Copperas Cove Independent School District
S.C. Lee 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.

The mission of S.C. Lee Junior High School is to educate and empower our students to become lifelong learners and responsible citizens, while providing a safe and orderly environment.

Vision

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

At SC Lee we will have schoolwide accountability to promote student success and growth academically and socially with professionally developed teachers and staff

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Comprehensive Needs Assessment

School Processes & Programs Summary

When asked whether the campus is focused on improving student achievement and if there is a sense of urgency and commitment, responses pointed to efforts like the STAAR Blitz and discussions—especially within 8th grade—centered on student growth rather than just passing. However, the level of urgency varies across teams. Student recognition currently consists of semester awards, but daily announcements tend to focus on athletics, birthdays, and extracurriculars rather than academics. Staff suggested the need for more consistent academic visibility, such as department-based student spotlights or "student of the week" recognitions. They also recommended each subject area adopt clear systems for tracking progress and incorporating more cross-curricular collaboration.

In response to questions about professional development, staff shared that most current training is driven by district mandates and often lacks relevance to teachers' specific needs or interests. There are currently no teacher-led or cross-curricular training opportunities, though both were strongly suggested as ways to improve professional learning. Staff also expressed that some subjects, such as history, feel under-supported and would benefit from vertical alignment and greater collaboration. When asked about campus goals and how they're monitored, teachers noted that goals are not regularly communicated. They suggested posting them in work areas for increased visibility. While data sources such as ORF, MAP, CFAs, benchmarks, and grades are in use, there is a need for more intentional use of that data to guide instruction.
Feedback on special programs highlighted that while students benefit from resource and inclusion opportunities, these supports are inconsistent, especially when aides are frequently reassigned. The RTI system lacks a solid structure, and administrative demands limit focus on testing. In terms of instructional time, teachers advocated for bell-to-bell teaching, reduced hallway movement, and better class size management. They also noted that science and history often bear the brunt of non-instructional activities, and they recommended sharing these responsibilities more evenly. Finally, regarding classroom management, the school uses Capturing Kids' Hearts (CKH), including social contracts and "fouls," but concerns were raised about inconsistent application. Staff suggested streamlining hall pass procedures and ensuring all teachers uphold shared expectations.

School Processes & Programs Strengths

- Focused Academic Efforts in Key Areas – The STAAR Blitz demonstrates targeted attention toward improving student achievement, particularly in tested subjects.
- Emphasis on Student Growth – Discussions within some grade levels, focus on student growth rather than just passing, indicating a deeper commitment to learning outcomes.
- Use of Multiple Data Sources – The campus uses a variety of data sources (ORF, MAP, CFAs, benchmarks, grades) to assess and monitor student progress.
- Inclusion and Resource Support – Students have access to inclusion services and exposure to resource support, providing diverse learners with opportunities for success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1

Campus goals are unclear and not consistently communicated to staff, leading to a lack of alignment and focus across grade levels and departments.
Root Cause: Goals are not regularly presented, revisited, or posted in common workspaces, which limits staff awareness and ownership of campus priorities.

Problem Statement 2

Instructional time is frequently interrupted or inconsistently utilized, reducing the effectiveness of classroom instruction.
Root Cause: Hallway movement during class, uneven enforcement of bell-to-bell instruction, large class sizes, and the disproportionate assignment of non-instructional duties to certain subjects (e.g., science and history) all contribute to lost learning time.

Problem Statement 3

Professional development lacks relevance and impact for many teachers, resulting in missed opportunities for instructional improvement and collaboration. Root Cause: District-mandated training dominates the schedule, and there is no current system for teacher-led or cross-curricular professional learning tailored to teacher needs or subject-specific support.

Perceptions

Perceptions Summary

A survey was sent to our committee members to provide a glow, a grow, and possible solutions for the provided grow. The problem statements are the main high points of the responses, identifying the most common topics and a combined summary of possible solutions.

Perceptions Strengths

Culture and Climate:

- Welcoming new staff with "About Me" introductions.
- Employee Recognition
- Staff coming together in times of need

Supporting Students with Struggling Behavior:

- Counseling support provided
- Extreme behaviors are dealt with swiftly CKH
- Coaches help keep kids accountable

Reducing the Threat of Bullying:

- Stop It! Reporting System Statement forms and investigations CKH
- Positive Relationship
- Bullying taken seriously

Support for Inexperienced Teachers:

- Mentors/ICs
- Experienced staff help new staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of communication with staff.

Root Cause: No formal "calendar" or weekly update/happenings, a lot of last minute info given out.

Problem Statement 2: Misbehavior. Teacher and Admin consistency with what is addressed and how it is addressed.

