Cypress-Fairbanks Independent School District

Copeland Elementary School

2023-2024

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE

Copeland Elementary is a campus in Cypress Fairbanks ISD in Houston, Texas. Copeland Elementary opened its doors in 1992. Copeland Elementary is projected to serve 1016 students in grades PK-5th during the 2023-2024 school year, which is an increase from the previous year of 100 students.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Copeland Elementary's needs assessment process is described below. The school campus performance objectives council (CPOC) evaluated the following data from the 2022-23 school year:
-Student Attendance
-Staff Attendance
-Discipline
-Campus Demographics: Economically Disadvantaged, Emergent Bilingual, Special Student Population (SPED, 504, GT), At-Risk, -White, African American, Hispanic, Asian, Multiracial
-STAAR Scores
-District Progress Monitoring and Benchmark Scores
-RTI
-Employee Perception Survey
-Report Cards: Honor Roll List, Failure Lists, Placed and Retained Lists

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on April 27, 2023, and again on May 8 to develop the CNA. The meetings were held via zoom and in the instructional specialists' office starting at 4:00 p.m. on both dates. We met again on September 28, 2023 to develop and finalize the CNA.

At the first meeting on April 27th, Principal Stefanie Berger began the meeting with introductions. The committee has been established all year and are all familiar with each other due to working together all year. In lieu of an icebreaker, we began with an explanation of why we were holding this additional CPOC meeting at the end of April. Then, Principal Berger shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The team was asked to read over the campus mission and vision statements. Principal Berger lead discussions on the mission and vision statements. Everyone voted to keep both the Mission and Vision Statements without making any changes. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Berger then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2022-2023 school year. Principal Berger lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 14 specific data points to identify strengths and problems from 2022-2023. Principal Berger thanked everyone for their participation and reminded everyone of the second CNA meeting on May 8, 2023.

At the second meeting on May 8th, the school support team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2022-2023, but focused most of the meeting on the problems that were identified from the data. Principal Berger lead the team in

prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main priorities. A Root Cause Analysis was completed on the top three priorities.

On September 28, 2023, the CPOC met in the library at 4:00 pm.

 At the end of the 2023-2024 school year, we will start planning for the 2024-2025 school year.

The School Support Team reviewed the data listed above to identify areas of strengths and problems.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during the 2023-24 school year:

Our first identified priority problem is in the area of student achievement, specifically in RLA: There is a need to increase student growth specifically targeting our Economically Disadvantaged, White, and African American sub populations in Reading. . Through the root cause analysis process, we identified there is lack of targeted small group instruction, specifically in vocabulary, inferring, and complex questioning, resulting in academic gaps.

Our second identified priority problem is in the area of student achievement, specifically Math: There is a need to increase performance levels at all levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled to Meets levels. Through the root cause analysis process, we identified a lack of targeted small group instruction resulting in academic gaps.

Our third identified priority problem is in the area of discipline: There is a need to decrease student discipline infractions. Through the root cause analysis process, we identified There is a lack of consistent classroom management and de-escalation strategies being used.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

Math:

3rd Grade: Approaches: Overall met target. **Meets:** African American exceeded target. **Masters:** Almost all subpops exceed targets.

4th Grade: Approaches: White and SPED met target. **Meets:** Almost all subpops improved. **Masters:** White subpop exceeded target.

5th Grade: Approaches: Overall met target and performed higher than the cluster. **Meets:** Hispanic met target. **Masters:** ED and At Risk met target. Overall, we beat the district.

Reading:

3rd Grade: Approaches: SPED higher than cluster. **Meets:** African American, ED and SPED hit targets. **Masters:** All, Hispanic, White and ED are at or above our cluster.

4th Grade: Approaches: White subpop is equal with the district and above our cluster. **Meets:** White, EB and SPED is above our cluster. **Masters:** Majority of our subpops are above our cluster.

5th Grade: Approaches: EB higher than target and cluster. **Meets:** Most subpops are above our cluster. **Masters:** Most subpops are above our cluster.

Science:

5th Grade: Approaches: All subpops above district and our cluster. **Meets:** Most of our subpops are above our cluster and district. **Masters:** Almost all subpops are above our cluster and district.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: There is a need to increase performance levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled on Meets and Masters levels.   **Root Cause:** RLA: Lack of targeted instruction, specifically in vocabulary, oral language, SCR and ECR skills, and complex questioning resulting in academic gaps.

