# Judson Independent School District



# Copperfield Elementary

Accountability Rating: C

# 2026-2027 Campus Improvement Plan

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# Mission Statement

***At Copperfield Elementary, authentic relationships and high expectations foster a love of learning amongst students, staff and community.***

# Vision

***Establishing foundational footprints to success.***

# Value Statement

**COPPERFIELD'S COMMITMENTS TO YOU**

- Maintain communication with you about your students and keep you informed about progress in the classroom.
- Providing families with resources and opportunities for learning in order to assist parents in working with their child.
- Ensure students have the knowledge to successfully complete their assignments, both class work and homework.
- Ensure parents are aware of assignments/project sent home
- Monitor, collect and provide feedback on assignments in a timely manner
- Provide tutoring to assist struggling learners on designated days
- Assist students with fluency and comprehension in Reading.
- Provide opportunities for parents to participate in a variety of parent involvement opportunities and family learning events designed to support student success.

**SCHOOLWIDE GOALS**

We will do the following:

- Improve our overall attendance from 94% to 96%
- Increase student achievement by 2028 - we will increase our Approaches scores by 10%, Meets scores by 5% and Masters scores by 3% on the STAAR Reading, Math and Science Assessments.

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# Comprehensive Needs Assessment

# Needs Assessment Overview

## Summary

**Summary**

The Comprehensive Needs Assessment (CNA) is a collaborative process designed to evaluate our school's current performance, identify areas of strength, and determine areas for growth. By analyzing multiple sources of data, including student achievement, attendance, school climate, and stakeholder feedback, we are able to make informed decisions that support continuous improvement and student success. The findings from this assessment guide the development of our campus goals, priorities, and action plans to ensure that all students receive a high-quality educational experience in a safe, supportive, and engaging learning environment. Through this process, we remain committed to meeting the academic, social, and emotional needs of every student while fostering strong partnerships with families and the community.

**Recommended Focus Areas for 2026–2027**

- Strengthen **tiered academic interventions and progress monitoring systems**
- Redesign **family engagement strategies** (flexible, virtual, incentive-based)
- Expand **student incentive systems tied to academic growth**
- Increase **equitable classroom distribution and support for special populations**
- Invest in **technology and instructional resources**, especially for upper grades and SPED
- Implement **data-driven professional learning cycles**

# Demographics

## Summary

### Demographics

### Summary

Copperfield Elementary serves a diverse and high-needs population requiring differentiated supports and continued investment in staff capacity.

Copperfield Elementary serves a diverse student population with a wide range of academic, social, and emotional needs, requiring targeted supports and ongoing investment in educator capacity. During the 2025-2026 school year, the campus served approximately 640 students, with 63.16% identified as economically disadvantaged and 65% classified as at-risk. As a Title I campus, Copperfield Elementary receives both Title I and State Compensatory Education funds to provide additional resources, interventions, and opportunities that support student achievement and help address the unique needs of our school community.

### Strengths

- Strong attendance initiatives and incentives supporting improved attendance rates
- Active family engagement efforts and community involvement
- Our campus School Resource Officer (SRO) has been a valuable asset in fostering a safe, secure, and positive learning environment while building meaningful relationships with students, staff, and families.

### Weaknesses

- High percentage of At-Risk and Economically Disadvantaged students requiring intensive support

### Opportunities

- Continued professional development and paid certification opportunities for staff
- Expansion of programs to support high-needs populations
- Strengthening wraparound services (SEL, counseling, family support)
- Copperfield is in its first year of the LIFT Grant receiving leadership support.

