

Priority Charter Schools
Priority Charter Schools - Cove
2023-2024 Campus Improvement Plan



Mission Statement

Cove Charter Academy's mission is to provide quality personalized education for the whole child, so that every student graduates with the tools needed to reach their full potential.

Vision

The vision of Cove Charter Academy is to build strong, positive connections with students so they can achieve independence, confidence, and academic knowledge. CCA believes in providing students with opportunities to learn, grow, and attain success as critical thinkers and problem solvers. CCA believes in a trusting, caring environment where students are honored and respected, they will know how and understand how to be successful in a global society.

ESF Targeted Improvement Plan

This campus improvement plan also serves as the Effective Schools Framework TARGETED IMPROVEMENT PLAN. The ESF components are labeled throughout the plan and can be printed without the rest of the CIP, if desired.

ESF TIP COMPONENTS

- **Prioritized Focus Area 1**
 - Essential Action #:
 - CIP Performance Objective #:
 - Page number in this CIP:
- **Prioritized Focus Area 2**
 - Essential Action #:
 - CIP Performance Objective #:
 - Page number in this CIP:
- **Prioritized Focus Area 3**
 - Essential Action #:
 - CIP Performance Objective #:
 - Page number in this CIP:

DISTRICT COMMITMENT THEORY OF ACTION

- Page number in this CIP:

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Number of Students - 250 Number of Teachers - 18 Paraprofessionals - 6

Number of Instructional Coaches - 1 Interventionist - 1 Assistant Principal - 1 Principal - 1

Student Demographics - Caucasian: 31.7% African American: 24.4% Hispanic: 29.7% Asian: .04% American Indian: 0.4% Pacific Islander: 2.4% Two or More Races: 11.0%

EB: 3.3% At-Risk: 16.3% GT: 7% SPED: 15%

Demographics Strengths

Demographics Strengths: PCS - Copperas Cove has a diverse student population which allows for teachers and staff to incorporate different interests into the learning process. The PCS - Copperas Cove campus is a transient campus due to its proximity to a nearby military base. There campus supports families from many different states and countries. PCS - Copperas Cove continues to increase enrollment in the Gifted and Talented (GATE) program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: PCS - Copperas Cove's certified faculty members are low (%). The desired goal is 100%. **Root Cause:** Many staff members are enrolled in teaching certification programs and have not completed the certification requirements.

Student Learning

Student Learning Summary

Overall 2022/2023	Component Score	Scaled Score 87	Rating B
Student Achievement		84	B
STAAR Performance	35	60	
College, Career, and Military Readiness	100	100	
Graduation Rate	100	100	
School Progress		91	A
Academic Growth	75	85	B
Relative Performance	68	91	A
Closing the Gaps	64	78	C

Student Learning Strengths

Our campus focuses on Highly Qualified Instructional Materials (HQIMs) for classroom instruction and intervention. Students are able to participate in small groups instructions where attention is given to the most need.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: PCS - Copperas Cove's STAAR testing subjects have proved to be challenging areas as demonstrated in data. **Root Cause:** Overall, STAAR results have demonstrated a decline in the 2022-2023 data.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, Assessment: The district has adopted the use of HQIMs across all of the Priority Charter Schools campuses. Teachers are receiving instructional support through the observation/feedback cycle led by our instructional coach and teacher mentors. There is an intentional increased focused in unit internalizations and grade level PLC's to discuss best practices, differentiation, and assessments on a weekly basis.

Technology: Systems have been upgraded to ensure better connectivity quality.

School Context and Organization: District professional development in August; Ongoing campus and individual professional development.

School Processes & Programs Strengths

The weekly PLC meetings are beneficial. Teachers are provided the opportunity to collaborate and work with the instructional coach on upcoming lessons and assessments. Teacher mentors are improving coaching skills. Participating in the observations and feedback cycle assists in a deeper understanding of what quality instruction should look like.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Classroom observations shows the need for more lesson internalizations. **Root Cause:** Teachers are completing the unit internalizations weeks in advance. Many teachers do not revisit the upcoming lesson prior to delivering the instruction.

Perceptions

Perceptions Summary

Priority Charters Schools - Copperas Cove Beliefs:

- *Recruitment and retention of qualified and effective personnel are the keys to enhancing the quality of education and increased student achievement.
- *The community has a right to transparency campus wide and we will encourage community involvement in all major decision making processes.
- *Our main purpose is to connect with students in order to improve academic achievement.
- *There is no excuse for poor quality instructions.
- *All staff members must have a commitment to students, parents, and the community in the pursuit of excellence.
- *Our campus will be a safe and secure learning environment that is well disciplined.

Perceptions Strengths

The retention rate for Priority Charter Schools-Copperas Cove stays at or above 80. Our campus has a military connection and some staff have to relocate for various reasons. This has helped with teachers' growth in instructional practices and understanding of the TEKS/content.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus does not have high family and parent engagement. **Root Cause:** There was not a parent to continue our campus PTO and there has not been a lot of recruitment effort.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals





Goal 1: Provide a school environment that keeps students and staff safe.

Performance Objective 1: By the end of the 2023/2024 school year, student will participate in fire safety, lock down, evacuation, shelter in place, and reverse evacuation drills to prepare students for possible incident and facility improvement to manage safety.

