

Spring Branch Independent School District

Cornerstone Academy

2024-2025



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.

Core Characteristics of a T-2-4 Ready Graduate

Academically Prepared: Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

Ethical & Service-Minded: Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

Empathetic & Self-Aware: Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

Persistent & Adaptable: Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

Resourceful Problem-Solver: Every Child thinks critically and creatively and applies knowledge to find and solve problems.

Communicator & Collaborator: Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cornerstone Academy serves students in grades 6-8 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 43 students from the 2023-2024 school year to the 2024-2025 school year. This number was slightly higher at the beginning of the school year, but students have since withdrawn.

Enrollment Trends:

2024-2025 Enrollment - 425

2023-2024: Enrollment – 382

2022-2023: Enrollment – 365

2021-2022: Enrollment – 371

The demographic profile of the students at Cornerstone Academy has remained relatively consistent during the past three years. The majority of the students are White, followed by Hispanic. During the 2023-2024 school year, 6.5% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 9.4% At-Risk; 18.6% Economically Disadvantaged; 3.9% of students were identified for special education services; and 39.0% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2023-2024: African American – 5 (1.3%)

2022-2023: African American – 5 (1.4%)

2021-2022: African American – *

2023-2024: American Indian-Alaskan Native – *

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2023-2024: Asian – 63 (16.5%)

2022-2023: Asian – 49 (13.4%)

2021-2022: Asian – 47 (12.7%)

2023-2024: Hispanic – 106 (27.8%)

2022-2023: Hispanic – 104 (28.5%)

2021-2022: Hispanic – 117 (31.5%)

2023-2024: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: Native Hawaiian-Pacific Islander – *
2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2023-2024: White – 178 (46.6%)
2022-2023: White – 183 (50.1%)
2021-2022: White – 181 (48.8%)

2023-2024: Two-or-more – 27 (7.1%)
2022-2023: Two-or-more – 20 (5.5%)
2021-2022: Two-or-more – 20 (5.4%)

Additional Student Information:

2023-2024: At-Risk – 36 (9.4%)
2022-2023: At-Risk – 44 (12.1%)
2021-2022: At-Risk – 60 (16.2%)

2023-2024: Economically Disadvantaged – 71 (18.6%)
2022-2023: Economically Disadvantaged – 58 (15.9%)
2021-2022: Economically Disadvantaged – 78 (21.0%)

2023-2024: Emergent Bilingual/English Learner – 25 (6.5%)
2022-2023: Emergent Bilingual/English Learner – 30 (8.2%)
2021-2022: Emergent Bilingual/English Learner – 41 (11.1%)

2023-2024: Gifted and Talented – 149 (39.0%)
2022-2023: Gifted and Talented – 128 (35.1%)
2021-2022: Gifted and Talented – 132 (35.6%)

2023-2024: Homeless – 0 (0.0%)
2022-2023: Homeless – *
2021-2022: Homeless – 0 (0.0%)

2023-2024: Immigrant – *
2022-2023: Immigrant – 0 (0.0%)
2021-2022: Immigrant – *

2023-2024: Migrant – 0 (0.0%)
2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)

2023-2024: Special Education – 15 (3.9%)
2022-2023: Special Education – 19 (5.2%)
2021-2022: Special Education – 18 (4.9%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2021-2022: 97.7%

2020-2021: 98.5%

2019-2020: 99.5%

Source: Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2021-2022: 2.7%

2020-2021: 1.4%

2019-2020: 0.0%

Source: Texas Academic Performance Report (TAPR)

Demographics Strengths

Demographic strengths of Cornerstone include

- smaller overall learning environment with approximately 425 middle school students on campus
- lottery based enrollment from elementary schools across the district
- extremely high attendance rate and very low chronic absenteeism
- high percentage of gifted and talented students which correlates with an exclusively AAC curriculum for core classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though we recruit equitably to all elementary schools in the district and, this year, we have students from each elementary school, our demographics show that enrollment does not reflect the actual diversity of the district. **Root Cause:** Some families do not see Cornerstone as a viable option for their child.

Problem Statement 2: Though we enroll students from across the district, we do not find that all students are equally prepared for AAC coursework, and, despite our best efforts, we lose some students each year. **Root Cause:** It seems that the level of rigor may not be equal in all elementary schools.