### Threats

- Competition from charter schools and open enrollment districts
- District-level uncertainty impacting staffing, funding, and program continuity

# Problem Statements Identifying Demographics Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | The high percentage of At-Risk and economically disadvantaged students, combined with increasing competition from charter schools and open enrollment districts, creates a need for targeted supports and strategic efforts to maintain enrollment, improve student outcomes, and meet diverse student needs. | A significant percentage of students enter & remain at the campus with increased academic, social-emotional, and economic needs, requiring supports and interventions. Increased school choice options in the area have heightened competition for enrollment, creating a need to strengthen student outcomes, family engagement, and communication of campus programs and successes to retain students. |
| 2 | Increasing special education referrals suggest a need for enhanced Tier I instruction, intervention systems, and staff support to effectively address diverse student learning needs and ensure appropriate referrals. | Gaps in foundational academic and behavioral skills among students may increase the need for intensive interventions and specialized services.The campus has a need to strengthen Tier I instructional practices, intervention systems, and progress-monitoring processes to ensure students receive timely and effective supports that address learning needs prior to referral for a SPED evaluation. |

★ = Priority

# Student Learning

## Summary

Copperfield Elementary's 2026 TEA STAAR Performance report shows that, for the All Students group, 54% of reading/language arts tests, 34% of mathematics tests, and 15% of science tests performed at Meets Grade Level or Above. For the Continuously Enrolled student group, the corresponding results were 52% in reading/language arts, 35% in mathematics, and 12% in science.

These results establish mathematics and science achievement as priority needs while demonstrating the need to sustain and strengthen reading/language arts performance. They support the principal's stated priorities of strengthening first instruction, targeted interventions, and instructional PLCs. Grade-level, TEKS-level, and current classroom assessment evidence will be used to identify specific learning needs and guide instructional responses.

Copperfield Elementary's 2027 Closing the Gaps Planning Report provides 2026 baseline results for the Continuously Enrolled student group. In mathematics, 35% performed at Meets Grade Level or Above, compared with the report's 2027 current target of 51%. The group's mathematics Academic Growth Score was 56%, compared with a target of 70%. Its Student Success STAAR component score was 42, compared with a target of 48. These results identify mathematics achievement, mathematics growth, and overall STAAR performance as priorities for improvement.

In reading/language arts, 52% of Continuously Enrolled students performed at Meets Grade Level or Above, and the group's Academic Growth Score was 72%. These results exceeded the report's displayed 2027 current targets of 47% and 65%, respectively. Improvement planning will address the mathematics gaps while sustaining and strengthening reading performance.

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**Strengths**

- Use of NWEA MAP for both reading and math benchmarks provides consistency in measuring progress
- Alignment with Progress Learning allows for ongoing student goal setting and monitoring
- Improved parent understanding of academic performance through clear communication of scores
- Established intervention systems and tutoring supports

**Weaknesses**

- Low parent engagement and attendance at academic workshops (grades 3–5)
- Inequitable class composition due to clustering of special education students
- Continued gaps in benchmark performance across reading and math

**Opportunities**

- Develop a **systematic student incentive program**for academic growth and achievement
    - Student choice-based rewards
    - Tiered recognition levels
- Increase consistent parent volunteer presence in classrooms
- Expand cross-grade level collaboration among teachers
- Strengthen structured intervention cycles using MAP and Progress Learning data

**Threats**

- District budget deficit may result in:
    - Larger class sizes
    - Reduced staffing and retention
- Declining enrollment impacting resources and programming

# Problem Statements Identifying Student Learning Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | CES has low mathematics and science achievement, including within the Continuously Enrolled student group identified for TSI. On the 2026 STAAR assessments, 34% of All Students mathematics tests and 15% of science tests met or exceeded grade-level standards. For Continuously Enrolled students, these results were 35% in Math and 12% in Sci. CE Math AG score was 56% below the '27 target of 70%. | Observations indicate that first instruction, PLC planning, targeted interventions, and progress monitoring are not consistently connected to identified student learning needs at CES. These inconsistencies limit the campus's ability to translate assessment findings into instructional adjustments and targeted support, particularly in math and science. |

★ = Priority

# School Processes & Programs

## Summary

### School Processes & Programs

### Summary

Campus systems support targeted interventions and collaboration; however, academic performance and resource allocation remain concerns.

