

# **Pflugerville Independent School District**

## **Copperfield Elementary School**

### **2019-2020 Campus Improvement Plan**

**Accountability Rating: C**



**Board Approval Date:** October 17, 2019  
**Public Presentation Date:** September 27, 2019

# 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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	6
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	11
Comprehensive Needs Assessment Data Documentation .....	13
Goals .....	15
Goal 1: PfISD will recruit, support, and retain teachers and principals. ....	15
Goal 2: PfISD will build a foundation of reading and math. ....	16
Goal 3: PfISD will connect high school to career and college. ....	17
Goal 4: Improve low performing schools. ....	18

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics (From AEIS, TAPR and Local Reports)											
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
African-American	12.5	13.7	12.8	10.4	14.7	14.1	13.5	15.71	12.42	11.38	10.95
Hispanic	72.7	74.2	75.9	78.8	71.8	70.2	72.6	71.15	70.88	67.07	69.59
White	9.8	8.3	5.9	5.2	7.2	9.2	7.1	7.91	9.03	11.62	9.98
Male	53.3	52.5	53.2	53.2	54.5	57.4		51.71	53.72	52.06	51.82
Female	46.7	47.5	46.8	46.8	45.5	42.6		48.29	46.28	47.94	48.18
Special Education	9.0	9.1	9.5	10.4	9.9	10.9		11.11	12.87	11.38	11.92
Economically Disadvantaged	80.8	84.2	87.4	84.7	82.7	80.7	78.4	73.72	74.72	71.43	74.94
English Language Learners	54.0	54.5	54.7	49.0	50.3	48	48.2	45.9	48.53	48	46.96
At-Risk	70.3	72.9	68.6	71.8	78.3	57	70.3	67.31	67.49	69.73	66.42
Mobility							16.8	13.6	18		

Information from the last Texas Academic Performance Report indicates that CES had 57 staff members.

Total Minority Staff - 30

Demographic Information Regarding Teachers -

- 1 African-American
- 17 Hispanic
- 19 White
- 1 Pacific Islander
- 1 Two or More Races

6 Males  
33 Females

CES added 11 new teachers in the 2019-20 school year due to increasing student enrollment because of the district boundary changes.

### **Demographics Strengths**

Copperfield Elementary School is a diverse campus community. Students participate in events that celebrate this diversity. Events such as Cultural Fair, Black History Month, and Deis y Seis and Cinco de Mayo presentations occur yearly. These events give students an opportunity to learn about different cultures around the world. Ballet Folklorico and Orchestra lessons are available as a club after school. Increased participation and enrollment in the Gifted and Talented/Pflex Program can be seen each year. Currently, 7% of students enrolled in the GT program.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Ongoing parent PTO participation and volunteerism is low. **Root Cause:** Parents are unaware of campus and district resources.

# Student Academic Achievement

## Student Academic Achievement Summary

In the Closing the Gaps section of TEA Accountability -

For Reading tests, students in the “Non-Continuously Enrolled” group missed the target by 12%.

For Math tests, students in the “All Students” and “Non-Continuously Enrolled” groups missed the targets by 1% and 24% respectively.

In the Growth Status section of TEA Accountability -

For Reading tests, students in “All Students,” “Hispanic,” “Economically Disadvantaged,” “EL and Monitored” and “Continuously Enrolled” did not meet the targets. Only one target was met for growth in reading, which was for the Non-Continuously enrolled student group which exceeded the target by only 2%.

Student Success Status –

Targets were missed for the African American student group by 5%, the White student group by 7%, and the Non-Continuously student group by 12%.

STAAR Subject Area % of students "Approaching" grade level standards -

2019 Math	Total
Meets	45%
Masters	21%
2019 Reading	Total
Meets	45%
Masters	27%
Writing	Total
Meets	33%
Masters	15%
Science	Total
Meets	40%
Masters	18%

## Student Academic Achievement Strengths

English Language Proficiency Status –

Students exceeded the TELPAS progress target by 16%.

In the Academic Achievement Section of TEA Accountability - Students in “Hispanic”, “Economically Disadvantaged” and “Continuously Enrolled” groups met target.

In the Growth Status section of TEA Accountability -

- Students in the “Non-Continuously Enrolled” groups met target for Reading.
- For the Math test, all students in all groups met the target for growth in reading and math which is the only student group that met both targets.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Students lack reading comprehension to solve math word problems and struggle with understanding math vocabulary. **Root Cause:** Instructional under-utilization of UPS Check problem solving strategy, Daily Problem of the Day, and Math Anchor Charts

**Problem Statement 2:** Lack of explicit support in teaching writing across content areas and ability levels, has lead to only 33% of students meeting grade level standard on 2019 STAAR English Writing. **Root Cause:** Teachers do not have training that allows them to implement and reinforce foundational writing skills while teaching new writing skills.

**Problem Statement 3:** Lack of time for data exploration and remediation led to a decline in reading scores for "Meets" grade level standards. **Root Cause:** Teachers lack of understanding how to utilize data and implement remediation causes a decline in reading scores.

**Problem Statement 4:** Student achievement gaps are increasing. **Root Cause:** Pace of curriculum prevents students from mastery of skill before moving onto the next skill.