Student Achievement

Student Achievement Summary

Cornerstone Academy implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Redesign Reading passing rates for 2023 (Baseline Year):

6th Grade Reading - 100% Approaches; 92% Meets; 69% Masters

7th Grade Reading - 99% Approaches; 97% Meets; 86% Masters

8th Grade Reading - 100% Approaches; 98% Meets; 75% Masters

SPED All Grades Reading - 100% Approaches; 94% Meets; 44% Masters

EB/EL All Grades Reading - 98% Approaches; 89% Meets; 58% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Redesign Mathematics passing rate for 2023 (Baseline Year):

6th Grade Mathematics - 99% Approaches; 94% Meets; 56% Masters

7th Grade Mathematics - *NA* Approaches; *NA* Meets; *NA* Masters

8th Grade Mathematics - 100% Approaches; 88% Meets; 45% Masters

End of Course Algebra I - 100% Approaches; 95% Meets; 68% Masters

SPED All Grades Mathematics - 100% Approaches; 75% Meets; 31% Masters

EB/EL All Grades Mathematics - 100% Approaches; 87% Meets; 45% Masters

Source: 2022-2023 Texas Academic Performance Report (TAPR)

NA Indicates there are no students in the group

Student Achievement Strengths

Cornerstone's strengths with regards to student achievement include:

- consistently performing above the state and district averages in all categories of all tests
- significant growth in "meets" and "masters" across grade levels in reading
- significant growth in "meets" and "masters" in 6th grade math and EOC Algebra

- significant growth with EB student across grade levels in reading

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: "Meets" and "masters" levels of 8th grade math have improved but still need additional improvement. **Root Cause:** These students are taking the 8th grade math test but currently sitting in Geometry. These students took Algebra I as 7th graders and skip over material that is tested on the 8th grade math test.

Problem Statement 2: Scores for SPED students in reading are lower than in math. **Root Cause:** More differentiated support is needed in reading classes.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at **Cornerstone Academy** to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2023-2024: Beginning – 2.0 FTE (7.4%)

2022-2023: Beginning – 0.0 FTE (0.0%)

2021-2022: Beginning – 4.0 FTE (14.7%)

2023-2024: 1-5 Years – 8.0 FTE (29.4%)

2022-2023: 1-5 Years – 9.5 FTE (34.4%)

2021-2022: 1-5 Years – 9.5 FTE (34.9%)

2023-2024: 6-10 Years – 6.3 FTE (23.2%)

2022-2023: 6-10 Years – 7.6 FTE (27.5%)

2021-2022: 6-10 Years – 4.2 FTE (15.4%)

2023-2024: 11-20 Years – 5.8 FTE (21.3%)

2022-2023: 11-20 Years – 5.9 FTE (21.4%)

2021-2022: 11-20 Years – 4.0 FTE (14.7%)

2023-2024: Over 20 Years – 5.1 FTE (18.8%)

2022-2023: Over 20 Years – 4.5 FTE (16.3%)

2021-2022: Over 20 Years – 5.5 FTE (20.2%)

2023-2024: Total – 27.2 FTE (100%)

2022-2023: Total – 27.6 FTE (100%)

2021-2022: Total – 27.2 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

Cornerstone's strengths with regards to staff recruitment and retention include:

- a strong onboarding process in place at the district and campus level
- more than two-thirds of our staff have seven or more years of experience
- a healthy mix of experienced, new, and mid-career teachers to offer varied perspectives

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Teacher recruitment becomes more difficult every year. **Root Cause:** There are fewer people entering the teaching profession out of college.

Problem Statement 2: Teacher retention becomes more difficult every year. **Root Cause:** Retention concerns include increasing demands placed on teacher and more teachers leaving the profession for careers in different fields.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Cornerstone Academy provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Cornerstone Academy works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and **12,000+** volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

Cornerstone's strengths related to family and community engagement include:

- an expectation that all parents volunteer each year
- a very active, supportive PTA community
- an increased number of community events offered in recent years

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Our sense of campus community can be affected by geographical issues created from pulling kids from different neighborhoods across the district. **Root Cause:** Families are spread out across the district, and we are not a traditional neighborhood school.

Problem Statement 2: Community events are not always well-attended. **Root Cause:** Attending can be challenging for families who live farther from campus.

