

# **Pflugerville Independent School District**

## **Copperfield Elementary School**

**2021-2022**

**Accountability Rating: Not Rated: Declared State of Disaster**



**Board Approval Date:** October 21, 2021  
**Public Presentation Date:** September 16, 2021

# 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 485 students as of Fall 2021. Enrollment increased in 2019-2020 due to district boundary changes. Enrollment declined significantly in 2020-2021 and in 2021-2022 possibly due to the impact of the pandemic.

<b>Student Demographics - Copperfield Elementary School (Source: TAPR &amp; OnDataSuite)</b>					
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>
<b>Total Enrollment</b>	<b>443</b>	<b>413</b>	<b>410</b>	<b>576</b>	<b>492</b>
African American	12.4%	11.9%	11.2%	19.4%	18.7%
Hispanic	70.9%	66.8%	69.5%	61.6%	63.0%
White	9.0%	11.6%	10.0%	9.5%	9.8%
American Indian	0.0%	0.0%	0.0%	0.0%	0.2%
Asian	3.8%	5.3%	4.9%	5.4%	4.3%
Pacific Islander	0.0%	0.2%	0.0%	0.0%	0.0%
Two or More Races	3.8%	4.1%	4.4%	4.0%	4.1%
Female	46.3%	47.9%	48.2%	49.0%	50.4%
Male	53.7%	52.1%	51.8%	51.0%	49.6%

Copperfield Elementary is a Title I campus with 81.9% of students identified as economically disadvantaged, which is a slight increase from 2019-2020 and a 7.2% increase over the last five years. English Learners comprise 48.2% of students which is a 4.1% increase from the prior year. 68.7% of students are identified as At-Risk. Our special education student group is 9.8%, which is a 3% decrease from the prior year, and 9.4% of students are identified for Gifted and Talented, which is a 2.3% increase from the prior year. There is also an increase from the prior year for students receiving dyslexia services, Section 504, and families experiencing homelessness.

The dyslexia program has grown which has resulted in a need for more dyslexia support in English and Spanish. Less than ten years ago, 0% of students at Copperfield received dyslexia intervention. In 2020-2021, 6.1% of students required dyslexia intervention.

An increase in mobility rate makes it difficult to meet student needs. Changing boundaries for the 2019-2020 school year has resulted in more apartment complexes in our neighborhood.

<b>Student Special Program Identification/Participation - Copperfield Elementary School (Source: TAPR &amp; OnDataSuite)</b>					
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>

<b>Student Special Program Identification/Participation - Copperfield Elementary School (Source: TAPR &amp; OnDataSuite)</b>					
Economically Disadvantaged	74.7%	63.0%	75.1%	81.3%	81.9%
English Learners	48.5%	49.6%	47.1%	44.1%	48.2%
Bilingual	41.1%	38.0%	35.5%	32.8%	38.6%
ESL	7.5%	11.1%	11.7%	11.3%	9.8%
At-Risk	67.5%	64.6%	66.6%	69.1%	68.7%
Special Education	12.9%	11.4%	11.7%	12.8%	9.8%
Gifted & Talented	6.1%	6.3%	7.1%	7.1%	9.4%
Dyslexia	1.8%	3.4%	3.4%	4.5%	6.1%
Section 504	2.7%	6.3%	5.1%	6.8%	7.3%
Immigrant	0.2%	5.8%	5.1%	7.6%	7.5%
Homeless	2.7%	3.4%	0.5%	1.2%	2.2%
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%
Campus Mobility	18.0%	16.0%	15.2%	17.3%	not yet reported

## Staff

CES has low staff turnover. We largely rely on district recruitment. Hiring occurs in a committee setting with CAAC members. This is a new practice for the 2021-2022 school year. Hiring has always been done by a committee, but committee members were selected for a variety of reasons. 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.

<b>Teacher Demographics - Copperfield Elementary School (Source: TAPR)</b>				
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
<b>Total Teachers</b>	<b>39.1</b>	<b>39.1</b>	<b>36.0</b>	<b>45.0</b>
African American	2.6%	2.6%	2.8%	4.4%
Hispanic	38.3%	43.5%	38.8%	37.5%
White	54.0%	48.8%	52.8%	53.6%
American Indian	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.1%	0.0%
Pacific Islander	2.6%	2.6%	2.8%	2.2%
Two or More Races	2.6%	2.6%	2.8%	2.2%
Females	87.1%	84.4%	86.1%	86.5%
Males	12.9%	15.6%	13.9%	13.5%

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.