### Strengths

- Targeted support through special populations tutor aligned to student needs
- Strong collaboration and PLC structures supporting instruction

### Weaknesses

- Low benchmark performance in Reading/Language Arts and Math across multiple grade levels
- Inconsistent academic growth among student groups

### Opportunities

- Implement **data-driven professional development** through regular data dives
- Strengthen instructional alignment through vertical PLCs and coaching
- Increase focus on differentiated instruction for Special Education and At-Risk students

### Threats

- Insufficient supplemental instructional resources, especially in upper grades
- Limited technology access for Special Education across instructional settings

# Problem Statements Identifying School Processes & Programs Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | Inconsistent academic outcomes across grade levels, combined with limited supplemental resources and the need for stronger data-driven instructional practices, indicate a need to refine systems that support effective teaching and learning. | There is a lack of a cohesive, campus-wide system for using data to consistently drive instruction, allocate resources effectively, and ensure alignment between curriculum, intervention, and professional development. |

★ = Priority

# Perceptions

## Summary

### Perceptions

### Summary

Perception data gathered from staff, parents, and SBDM discussions indicates a positive campus culture with strong staff stability. However, parent engagement and accessibility to events remain areas for growth.

### Strengths

- Low staff turnover contributes to consistency in instruction and campus culture
- Positive and supportive campus climate among staff and students
- Strong communication systems that support parent understanding of student academic progress

### Weaknesses

- Need for more innovative ideas and strategies to enhance campus events and engagement
- Limited participation at parent workshops, particularly in grades 3–5
- Difficulty meeting the varied schedules of all families

### Opportunities

- Implement live streaming for campus events to increase accessibility for parents
- Expand flexible scheduling options for family engagement activities (morning, evening, virtual)
- Increase structured and accessible parent volunteer opportunities

### Threats

- Inability to meet all parent scheduling needs may continue to limit engagement
- Competing family priorities reducing participation in school events

# Problem Statements Identifying Perceptions Needs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | While the campus benefits from strong staff retention and a positive culture, limited family engagement and challenges in accommodating parent schedules reduce participation and hinder strong school-home partnerships. | Traditional engagement methods (e.g., in-person meetings at fixed times) do not align with the diverse needs, schedules, and preferences of families, resulting in lower participation and limited two-way communication. |

★ = Priority

# Priority Problem Statements

| | Problem Statement | Root Cause |
|---|---|---|
| 1 ★ | The high percentage of At-Risk and economically disadvantaged students, combined with increasing competition from charter schools and open enrollment districts, creates a need for targeted supports and strategic efforts to maintain enrollment, improve student outcomes, and meet diverse student needs. | A significant percentage of students enter & remain at the campus with increased academic, social-emotional, and economic needs, requiring supports and interventions. Increased school choice options in the area have heightened competition for enrollment, creating a need to strengthen student outcomes, family engagement, and communication of campus programs and successes to retain students. |
| 2 ★ | CES has low mathematics and science achievement, including within the Continuously Enrolled student group identified for TSI. On the 2026 STAAR assessments, 34% of All Students mathematics tests and 15% of science tests met or exceeded grade-level standards. For Continuously Enrolled students, these results were 35% in Math and 12% in Sci. CE Math AG score was 56% below the '27 target of 70%. | Observations indicate that first instruction, PLC planning, targeted interventions, and progress monitoring are not consistently connected to identified student learning needs at CES. These inconsistencies limit the campus's ability to translate assessment findings into instructional adjustments and targeted support, particularly in math and science. |
| 3 ★ | Inconsistent academic outcomes across grade levels, combined with limited supplemental resources and the need for stronger data-driven instructional practices, indicate a need to refine systems that support effective teaching and learning. | There is a lack of a cohesive, campus-wide system for using data to consistently drive instruction, allocate resources effectively, and ensure alignment between curriculum, intervention, and professional development. |
| 4 ★ | While the campus benefits from strong staff retention and a positive culture, limited family engagement and challenges in accommodating parent schedules reduce participation and hinder strong school-home partnerships. | Traditional engagement methods (e.g., in-person meetings at fixed times) do not align with the diverse needs, schedules, and preferences of families, resulting in lower participation and limited two-way communication. |

★ = Priority

# Goals

# Goal 1

Student Academic Achievement & Success - Actively support students and teachers to ensure academic growth and overall success for all

## Performance Objective 1

☑ **High Priority**

On the spring 2027 STAAR assessments, Copperfield Elementary will increase the percentage of tests at Meets Grade Level or Above from the following 2026 baselines to at least these targets:

All Students:
* Reading/language arts: 54% to 64%.
* Mathematics: 34% to 44%.
* Science: 15% to 25%.