Goals

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 1: By June 2025, Cornerstone Academy will increase student performance on STAAR Redesign Grades 6-8 exams in reading and math to achieve 100% in approaches, 3 percentage points in meets, and 6 percentage points in math to attain at least 70% masters and maintain 80% in reading at masters.

2023-24: Reading: 99% (approaches), 97% (meets), 80% (masters); Math: 100% (approaches), 95% (meets), 64% (masters)

2022-23: Reading: 100% (approaches), 96% (meets), 77% (masters); Math: 100% (approaches), 92% (meets), 56% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details

Strategy 1: We will continue to support a PLC culture on our campus.

- A) Teachers will review and revise essential standards.
- B) There will continue to be an expectation of common formative and summative assessments in each core content area.
- C) There will continue to be an expectation of data transparency, data analysis by skill/student, and data-informed intervention and extension.
- D) Half-day subs will be provided to allow additional planning and support these efforts.
- E) Continued professional development on the PLC process will be provided.
- F) We will continue to utilize our campus PLC dashboard.
- G) We will apply to become a model PLC campus through Solution Tree.

Strategy's Expected Result/Impact: increased teacher efficacy, a guaranteed and viable curriculum regardless of teacher, greater emphasis on alignment and systematic data analysis and action research

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Funding Sources: - 199 PIC 99 - Undistributed - \$2,500

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RtI process to ensure every child is being effectively supported, including

- A) Implementation of the 7-step PLC process to provide accurate data
- B) Staff training on the RtI inverted pyramid and implementation
- C) Quarterly collaborative RtI meetings to discuss student progress
- D) Data-tracking via individual student trackers linked in the PLC dashboard
- E) Focused intervention throughout the year

Strategy's Expected Result/Impact: increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: - 199 PIC 99 - Undistributed - \$19,250

Strategy 3 Details

Strategy 3: High quality, first-time instruction supported with appropriate resources and educational experiences

Strategy's Expected Result/Impact: diminished need for intervention based on the impact of first-time instruction

Staff Responsible for Monitoring: administration, instructional support team, teachers

ESF Levers:

Lever 5: Effective Instruction

Funding Sources: - 199 PIC 11 - Instructional Services - \$57,774

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided, including (but not limited to)

- A) EB and GT strategies that benefit all students
- B) effective use of various educational tools /subscriptions
- C) coaching cycles implemented by administrators and instructional support team (outside of required TTESS)
- D) other district-provided, on-campus, and outside professional development related to campus goals

Strategy's Expected Result/Impact: increased staff efficacy and retention; increased student achievement

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Funding Sources: - 199 PIC 99 - Undistributed - \$5,000

Strategy 5 Details

Strategy 5: Continued implementation of our skill-building, high-interest CESITS class for math and reading and periodic "Saturday School" sessions for additional Tier 3 support

Strategy's Expected Result/Impact: increased student growth and achievement

Staff Responsible for Monitoring: administrators, instructional support team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 2: STUDENT GROWTH: By June 2025, Cornerstone Academy will increase the percentage of students demonstrating STAAR Redesign academic growth in reading and math by 2 percentage points or \geq to 85%.

2023-24: School Progress-Annual Growth /Accelerated Learning: 90%/100% (Reading); 83%/NA (Math)

2022-23: School Progress-Annual Growth /Accelerated Learning: 90%/NA (Reading); 82%/88% (Math) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report and 2024 Texas Education Agency Data Tables

Strategy 1 Details
<p>Strategy 1: We will continue to support a PLC culture on our campus.</p> <p>A) Teachers will review and revise essential standards. B) There will continue to be an expectation of common formative and summative assessments in each core content area. C) There will continue to be an expectation of data transparency, data analysis by skill/student, and data-informed intervention and extension. D) Half-day subs will be provided to allow additional planning and support these efforts. E) Continued professional development on the PLC process will be provided. F) We will continue to utilize our campus PLC dashboard. G) We will apply to become a model PLC campus through Solution Tree.</p> <p>Strategy's Expected Result/Impact: increased teacher efficacy, a guaranteed and viable curriculum regardless of teacher, greater emphasis on alignment and systematic data analysis and action research</p> <p>Staff Responsible for Monitoring: administrators, instructional support team, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

Strategy 2 Details

Strategy 2: We will provide a systematic approach to intervention and a collaborative RtI process to ensure every child is being effectively supported, including

