

# Cypress-Fairbanks Independent School District

## Pope Elementary School

2023-2024



# Mission Statement

Our mission at Pope Elementary is to provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator
- Competent Problem-solver
  - Self-directed Learner
  - Responsible Citizen
  - Quality Producer

## Vision

As a community of learners, we believe in inspiring a passion for learning within each individual. This will empower us to achieve our fullest potential as productive and compassionate citizens.

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

# Student Achievement

## Student Achievement Strengths

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

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** RLA: **Root Cause:** RLA:

**Problem Statement 2:** Language Arts: **Root Cause:** Language Arts:

**Problem Statement 3:** Math: **Root Cause:** Math:

**Problem Statement 4:** Science: **Root Cause:** Science:

## **School Culture and Climate**

### **School Culture and Climate Strengths**

The following are strengths of the campus in regard to school culture and climate.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Strengths**

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Strengths**

Due to COVID, our staff is using the Schoology platform to access all students through a hybrid teaching model. Students are able to learn either face to face or in a virtual model.

# Parent and Community Engagement

## Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.









# 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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: RLA:</b> Student growth in Writing is dependent on quality first instruction, skill based small groups, and purposeful guided and independent practice for responding to Reading (SCRs and ECRs).</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Math:</b> Student growth in mathematics is dependent on quality first instruction using manipulatives and hands on experiences as well as targeted small group instruction that focuses on all question types and computer test taking strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: Science:</b> Student growth in Science will be dependent on vocabulary development and providing hands-on experiences during instruction as well as focusing on all question types and computer test taking strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			







Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved understanding of nutrition and fitness</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PE teachers</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: small group instruction targeted at specific needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Meet or exceed the targets on the attached CIP target tables.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Summer Learning/Summer Enrichment: Welcome Back Reading Challenge Launch - Students will participate in the Back to School Reading Incentive Challenge using the program Beanstack. Beanstack challenges will be hosted throughout the year to promote reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be challenged to read 300 minutes in three weeks and log their minutes using Beanstack. Students who complete the challenge will be entered into a drawing to win incentives. The more students read, the better readers they become.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Extended Instructional Time (Closing the Gaps): Temporary workers will be hired to work with students to improve their academic performance. We will also use professional staff to complete additional instruction using Extra Duty Pay.</p> <p>Supplies will be purchased (pencils, dry erase markers, TEKS Based STAAR Prep curriculum resources, printer toner, and student incentive materials ) to address student learning loss as a result of COVID-19.</p> <p>We will celebrate student growth at the end of the year with a Popsicle party.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who receive high dosage tutoring from temporary workers, weekly, will increase STAAR reading or math scores during the 23-24 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Professional Development: Kindergarten - 2nd grade teachers will participate in a Structured Literacy Cohort with Shonda Guthrie in alignment with District literacy recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> Kindergarten - 2nd grade students will show growth in reading, specifically phonemic awareness and decoding through the duration of the 23-24 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialists</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



No Progress



Accomplished



Continue/Modify




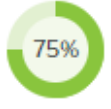




Discontinue

**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

**Summative Evaluation:** Significant progress made toward meeting Objective



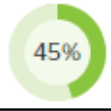





Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective









Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.</p> <p>Students with 2 or less absences each 9 weeks will be rewarded with incentives to redeem from their teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)</p> <p><b>Strategy's Expected Result/Impact:</b> 95% overall attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

**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

**Summative Evaluation:** Significant progress made toward meeting Objective







Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: Violence Prevention:</b> 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, social skills lessons, lessons from the Counseling team, Quaver ED and reflections to prevent violence. We will partner with Cypress Ranch High School to include the PALS program, providing high school student mentors for some of our At-Risk students. We are also implementing Jr. Ambassadors, as student mentors for new students.</p> <p><b>Strategy's Expected Result/Impact:</b> Violent incidents will continue to be 0%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Behavior Coach</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: Restorative Discipline:</b> Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. All staff members will effectively teach and reward students according to our PBIS matrix and PRIDE using PBIS Rewards.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be equipped with self-management strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Behavior Coach</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 be at 95% or higher.