Problem Statement 2: Math: There is a need to increase performance levels for Economically Disadvantaged, African American, White, Hispanic, English Language learners, continuously enrolled and non-continuously enrolled on Meets and Masters levels.   **Root Cause:** Math: Lack of targeted small group instruction resulting in academic gaps.

Problem Statement 3: Science: There is a need to increase student growth specifically targeting our White and Special Education subpopulations in Meets and Masters.   **Root Cause:** Science: There is a lack of targeted instruction in how to apply academic vocabulary, hands on opportunities, and repeated review in Science.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding

and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate as shown on the 2022-2023 Employee Perception Survey.
-98% of teachers and 87% of paras feel safe at school
-92% of teachers and 100% of paras feel they are able to discuss concerns with administrators
-100% of teachers and 100% of paras believe staff appreciation is built into the school culture

Copeland is a PBIS campus. School-wide expectations are set and students are taught how to be Consistent, Accountable, Respectful, and Engaged through our CARE matrix. Students and staff earn incentives by displaying these characteristics. Copeland also has a behavior interventionist to work with students struggling with classroom and social skills.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Office referrals have steadily increased over the past few years.   **Root Cause:** Many classrooms lack consistent classroom management and do not employ proven de-escalation strategies.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Copeland had a strong staff retention rate from the 2022-23 to 2023-24 school year. A total of twelve staff members left at the end of 2022-23. Only one of those was an in-district parallel transfer; the rest left due to retirement, promotion, or relocation.

Copeland is a regular host to student teachers, has a mentor program for new staff members, provides on-campus staff development, and encourages off-campus staff development.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Copeland had 982 staff absences during the 2022-2023 school year, which is a 4.8% absence rate.   **Root Cause:** Staff needs to understand the importance of teacher delivered first instruction on a consistent basis and the impact of support staff absence on the whole school.

Parent and Community Engagement

Parent and Community Engagement Strengths

Copeland has a long history of high parent and community engagement. We have a very active PTO and host several family events throughout the year. Some of these events include Meet the Teacher, Open House, Math/Science Night, Reading Night, Book Fairs, Fall Festival, Movie Night, Dance Across Texas, and Crimestoppers Internet Safety presentation.

Event information is shared through flyers, newsletters, School Messenger, and posting on the school marquee and social media pages.

Problem Statements Identifying Parent and Community Engagement Needs
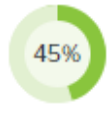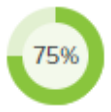
Problem Statement 1: Attendance at family events has declined.   **Root Cause:** We need to communicate event information and invite families in a more direct and personal way, such as having teachers share information with their students' families.
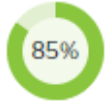
Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		
Strategy 1: RLA: Students in grades PK-5 will be provided with targeted instruction focusing on phonics, vocabulary, oral language, SCR and ECR skills, and complex questioning.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY reading assessment. **Staff Responsible for Monitoring:** Reading Teachers, Reading Instructional Specialist	70%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Math: Students in grades K-5 will be provided with targeted, small-group instruction focusing on math vocabulary and number sense.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment. **Staff Responsible for Monitoring:** Math Teachers, Math Instructional Specialist	45%	70%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Science: We will provide high-quality first instruction in science through the use of hands-on, real-world experiences, spiral reviews, and application of academic vocabulary.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Students in grade 5 will meet or exceed the targets set forth in the attached data tables. Students in grades KK-4 will achieve passing rates of 70% or higher on their EOY math assessment. **Staff Responsible for Monitoring:** Instructional Specialists	50%	75%	

Strategy 4 Details	Formative Reviews		
Strategy 4: Cross-Curricular: All students in grades PK-5 will be provided with additional reading, math, and science materials and/or activities to take home along with suggestions for parents to support their student's home practice. **Strategy's Expected Result/Impact:** Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY assessments. **Staff Responsible for Monitoring:** Interventionists, Instructional Specialists	**Formative**		
	Nov	Feb	May
	70%	100%	100%