Continuously Enrolled students:
* Reading/language arts: 52% to 62%.
* Mathematics: 35% to 45%.
* Science: 12% to 22%.

Results will be evaluated separately by subject and student group using the corresponding 2027 TEA accountability reports. These are annual group-performance comparisons, not measures of individual student growth.

**Evaluation Data Source:** Throughout the year, the campus will monitor BOY, MOY, EOY NWEA MAP data as well as Unit Checkpoint assessments. Ultimately, the campus will use the 2026 and 2027 TEA STAAR Performance reports, including All Students and Continuously Enrolled results by subject; corresponding Closing the Gaps reports to verify reading/language arts and mathematics achievement. Final attainment will be determined when the 2027 reports are available.

### Strategy 1

Provide targeted reading, mathematics, and science interventions based on identified student needs, using systematic instruction in mathematics. Review progress at least every three weeks and adjust support, with specific monitoring of Continuously Enrolled students.

**Strategy's Expected Result/Impact:** Improved mastery of targeted TEKS and progress toward the STAAR achievement targets in Performance Objective 1, including those for Continuously Enrolled students.

**Staff Responsible for Monitoring:** Campus Admin and Grade level

**Problem Statements:** Student Learning 1

**Funding Sources:** Lowman: Digital Intervention Supplemental Instructional materials for grades 3-5 in RLA, Math, Science 211 Title I, $1,050

**Title I:** 2.5.1, 2.5.2, 2.5.3

**TEA Priorities:** Build a foundation of reading and math

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 2

Conduct grade-level PLCs at least every other week to analyze student work and assessment data, internalize and model upcoming lessons, and plan instructional adjustments addressing identified needs, including those of Continuously Enrolled students.

**Strategy's Expected Result/Impact:** Teachers implement PLC-planned instructional adjustments that improve student understanding of targeted TEKS. Evidence will include PLC planning records, classroom implementation, and subsequent student work and assessment results.

**Staff Responsible for Monitoring:** Principal, assistant principal, and grade-level team leaders.

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 3

Conduct focused classroom observations and provide actionable feedback, modeling, and coaching to strengthen first instruction in reading, mathematics, and science. Use follow-up observations and student work to verify implementation and determine additional support.

**Strategy's Expected Result/Impact:** Teachers implement agreed-upon instructional action steps, and student work demonstrates improved understanding of targeted TEKS. Evidence will include observation notes, coaching records, follow-up observations, and student work.

**Staff Responsible for Monitoring:** Principal and assistant principal

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Strategy 4

Review student progress and implementation evidence at least every three weeks with campus leaders and each grading period with district C&I leaders and the DCSI. Examine Continuously Enrolled results separately and document needed adjustments, responsible staff, and follow-up dates.

**Strategy's Expected Result/Impact:** Leaders identify gaps in student progress and implementation and follow through on documented adjustments. Review records will connect assessment results, intervention progress, PLC products, and observation/coaching evidence to specific next steps.

**Staff Responsible for Monitoring:** Principal and assistant principal: Lead campus reviews and track follow-through. District C&I leaders and DCSI: Review evidence each grading period, coordinate support, and monitor completion of agreed-upon actions.