**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teacher/Paraprofessional Attendance: We will celebrate staff each month to increase attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will be at 95% or higher.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			









**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

**Summative Evaluation:** Significant progress made toward meeting Objective


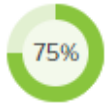




Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> High-Quality Professional Development: Our campus is participating in the Science of Teaching Reading, our CTE was for staff to attend the Digital Learning Conference, ASCD courses provided by CFISD are available for staff, and campus based professional development will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will add multiple strategies to their robust toolkits.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Instructional Specialist</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**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 5%.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Parent and Family Engagement: Parents and guardians will be invited to attend and/or volunteer at a variety of school events to increase their knowledge of our curriculum and/or to celebrate student achievements.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and family engagement will increase by 5%.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Librarian, Instructional Specialists, Campus Secretary, and PTO</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# 2023-2024 CPOC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Katie Herrera	Principal
Teacher #1	Jennifer Black	PreK
Teacher #2	Katy Wolford	Kinder
Teacher #3	Gabrielle Idowu	1st grade
Teacher #4	Ari Turner	2nd grade
Teacher #5	Angela Reyna	3rd grade
Teacher #6	Melissa Dupuis	4th grade
Teacher #7	Stacy Hernandez	5th grade
Teacher #8	Jackie Shea	Resource
Other School Leader (Nonteaching Professional) #1	Kelli Schlosser	PEAM
Other School Leader (Nonteaching Professional) #2	Natalie Silva	Dyslexia
Administrator (LEA) #1	Kenneth Henry	District Admin
Parent #1	Marisabel Tejada	Parent #1
Parent #2	Egbonna Obi	Parent #2
Community Member #1	Kimberly Ou	Community Member #1
Community Member #2	Guadalupe Rogato	Community Member #2
Business Representative #1	J-R Satchel	Business Representative #1
Business Representative #2	Nick Campagna	Business Representative #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

