

**Priority Charter Schools**  
**Cove Charter Academy**  
**2021-2022 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

Revised/Approved: August 17, 2021

## Demographics

### Demographics Summary

Number of Students - 251 Number of Teachers - 18 Number of Paraprofessionals - 6

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

HQ Status-17

### Student Demographics -

Caucasian: 58%, African American: 43%, Hispanic: 28%, Other: 11% (Students were calculated in more than one category)

ESL - 3% At-Risk - 72% GT - 7%

### Demographics Strengths

CCA has a diverse student population which allows for teachers and staff to incorporate different interests into the learning process.

CCA has increased enrollment in the Gifted and Talented (GATE) program.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Cove Charter Academy has 100% of the instructional staff as highly qualified. There are only 65% of the same staff that is highly certified. **Root Cause:** Newly acquired staff were hired while still enrolled in a teaching certification program.

# Student Learning

## Student Learning Summary

Student Achievement for the 2021-2022 will focus on our increasing domain 1 to results that meet and surpasses those from 2019.

Subject	Reading			Mathematics			Science		
Approaches	2019	2021	2022	2019	2021	2022	2019	2021	2022
	64	59	65	75	44	70	62	51	65
Meets	2019	2021	2022	2019	2021	2022	2019	2021	2022
	29	36	30	38	19	30	12	21	18
Masters	2019	2021	2022	2019	2021	2022	2019	2021	2022
	11	5	15	14	5	15	0	2	10

## Student Learning Strengths

Cove Charter Academy has put an increased focus on our End-Of-Course (EOC) students. In previous years, many students were needing to re-test to meet this graduation requirement. We are continuously decreasing the number of students that are needing to re-test.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** CCA will focus on reading and mathematics to close the gap for the 21-22 school year. **Root Cause:** The learning loss due to Covid-19, along with a curriculum that was not Highly-Qualified Instructional Material (HQIM) contributed to students not learning at the desired rigor.

# 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Student Achievement Domain
- Effective Schools Framework data
- Targeted support Identification data
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data








# Goals

**Goal 1:** Students will meet high levels of early literacy (Addendum: HB3 Bills) achievement and make a years growth by June 2022.

**Performance Objective 1:** The percent of Pre-K - 2nd grade students that score on grade level or above in Reading will increase from 13% to 50% by June 2022.

**HB3 Goal**

**Evaluation Data Sources:** Circles, mclass, HMH, Renaissance






Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District purchase new Pre-K instructional resources and adopted a new early literacy indicator screener.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Students will meet high levels of early literacy (Addendum: HB3 Bills) achievement and make a years growth by June 2022.

**Performance Objective 2:** PK4-2nd grade staff will receive effective literacy training from Instructional Coach, Region 12 consultants, and campus leadership. The staff will also be required to complete Reading Academy training by June 2022.

**HB3 Goal**





**Evaluation Data Sources:** District/Campus Professional Development , Reading Academy Certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ILT and classroom teachers receive additional trainings in programs and instructional strategies <b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** By June 2022 , 40% of 3rd-12th grade students will achieve Meets on STAAR Math and Algebra I, and 45% will achieve Meets or Masters on STAAR Reading and English I/II assessment.

**Performance Objective 1:** By June 2022, 50% of 3rd - 12th grade students will achieve Meets or above on STAAR Math assessment; The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 42% to 46% by June 2024.






**Evaluation Data Sources:** For Math: SAAVAS, Renaissance, DMAC, Carnegie, STAAR  
For Reading: Renaissance, HMH, Amplify and Odell, benchmarks, interims, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will provide CCA staff with effective trainings to increase their capacity with instructional strategies, delivery and assessment practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will have an array of aligned and rigorous strategies that will support the diverse learners in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Leaders, Instructional Coach, Asst. Principal, and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HB4545 implemented for students that did not pass or did not take portion(s) of the 2021 STAAR assessment. Students will receive at least 30 hours of targeted instruction. The campus Response to Intervention (RtI) process has been updated and Tier 2 students are also receiving an increase in intervention instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students should increase academic performance at each summative assessment period (CBA's, Interims, Module assessments)</p> <p><b>Staff Responsible for Monitoring:</b> General Education staff, RtI Coordinator, Instructional Coach, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Students serviced in special programs will demonstrate an increase of 25% measurable growth on district and state assessments.