**Problem Statements:** Student Learning 1

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

### Performance Objective 1 Problem Statements Identifying Student Learning

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | CES has low mathematics and science achievement, including within the Continuously Enrolled student group identified for TSI. On the 2026 STAAR assessments, 34% of All Students mathematics tests and 15% of science tests met or exceeded grade-level standards. For Continuously Enrolled students, these results were 35% in Math and 12% in Sci. CE Math AG score was 56% below the '27 target of 70%. | Observations indicate that first instruction, PLC planning, targeted interventions, and progress monitoring are not consistently connected to identified student learning needs at CES. These inconsistencies limit the campus's ability to translate assessment findings into instructional adjustments and targeted support, particularly in math and science. |

# Goal 2 Faculty and Staff - Recruit and value all staff to ensure satisfaction and employee retention

## Performance Objective 1 ☑ High Priority

By May 2027, 100% of core content classroom teachers will participate in structured professional learning communities at least every other week to strengthen instructional practice through data analysis, lesson internalization, collaborative planning, and modeling.

**Evaluation Data Source:** PLC schedules, teacher participation records, meeting agendas and minutes, and planning products documenting data analysis, lesson internalization, collaborative planning, and modeling.

### Strategy 1

Provide scheduled PLC time at least every other week for teachers to collaboratively analyze data, internalize lessons, and model instructional practices aligned to identified student needs.

**Strategy's Expected Result/Impact:** Teachers receive consistent opportunities for collaborative professional learning, supporting the objective of 100% participation. PLC records and planning products will document participation and the instructional work completed.

**Staff Responsible for Monitoring:** Principal, assistant principal, and grade-level team leaders.

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

### Strategy 2

Use needs identified through PLCs and classroom observations to provide targeted modeling, coaching, and follow-up support that helps teachers apply planned instructional practices.

**Strategy's Expected Result/Impact:** Teachers apply the instructional practices addressed through professional learning and coaching, as demonstrated by lesson plans, follow-up observations, and student work.

**Staff Responsible for Monitoring:** Principal and assistant principal

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Inconsistent academic outcomes across grade levels, combined with limited supplemental resources and the need for stronger data-driven instructional practices, indicate a need to refine systems that support effective teaching and learning. | There is a lack of a cohesive, campus-wide system for using data to consistently drive instruction, allocate resources effectively, and ensure alignment between curriculum, intervention, and professional development. |

# Goal 3

Stakeholder Engagement - Serve and market to our families, businesses, and broader community through communication, collaboration and connections

## Performance Objective 1

By May 2027, Copperfield Elementary will offer at least one academic family-learning opportunity each remaining grading period and communicate invitations to all campus families. Participation records and family feedback will guide adjustments to scheduling, communication, and resources to strengthen family involvement in student learning.

**Evaluation Data Source:** Event calendars, communication records, sign-in sheets or virtual participation records, family-learning materials, and parent feedback. Track the number of unique families participating and document adjustments made in response to feedback.

### Strategy 1

Communicate upcoming events through multiple platforms (newsletters, social media, flyers, phone messages, and text notifications using the JISD required communication method) to increase awareness and participation.

Partner with the PTO and community organizations to offer engaging family activities that promote student learning and school connectedness.

Provide resources and training that equip parents to support their child's academic, social, and emotional development at home.

**Strategy's Expected Result/Impact:** Families participate in school activities and receive practical resources to support their children's learning and well-being. Communication records, participation logs, materials provided, and parent feedback will document outreach, participation, and needed adjustments.

**Staff Responsible for Monitoring:** Principal and assistant principal, with campus staff responsible for assigned communication, family activities, and parent resources.

**Problem Statements:** Demographics 1

**Funding Sources:** 36th Texas School Social Workers Conference - Virtual Attendance 171 State Comp Ed, $415

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Integrated Student Support Systems

### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying Demographics

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | The high percentage of At-Risk and economically disadvantaged students, combined with increasing competition from charter schools and open enrollment districts, creates a need for targeted supports and strategic efforts to maintain enrollment, improve student outcomes, and meet diverse student needs. | A significant percentage of students enter & remain at the campus with increased academic, social-emotional, and economic needs, requiring supports and interventions. Increased school choice options in the area have heightened competition for enrollment, creating a need to strengthen student outcomes, family engagement, and communication of campus programs and successes to retain students. |

# Goal 4 Finance and Operations - Implement transparent and efficient processes to ensure equitable distribution of district resources

## Performance Objective 1

By May 2027, Copperfield Elementary will review classroom assignments and student support each grading period and adjust the use of staff, time, and resources based on student needs.