# 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: 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
					2023	#	#	%			#	%			#	%		
					#	#	%	%	#	%	#	%						
Reading	3	Pope	ES 1	All	161	149	93%	94%	1%	129	80%	81%	1%	77	48%	49%	1%	
Reading	3	Pope	ES 1	Hispanic	30	29	97%	98%	1%	25	83%	84%	1%	14	47%	48%	1%	
Reading	3	Pope	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Pope	ES 1	Asian	30	26	87%	88%	1%	24	80%	81%	1%	18	60%	61%	1%	
Reading	3	Pope	ES 1	African Am.	9	8	89%	90%	1%	5	56%	57%	1%	*	*	*	*	
Reading	3	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Pope	ES 1	White	88	83	94%	95%	1%	72	82%	83%	1%	40	45%	46%	1%	
Reading	3	Pope	ES 1	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	3	Pope	ES 1	Eco. Dis.	13	11	85%	86%	1%	5	38%	39%	1%	*	*	*	*	
Reading	3	Pope	ES 1	LEP Current	10	7	70%	71%	1%	*	*	*	*	*	*	*	*	
Reading	3	Pope	ES 1	At-Risk	27	20	74%	75%	1%	13	48%	49%	1%	6	22%	23%	1%	
Reading	3	Pope	ES 1	SPED	26	19	73%	74%	1%	15	58%	59%	1%	5	19%	20%	1%	
Reading	4	Pope	ES 1	All	178	169	95%	96%	1%	129	72%	73%	1%	91	51%	52%	1%	
Reading	4	Pope	ES 1	Hispanic	38	36	95%	96%	1%	24	63%	64%	1%	17	45%	46%	1%	
Reading	4	Pope	ES 1	Am. Indian	1	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Pope	ES 1	Asian	27	27	100%	100%	0%	25	93%	94%	1%	18	67%	68%	1%	
Reading	4	Pope	ES 1	African Am.	10	8	80%	81%	1%	*	*	*	*	*	*	*	*	
Reading	4	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	4	Pope	ES 1	White	88	83	94%	95%	1%	64	73%	74%	1%	45	51%	52%	1%	
Reading	4	Pope	ES 1	Two or More	14	14	100%	100%	0%	11	79%	80%	1%	9	64%	65%	1%	
Reading	4	Pope	ES 1	Eco. Dis.	19	16	84%	85%	1%	9	47%	48%	1%	6	32%	33%	1%	
Reading	4	Pope	ES 1	LEP Current	9	9	100%	100%	0%	*	*	*	*	*	*	*	*	
Reading	4	Pope	ES 1	At-Risk	32	26	81%	82%	1%	12	38%	39%	1%	5	16%	17%	1%	
Reading	4	Pope	ES 1	SPED	27	22	81%	82%	1%	8	30%	31%	1%	7	26%	27%	1%	
Reading	5	Pope	ES 1	All	180	175	97%	98%	1%	157	87%	88%	1%	109	61%	62%	1%	
Reading	5	Pope	ES 1	Hispanic	35	33	94%	95%	1%	26	74%	75%	1%	17	49%	50%	1%	
Reading	5	Pope	ES 1	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Pope	ES 1	Asian	35	35	100%	100%	0%	34	97%	98%	1%	30	86%	87%	1%	
Reading	5	Pope	ES 1	African Am.	12	12	100%	100%	0%	10	83%	84%	1%	*	*	*	*	
Reading	5	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Reading	5	Pope	ES 1	White	89	87	98%	99%	1%	82	92%	93%	1%	54	61%	62%	1%	
Reading	5	Pope	ES 1	Two or More	9	8	89%	90%	1%	5	56%	57%	1%	*	*	*	*	
Reading	5	Pope	ES 1	Eco. Dis.	20	18	90%	91%	1%	16	80%	81%	1%	7	35%	36%	1%	
Reading	5	Pope	ES 1	LEP Current	8	6	75%	76%	1%	*	*	*	*	*	*	*	*	
Reading	5	Pope	ES 1	At-Risk	39	35	90%	91%	1%	26	67%	68%	1%	19	49%	50%	1%	
Reading	5	Pope	ES 1	SPED	20	17	85%	86%	1%	13	65%	66%	1%	7	35%	36%	1%	
Math	3	Pope	ES 1	All	162	152	94%	95%	1%	127	78%	79%	1%	74	46%	47%	1%	
Math	3	Pope	ES 1	Hispanic	30	29	97%	98%	1%	26	87%	88%	1%	17	57%	58%	1%	