<b>Teachers by Years of Experience - Copperfield ES (Source: TAPR)</b>				
	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
Beginning Teachers	12.8%	7.7%	5.5%	6.6%
1-5 Years Experience	28.4%	36.0%	30.5%	33.4%
6-10 Years Experience	7.7%	7.7%	13.9%	15.6%
11-20 Years Experience	30.7%	30.7%	33.4%	28.8%
Over 20 Years Experience	20.5%	17.9%	16.6%	15.6%

Less turnover is a possible reason for the increase in changes over time for teachers with 1-5 and 6-10 years of experience and a decrease in the need for Beginning Teachers. CES has one new staff member for the 2021-2022 school year.

### **Demographics Strengths**

Copperfield Elementary School is a diverse campus community. Students participate in events that celebrate this diversity. Modified events such as Cultural Fair, Women’s History Month, Black History Month, Deis y Seis and Cinco de Mayo presentations occurred in the past year 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 and Orchestra lessons were available as a club after school. We hope to be able to continue this after the situation changes.

CES has had a No Place for Hate designation since 2013.

### **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

Students did not take STAAR tests in 2020. In 2021, CES had a STAAR participation rate of 80%. It was 100% in 2019.

## STAAR Historical Accountability Summary

Student Achievement - Raw Component Score			
2018	2019	2020	2021
43	47	---	33

## 2021 STAAR Accountability Results

2021 Closing the Gaps:

- For Reading tests, students in the All Students, African American, Economically Disadvantaged, Continuously, and Non-Continuously Enrolled groups did not meet federal targets for performance at Meets Grade Level or above (Academic Achievement Status). Only two targets were met in Reading for the Hispanic and EL student groups.
- For Math tests, Academic Achievement Status targets were missed for all 7 evaluated student groups.
- All indicators for Student Success Status were missed for all 10 evaluated student groups

## 2021 STAAR Performance Summary: Domain 1

	Approaches	Meets	Masters
<b>Math</b>	56%	25%	13%
<b>Reading</b>	62%	36%	19%
<b>Science</b>	59%	28%	16%
<b>Writing</b>	25%	12%	3%

## 2020-2021 Star360 Universal Screener Results

BOY Star360 Reading Results (2020-2021)						
Grade Level	Urgent Intervention		Intervention/On Watch		At or Above Grade Level	
Years	2020	2021	2020	2021	2020	2021
3rd (English)	21%	37%	35%	31%	44%	32%

<b>BOY Star360 Reading Results (2020-2021)</b>						
3rd (Spanish)	7%	8%	18%	28%	75%	64%
4th (English)	47%	33%	26%	25%	27%	42%
4th (Spanish)	6%	8%	19%	19%	75%	73%
5th (English)	35%	41%	30%	32%	35%	27%
5th (Spanish)	5%	15%	16%	39%	79%	47%

<b>BOY Star360 Math Results (2020-2021)</b>						
<b>Grade Level</b>	<b>Urgent Intervention</b>		<b>Intervention/On Watch</b>		<b>At or Above Grade Level</b>	
<b>Years</b>	<b>2020</b>	<b>2021</b>	<b>2020</b>	<b>2021</b>	<b>2020</b>	<b>2021</b>
2nd	---	23%	---	35%	---	43%
3rd	5%	14%	22%	18%	73%	68%
4th	13%	14%	33%	18%	44%	68%
5th	14%	22%	33%	42%	52%	36%

<b>MOY Tejas LEE</b>			
<b>Grade Level</b>	<b>Accomplished</b>	<b>Meets</b>	<b>Masters</b>
<b>Years</b>	<b>2021</b>	<b>2021</b>	<b>2021</b>
1st	57%	57%	43%
2nd	83%	83%	67%

### Student Learning Strengths

- The 2021 Closing the Gaps English Language Proficiency Status target of 36% was far exceeded by CES English Learners with 73% of 1st-5th graders making progress in their TELPAS composite proficiency level from Spring 2020 to Spring 2021.
- The 2021 Closing the Gaps target of 29% for Academic Achievement Status in Reading for ELs was exceeded with 37% of students performing at Meets Grade Level or above.

### Problem Statements Identifying Student Learning Needs



**Problem Statement 1 (Prioritized):** 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.

**Problem Statement 5 (Prioritized):** There is a gap in test scores between in-person students and virtual students. **Root Cause:** Small group instruction and instructional resources are more abundant with in-person students than virtual students.

**Problem Statement 6 (Prioritized):** Only three indicators were met for the Closing the Gaps section of STAAR Accountability. **Root Cause:** Inconsistent Tier 1, hands-on, in-person instruction due to the COVID-19 pandemic.