- A) Implementation of the 7-step PLC process to provide accurate data
- B) Staff training on the RtI inverted pyramid and implementation
- C) Quarterly collaborative RtI meetings to discuss student progress
- D) Data-tracking via individual student trackers linked in the PLC dashboard
- E) Focused intervention throughout the year

Strategy's Expected Result/Impact: increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High quality, first-time instruction supported with appropriate resources and educational experiences

Strategy's Expected Result/Impact: diminished need for intervention based on the impact of first-time instruction

Staff Responsible for Monitoring: administration, instructional support team, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided, including (but not limited to)

- A) EB and GT strategies that benefit all students
- B) effective use of various educational tools /subscriptions
- C) coaching cycles implemented by administrators and instructional support team (outside of required TTESS)
- D) other district-provided, on-campus, and outside professional development related to campus goals

Strategy's Expected Result/Impact: increased staff efficacy and retention; increased student achievement

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Continued implementation of our skill-building, high-interest CESITS class for math and reading and periodic "Saturday School" sessions for additional Tier 3 support

Strategy's Expected Result/Impact: increased student growth and achievement

Staff Responsible for Monitoring: administrators, instructional support team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 3: CLOSING THE GAPS: By June 2025, Cornerstone Academy will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by maintaining previous year's progress.

2023-24: 32 of 32 Academic Achievement Points Met; 100% Component Points

2022-23: 32 of 32 Academic Achievement Points Met; 100% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
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- E) Focused intervention throughout the year

Strategy's Expected Result/Impact: increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High quality, first-time instruction supported with appropriate resources and educational experiences

Strategy's Expected Result/Impact: diminished need for intervention based on the impact of first-time instruction

Staff Responsible for Monitoring: administration, instructional support team, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

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- A) EB and GT strategies that benefit all students
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Strategy's Expected Result/Impact: increased staff efficacy and retention; increased student achievement

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ESF Levers:

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Strategy 5 Details

Strategy 5: Continued implementation of our skill-building, high-interest CESITS class for math and reading and periodic "Saturday School" sessions for additional Tier 3 support

Strategy's Expected Result/Impact: increased student growth and achievement

Staff Responsible for Monitoring: administrators, instructional support team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2025, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2023-24: TELPAS Progress Rate 96%

2022-23: TELPAS Progress Rate 68% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools and 2024 Texas Education Agency Data Tables

Strategy 1 Details
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- E) Focused intervention throughout the year

Strategy's Expected Result/Impact: increased student growth and achievement as determined by MAP and STAAR

Staff Responsible for Monitoring: administrators, instructional support team, teachers

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: High quality, first-time instruction supported with appropriate resources and educational experiences

Strategy's Expected Result/Impact: diminished need for intervention based on the impact of first-time instruction

Staff Responsible for Monitoring: administration, instructional support team, teachers

ESF Levers:

Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Ongoing professional development opportunities will be provided, including (but not limited to)

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Strategy's Expected Result/Impact: increased staff efficacy and retention; increased student achievement

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Strategy 5 Details

Strategy 5: Continued implementation of our skill-building, high-interest CESITS class for math and reading and periodic "Saturday School" sessions for additional Tier 3 support

Strategy's Expected Result/Impact: increased student growth and achievement

Staff Responsible for Monitoring: administrators, instructional support team

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 5: COLLEGE AND CAREER READINESS BENCHMARK: By June 2025, Cornerstone Academy will increase the percentage of students who meet the college and career readiness benchmarks on the PSAT 8/9 by 3 percentage points in Reading and Writing (RW) and 3 percentage points in Mathematics.

2023-24: 92% Met RW; 83% Met Mathematics; 78% Met Both (Baseline Year)

Evaluation Data Sources: PSAT 8/9 (Grade 8)

Strategy 1 Details
<p>Strategy 1: Compare college and career readiness of students as measured on MAP "On Track" to College Board benchmark performance in reading and math</p> <p>Strategy's Expected Result/Impact: increase percent of students who are MAP "On Track" which should translate to increased performance on PSAT 8/9</p> <p>Staff Responsible for Monitoring: administrators</p>
Strategy 2 Details
<p>Strategy 2: Provide education to students and parents about the importance of PSAT 8/9, including how it connects to PSAT NMSQT and SAT, as well as how to best prepare for the exam</p> <p>Strategy's Expected Result/Impact: increased awareness of the details about PSAT & SAT testing; increased student ownership of test results</p> <p>Staff Responsible for Monitoring: administrators</p>

Goal 1: STUDENT ACHIEVEMENT. Cornerstone Academy students will master rigorous academic standards to ensure college and career readiness.

