 2022-23. This is decrease from the previous year due to a student having the flu and not being able to return to school. 100% of eligible students took the STAAR test in 2021-22.

Our campus goal for the Reading test is 90% at Approaches, 60% Meets, and 30% Masters.

Our campus goal for the Math test is 90% at Approaches, 60% Meets, and 30%.

Our campus goal for the Science test is 80% Approaches, 50% Meets, and 25% Masters.

## 2022 Accountability Ratings

Copperfield ES received an overall accountability rating of B for student performance on STAAR testing in the 2021-2022 school year.

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		<b>87</b>	<b>B</b>
<b>Student Achievement</b>		<b>72</b>	<b>C</b>
STAAR Performance	44	72	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>88</b>	<b>B</b>
Academic Growth	80	88	B
Relative Performance (Eco Dis: 86.0%)	44	80	B
<b>Closing the Gaps</b>	<b>88</b>	<b>83</b>	<b>B</b>

## 2022 Closing the Gaps

CES did not meet some of the Federal Targets for Academic Achievement (Percent at Meets Level or Above) and Student Success.

- All targets were met in Growth for all student groups in both Math and Reading
- For Academic Achievement, CES did not meet the targets for the All Students, African-American, and the Non-Continuously Enrolled student groups.
- For Student Success (the average performance of all STAAR tests), CES missed the targets for 5 student groups, including the All Students group.



- The English Language Proficiency Status target of 36% was exceeded with 39% of Emergent Bilingual students making progress in their TELPAS composite rating from Spring 2022 compared to prior year.

Student Group	Academic Achievement		Growth Status		English Language Proficiency	
	ELA/Reading	Mathematics	ELA/Reading	Mathematics	English Language Proficiency	Student Success
% of Targets Met	75% (12 out of 16)		100% (12 out of 12)		100% (1 out of 1)	56% (5 out of 9)
All Students	✓	✗	✓	✓	n/a	✗
African American	✓	✗	n/a	n/a	n/a	✗
Hispanic	✓	✓	✓	✓	n/a	✓
White	n/a	n/a	n/a	n/a	n/a	✓
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
Two or More Races	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	✓	✓	✓	✓	n/a	✓
Emergent Bilingual (EB) / English Learners (EL)	✓	✓	✓	✓	✓	✓
Receiving Special Education Services	✓	✓	n/a	n/a	n/a	✗
Formerly Receiving Special Education Services	n/a	n/a	n/a	n/a	n/a	n/a
Continuously Enrolled	✓	✓	✓	✓	n/a	✓
Non-Continuously Enrolled	✗	✗	✓	✓	n/a	✗

n/a Indicates data reporting is not applicable for this group or minimum size requirements were not met.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students lack reading comprehension to solve math word problems and struggle with understanding math vocabulary. **Root Cause:** Teachers do not explicitly teach math vocabulary. Anchor charts do not reinforce vocabulary.

**Problem Statement 2 (Prioritized):** Teachers are not differentiating for students who are ready for higher-order skills. **Root Cause:** Lack of focus on higher order skills has led to lack of student mastery in all subject areas.

**Problem Statement 3 (Prioritized):** Students are not developing higher-level critical thinking. **Root Cause:** Teachers are not consistently planning for critical thinking opportunities in their lesson plans.

**Problem Statement 4 (Prioritized):** Bilingual students lack fluency in Spanish and English. Students are not exiting Bilingual/ESL at the end of 5th grade. **Root Cause:** Students

lack Tier 3/ remediation support in Spanish. There is an influx of students from South and Central America with a lack of consistent schooling.

**Problem Statement 5 (Prioritized):** CES met 30 out of 38 targets for on Closing the Gaps. **Root Cause:** Inconsistent Tier 1, hands-on, in-person instruction due to the COVID-19 pandemic.

**Problem Statement 6:** Students struggle with comprehension. **Root Cause:** Teachers do not have a consistent reading attach strategy for standardized testing. The teachers are not vertically aligned regarding a common strategy.

**Problem Statement 7:** Bilingual students lack fluency in Spanish and English. Students are not exiting Bilingual/ESL at the end of 5th grade. **Root Cause:** Students lack knowledge of Tier I best practices to support students in Spanish.

