Spring Branch Independent School District

Cornerstone Academy

2019-2020 Campus Improvement Plan

Mission Statement

In SBISD, our promise to our entire community is to inspire minds and shape lives by: improving academic performance of all students, graduating all high school students, and preparing all students with the qualifications and skills necessary to enter college or post-secondary training and exit successfully

Vision

Cornerstone Academy strives to be a dynamic, strategically-designed learning community that is empowered by diversity, a commitment to excellence and a distinctive approach to the learning process.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

In the 2018-2019 school year, Cornerstone served a population of 363 students. In that group, there were 123 6th graders, 122 7th graders and 118 8th graders. By gender, we have 207 female students and 156 male students. Based on ethnicity, our student population is approximately 47% white, 37% Hispanic, 10% Asian, .01% African American and 4% multiple ethnicities. Roughly 4% of our students are English language learners and .01% qualify for special education. Our yearly attendance rate was 98.4%. 14% of our students qualify for free or reduced price lunch.

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus serves the entire district, but our population demographics do not mirror (or come close to mirroring) the district as a whole. **Root Cause**: In the recent past, our marketing efforts may not have been as robust and inclusive as possible.

Student Academic Achievement

Student Academic Achievement Summary

Cornerstone students benefit from an all pre-AP curriculum and high academic expectations. The majority of our students (87.8%) meet those expectations and earn As or Bs in their classes. This percentage has remained level over the past few school years. The most difficult subjects for our students is math, with roughly 11% of students earning at least one D or F in a grading period throughout the school weeks. In other subject areas, the percentage of students earning a D or F is around 5% to 7%. This difference could be attributed to the advanced math coursework our students take. More than half of our 7th graders take Algebra I, and all of our 8th graders are either in Algebra I or Geometry.

Compass data indicates that 77% of our students are post-secondary ready. That is up from 45% in the 2016-17 school year, but the 77% has remained level for the last two years. 66% of our students met projected growth targets in math (down from 67% the previous year), and 56% met growth targets in reading (up from 53% the previous year).

While achievement is high and growth rates are above average, improvement can always be made. We hope to further those efforts this year as we implement professional learning communities in hopes to offer a guaranteed, viable curriculum regardless of which teacher a student is assigned.

Student Academic Achievement Strengths

School Processes & Programs

School Processes & Programs Summary

Cornerstone students are selected by lottery via SchoolMint and must have Cs or better to apply and be considered. Once a student at Cornerstone, students must maintain their grades, and, based on our charter, if a student earns two Ds or one F during the school year, he/she is returned to his/her zoned campus.

Cornerstone currently has 24 highly qualified core teachers (8 at each grade level) who team-teach pre-AP classes in two hour blocks that specialize in either math/science or language arts/social studies. We also have several fine arts and performing arts classes available to students, including art, pre-AP Art I, pottery, glass fusion, dance, theater, theater tech, and music. Students earn physical education credits through PE class and also have the opportunity for more active classes during CESITS. CESIT classes occur each morning and offer students an opportunity to take electives, including high school elective credits such as BIM, Speech, and Spanish I/II.

Prior to this year, teachers have had grade-level or content meetings, but did not follow an organized PLC process/protocol. This year, professional development and support is being provided to help implement professional learning communities on campus.

School Processes & Programs Strengths

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We currently do not have a guaranteed, viable curriculum regardless of which teacher a student is assigned. **Root Cause**: In previous years, the PLC process and protocol has not been implemented and supported.

Problem Statement 2: Students are falling behind and being sent back to their zoned campus for grades. **Root Cause**: In previous years, a clearly articulated intervention process has not been in place.

Perceptions

Perceptions Summary

According to Panorama data from the 2018-2019 school year with 99% of students accounted for, 54% of students responded favorably on questions about school belonging, a decrease of 6% from the previous year. Less than one-third of parents responded to the Panorama survey, but responses were overwhelmingly positive. Of staff members, 23 teachers responded, and responses were generally favorable.

Perceptions Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: By June of 2020, CSA students will meet or exceed the following growth expectations on MAP -- 70% for math; 65% for reading.