Performance Objective 6: ADVANCED COURSES: Increase the number of students completing advanced courses.

Spring 2024: 382 students completed one or more advanced courses (100%)

Spring 2023: 358 students completed one or more advanced courses (100%)

Spring 2022: 365 students completed one or more advanced courses (100%)

Evaluation Data Sources: Skyward course data (AAC and AP courses)

Strategy 1 Details
<p>Strategy 1: Cornerstone will continue to only offer all AAC core classes so all students have the opportunity to complete advanced coursework.</p> <p>Strategy's Expected Result/Impact: continued participation in AAC courses at 100%</p> <p>Staff Responsible for Monitoring: administrators</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2025, Cornerstone Academy will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Student recognition programs will be aligned to SBISD Core Characteristics.</p> <p>Strategy's Expected Result/Impact: increased awareness of SBISD Core Characteristics; increased student ownership of SBISD Core Characteristics</p> <p>Staff Responsible for Monitoring: administrators; teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: We will continue to offer service-focused CESITS classes (because the second "S" stands for service).</p> <p>Strategy's Expected Result/Impact: increased community service opportunities for students on campus; increased community involvement</p> <p>Staff Responsible for Monitoring: administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 3 Details
<p>Strategy 3: Cornerstone will continue to hold our fall and spring student-led conferences in which students serve as communicators and collaborators in regards to their learning.</p> <p>Strategy's Expected Result/Impact: increased communication skills; increased student ownership; increased problem-solving regarding learning outcomes</p> <p>Staff Responsible for Monitoring: whole staff and parents</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 4 Details
<p>Strategy 4: Cornerstone offers unique 1st Day Activities that include problem-solving, team building activities that promote communication, collaboration, and leadership.</p> <p>Strategy's Expected Result/Impact: emphasis on SBISD core values and core characteristics; helps build school community</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 2: INTERVENTIONS: By June 2025, Cornerstone Academy will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details
<p>Strategy 1: We will provide a systematic approach to intervention and a collaborative RtI process to ensure every child is being effectively supported, including</p> <ul style="list-style-type: none">A) Implementation of the 7-step PLC process to provide accurate dataB) Staff training on the RtI inverted pyramid and implementationC) Quarterly collaborative RtI meetings to discuss student progressD) Data-tracking via individual student trackers linked in the PLC dashboardE) Focused intervention throughout the year <p>Strategy's Expected Result/Impact: increased student growth and achievement as determined by MAP and STAAR</p> <p>Staff Responsible for Monitoring: administrators, instructional support team, teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>
Strategy 2 Details
<p>Strategy 2: High quality, first-time instruction supported with appropriate resources and educational experiences</p> <p>Strategy's Expected Result/Impact: diminished need for intervention based on the impact of first-time instruction</p> <p>Staff Responsible for Monitoring: administration, instructional support team, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$4,750</p>
Strategy 3 Details
<p>Strategy 3: Continued implementation of our skill-building, high-interest CESITS class for math and reading and periodic "Saturday School" sessions for additional Tier 3 support</p> <p>Strategy's Expected Result/Impact: increased student growth and achievement</p> <p>Staff Responsible for Monitoring: administrators, instructional support team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: - 199 PIC 24 - At Risk - \$4,000</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 3: POST-SECONDARY PLANNING: Cornerstone Academy students will engage in activities that will prepare them to meet graduation requirements and pursue a viable post-secondary outcome.