**Evaluation Data Source:** Class rosters, student progress, attendance and behavior data, intervention schedules, and review notes documenting needed changes and follow-up.

### Strategy 1

Review class rosters and support for special populations each grading period to identify uneven needs across classrooms and adjust support based on student needs, required services, and available staff.

**Strategy's Expected Result/Impact:** Classroom assignments and staff support better address student needs. Review notes document concerns, decisions, and changes made.

**Staff Responsible for Monitoring:** Principal and assistant principal, with input from teachers and district special-program staff.

**Problem Statements:** School Processes & Programs 1

#### Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

### Strategy 2

Adjust staff support, intervention time, and available instructional resources to address identified learning needs. If planned support is not provided, work with district C&I leaders and the DCSI to resolve the barrier and check follow-through at the next three-week progress review.

**Strategy's Expected Result/Impact:** Students receive the planned support. Review notes identify any time, staff support, or resources redirected, who is responsible, and whether the change was implemented.

**Staff Responsible for Monitoring:** Principal and assistant principal

**Problem Statements:** School Processes & Programs 1

## Formative Reviews

No Progress

| October | January | March | May |
|---|---|---|---|

## Performance Objective 1 Problem Statements Identifying School Processes & Programs

| | Problem Statement | Root Cause |
|---|---|---|
| 1 | Inconsistent academic outcomes across grade levels, combined with limited supplemental resources and the need for stronger data-driven instructional practices, indicate a need to refine systems that support effective teaching and learning. | There is a lack of a cohesive, campus-wide system for using data to consistently drive instruction, allocate resources effectively, and ensure alignment between curriculum, intervention, and professional development. |

# Policies, Procedures, and Requirements

# Policies, Procedures, and Requirements

| Title | Person Responsible | Review Date | Addressed By | Addressed On |
|---|---|---|---|---|
| Bullying Prevention | Director & Coordinator of Counseling | 9/29/2026 | Jodi Burton | 9/28/2026 |
| Child Abuse and Neglect | Director & Coordinator of Counseling | 9/29/2026 | Jodi Burton | 9/28/2026 |
| Disciplinary Alternative Education Program (DAEP) | Director of Pupil Services | -- | Jodi Burton | 9/30/2026 |
| Dropout Prevention | Counseling Director | 10/1/2026 | Jodi Burton | 10/1/2026 |
| Title I, Part C Migrant | FPG Director | 9/28/2026 | Jodi Burton | 9/28/2026 |
| Technology Integration | Executive Director of Technology | -- | Jodi Burton | 10/1/2026 |
| Parent & Family Engagement Policy | FPG Director | -- | Jodi Burton | 9/28/2026 |
| Decision-Making and Planning Policy Evaluation | -- | -- | Jodi Burton | 9/28/2026 |
| Coordinated Health Program | Director of Health Services | -- | Jodi Burton | 9/28/2026 |
| Dyslexia Treatment Program | SPED Director | -- | Jodi Burton | 9/28/2026 |
| Pregnancy Related Services | MV Coordinator | 9/30/2026 | Jodi Burton | 9/30/2026 |
| Student Welfare: Crisis Intervention Programs and Training | Counseling Director & Coordinator | 9/29/2026 | Jodi Burton | 9/28/2026 |
| Job Description for Peace Officers, Resource Officers & Security Personnel | JISD Chief of Police | 9/28/2026 | Jodi Burton | 9/28/2026 |
| Student Welfare: Discipline/Conflict/ Violence Management | -- | -- | Jodi Burton | 9/28/2026 |
| Homeless - MV | Homeless Coordinator | 9/30/2026 | Jodi Burton | 9/30/2026 |