**Problem Statement 8 (Prioritized):** Children cannot connect skills to classroom behavior. **Root Cause:** Staff and students lack a common language and understanding about behavioral expectations (PBIS).

**Problem Statement 9 (Prioritized):** Students do not receive quality Tier 2 Instruction. **Root Cause:** Teachers are unaware of ways to intervene and/or differentiate for Tier 2 students.

**Problem Statement 10:** Students are not scoring well in the ECR on the STAAR Reading test. **Root Cause:** Teachers did not fully understand how the Extended Constructive Responses would be scored, which limited accurate planning and impacted instructional rigor.

# School Processes & Programs

## School Processes & Programs Summary

### Attendance

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
First six-weeks	98%	98%	98%	94%	90%	93.8%
Second six-weeks	97%	98%	96%	95%	94%	92%
Third six-weeks	96%	96%	94%	96%	93%	92%
Fourth six-weeks	96%	96%	95%	96%	89%	92%
Fifth six-weeks	96%	96%	100%	95%	94%	92.8%
Sixth	97%	96%		95%	93%	93.3%

Our average daily attendance (ADA) has not been able to meet pre-pandemic percentages. Some of the scores can be attributed to Covid-19 and the aftermath of the pandemic. Student attendance is directly tied to a student's academic performance. CES has always had an Attendance Committee, but its main purpose was to discuss significant attendance issues. For the 2023-24 school year, this committee will shift to meeting monthly to discuss attendance rates, issues, and rewards.

### Discipline Incidences

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

Discipline incidences increased significantly over the past two years. This may also be attributed to all students returning to in-person school. The majority of events were due to physical aggression.

## **School Processes & Programs Strengths**

CES follows the curriculum created by Pflugerville ISD. PfISD supports the campus by providing the curriculum. Different types of assessments are given in each class to measure the progress of the students and to check for TEKS mastery, both in the classroom and virtually. Instruction is planned by individual teachers in collaboration with their team and/or PLC.

CES utilizes PBIS - Positive Behavior Intervention Supports System. Discipline data and implementation is reviewed twice yearly through the PBIS committee. PBIS committee meets monthly to discuss implementation and effectiveness of behavioral systems that are in use.

CES utilizes classroom teachers, through small-group instruction and interventionists to remediate math and reading skills. Student academic needs are determined through assessments given throughout the year. A PSST - Problem Solving Support Team meeting is held to determine the best way to provide each student with the support that they need.

Staff allocations are set by PfISD. Additional staff are funded through Title I and State Compensatory Education Funds. General campus goals are communicated with the community through the CIP. The CIP is posted on the website and reviewed during an annual community meeting. The CAAC also meets throughout the year to review and analyze the goals in the CIP. Specific instructional goals are communicated with the staff. Goals are set at the end of the year based on testing data and CAAC and staff feedback.

PfISD gained approval by TEA to implement the Teacher Incentive Allotment (TIA) and Copperfield Elementary School was in the first group of schools to begin TIA. BOY and EOY Universal Screener Data are always reviewed and monitored at CES. However, TIA gives teachers a commo goal and language.

CES is committed to student success. This is evaluated through the PLC process. Grade level PLCs meet weekly to plan for instruction, review data, and determine the best way to meet students' needs. Professional development in Engagement Strategies and Technology also occurs during PLC times.

CES teachers contribute to the district curriculum by serving on district committees.

A variety of out-of-school-day programs and in-school opportunities are offered to students who may need additional support. Homeroom teachers provide daily small-group assistance for students in math and reading in the classroom. Math and Reading Interventionists also provide pull-out help to work on targeted skills.

Tutorials were offered based on student need. In response to HB4545, CES has offered both during the day and after-school tutoring and intervention for students who did not meet STAAR benchmarks.

CES uses a trauma-informed care approach when conducting student threat assessments. We have a Safe and Supportive School Program Team that will meet four times during the school year.

In addition to adopting PfISD's curriculum and recommended best instructional practices, CES has an "Instructional Playbook". A guide for CES Staff Members that outlines classroom environment and instructional expectations. Our school-wide focus will be student engagement strategies.