Strategy 5 Details	Formative Reviews		
Strategy 5: At-Risk: Students with an identified area of need based on STAAR, TELPAS, or district progress monitoring will be provided with additional academic support based on their specific academic needs. The campus will: -Provide supplies/materials/resources and supplemental staff to facilitate quality first instruction. -Provide library materials that reflect diversity, student choice for leisure reading, and reading for information as well as the needs of the curriculum and state standards. -Provide professional development opportunities to improve staff effectiveness and student academic, social and emotional well-being. -Provide additional intervention for targeted students in Math and Reading -Incorporate instructional strategies that encourage student engagement -Implement Parent and Family Engagement (PAFE) initiatives to build parents' capacity **Strategy's Expected Result/Impact:** Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment. **Staff Responsible for Monitoring:** Principal, Instructional Specialists	**Formative**		
	Nov	Feb	May
	75%	85%	

Strategy 6 Details	Formative Reviews		
Strategy 6: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: All students will participate in 25 minutes of targeted instruction each day that includes structured, differentiated lessons that will be delivered in small groups or individually based on student needs. Breakfast time and breakfast clean-up will be structured to minimize interference with the additional learning time. **Strategy's Expected Result/Impact:** Students in grades 3-5 will meet or exceed the targets set forth in the attached data tables. Students in grades K-2 will achieve passing rates of 70% or higher on their EOY math assessment. **Staff Responsible for Monitoring:** Teachers , Instructional Specialists	**Formative**		
	Nov	Feb	May
	75%	80%	

Strategy 7 Details	Formative Reviews		
Strategy 7: Well-Rounded Education: Students will be provided with a well-rounded education through activities such as: Choir, Art Club, Read Deed Run, DaVinci Day, Horizons Showcase, Principal's Advisory Committee, Spelling Bee, Name That Book, Technology Expo. **Strategy's Expected Result/Impact:** 10% increase in participation in activities that offer all students an opportunity for a well-rounded education. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	**Formative**		
	Nov	Feb	May
	50%	85%	

Strategy 8 Details	Formative Reviews		
Strategy 8: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness **Staff Responsible for Monitoring:** Principal	55%	85%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details		Formative Reviews		
Strategy 1: Summer Learning/Summer Enrichment: Kindergarten Round-Up: In early August, incoming Kindergarten students will meet with their teachers to begin to build relationships and determine academic levels.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Kindergarten students attending Round-Up will be assessed and placed into small groups and necessary interventions within the first two weeks of the 2023-2024 school year. **Staff Responsible for Monitoring:** Principal		85%	90%	

Strategy 2 Details		Formative Reviews		
Strategy 2: Before/After School Program: Staff will offer after school tutoring for at risk students.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of the students in grades 2-5 in after school tutoring will show growth in Math and Reading based on data comparing our BOY, MOY and STAAR/ EOY district assessments. **Staff Responsible for Monitoring:** Principal		70%	75%	

Strategy 3 Details		Formative Reviews		
Strategy 3: Extended Instructional Time (Closing the Gaps): Temporary Worker will be hired to work with students to improve their academic performance.		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 80% of students served by our temporary workers will show growth in Math and Reading based on data from the BOY district assessments to STAAR/EOY district assessments. **Staff Responsible for Monitoring:** Principal		75%	85%	

Strategy 4 Details		Formative Reviews		
Strategy 4: Professional Staffing: Core Content Area Interventionist in math will be hired to work with at-risk students in grades 2 - 5 (push in and pull out).		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 80% of students in grades 2-5 receiving a pull-out intervention with our Math interventionist will show growth in Math based on data from the BOY Math assessment to STAAR/EOY district assessments. **Staff Responsible for Monitoring:** Principal		80%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	70%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

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

Strategy 1 Details		Formative Reviews		

Strategy 1: Campus Safety: APs talk with all students regarding our Code of Conduct within the first three weeks of school. Tipline information was sent to all Copeland families. Our campus EOP is reviewed and adjusted regularly.
    Strategy's Expected Result/Impact: Improved level of safety and security as a result of these measures
    Staff Responsible for Monitoring: Principal, EOP representative, counselors, teachers
		Formative		

		Nov	**Feb**	**May**
		85%	90%	
Strategy 2 Details		**Formative Reviews**		

Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.
    Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.
    Staff Responsible for Monitoring: Principal, EOP representative
		Formative		

		Nov	**Feb**	**May**
		80%	90%	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