**Performance Objective 1:** By June 2022, 75% of ESL and 30% Special Education students will achieve Approaching or above on state assessments...specifically math and reading.







**Evaluation Data Sources:** For Math: SAAVAS, Renaissance, DMAC, Carnegie, STAAR  
 For Reading: Renaissance, HMH, Amplify and Odell, benchmarks, interims, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> General education and special programs staff will disaggregate and analyze the data for the special programs population of students. The data will be utilized to determine what individualized support each student in this sub-population needs to achieve their target goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Students should experience some grade-level growth or ability-level growth on formative assessments.</p> <p><b>Staff Responsible for Monitoring:</b> General Education Teacher, Special Programs Teachers, Asst. Principal, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</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 4:** Increase student average daily attendance from 94% to 97% by June 2022.

**Performance Objective 1:** By June 2022, 97% will be the average daily attendance of Cove students.







**Evaluation Data Sources:** Ascender Reports, Saturday School records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus attendance monitor and principal will review attendance reports weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Frequent and consistent review is necessary to determine trends in the attendance data.</p> <p><b>Staff Responsible for Monitoring:</b> Secretary, Attendance coordinator, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Classroom teachers will initiate different incentives throughout the attendance cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy should result in a higher attendance rate, at least 95% for the classes with consistent lower attendance.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers, Attendance coordinator and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Increase parent and community involvement of families of the student enrollment count.

**Performance Objective 1:** By June 2022, the Cove campus will implement a Parent-Teacher Organization to assist in parental and community involvement and increase our family involvement to 50 families.





**Evaluation Data Sources:** Sign in sheets, pictures and log-ins.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parents' awareness and involvement through our media avenues. CCA will increase correspondence to parents including social media presence as a way of keeping them connected to school activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will become more involved in their students' learning and activities.</p> <p><b>Staff Responsible for Monitoring:</b> All staff, Community liaison, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CCA will participate in community based activities and partner with local businesses and government agencies.</p> <p><b>Strategy's Expected Result/Impact:</b> As students participate in activities, our goal is that their parents/families will support them through their attendance.</p> <p><b>Staff Responsible for Monitoring:</b> All staff, Community liaison, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** Students will be prepared for post-secondary opportunities.

**Performance Objective 1:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for College Ready will increase from 85% to 95% by August 2022. 100% of our Seniors will graduate College (Dual Credit, TSI, SAT, and ACT), Career (Industry-based certifications) or Military Ready.

**Evaluation Data Sources:** college enrollment, TSI scores, SAT scores, ACT scores, industry based certifications earned, Dual Credit courses passed

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and parents will meet twice a year with CCMR advisors to review transcript and graduation plans.  <b>Strategy's Expected Result/Impact:</b> Students and parents will stay up-to-date on student's progress to ensure the requirements are being met.  <b>Staff Responsible for Monitoring:</b> College and Career team, Asst. Principal, Principal   <b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Complete PTECH, Dual Credit course, ASVAB, Financial Aid sessions, College/Trade School visits, IHE Partnerships  <b>Strategy's Expected Result/Impact:</b> Students will meet the criteria for CCMR  <b>Staff Responsible for Monitoring:</b> College and Career team, Asst. Principal, Principal   <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	0%			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cher Nickerson	Principal
Administrator	Michele Kelsay	Assistance Principal
Instructional Coach	Regina Castillo	Instructional Coach
Classroom Teacher	Kiara Mathias	3/4 Math Teacher
Classroom Teacher	Heidi Drebenstedt	MS Math Teacher
Parent	Ebony McIntosh	HS Science Teacher
Paraprofessional	Christina Sweet	Special Programs Paraprofessional



# Addendums