High Priority

Evaluation Data Sources: Safety Team Evaluations and School Threat Assessment Team Evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: PCS-Copperas Cove will implement a locked door procedure and will complete routine door checks to ensure classrooms remain locked to prohibit outside entry.</p> <p>Strategy's Expected Result/Impact: Students will be safe inside the school/classrooms in the event of an intruders.</p> <p>Staff Responsible for Monitoring: Safety Team, Teachers, Students, Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students and staff will practice drills for fire, evacuation, shelter in place, and inclement weather to make sure procedures are in place for emergency situations.</p> <p>Strategy's Expected Result/Impact: Students and staff will be aware of where to go and what to do during any type of emergency or situation.</p> <p>Staff Responsible for Monitoring: Safety Team, Teachers, Students, Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will provide the campus with additional safety measures to include, but not limited to a fence around the perimeter, proper door locks, additional cameras, door buzzer, and a designated campus safety point of contact.</p> <p>Strategy's Expected Result/Impact: The students will be safer while on campus, whether inside or outside classrooms.</p> <p>Staff Responsible for Monitoring: Safety Team, Teachers, Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Increase parental, guardian, and community involvement in campus activities.

Performance Objective 1: By the end of 2023/2024 school year, Priority Charter Schools-Copperas Cove will plan to increase parent and community involvement, parent support committee, participation in various community events, and academic nights by hosting events to involve our parents in students' learning.

High Priority

Evaluation Data Sources: Flyers, Agendas, and Sign-in Sheets





Strategy 1 Details	Reviews			
<p>Strategy 1: Priority Charter Schools-Copperas Cove will participate in various community events. Strategy's Expected Result/Impact: Community activities will provide exposure and build recognition and increase conversation our mission. Staff Responsible for Monitoring: Parent Engagement Committee, Teachers, Students, and Campus Leadership Team ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will form a parent support committee to support the school, athletics, and academics. Strategy's Expected Result/Impact: The parent support will increase student moral and performance. Staff Responsible for Monitoring: Parents, Teachers, Staff, Campus Leadership Team ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Priority Charter Schools-Copperas Cove will plan various academic activities/events for parents and guardians to come and learn how to support their student. Strategy's Expected Result/Impact: The students academic progress will increase and their grades will demonstrate positive improvement. Staff Responsible for Monitoring: Parents, Teachers, Staff, Campus Leadership Team ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: PCS - Copperas Cove will provide professional development support and opportunities for professional growth to support educators and to increase highly qualified teacher certification.

Performance Objective 1: Provide professional development to increase instructional effectiveness.

High Priority

Evaluation Data Sources: Sign in Sheets, Completion of professional development, Staff Surveys, and Certifications





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff members will attend professional development to support professional goals. Strategy's Expected Result/Impact: Staff will make significant progress towards professional goals using effective strategies in the classroom. Staff Responsible for Monitoring: Teachers and Campus Leadership</p> <p>ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The instructional leadership team will conduct frequent walk throughs using the HQIM rubrics and Observation/Feedback Coaching process.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Reading and Math teachers will participate in PLCs and coaching provided through Region 12 in conjunction with district and campus instructional leaders.</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: PCS - Copperas Cove will provide educational support for academic success to prepare students with the tools they need to increase academic knowledge and demonstrated through data.

Performance Objective 1: By the end of 2023/2024 school year, students will receive academic support through the use of paraprofessionals, intervention, response-to-intervention, tutoring, and Saturday school.

High Priority

Evaluation Data Sources: Intervention Schedule, Tutoring Log, RTI data, Paraprofessionals, and Saturday School attendance





Strategy 1 Details	Reviews			
<p>Strategy 1: To increase student academic success through various tools provided by support strategies such as Zearn, BookNook, STMath, Amplify, ODell, and HMH.</p> <p>Strategy's Expected Result/Impact: Students will gain academic progress as represented through platform participation, unit exams, and report cards.</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Instructional Coaches, Assistant Principal, and Principal</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In K-5th grade, teachers will utilize High Quality Instructional Materials for Tier 1 instruction in Reading, Math, and Science.</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: PCS - Copperas Cove will provide educational support for academic success to prepare students with the tools they need to increase academic knowledge and demonstrated through data.

Performance Objective 2: PCS-Copperas Cove will demonstrate academic success through the BOY, MOY, and EOY data to show growth.

High Priority

Evaluation Data Sources: Data Report





Strategy 1 Details	Reviews			
<p>Strategy 1: Assessment results will be utilized to develop instruction for intervention support, tutoring, and Saturday School.</p> <p>Strategy's Expected Result/Impact: Progress will be made on the BOY, MOY, and EOY pertaining to objectives.</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Instructional Coaches, Assistant Principal, and Principal</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: PCS - Copperas Cove will promote staff accountability and create a culture of increasing campus expectations.

Performance Objective 1: By the end of the 2023/2024 school year, staff will participate various trainings and professional developments.

High Priority

Evaluation Data Sources: Reports of Observations, Leadership Team

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will participate in professional conversations and self-reflect to show intentional progress towards professional growth.</p> <p>Strategy's Expected Result/Impact: Staff members will enhance the overall culture and accountability of the campus environment.</p> <p>Staff Responsible for Monitoring: Teachers, Paraprofessionals, Campus Leadership Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The instructional leadership team will engage all teachers in Professional Learning Communities based on the Get Better Faster process for observations and feedback. The coaching conferences are intended to be non-evaluative.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The instructional leadership team will engage teachers in Professional Learning Communities through data talks.</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Title I

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee Role	Name	Position
Administrator	Tracy Patterson	Principal
Administrator	Michele Kelsay	Assistant Principal
Administrator	Quashea Walker	Instructional Coach
Classroom Teacher	Beverly Brewer	Teacher
Paraprofessional	Kim Bailey	Paraprofessional
Parent	Zha'Keeria Davis	Parent