# School Processes & Programs

## School Processes & Programs Summary

CES follows the curriculum created by Pflugerville ISD. 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 one time per month through the PBIS committee. Additional training is provided to the staff throughout the year.

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.

PfISD supports the campus by providing the curriculum and guidance for implementation of the curriculum. Staff allocations are set by PfISD. 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 has been approved by TEA to implement the Teacher Incentive Allotment (TIA) for the 2021-2022 school year. Copperfield Elementary School will be in the first group of schools to begin TIA. BOY and EOY Universal Screener Data are always reviewed and monitored at CES. However, the discussion will also relate to TIA in data discussions for the 2021-2022 school year.

## School Processes & Programs Strengths

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 occur 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. These include: After-School Tutorials, Saturday Camps, and Summer Jump Start/Enrichment Camp. 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.

Saturday Camp was offered on February 6, 2021; March 6, 2021; April 10, 2021; April 24, 2021; May 8, 2021; and, May 15, 2021. Summer Enrichment was offered from June 7-10, 2021 and July 26-29, 2021. Tutorials were offered on Tuesdays, Wednesdays, and Thursdays based on student need.

In response to HB4545, CES will offer 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 2021-2022 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.

CES participated in District Instructional Rounds during the 2019-2020 school year. This was postponed during the 2020-2021 school year due to the pandemic. We have committed

to this process during the 2021-2022 school year. 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 2020-2021 school year 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 parent access necessary medical assistance such as Medicaid, vaccinations and dental appointments; and, serving on the PTO.

The following Professional Developments/Committee meetings will be offered at CES during the 2021-2022 school year:

<b>Grade Level Leader</b>	<b>Faculty Meeting</b>	<b>PBIS Committee</b>	<b>CAAC</b>	<b>PSST</b>
August 25	September 1	September 8	September 15	September 10, 24
September 22	October 6	October 13	October 20	October 15, 29
October 27	November 3	November 10	November 10	November 12
November 17	December 1	December 8	January 19	December 10
December 15	January 12	January 19	February 16	January 14, 28
January 26	February 2	February 9	March 23	February 11, 25
February 23	March 2	March 9	April 20	March 4, 25
March 30	April 6	April 13	May 27	April 8, 22
April 27	May 4	May 11		May 13

<b>PLC (Conference Times)</b>	<b>Tech PLC (Conference or After School)</b>	<b>Book Study PLC (After School)</b>	<b>New to CES Teacher PLC (After School)</b>	<b>Educational Associate PLC (After School/During Staff Workdays)</b>
August 24	September 7	September 21	August 30	August 10
September 14, 28	October 5	October 19	September 27	October 8
October 12, 26	November 2	November 16	October 25	January 4
November 9, 30	January 11	January 25	December 13	March 11
December 7	February 8	February 22	January 24	April 18
January 18	March 8	March 29	February 28	
February 1, 15			March 28	
March 1, 22			April 25	
April 5, 26				
May 3, 10				

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

**Problem Statement 1 (Prioritized):** Because of a lack of common language and understanding of PBIS, children cannot connect skills to classroom behavior. **Root Cause:** Staff and students lack a common language and understanding about behavioral expectations (PBIS).

**Problem Statement 2:** 2021 STAAR results may not be an accurate reflection of student performance. **Root Cause:** Only 80% of CES students participated in the 2021 STAAR tests; the tests were 100% online for the first time; and students moved back and forth between in-person and virtual learning.

# Perceptions

## Perceptions Summary

### Staff Culture and Climate:

PfISD has adopted a Staff Climate Survey that is administered each Fall and Spring.

On the Fall survey, the average engagement score for CES was a 76. This was +6.9 over the PfISD average.

The following categories received lower approval rates: Compensation and Career Path (59/+5.6), Work/Life Balance (70/+14), and Collaboration (84/-3.3). The following categories received higher approval rates: Autonomy (98/+15.2), Equity (99/+6.7), and Principal/Teacher Trust (96/+13). Recruitment, Hiring and on-boarding was a goal for the 20-21 school year. This category increased to 96. Culturally Responsive Learning/Teaching is a goal of the campus. This category, Cultural Competence (90/+20.3) was strong.

New to CES Teachers from 2019-2020 and 2020-2021 were surveyed to evaluate the Recruitment, Hiring and on-boarding process. Answers to the following questions showed positive responses.