CES has had a Title I funded Parents Liaison for the past two school years. Her role continues to evolve, but she was essential during the pandemic. Some of her responsibilities included promoting and helping families complete the Free and Reduced Lunch applications; helping parents register for school and access school programs such as Skyward; helping parents access necessary medical assistance such as Medicaid, vaccinations, and dental appointments; and serving on the PTO.

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

**Problem Statement 1 (Prioritized):** Students and staff are afraid of what might happen after the incident in Uvalde. **Root Cause:** Emergency situations seem to be escalating in the United States.

**Problem Statement 2 (Prioritized):** Students miss instruction due to absences. **Root Cause:** Families may not understand the importance of attending school post Covid.

# Perceptions

## Perceptions Summary

### Staff Climate Survey

PfISD administers two staff climate surveys each year. Upbeat is the company that is used. The data from the fall administration was used during January PD. Staff members utilized the data to create CIP problem statements. The Administrative Team used the information to inform practice.

In the Spring, the four highest indicators were: Equity (100%), Autonomy (99%), Self-Efficacy (98%), and Inclusion (98%). The four lowest indicators were: Compensation & Career Path (60%), Work/Life Balance (74%), School Safety & Order (75%), and Professional Development (76%). Although the scores were lower, they all increased 13 percentage points between the fall and spring administration. Questions on the survey, such as “I am satisfied with the salary I earn as a teacher at my school.” (Compensation & Career Path) and “The professional development available to me is a good use of my time.” (Professional Development) may not be in the campus’s control. Questions such as, “The workload expected of teachers at my school is reasonable.” (Work/Life Balance) and “Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.” (School Safety & Order) are questions that need to be revisited with the CAAC and staff during the 2022-23 school year.

### Student Climate Survey

PfISD administers a student climate survey from Panorama in the spring. The highest indicator for the 3rd - 5th grade was: Pedagogical Effectiveness. 88% of the students responded favorably to the question, “How good is this teacher at teaching in the way you learn best.” and 89% of the students responded favorably to the question, “How much have you learned from this teacher.” The lowest indicator was Classroom Engagement with only 53% of students responding favorably to “When you are not in class, how often do you talk about ideas from class.” The Kindergarten - 2nd grade students were also administered the survey. The highest indicator was: Essential Content (86%). 86% of the students responded favorably to the question, “Are you learning new things from this class”. The lowest indicator was: Culture of Learning (75%). Only 68% of the students responded favorably to the question, “Do students in your class try their best to follow the rules in the classroom?”

### Family-School Relationships Climate Survey

CES parents and guardians were invited to fill out the Panorama Family-School Relationships Survey. There were five sections. The majority of family members answered favorably to three of the sections: Barriers to Engagement (87%), School Safety (82%), and School Climate (81%). Family Support (63%) and Family Engagement (18%) indicated lower levels of favorable responses. The lower response may be attributed to family members not being allowed in school due to the pandemic.

## Perceptions Strengths

### Staff Climate Survey Strengths

22 out of 23 sections in the Upbeat Climate Survey increased from the Fall of 2021 to the Spring of 2022.

## Student Survey Strengths

On the 3rd - 5th Panorama survey, the students' responses declined from Spring 2021 to Spring 2022; however, when you compare the survey to the students across the nation, two of the sections are in the 60th -79th% nationally and three sections are in the 80th - 99th% nationally.

## Family Survey

27% of CES family members completed the survey (132 responses). This was the highest school response rate percentage in PfISD.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Students lack personal problem-solving skills and social-emotional wellness. **Root Cause:** Teachers are not consistently implementing social-emotional awareness lessons; Campus Administration is not monitoring execution of lessons.

# Priority Problem Statements

**Problem Statement 1:** Ongoing parent PTO participation and volunteerism is low.

**Root Cause 1:** Parents have not been allowed on campus due to COVID restrictions. Parents are unaware of available campus and district resources virtually and online.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers are not differentiating for students who are ready for higher-order skills.

**Root Cause 2:** Lack of focus on higher order skills has led to lack of student mastery in all subject areas.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Students are not developing higher-level critical thinking.