**Problem Statement 5:** 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 (21% in Math; 27% in Reading; 15% in Writing; and, 18% in Science in 2019)

**Problem Statement 6:** Five of six targets were not met in the Closing the Gaps section for Reading state accountability in 2019. **Root Cause:** Small group reading instruction not occurring with fidelity.

# 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. 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.

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

## School Processes & Programs Strengths

CES is committed to student success. This is evaluated through the PLC process. Grade level PLC's 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.

## Problem Statements Identifying School Processes & Programs Needs

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



# Perceptions

## Perceptions Summary

A Climate survey through TASB was administered to staff members during the 2017-18 and 2018-19 school year. Many of the areas stayed consistent with a less than 3% difference between years.

The following questions showed a decline from the first year to the second:

	2018	2019	Difference
Teachers have a role in selecting instructional materials and resources*	76	63	-13
Teachers are involved in decisions about instructional issues*	76	63	-13
I am given appropriate assistance to resolve disciplinary problems in my classroom**	76	68	-8

The survey results were presented at the Grade Level Leader meeting in May 2019. A few team leaders admitted to not knowing there was a survey. The data would be more accurate with more responses collected, but the completion rate of the 2019 survey was only 48%. Next year, more effort will be made by the administration team to promote the survey to increase the number of collected responses.

There was a lot of discussion about the instructional materials and resources question(s). It is hard to determine why the percentage was low based on the broadness of the question that stated, "Do teachers want a bigger role on selecting text books or more access to selecting and purchasing in class math manipulatives"?

During the CAAC Needs Assessment in April, the following statement was discussed, "I believe teachers of special populations (Dyslexia, special education, ELL) receive adequate resources." The overall impression of the team was that Special Education and Dual Language resources are not adequately provided. For example, Special Education students participate in Social Skills lessons daily, but there is no Social Skills curriculum. Another example would be the difference in curricular resources available in Spanish vs. English. Unfortunately, some of this is larger than a campus or district problem. In some cases, equitable resources are not available to purchase.

## Perceptions Strengths

The climate survey showed big improvement in two areas.

	2018	2019	Difference
My principal or supervisor makes timely decisions	81	94	+13

My principal or supervisor encourages staff involvement in decision making 89 94 +5

The CAAC and GLL moved to a problem/solution format during meetings and a Google Survey was sent out multiple times during the Fall semester to give staff opportunities to express concerns. Then these concerns were taken to CAAC or GLL to discuss which could possibly account for the increased positive responses to these two survey items.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students lack personal problem-solving skills and social-emotional wellness. **Root Cause:** Lack of access to counseling opportunities

# Priority Problem Statements

**Problem Statement 1:** Lack of time for data exploration and remediation led to a decline in reading scores for "Meets" grade level standards.

**Root Cause 1:** Teachers lack of understanding how to utilize data and implement remediation causes a decline in reading scores.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** Ongoing parent PTO participation and volunteerism is low.

**Root Cause 2:** Parents are unaware of campus and district resources.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Lack of explicit support in teaching writing across content areas and ability levels, has lead to only 33% of students meeting grade level standard on 2019 STAAR English Writing.

**Root Cause 3:** Teachers do not have training that allows them to implement and reinforce foundational writing skills while teaching new writing skills.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Students lack reading comprehension to solve math word problems and struggle with understanding math vocabulary.

**Root Cause 4:** Instructional under-utilization of UPS Check problem solving strategy, Daily Problem of the Day, and Math Anchor Charts

**Problem Statement 4 Areas:** Student Academic Achievement

**Problem Statement 5:** Teachers are not differentiating for students who are ready for higher order skills.

**Root Cause 5:** Lack of focus on higher order skills has led to lack of student mastery in all subject areas (21% in Math; 27% in Reading; 15% in Writing;

and, 18% in Science in 2019)

**Problem Statement 5 Areas:** Student Academic Achievement

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

**Root Cause 6:** Lack of access to counseling opportunities

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Staff and students lack a common language and understanding about behavioral expectations (PBIS).

**Root Cause 7:** Because of a lack of common language and understanding of PBIS , children cannot connect skills to classroom behavior.

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

**Problem Statement 8:** Five of six targets were not met in the Closing the Gaps section for Reading state accountability in 2019.

**Root Cause 8:** Small group reading instruction not occurring with fidelity.

**Problem Statement 8 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

## 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
- Special education/non-special education population including discipline, progress and participation data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender 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
- 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
- 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:** Decrease employee turnover to 10% (90% of CES staff members will return for the 2020-21 school year.) Maintain low teacher turnover.

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

**Performance Objective 1:** 80% of students will score "approaches", 50% of students will score "meets" and 25% of students will score "masters" on the STAAR Reading and Math exam for all students evaluated in each student group.



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

**Performance Objective 1:** Increase number of students in all student groups that score "Masters" level on STAAR Reading, Math, Writing, and Science.

**Performance Objective 2:** Increase average daily attendance from 96.7 to 97% in the 2019-20 school year.

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

**Performance Objective 1:** By June 2020, 90% of survey respondents will indicate that CES is a healthy, secure, and orderly environment for students, staff, families, and communities.

**Performance Objective 2:** 70% of students will score "approaches", 40% of students will score "meets" and 15% of students will score "masters" on the STAAR Writing exam for all students evaluated in each student group.

**Performance Objective 3:** Reading Targets for all student groups in the Closing the Gaps section of STAAR Accountability will be met.