1. The additional support my school provides to new teachers helps them succeed with their students (40% ranked agree/60% ranked strongly agree).
2. New Teachers are made to feel welcome at my school (20% ranked agree/80% ranked strongly agree).
3. The on-boarding process at my school prepares New Teachers well (10% average/30% ranked agree/60% ranked strongly agree).

Recommendations to improve our process included: Explain CES Traditions; Explain PfISD tech platforms, such as Eduphoria; and, provide a campus directory with pictures of each staff member.

### Behavior Management:

84 referrals were written during the first three nine-weeks of 2019-2020 (28 - 19W, 41 - 29W, 15 - 39W). The data was analyzed by the PBIS Committee and the CES Staff in April. Specific focus was given to the decline in referrals during the third nine-weeks and discrepancies between sub-population groups receiving referrals.

### Student Perceptions:

The Panorama Student Survey is administered during the school year. In grades 3-5, the scores in all but one category mirrored those of other students in PfISD. In Classroom Climate, scored 2 points higher than the average score in PfISD. It is also our biggest growth improvement area. The score in Classroom Climate increased 8 points since the beginning of the year administration. The area that will be focused on to improve is Classroom Belonging. In grades K-2, the scores were similar to other schools in PfISD. Demonstration of Learning (+4) and Culture of Learning (+2) were higher than the district, but Culturally Responsive Teaching (-2) was lower and would be our greatest growth opportunity.

## Perceptions Strengths

The climate survey improved in all areas between the Fall and Spring. After each survey, staff members were presented the results and identified specific areas to target for improvement.

The PBIS Committee met monthly and attended special training throughout the year. They worked towards finding the best way to help teachers meet student needs, communicating behavior expectations in a positive way, and analyzing reward and consequence data. They have since created an awards catalog and have reinstated use of Power Paw tickets to encourage positive behavior, both in the classroom and virtually.

CES follows the curriculum created by Pflugerville ISD. 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 System. Discipline Data and implementation is reviewed one time per month through the PBIS committee. Additional training is provided to the staff throughout the year.

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.

PfISD supports the campus by providing the curriculum and guidance for implementation of the curriculum. Staff allocations are set by PfISD. 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.

### **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:** Students lack reading comprehension to solve math word problems and struggle with understanding math vocabulary.

**Root Cause 2:** Teachers do not explicitly teach math vocabulary. Anchor charts do not reinforce vocabulary.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 4:** Because of a lack of common language and understanding of PBIS, children cannot connect skills to classroom behavior.

**Root Cause 4:** Staff and students lack a common language and understanding about behavioral expectations (PBIS).

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

**Problem Statement 7:** Students lack personal problem-solving skills and social-emotional wellness.

**Root Cause 7:** Teachers are not consistently implementing social-emotional awareness lessons; Campus Administration is not monitoring execution of lessons.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 3:** Teachers are not differentiating for students who are ready for higher-order skills.

**Root Cause 3:** Lack of focus on higher order skills has led to lack of student mastery in all subject areas.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 5:** Students are not developing higher-level critical thinking.

**Root Cause 5:** Teachers are not consistently planning for critical thinking opportunities in their lesson plans.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Bilingual students lack fluency in Spanish and English. Students are not exiting Bilingual/ESL at the end of 5th grade.

**Root Cause 6:** Students lack Tier 3/ remediation support in Spanish.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 8:** There is a gap in test scores between in-person students and virtual students.

**Root Cause 8:** Small group instruction and instructional resources are more abundant with in-person students than virtual students.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** Only three indicators were met for the Closing the Gaps section of STAAR Accountability.

**Root Cause 9:** Inconsistent Tier 1, hands-on, in-person instruction due to the COVID-19 pandemic.

**Problem Statement 9 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

## 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
- Professional development needs assessment 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
- 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 2021-2022 school year (limit employee turnover to 10%) to maintain low teacher turnover.

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

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

**Performance Objective 1:** By May 2022, at least 85% of students will score at the Approaches level or above, 55% of students will score at Meets Grade Level or above, and 25% 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 56% by June 2022 and 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 56% by June 2022 and 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 60% by June 2022 and 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 62% by June 2022 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 57% by June 2022 and 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 78% by June 2022 and 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 44% by June 2022 and 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 76% by June 2022 and 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 2022, 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:** 2022 STAAR Results

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

**Performance Objective 2:** By the end of the 2021-2022 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 2022, 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 August 2022, 100% of Closing the Gaps targets for Reading and Math performance for all student groups will be met.

**Evaluation Data Sources:** 2022 STAAR Reading results, August 2022 Accountability Domain 3 Closing the Gaps results