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					2023		#	%			#	%			#	%		
					#		#	%	%	#	%	%	#	%	%			
Math	3	Pope	ES 1	Am. Indian	0		*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	ES 1	Asian	30		28	93%	94%	1%	25	83%	84%	1%	15	50%	51%	1%
Math	3	Pope	ES 1	African Am.	9		7	78%	79%	1%	5	56%	57%	1%	*	*	*	*
Math	3	Pope	ES 1	Pac. Islander	0		*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	ES 1	White	89		85	96%	97%	1%	68	76%	77%	1%	39	44%	45%	1%
Math	3	Pope	ES 1	Two or More	4		*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Pope	ES 1	Eco. Dis.	13		9	69%	70%	1%	5	38%	39%	1%	*	*	*	*
Math	3	Pope	ES 1	LEP Current	10		9	90%	91%	1%	6	60%	61%	1%	*	*	*	*
Math	3	Pope	ES 1	At-Risk	27		22	81%	82%	1%	14	52%	53%	1%	6	22%	23%	1%
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Math	4	Pope	ES 1	All	173		163	94%	95%	1%	144	83%	84%	1%	93	54%	55%	1%
Math	4	Pope	ES 1	Hispanic	37		35	95%	96%	1%	25	68%	69%	1%	14	38%	39%	1%
Math	4	Pope	ES 1	Am. Indian	1		*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	ES 1	Asian	25		25	100%	100%	0%	25	100%	100%	0%	17	68%	69%	1%
Math	4	Pope	ES 1	African Am.	10		8	80%	81%	1%	5	50%	51%	1%	*	*	*	*
Math	4	Pope	ES 1	Pac. Islander	0		*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Pope	ES 1	White	86		80	93%	94%	1%	75	87%	88%	1%	52	60%	61%	1%
Math	4	Pope	ES 1	Two or More	14		14	100%	100%	0%	13	93%	94%	1%	8	57%	58%	1%
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Math	4	Pope	ES 1	LEP Current	9		9	100%	100%	0%	7	78%	79%	1%	*	*	*	*
Math	4	Pope	ES 1	At-Risk	32		25	78%	79%	1%	18	56%	57%	1%	5	16%	17%	1%
Math	4	Pope	ES 1	SPED	26		19	73%	74%	1%	14	54%	55%	1%	5	19%	20%	1%
Math	5	Pope	ES 1	All	180		180	100%	100%	0%	160	89%	90%	1%	99	55%	56%	1%
Math	5	Pope	ES 1	Hispanic	36		36	100%	100%	0%	30	83%	84%	1%	17	47%	48%	1%
Math	5	Pope	ES 1	Am. Indian	0		*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	ES 1	Asian	33		33	100%	100%	0%	32	97%	98%	1%	25	76%	77%	1%
Math	5	Pope	ES 1	African Am.	12		12	100%	100%	0%	8	67%	68%	1%	*	*	*	*
Math	5	Pope	ES 1	Pac. Islander	0		*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Pope	ES 1	White	90		90	100%	100%	0%	83	92%	93%	1%	51	57%	58%	1%
Math	5	Pope	ES 1	Two or More	9		9	100%	100%	0%	7	78%	79%	1%	5	56%	57%	1%
Math	5	Pope	ES 1	Eco. Dis.	20		20	100%	100%	0%	16	80%	81%	1%	5	25%	26%	1%
Math	5	Pope	ES 1	LEP Current	8		8	100%	100%	0%	7	88%	89%	1%	*	*	*	*
Math	5	Pope	ES 1	At-Risk	39		39	100%	100%	0%	30	77%	78%	1%	19	49%	50%	1%
Math	5	Pope	ES 1	SPED	20		20	100%	100%	0%	12	60%	61%	1%	*	*	*	*
Science	5	Pope	ES 1	All	178		171	96%	97%	1%	143	80%	81%	1%	92	52%	53%	1%
Science	5	Pope	ES 1	Hispanic	35		32	91%	98%	7%	27	77%	78%	1%	15	43%	44%	1%
Science	5	Pope	ES 1	Am. Indian	0		*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Pope	ES 1	Asian	35		35	100%	100%	0%	32	91%	92%	1%	23	66%	67%	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: 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
					2023	#	#	%			%	#			%	%		
					#	#	%	%	#	%	%	#	%					
Science	5	Pope	ES 1	African Am.	11	11	100%	100%	0%	6	55%	56%	1%	*	*	*	*	
Science	5	Pope	ES 1	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*	
Science	5	Pope	ES 1	White	88	85	97%	98%	1%	72	82%	83%	1%	49	56%	57%	1%	
Science	5	Pope	ES 1	Two or More	9	8	89%	90%	1%	6	67%	68%	1%	*	*	*	*	
Science	5	Pope	ES 1	Eco. Dis.	20	19	95%	96%	1%	12	60%	61%	1%	6	30%	31%	1%	
Science	5	Pope	ES 1	LEP Current	8	7	88%	89%	1%	5	63%	64%	1%	*	*	*	*	
Science	5	Pope	ES 1	At-Risk	39	37	95%	96%	1%	27	69%	70%	1%	16	41%	42%	1%	
Science	5	Pope	ES 1	SPED	20	18	90%	91%	1%	14	70%	71%	1%	*	*	*	*	