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

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	80%	85%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
Strategy's Expected Result/Impact: 95% overall attendance rate **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	75%	80%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to prevent violence on our campus.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Violent incidents will continue to be 0% **Staff Responsible for Monitoring:** APs	60%	70%	
Strategy 2 Details	**Formative Reviews**		
Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. We will use behavior contracts, coach and cover, social skills lessons, repairing harm, role playing, and reflections to reduce our discipline referrals.	**Formative**		
	Nov	Feb	May
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies. **Staff Responsible for Monitoring:** APs and BI	55%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details		Formative Reviews		

Strategy 1: Teacher/Paraprofessional Attendance: We will continue to recognize staff with two or fewer absences each nine weeks with drawings for duty-free weeks, treats and recognition.
    Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 3%.
    Staff Responsible for Monitoring: Principal, campus secretary
		Formative		

		Nov	**Feb**	**May**
		25%	50%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: High-Quality Professional Development: Book studies and other campus level trainings that target the needs of our students offered by administrative team members and staff members: Restorative Practices, De-escalation practices, Systematic Phonics Instruction, and various podcast and book studies from the counselors. **Strategy's Expected Result/Impact:** The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill. **Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors	**Formative**		
	Nov	**Feb**	**May**
	50%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: High-Quality Professional Development: Staff will have opportunities to attend targeted professional development presented by consultants, including Elizabeth Martin, and conferences provided by organizations such as Region 4 ESC. **Strategy's Expected Result/Impact:** The expected result would be that staff will be better equipped to meet the needs of our students by: implementing strategies to improve their teaching, improved small group instruction, understanding the needs of students who come to us in poverty, using love and logic, de-escalation strategies, and restorative practices with students, and using number talks with more skill. **Staff Responsible for Monitoring:** Principal, APs, ISs, Counselors	**Formative**		
	Nov	**Feb**	**May**
	50%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Parent and Family Engagement: We will use School Messenger and Social Media to engage and include our parents and community in school events.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by 10%. **Staff Responsible for Monitoring:** Principal, APs, teachers	60%	80%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Parent and Family Engagement: By the end of the current school year, parent and family engagement will increase by at least 5%. We will host family events such as Winter Wonderland (math and science night) and Reading is Sweet (reading night).	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Parent and family engagement will increase by at least 5%. **Staff Responsible for Monitoring:** Principal, Instructional Specialists	45%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

2023-2024 CPOC

Committee Role	Name	Position
Principal	Stefanie Berger	Principal
Other School Leader (Nonteaching Professional) #1	Stacy Cranford	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Lily Fanning	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Angela Williams-Thomas	Administrator (LEA) #1
Administrator (LEA) #2	Ashley Clayburn	Administrator (LEA) #2
Parent #1	Holly Kokes	Parent #1
Parent #2	Rosie Granat	Parent #2
Community Member #1	Lynne Sheldon	Community Member #1
Community Member #2	Tracy Foreman	Community Member #2
Paraprofessional #1	Jill Hill	Paraprofessional #1
Paraprofessional #2	Monica Benavides	Paraprofessional #2
Business Representative #1	Tara Hall	Business Representative #1
Business Representative #2	Pastor Doug Krengel	Business Representative #2
Teacher #1	Rebekah Deo	Teacher #1
Teacher #2	Alexandra Pruiett	Teacher #2
Teacher #3	Betty Clement	Teacher #3
Teacher #4	Ashley Derouen	Teacher #4
Teacher #5	Erinn Hickman	Teacher #5
Teacher #6	JoAnn Burke	Teacher #6
Teacher #7	Jennifer Reeder	Teacher #7
Teacher #8	Joni Lowery	Teacher #8
Other School Leader (Nonteaching Professional) #3	Stacy Fischer	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Laci Serrato	Other School Leader (Nonteaching Professional) #4
Non-classroom Professional	Leslie Cutshall	Testing Coordinator