**Root Cause 3:** Teachers are not consistently planning for critical thinking opportunities in their lesson plans.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Bilingual students lack fluency in Spanish and English. Students are not exiting Bilingual/ESL at the end of 5th grade.

**Root Cause 4:** Students lack Tier 3/ remediation support in Spanish. There is an influx of students from South and Central America with a lack of consistent schooling.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Children cannot connect skills to classroom behavior.

**Root Cause 5:** Staff and students lack a common language and understanding about behavioral expectations (PBIS).

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Students lack personal problem-solving skills and social-emotional wellness.

**Root Cause 6:** Teachers are not consistently implementing social-emotional awareness lessons; Campus Administration is not monitoring execution of lessons.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Students and staff are afraid of what might happen after the incident in Uvalde.

**Root Cause 7:** Emergency situations seem to be escalating in the United States.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** CES met 30 out of 38 targets for on Closing the Gaps.

**Root Cause 8:** Inconsistent Tier 1, hands-on, in-person instruction due to the COVID-19 pandemic.



**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Students do not receive quality Tier 2 Instruction.

**Root Cause 9:** Teachers are unaware of ways to intervene and/or differentiate for Tier 2 students.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Students miss instruction due to absences.

**Root Cause 10:** Families may not understand the importance of attending school post Covid.

**Problem Statement 10 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results
- Other additional data

# Goals

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

**Performance Objective 1:** 90% of CES staff members will return for the 2024-25 school year. Limit teacher turnover to 10%.

**Evaluation Data Sources:** TAPR Reports, HR Reports

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

**Performance Objective 1:** By May 2024, at least 90% of students will score at the Approaches level or above, 60% of students will score at Meets Grade Level or above, and 30% of students will score at the Masters level on the STAAR Reading and Math exams for all students evaluated in each student group.

HB3 and CCMR Reading Goals:

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase to 60% by June 2024.

The percent of PreK students that score on grade level or above in Reading (Emergent Literacy) on the Ready, Set, K! assessment will increase to 60% by June 2024.

The percent of Kindergarten students that score on grade level or above in Reading on the TX-KEA assessment will increase to 62% by June 2024.

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the TPRI, Tejas LEE, Star360, and STAAR Reading assessments will increase to 64% by June 2024.

HB3 and CCMR Math Goals:

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase to 60% by June 2024.

The percent of PreK students that score on grade level or above in math on the Ready, Set, K! assessment will increase to 80% by June 2024.

The percent of Kindergarten students that score on grade level or above in math on the TX-KEA assessments will increase to 48% by June 2024.

The percent of 1st through 3rd grade students that score on grade level or above in math on the STAAR and Star360 Mathematics assessments will increase to 78% by June 2024.

**HB3 Goal**

**Evaluation Data Sources:** RSK!, TX-KEA, TPRI/Tejas LEE, Star360, STAAR math and reading results

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

**Performance Objective 1:** By May 2024, CES will increase the percentage of students in all student groups that score at the Masters level on STAAR Math, Reading and Science tests by 5%.

**Evaluation Data Sources:** STAAR Results

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

**Performance Objective 2:** By the end of the 2023-24 school year, CES will have increased the average daily attendance rate to 97%.

**Evaluation Data Sources:** PEIMS Reports

**Goal 4:** Improve low performing schools.

**Performance Objective 1:** By June 2024, 90% of survey respondents will indicate that CES is a healthy, secure, and orderly environment for students, staff, families, and communities.

**Evaluation Data Sources:** Climate Survey Data

**Goal 4:** Improve low performing schools.

**Performance Objective 2:** By May 2024, 100% of Closing the Gaps targets for Reading and Math performance and growth for all student groups will be met.

**Evaluation Data Sources:** STAAR Results

# Addendums

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

[Bullying Prevention](#) – page 33

[Coordinated Health Program](#)

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

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

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

[Dropout Prevention](#) – PACE

[Dyslexia Treatment Program](#)

[Title I, Part C Migrant](#)

[Pregnancy Related Services](#) – page 6

[Post-Secondary Preparedness](#)

[Recruiting Teachers & Paraprofessionals](#)

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

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

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

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

[Technology Integration](#)

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

[Security Officer](#)

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