Root Cause: Lack of consistency among admin team for consequences, "favoritism", or allowed behaviors. Also, teachers are not consistent across the board with what behaviors are addressed and how they are address.

Problem Statement 3: New teachers not being supported.

Root Cause: The mentor program is a "check the block" program and no real mentoring occurs. IC's truly coach those new teachers.

Problem Statement 4: Lack of parent involvement.

Root Cause: No communication with the community.

Problem Statement 5: Student bullying and reporting.

Root Cause: Students may be unaware of how to report bullying.

Problem Statement 6: Staff feeling that no one is checking on them.

Root Cause: Lack of "intimate" conversations about the staff's well being.

Problem Statement 7: Unwanted behaviors in hot spots (hallways, bathrooms, cafeteria).

Root Cause: Lack of a set of norms for staff and Admin to follow. Also, staff and admin are often called away from their responsibilities.

Problem Statement 8: Staff having chronic absences, showing up late to work or back after lunch, dress code/code of conduct violations.

Root Cause: It is allowed, not seen, or possibly the mission supersedes the infraction.

Priority Problem Statements

(None Listed)

Goals

Goal 1

Teachers will engage all students daily with TEK- aligned, high quality instructional materials and assessments. Teachers will have access to both current and emerging innovative, practical technologies to enhance instruction for all students.

Performance Objective 1

In-class dispersal and return of laptops to increase instructional engagement and usage.

Evaluation Data Sources:

Academic success, monitoring of loss

Goal 2

CCISD will retain and support high quality staff at all levels of the organization

Performance Objective 1

Support and learning will be fostered through more frequent staff and department meetings.

Evaluation Data Sources:

Retention percentage.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Scheduling and timing of meetings will be conducive to time already spent on contract. **Strategy's Expected Result/Impact:** Impact on student performance and the value of the attendance related to student outcomes. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **ESF Levers:** • **Lever 1:** Strong School Leadership and Planning • **Lever 2:** Strategic Staffing, Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 3

CCISD will develop systems which promote the social and emotional well-being of all students and staff.

Performance Objective 1

Staff will integrate Capturing Kids' Hearts (CKH) strategies in classrooms and throughout the school environment at least 80% of the time. High Priority.

Evaluation Data Sources:

Walks and Campus Monitoring.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Utilization of provided resources **Strategy's Expected Result/Impact:** Diminished negative consequences **Staff Responsible for Monitoring:** Administration, Process Champions **ESF Levers:** • **Lever 1:** Strong School Leadership and Planning • **Lever 3:** Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 3

CCISD will develop systems which promote the social and emotional well-being of all students and staff.

Performance Objective 2

Increase awareness of the MTSS

Evaluation Data Sources:

Identification awareness and usage.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** The staff will SEL huddle at least 1 time / grading period **Strategy's Expected Result/Impact:** Systems of support are utilized **Staff Responsible for Monitoring:** Administration, Process Champions **ESF Levers:** • **Lever 1:** Strong School Leadership and Planning • **Lever 3:** Positive School Culture • **Lever 5:** Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 4

Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 1

Weekly door audits will be included as a standing agenda item in administrative meetings to ensure consistent monitoring and scheduling.

Evaluation Data Sources:

Administration meetings.

Goal 4

Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 2

All Drills will be conducted throughout the year to increase awareness and preparedness.

Evaluation Data Sources:

Drill documentation

Goal 4

Facilities will be designed and maintained to accommodate future student enrollment, enhance safety and security, and support innovative instructional practices.

Performance Objective 1

Utilizing existing space to support future enrollment.

Evaluation Data Sources:

Master Schedule & Map.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Space will be converted to house new additions to the curriculum **Strategy's Expected Result/Impact:** Space, content and support alignment **Staff Responsible for Monitoring:** Administration **ESF Levers:** • **Lever 3:** Positive School Culture • **Lever 5:** Effective Instruction				
2	**Strategy 2:** Classroom usage will be scheduled when staff is at PLC or conference **Strategy's Expected Result/Impact:** Support and space directed to content **Staff Responsible for Monitoring:** Administration **ESF Levers:** • **Lever 1:** Strong School Leadership and Planning • **Lever 5:** Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 5

Develop and expand opportunities that foster a personalized and engaging school culture for all stakeholders.

Performance Objective 1

Implement the four core structural components of Capturing Kids' Hearts with daily consistency and fidelity across all classrooms.

