

Copperas Cove Independent School District

Copperas Cove Junior High School

2025-2026 Campus Improvement Plan



Disclaimer: This document is an alternative format of the official campus improvement plan, prepared solely to provide access for individuals with disabilities who use assistive technology. It may differ in formatting or appearance from the original document. In the event of any discrepancy between this version and the official version, the original shall constitute the sole, and true version.

Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Vision

Copperas Cove Independent School District... A Foundation of Excellence - A Future of Success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Copperas Cove Junior High School serves 812 students in grades 6–8, with a nearly even gender split and a racially diverse population. The school is located in a mid-sized suburban area and has a significant number of students identified as economically disadvantaged, at-risk, or in special education.

Race/Ethnicity

- White: 288 (35.47%)
- Hispanic/Latino: 276 (33.99%)
- Black/African American: 117 (14.41%)
- Two or More Races: 91 (11.21%)
- Native Hawaiian/Pacific Islander: 27 (3.33%)
- Asian: 9 (1.11%)
- American Indian/Alaskan Native: 4 (0.49%)

Student Programs

- SPED: 213 (26.23%)
- Section 504: 131 (16.13%)
- Dyslexia: 130 (16.01%)
- Gifted & Talented: 53 (6.53%)
- Emergent Bilingual: 48 (5.91%)
- ESL: 34 (4.19%)

Student Indicators

- Economically Disadvantaged: 496 (61.08%)
- At Risk: 491 (60.47%)
- Military Connected: 307 (37.81%)
- Homeless: 17 (2.09%)
- Migrant: 7 (0.86%)
- Foster: 4 (0.49%)

Attendance

- Overall Average: 94.6%
- Lowest Period: 4th six weeks (Jan–Feb)
- By Grade:
 - 6th: 95.4%

- 7th: 94.5%
- 8th: 93.9%
- By Gender:
 - Female: 94.7%
 - Male: 94.4%
- By Race:
 - American Indian: 96.8%
 - Asian: 97.4%
 - Black: 95.3%
 - Hispanic: 94.4%
 - White: 94.4%
 - Two or More Races: 94.5%

Discipline

- Top Referrals: 1,740
- Top Issues:
 - Tardies (4+): 1,064
 - Skipping: 92
 - Physical Contact: 84
 - Refusal to Work: 84
- By Gender
 - Male: 55.6%
 - Female: 44.4%
- ISS by Race:
 - Hispanic: 42.42%
 - White: 28.79%
 - Black 19.70%
 - Other 9.09%

Demographic Strengths

Improved Discipline Trends

- Office referrals decreased significantly from the previous year (from 3,658 to 1,740).
- Skipping and disruptive behavior incidents dropped sharply.
- Possible contributing factors: stricter enforcement of policies (e.g., cellphone/earbud ban), increased hallway monitoring.

Above-Average Attendance

- School-wide average attendance (94.6%) exceeds the Texas state average (93%).
- Strong attendance among 6th graders (95.4%) and American Indian students (96.8%).

Military-Connected Student Support

- 37.81% of students are military-connected, and attendance among this group is relatively high (95.1%)

Diverse Program Offerings

- Programs for Gifted & Talented, ESL, Dyslexia, and Special Education are well-represented, indicating a broad support structure.

Problem Statements Identifying Demographics Needs

Problem Statement 1: High Chronic Absenteeism: The school has a chronic absenteeism rate of 23%, which is higher than the statewide average of 20.3%. Rates are even higher among African American students (32.3%) and Hispanic students (25.3%), which may negatively impact academic performance and student engagement.

Root Cause:

- Socioeconomic challenges (61% economically disadvantaged)
- Limited parental engagement or awareness
- Seasonal dips in attendance (notably in Jan-Feb)
- Inconsistent enforcement of attendance interventions

Student Learning

Student Learning Summary

The presentation outlines the current strategies and data-driven insights used to support student achievement on a campus. It focuses on instructional practices, assessment comparisons, intervention strategies, and the effectiveness of the Response to Intervention (RtI) process. It also addresses the performance and support plans for Special Education (SPED) students.

Student Learning Strengths

1. Instructional Support:
 - a. Use of direct instruction, aggressive monitoring, and checks for understanding.
 - b. Implementation of Common Formative Assessments (CFAs) and a Campus Data Tracker.
2. Intervention Strategies:
 - a. Math, Reading, and Science intervention classes.
 - b. Before and after school tutorials.
 - c. RTI meetings (once per grading period) involving admin, counselors, SPED and grade-level teams.
3. Data-Driven Decision Making:
 - a. Regular review of student performance across MAP, STAAR, benchmarks, and report cards.
 - b. Frequent adjustments to SPED students' Individualized Education Plans (IEPs).
4. Collaborative Monitoring:
 - a. Teachers and administrators meet regularly to identify and support struggling students.
 - b. Parent/guardian communication is emphasized for student progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Discrepancy between state assessments and local benchmarks/report cards.

Root Cause: Potential misalignment between curriculum, instruction, and assessment rigor due to continuous Changes in STAAR.

Problem Statement 2: Some students are not maintaining or improving scores year over year.

Root Cause: Interventions may not be sufficiently targeted or intensive; student needs may not be fully identified early.

Problem Statement 3: Effectiveness of RTI implementation is unclear.

Root Cause: Inconsistent placement criteria, unclear tracking of intervention outcomes, and possible delays in escalating support.

Problem Statement 4: SPED students underperform compared to non-SPED peers.

Root Cause: Academic and behavioral deficits, variability in instructional settings, and possibly insufficient differentiation or support.

Perceptions

Perceptions Summary

Staff was issued a perceptions survey using Microsoft Forms

Summary of Most Common Responses

Category	Most Common Response
Safety – How safe do you feel working on campus?	Very Safe
Culture – How would you rate the overall culture at CCJHS?	Somewhat Positive
Support – How supported do you feel by campus leadership?	Extremely supported
Morale – How would you describe staff morale at CCJHS?	Somewhat high
Voice – Do you feel your voice is heard and valued in decisions?	Yes
Communication – How effective is communication from leadership?	Very effective
Collaboration – How well do staff work across departments?	Pretty Well
Respect – Are staff treated with respect and professionalism?	Most of the Time
Inclusivity – How inclusive is the environment for diverse staff?	Very Inclusive

Perceptions Strengths

- Safety and Support are strong areas, with most staff feeling very safe and extremely supported.
- Culture and Morale are generally positive but show room for improvement, with many rating them as “somewhat positive” and “somewhat high.”
- Communication and Inclusivity are seen as strengths.
- Collaboration and Respect are mostly positive but not universally consistent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of parent involvement.

Root Cause: Less interest by parents at the secondary but those who do want to get involved do not know how.

Problem Statement 2: While the district mentor program is great, better systems are needed for integrating new staff into campus processes.

Root Cause: There is a lack of an explicit system to integrate new staff.

Problem Statement 3: Some staff feel under-appreciated and under-recognized for their efforts.

Root Cause: There is a lack of peer involvement in recognition processes.

Note to screen reader users: An additional heading “Priority Problem Statements” appears on the final page of the document, but there is no further text below it.