Addendums

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%		#	%	%	
Reading	3	Copeland	ES 3	All	142	113	80%	82%	2%	87	61%	68%	7%	39	27%	30%	3%
Reading	3	Copeland	ES 3	Hispanic	50	39	78%	80%	2%	28	56%	58%	2%	12	24%	25%	1%
Reading	3	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	ES 3	Asian	24	18	75%	77%	2%	17	71%	73%	2%	8	33%	35%	2%
Reading	3	Copeland	ES 3	African Am.	36	26	72%	74%	2%	21	58%	60%	2%	6	17%	18%	1%
Reading	3	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	ES 3	White	30	28	93%	95%	2%	20	67%	70%	3%	12	40%	41%	1%
Reading	3	Copeland	ES 3	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Copeland	ES 3	Eco. Dis.	63	45	71%	73%	2%	31	49%	50%	1%	13	21%	22%	1%
Reading	3	Copeland	ES 3	LEP Current	16	8	50%	52%	2%	5	31%	32%	1%	*	*	*	*
Reading	3	Copeland	ES 3	At-Risk	40	22	55%	57%	2%	13	33%	35%	2%	*	*	*	*
Reading	3	Copeland	ES 3	SPED	20	12	60%	61%	1%	7	35%	36%	1%	*	*	*	*
Reading	4	Copeland	ES 3	All	136	105	77%	81%	4%	67	49%	62%	13%	45	33%	34%	1%
Reading	4	Copeland	ES 3	Hispanic	46	32	70%	74%	4%	14	30%	40%	10%	9	20%	22%	2%
Reading	4	Copeland	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	Asian	14	14	100%	100%	0%	12	86%	87%	1%	11	79%	80%	1%
Reading	4	Copeland	ES 3	African Am.	31	19	61%	65%	4%	10	32%	40%	8%	*	*	*	*
Reading	4	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	White	39	35	90%	92%	2%	28	72%	73%	1%	20	51%	52%	1%
Reading	4	Copeland	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	Eco. Dis.	61	40	66%	68%	2%	19	31%	35%	4%	10	16%	18%	2%
Reading	4	Copeland	ES 3	LEP Current	11	7	64%	65%	1%	*	*	*	*	*	*	*	*
Reading	4	Copeland	ES 3	At-Risk	56	29	52%	55%	3%	15	27%	30%	3%	8	14%	16%	2%
Reading	4	Copeland	ES 3	SPED	25	10	40%	45%	5%	6	24%	30%	6%	*	*	*	*
Reading	5	Copeland	ES 3	All	175	147	84%	85%	1%	119	68%	69%	1%	71	41%	42%	1%
Reading	5	Copeland	ES 3	Hispanic	65	54	83%	84%	1%	43	66%	67%	1%	25	38%	39%	1%
Reading	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	ES 3	Asian	17	15	88%	90%	2%	13	76%	80%	4%	10	59%	65%	6%
Reading	5	Copeland	ES 3	African Am.	41	33	80%	81%	1%	25	61%	62%	1%	13	32%	33%	1%
Reading	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Copeland	ES 3	White	44	40	91%	92%	1%	33	75%	76%	1%	19	43%	45%	2%
Reading	5	Copeland	ES 3	Two or More	8	5	63%	64%	1%	5	63%	64%	1%	*	*	*	*
Reading	5	Copeland	ES 3	Eco. Dis.	76	62	82%	83%	1%	47	62%	63%	1%	26	34%	35%	1%
Reading	5	Copeland	ES 3	LEP Current	23	18	78%	79%	1%	11	48%	49%	1%	5	22%	23%	1%
Reading	5	Copeland	ES 3	At-Risk	91	67	74%	75%	1%	47	52%	53%	1%	24	26%	27%	1%
Reading	5	Copeland	ES 3	SPED	33	17	52%	53%	1%	10	30%	31%	1%	*	*	*	*
Math	3	Copeland	ES 3	All	142	120	85%	87%	2%	78	55%	66%	11%	42	30%	32%	2%
Math	3	Copeland	ES 3	Hispanic	50	43	86%	87%	1%	20	40%	41%	1%	10	20%	21%	1%
Math	3	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Copeland	ES 3	Asian	24	22	92%	94%	2%	17	71%	72%	1%	12	50%	52%	2%