2018-19: Reading - 56% met CGI; Math - 66 % met CGI
2017-18: Reading - 53% met CGI; Math - 67 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 1) Ongoing professional development opportunities will be provided and required, such as, but not limited to: 1) inviting the ELL/bilingual department representative to visit PLC meetings to discuss current implementation 2) coordinating with the Humanities department to provide additional support to begin implementation of the workshop model	2.4, 2.6	Director Assistant Director Instructional Specialist	an increase in student growth as determined by MAP;	20%	60%	60%
3) coordinating with the Math/Humanities departments regarding additional training/support for intervention 4) outside professional development 5) hiring of an instructional specialist for the 2019-20 school year	**Funding Sources**: 199 PIC 11 - Instructional Services - 10000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
TEA Priorities Build a foundation of reading and math 2) Ongoing professional development opportunities will be provided and required, such as, but not limited to: 1) inviting the ELL/bilingual department representative to visit PLC meetings to discuss current implementation 2) coordinating with the Humanities department to provide additional support to begin implementation of the workshop model 3) coordinating with the Math/Humanities departments regarding additional training/support for intervention 4) outside professional development 5) hiring of an instructional specialist for the 2019-20 school year	2.4, 2.6	Director Assistant Director Instructional Specialist	an increase in student growth as determined by MAP;	✖	✖	0%
			Funding Sources: 199 PIC 11 - Instructional Services - 5000.00			
TEA Priorities Build a foundation of reading and math 3) Students will participate in analysis of their own BOY and MOY MAP scores, including subsequent goal-setting and ongoing review. The analysis and goals will be incorporated into student-led conferences.	2.4, 2.5, 2.6, 3.2	Director Assistant Director Teachers	increased student and parent awareness and student ownership of MAP data	25%	55%	55%
			Funding Sources: 199 PIC 99 - Undistributed - 1000.00			
TEA Priorities Build a foundation of reading and math 4) Create a "gap bridging" program for incoming 6th graders (and existing 7th and 8th graders) who are currently showing gaps. Program options include during CESIT time and/or after school. Another component of the program could be a monthly Super Saturday, in which students could participate in fun skill-building tutorials.		Director Assistant Director Counselor Instructional Specialist	closing learning gaps and increase in student growth as determined by MAP	0%	0%	0%
			Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 10000.00			
5) Additional MAP training for staff		Director	increase staff awareness and efficacy which would lead to increased student growth	0%	55%	55%
		100% = Accomplished 0% = No Progress ✖ = Discontinue				

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.
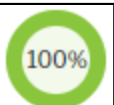
Performance Objective 1: By June 2020, 60% of CSA students will respond favorably to questions related to "School Belonging" on the Panorama survey.
2018-19: School Belonging- 54%
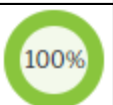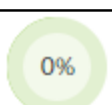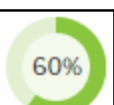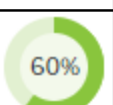2017-18: School Belonging- 60%

Evaluation Data Source(s) 1: Panorama EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) A "student advisory board" will be created with representation from each homeroom. This board will meet with the administration monthly during advisory to discuss current student concerns and input related to school connectedness. The board will also help design and implement a series of schoolwide events.		Director	increased and meaningful student feedback that will help improve student connectedness	0%	0%	0%
Funding Sources: 199 PIC 99 - Undistributed - 10000.00						
2) New Cornerstone students will participate in Cougar Camp the week before school starts		Director Assistant Director Counselor	increased student connectedness	100%	100%	100%
Funding Sources: 199 PIC 99 - Undistributed - 5000.00						
3) All Cornerstone students will participate in two days of back-to-school inclusion activities		Director Assistant Director Counselor	increased student connectedness	100%	100%	100%
Funding Sources: 199 PIC 99 - Undistributed - 3000.00						
4) We will create a school-wide book club each six weeks, in which the books are purchased for students who participate and discussion groups are held.		Librarian	increased student connectedness	0%	60%	60%
Funding Sources: 199 PIC 99 - Undistributed - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Student council will work on outreach campaign designed at increasing membership for students who historically have not participated.		StuCo sponsor	increased student connectedness	✗	✗	✗
Funding Sources: 199 PIC 99 - Undistributed - 500.00						

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.