Evaluation Data Sources: 4-Year Plan, Endorsement Selection Form

Strategy 1 Details
<p>Strategy 1: All 8th graders will participate in 4-year planning through Naviance. Strategy's Expected Result/Impact: increased awareness of high school course options; increased student ownership (and hopefully subsequent high school success) Staff Responsible for Monitoring: counselor</p>
Strategy 2 Details
<p>Strategy 2: CSA 8th grade students will visit local universities, SBISD high schools, and the Guthrie Center. Strategy's Expected Result/Impact: increased awareness of secondary and post-secondary options Staff Responsible for Monitoring: counselor</p> <p>Funding Sources: - 199 PIC 99 - Undistributed - \$3,000</p>
Strategy 3 Details
<p>Strategy 3: CSA will increase the number of students who take high school credit courses in middle school by adding additional CTE courses, such as General Employability and Foundations of Computer Science. Strategy's Expected Result/Impact: increased high school readiness, which leads to increased post-secondary readiness Staff Responsible for Monitoring: administrators, counselor</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 199 PIC 22 - Career & Technology - \$7,115</p>

Goal 2: STUDENT SUPPORT. Cornerstone Academy students will benefit from multi-tiered systems of support.

Performance Objective 4: STUDENT ATTENDANCE: By June 2025, student attendance at Cornerstone Academy will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data and Texas Academic Performance Report

Strategy 1 Details
<p>Strategy 1: Continued parent outreach regarding the correlation between attendance and academic success; continued monitoring of attendance trends</p> <p>Strategy's Expected Result/Impact: increased attendance</p> <p>Staff Responsible for Monitoring: ADA; administrators</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 1: SAFE SCHOOL ENVIRONMENT: Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.

Evaluation Data Sources: Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details
<p>Strategy 1: All staff members will complete Safe Schools training prior to the deadline. Strategy's Expected Result/Impact: increased staff awareness of safety procedures and expectations Staff Responsible for Monitoring: administrators</p>
Strategy 2 Details
<p>Strategy 2: CSA will implement a campus discipline management flowchart (aligned with district discipline expectations). Strategy's Expected Result/Impact: safe, well-managed campus Staff Responsible for Monitoring: administrators</p>
Strategy 3 Details
<p>Strategy 3: CSA will conduct weekly safety walks and door checks, as well as performing all required drills. Strategy's Expected Result/Impact: increased safety on campus Staff Responsible for Monitoring: administrators</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 2: SAFETY COMMITTEE: Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: Establish Campus Safety Committee composed of a cross section of stake holders to look at matters related to campus safety. Strategy's Expected Result/Impact: refined safety practices with input from all stakeholders Staff Responsible for Monitoring: administrators</p>
Strategy 2 Details
<p>Strategy 2: CSA will participate in campus safety audit. Strategy's Expected Result/Impact: provided with feedback regarding effective implementation of safety plan; opportunity to correct issues as needed Staff Responsible for Monitoring: administrators</p>

Goal 3: SAFE SCHOOLS. Cornerstone Academy will ensure a safe and secure learning environment.

Performance Objective 3: EMERGENCY OPERATIONS: Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: adherence with district safety expectations; campus EOP completed and filed prior to deadline</p> <p>Staff Responsible for Monitoring: administrators</p>
Strategy 2 Details
<p>Strategy 2: Campus EOP will be updated and staff will be trained at the start of the school year.</p> <p>Strategy's Expected Result/Impact: staff awareness of safety expectations; correctly maintained campus EOP</p> <p>Staff Responsible for Monitoring: administrators</p>

Goal 4: FISCAL RESPONSIBILITY. Cornerstone Academy will ensure efficient and effective fiscal management of resources and operations.

Performance Objective 1: FINANCIAL MANAGEMENT: Maintain high quality financial management practices.

Evaluation Data Sources: Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

Strategy 1 Details
<p>Strategy 1: Hold frequent budget meetings with administrative assistant to review and manage money</p> <p>Strategy's Expected Result/Impact: successful documentation of purchases and orders; well-maintained, error-free records</p> <p>Staff Responsible for Monitoring: principal; administrative assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$57,774.00
Sub-Total					\$57,774.00
Budgeted Fund Source Amount					\$57,774.00
+/- Difference					\$0.00
199 PIC 22 - Career & Technology					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	3			\$7,115.00
Sub-Total					\$7,115.00
Budgeted Fund Source Amount					\$7,115.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$4,750.00
2	2	3			\$4,000.00
Sub-Total					\$8,750.00
Budgeted Fund Source Amount					\$8,750.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	2			\$19,250.00
1	1	4			\$5,000.00
2	3	2			\$3,000.00
Sub-Total					\$29,750.00
Budgeted Fund Source Amount					\$29,750.00
+/- Difference					\$0.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Grand Total Budgeted	\$103,389.00
				Grand Total Spent	\$103,389.00
				+/- Difference	\$0.00