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%		#	%	%	
Math	3	Copeland	ES 3	African Am.	35	23	66%	67%	1%	19	54%	55%	1%	6	17%	18%	1%
Math	3	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Copeland	ES 3	White	31	30	97%	98%	1%	21	68%	70%	2%	14	45%	47%	2%
Math	3	Copeland	ES 3	Two or More	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Copeland	ES 3	Eco. Dis.	62	50	81%	82%	1%	27	44%	45%	1%	11	18%	19%	1%
Math	3	Copeland	ES 3	LEP Current	16	13	81%	82%	1%	*	*	*	*	*	*	*	*
Math	3	Copeland	ES 3	At-Risk	41	29	71%	72%	1%	13	32%	33%	1%	8	20%	21%	1%
Math	3	Copeland	ES 3	SPED	21	14	67%	68%	1%	7	33%	34%	1%	*	*	*	*
Math	4	Copeland	ES 3	All	136	100	74%	80%	6%	70	51%	54%	3%	37	27%	30%	3%
Math	4	Copeland	ES 3	Hispanic	46	30	65%	70%	5%	17	37%	39%	2%	7	15%	18%	3%
Math	4	Copeland	ES 3	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Copeland	ES 3	Asian	14	13	93%	94%	1%	13	93%	94%	1%	10	71%	72%	1%
Math	4	Copeland	ES 3	African Am.	31	18	58%	60%	2%	9	29%	35%	6%	*	*	*	*
Math	4	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Copeland	ES 3	White	39	34	87%	90%	3%	27	69%	70%	1%	16	41%	45%	4%
Math	4	Copeland	ES 3	Two or More	5	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Copeland	ES 3	Eco. Dis.	61	37	61%	65%	4%	20	33%	35%	2%	*	*	*	*
Math	4	Copeland	ES 3	LEP Current	11	8	73%	75%	2%	5	45%	46%	1%	*	*	*	*
Math	4	Copeland	ES 3	At-Risk	56	30	54%	60%	6%	13	23%	25%	2%	6	11%	15%	4%
Math	4	Copeland	ES 3	SPED	25	12	48%	50%	2%	7	28%	30%	2%	*	*	*	*
Math	5	Copeland	ES 3	All	174	150	86%	87%	1%	87	50%	52%	2%	45	26%	30%	4%
Math	5	Copeland	ES 3	Hispanic	64	56	88%	89%	1%	29	45%	46%	1%	11	17%	18%	1%
Math	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Copeland	ES 3	Asian	17	16	94%	95%	1%	13	76%	80%	4%	10	59%	62%	3%
Math	5	Copeland	ES 3	African Am.	41	31	76%	77%	1%	13	32%	33%	1%	6	15%	16%	1%
Math	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Copeland	ES 3	White	44	40	91%	92%	1%	28	64%	65%	1%	16	36%	38%	2%
Math	5	Copeland	ES 3	Two or More	8	7	88%	89%	1%	*	*	*	*	*	*	*	*
Math	5	Copeland	ES 3	Eco. Dis.	75	60	80%	81%	1%	29	39%	40%	1%	15	20%	21%	1%
Math	5	Copeland	ES 3	LEP Current	22	15	68%	70%	2%	8	36%	40%	4%	*	*	*	*
Math	5	Copeland	ES 3	At-Risk	90	71	79%	80%	1%	28	31%	32%	1%	15	17%	18%	1%
Math	5	Copeland	ES 3	SPED	33	21	64%	65%	1%	6	18%	20%	2%	*	*	*	*
Science	5	Copeland	ES 3	All	175	137	78%	82%	4%	82	47%	51%	4%	45	26%	30%	4%
Science	5	Copeland	ES 3	Hispanic	65	50	77%	78%	1%	32	49%	50%	1%	18	28%	29%	1%
Science	5	Copeland	ES 3	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Copeland	ES 3	Asian	17	15	88%	89%	1%	9	53%	54%	1%	5	29%	30%	1%
Science	5	Copeland	ES 3	African Am.	41	27	66%	67%	1%	16	39%	40%	1%	*	*	*	*
Science	5	Copeland	ES 3	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Copeland	ES 3	White	44	39	89%	90%	1%	23	52%	55%	3%	16	36%	38%	2%
Science	5	Copeland	ES 3	Two or More	8	6	75%	76%	1%	*	*	*	*	*	*	*	*

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

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Science	5	Copeland	ES 3	Eco. Dis.	76	56	74%	75%	1%	27	36%	37%	1%	14	18%	19%	1%
Science	5	Copeland	ES 3	LEP Current	23	14	61%	62%	1%	7	30%	31%	1%	5	22%	23%	1%
Science	5	Copeland	ES 3	At-Risk	91	62	68%	69%	1%	29	32%	33%	1%	13	14%	15%	1%
Science	5	Copeland	ES 3	SPED	33	16	48%	49%	1%	5	15%	17%	2%	*	*	*	*