Performance Objective 1: By June 2020, at 80% of Cornerstone Academy students will perform at post-secondary-ready levels on the PSAT (390 verbal & 430 math) and/or MAP (66-77th percentile reading, 70-84th percentile math) and/or STAAR (meets grade level).

2018-19: 77% performed at post-secondary readiness levels as defined by SBISD Measures of Success
2017-18: 77% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Instructional Framework: On a school-wide basis we will incorporate an instructional model that is consistent with the district's core values and goals. Some examples include a transition to 1-to-1 technology to help facilitate learning beyond classroom walls, a commitment to innovation by increasing the participation and efficacy of our PLTW classrooms, and rigorous, yet scaffolded instruction and every classroom. These efforts will require ongoing professional development and support in various forms.		Director Assistant Director Instructional Specialist	increased student growth and achievement as determined by MAP, STAAR and PSAT scores	35%	75%	75%
	Funding Sources: 199 PIC 11 - Instructional Services - 20728.00					
2) Collective Greatness / Collaborative Spirit: We will start and support a PLC culture on our campus, and PLCs will become the primary vehicle for staff development, including a one-day Solution Tree event prior to school starting and ongoing support from Solution Tree staff and resources and administrative involvement and support at PLC meetings.			increased teacher efficacy; a guaranteed and viable curriculum regardless of teacher; greater emphasis on systematic data analysis	25%	65%	65%
	Funding Sources: 199 PIC 99 - Undistributed - 3850.00					
3) Every Child: We will begin a more systematic approach to intervention and a collaborative RtI process on campus to ensure that every child is being effectively reached.			increased student growth and achievement as determined by MAP, STAAR and PSAT scores	0%	0%	0%
	Funding Sources: 199 PIC 99 - Undistributed - 10000.00, 199 PIC 30 - At Risk School Wide SCE - 3125.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
	100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, CSA will close existing gaps in postsecondary readiness by at least 5% between Economically Disadvantage and Non-Economically Disadvantage students while all performance improves.

2018-19: Eco-Dis 58%; non- Eco-Dis 79%
2017-18: Eco-Dis 65%; non- Eco-Dis 79%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Professional development opportunities to address areas that data indicates needs strengthening; professional development specifically aimed at supporting new teachers		Director Assistant Director	closing performance gap by increased teacher efficacy	30%	65%	65%
Funding Sources: 199 PIC 11 - Instructional Services - 10000.00						
2) Interventions and tutorials (including transportation and additional resources) will be provided to students who have been identified as needing additional help based on data assessment			closing performance gaps	100%	100%	100%
Funding Sources: 199 PIC 11 - Instructional Services - 17000.00						
	100% = Accomplished	0% = No Progress	✕ = Discontinue			

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Effectively monitor students who are identified as SPED, LEP, 504, etc.				100%	100%	100%
2) Offer additional training to staff members who need additional clarification on applicable federal or state laws.				100%	100%	100%
	100% = Accomplished		0% = No Progress	✕ = Discontinue		

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	professional development, including related supplies and/or travel		$10,000.00
1	1	2	professional development, including related supplies and/or travel		$5,000.00
3	1	1			$20,728.00
4	1	1			$10,000.00
4	1	2			$17,000.00
				Sub-Total	$62,728.00
				Budgeted Fund Source Amount	$62,728.00
				+/- Difference	$0

199 PIC 30 - At Risk School Wide SCE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	intervention materials/supplies during CESITs; Super Saturday - materials, supplies, supplemental teacher pay		$10,000.00
3	1	3			$3,125.00
				Sub-Total	$13,125.00
				Budgeted Fund Source Amount	$13,125.00
				+/- Difference	$0

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	supplies needed for student-led conferences		$1,000.00
2	1	1	schoolwide events and initiatives designed by director's student advisory board		$10,000.00
2	1	2	Cougar Camp supplies and activities		$5,000.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	back-to-school inclusion activities and related supplies		$3,000.00
2	1	4			$2,000.00
2	1	5	supplies and activities related to outreach campaign		$500.00
3	1	2	PLC professional development and supplies		$3,850.00
3	1	3			$10,000.00
				Sub-Total	$35,350.00
				Budgeted Fund Source Amount	$35,350.00
				+/- Difference	$0
				Grand Total	$111,203.00