Evaluation Data Sources:

Walk throughs - first 2 weeks, on-going with champions team.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Utilizing campus walks and the champions team, the campus will be evaluated for 80% compliance in the 4 structural components of CKH **Strategy's Expected Result/Impact:** Relationships, Less referrals, increased academic success, sense of belonging, decrease failure rate **Staff Responsible for Monitoring:** Administration **ESF Levers:** • **Lever 3:** Positive School Culture				
2	**Strategy 2:** Administration will be present and leaders of the SEL framework for CKH and utilize collected data from campus walks to address improvements. **Strategy's Expected Result/Impact:** Campus wide CKH surveys include an increase in scores verifying the 4 core components.....greeting, social contract, good things and launch **Staff Responsible for Monitoring:** Administration **ESF Levers:** • **Lever 3:** Positive School Culture				
3	**Strategy 3:** Staff will increase positive recognitions of students and peers **Strategy's Expected Result/Impact:** Everyone on campus can celebrate success **ESF Levers:** **Lever 3:** Positive School Culture				
4	**Strategy 4:** EOY award assemblies will be conducted to increase support, awareness and celebrations. **Strategy's Expected Result/Impact:** Increase belonging and celebrations **Staff Responsible for Monitoring:** All Staff **ESF Levers:** **Lever 3:** Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 6

Establish a systematic process to identify and support students within the MTSS framework to promote academic success.

Performance Objective 1

Enhance 5th-grade data documentation to ensure students are accurately identified for support prior to entering SC Lee.

Evaluation Data Sources:

District Spreadsheets

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Students at SC Lee will be identified as needing intervention after 2 consecutive assessments resulting in below standard. **Strategy's Expected Result/Impact:** The student in need of intervention is identified and provided with extra support **Staff Responsible for Monitoring:** Administration, IC, Counseling **ESF Levers:** • Lever 1: Strong School Leadership and Planning • Lever 5: Effective Instruction				
2	**Strategy 2:** Utilizing the district orange day calendar RTI committees will review the current and projected RTI candidates. **Strategy's Expected Result/Impact:** Identification and support **Staff Responsible for Monitoring:** Administration, counseling, ICs **ESF Levers:** • Lever 1: Strong School Leadership and Planning • Lever 5: Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 6

Establish a systematic process to identify and support students within the MTSS framework to promote academic success.

Performance Objective 2

Increase the system of support through guidance lessons, groups lessons, and individual counseling during school hours

High Importance

Evaluation Data Sources:

District Spreadsheets, Guidance Reports

Goal 7

SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 1

SC Lee will distribute a campus newsletter to stakeholders three times per grading period to provide updates and promote engagement.

High Priority

Evaluation Data Sources:

Documentation of communication via Skylerts and Schoology

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Utilizing counseling, administration, IC and department platforms, the campus will provide updates to the parent and stakeholders **Strategy's Expected Result/Impact:** Communication is removed as an indicator of improvement **Staff Responsible for Monitoring:** Administration and counselors, campus communication liaison **ESF Levers:** • Lever 3: Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 7

SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 2

Each grade level will provide a parent night each semester.

High Priority

Evaluation Data Sources:

Administration, Counseling

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** Increase stakeholder communication and awareness, the campus will provide a parent night each semester per grade level **Strategy's Expected Result/Impact:** Stakeholder information and awareness increases **Staff Responsible for Monitoring:** administration / counseling **ESF Levers:** • **Lever 3:** Positive School Culture				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue

Goal 7

SC Lee will strengthen communication with stakeholders to foster collaborative partnerships that support ongoing student success.

Performance Objective 3

Leadership community engagement event(s) to address high need social emotional limitations and possibilities

High Priority

Evaluation Data Sources:

Sign - in sheets, invites, agendas

Goal 8

Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes.

Performance Objective 1

Administration will implement targeted coaching cycles to address areas of low performance based on student data.

High Priority

Evaluation Data Sources:

Walk-through evaluations

Goal 8

Professional Learning Communities (PLCs) will prioritize data-driven instruction to inform teaching practices and improve student outcomes.

Performance Objective 2

An agenda will be provided and followed for utilization in PLCs

High Priority

Evaluation Data Sources:

IC / administration reflections and productivity

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	**Strategy 1:** The agenda will be utilized to keep the PLC targeted to DDI and MTSS **Strategy's Expected Result/Impact:** reteach and identification **Staff Responsible for Monitoring:** Administration and Instructional Coaches **ESF Levers:** • Lever 1: Strong School Leadership and Planning • Lever 4: High-Quality Instructional Materials and Assessments, • Lever 5: Effective Instruction				
2	**Strategy 2:** Utilizing the process champions, the 4 components to CKH will be modeled in PLCs **Strategy's Expected Result/Impact:** Increase understanding and usage of the CKH process as it is modeled **Staff Responsible for Monitoring:** Administration, leadership, all staff **ESF Levers:** • Lever 1: Strong School Leadership and Planning • Lever 5: Effective Instruction				

Reviews will be rated as: No Progress, Accomplished, Continue/Modify, or Discontinue