

**Conroe Independent School District**  
**Virtual School**  
**2023-2024 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: September 29, 2023

## Student Achievement

### Student Achievement Summary

As of September 25, 2023 the Virtual School enrolls 175 students. The breakdown of students per grade level is the following:

Membership								
Grade	4	5	6	7	8	9	Total	%
Am Ind	0	0	0	0	1	0	1	0.6%
Asian	0	1	0	2	3	0	6	3.4%
Black	4	1	1	4	1	3	14	8%
White	4	5	23	15	20	27	94	53.7%
Pac Isl	0	0	0	0	0	0	0	-
Multiple	0	0	1	1	2	0	4	2.3%
Hispanic	3	4	6	14	20	9	56	32%
<b>Grade Total</b>	11	11	31	36	47	39	175	-

Math STAAR/EOC (5-8)	Performance	ELA STAAR (5-8)	Performance
Masters	20%	Masters	42%
Meets	47%	Meets	70%
Approaches	85%	Approaches	76%
Does Not Meet	15%	Does Not Meet	24%

### Student Achievement Strengths

Student Achievement Strengths:

- STAAR Scores for Reading indicated 65% of students are at grade level or higher, in 2022-23.
- STAAR Scores for Reading indicated nearly 90% of students are approaching grade level or higher, in 2022-23.
- STAAR Scores for Math indicated 38% of students in grades 7-8 meet grade level or higher, in 2022-2023.
- STAAR Scores for Math indicated nearly 87% of students in grades 7- 8 approach grade level or higher, in 2022-2023.
- EOC Scores for Algebra indicated 100% of students approached grade level or higher, in 2022-2023.
- EOC Scores for Algebra indicated nearly 93% of student met or exceeded grade level performance, in 2022-2023.
- High levels of performance for African American students in all grade levels on all exams.
- High levels of performance for Economically Disadvantaged students in all grade levels on all exams.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** At all grade levels, student Meets GL Standard for Reading was at 70% **Root Cause:** Teachers need training on enhancing reading performance in the Virtual Setting.

**Problem Statement 2 (Prioritized):** At all grade levels, student Meets GL Standard for Math was at 47% **Root Cause:** Teachers need training on enhancing mathematics understanding in the Virtual Setting.

**Problem Statement 3 (Prioritized):** Student growth in ELA/Reading was 68%, across all grade levels. **Root Cause:** Teachers need more effective systems for tracking data.

**Problem Statement 4 (Prioritized):** Student growth in Math was 38%, across all grade levels **Root Cause:** Teachers need more effective systems for tracking data.

# Culture and Climate

## Culture and Climate Summary

The Virtual School has 175 students from over 45 campuses, representing all six high school feeder patterns in Conroe ISD. As a second year school, our culture and climate will continue to be developed with a collective and inclusive approach. We will develop relationships with parents and students and include them with our staff to determine a process to create a mission and vision for the school. We will also include our staff and community in developing social events and other connective activities to enhance and strengthen our community.

## Culture and Climate Strengths

The strengths of our climate and culture is that we are small enough to give additional attention to students, often in a one-on-one setting. Our staff is committed to creating a safe and familial atmosphere for all students and families. For example, we gave one-on-one STAAR exams to an immuno-compromised student, at Woodforest Bank Stadium, under the bleachers, so that there was enough fresh air and distance to keep the student safe.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** There is a need to actively support the emotional well-being of all students. **Root Cause:** Students are not in the traditional school setting with others their age to interact with.

**Problem Statement 2 (Prioritized):** The Virtual Academy will house students from all feeder zones, and potentially 63 campuses **Root Cause:** Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Currently we serve over 160 families, and these families are very engaged and active participants in their children's learning. We serve the entire CISD Community which is a great opportunity for our staff and students to engage with others.

## Parent and Community Engagement Strengths

We have students and parents that are committed to learning in a virtual environment and are focused on having success within this school.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** There is a need for additional training for parents in the Learning Management System for virtual learning. **Root Cause:** Parents lacking knowledge of our LMS.

# Priority Problem Statements

**Problem Statement 1:** There is a need for additional training for parents in the Learning Management System for virtual learning.

**Root Cause 1:** Parents lacking knowledge of our LMS.

**Problem Statement 1 Areas:** Parent and Community Engagement

**Problem Statement 2:** There is a need to actively support the emotional well-being of all students.

**Root Cause 2:** Students are not in the traditional school setting with others their age to interact with.

**Problem Statement 2 Areas:** Culture and Climate

**Problem Statement 3:** The Virtual Academy will house students from all feeder zones, and potentially 63 campuses

**Root Cause 3:** Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.

**Problem Statement 3 Areas:** Culture and Climate

**Problem Statement 4:** Student growth in Math was 38%, across all grade levels

**Root Cause 4:** Teachers need more effective systems for tracking data.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** At all grade levels, student Meets GL Standard for Reading was at 70%

**Root Cause 5:** Teachers need training on enhancing reading performance in the Virtual Setting.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** At all grade levels, student Meets GL Standard for Math was at 47%

**Root Cause 6:** Teachers need training on enhancing mathematics understanding in the Virtual Setting.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Student growth in ELA/Reading was 68%, across all grade levels.

**Root Cause 7:** Teachers need more effective systems for tracking data.

**Problem Statement 7 Areas:** Student Achievement

# 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 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups



- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS 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

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

Revised/Approved: October 13, 2023






## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

### Performance Objective 1: Improve student growth in Math from 38% to 50%

#### High Priority

Evaluation Data Sources: CFAs, Interim Assessments, Teacher generated assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery</p> <p><b>Strategy's Expected Result/Impact:</b> Improve academic outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Teachers - ESSER III - \$122,026.50</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

### Performance Objective 1 Problem Statements:






Student Achievement
<p><b>Problem Statement 4:</b> Student growth in Math was 38%, across all grade levels <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>

**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2: Improve student growth in ELA from 68% to 75%**

**Evaluation Data Sources:** CFAs, Interim Assessments, Teacher generated assessments, data tracking

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Teachers - ESSER III - \$239,071.50</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> At all grade levels, student Meets GL Standard for Reading was at 70% <b>Root Cause:</b> Teachers need training on enhancing reading performance in the Virtual Setting.</p>
<p><b>Problem Statement 3:</b> Student growth in ELA/Reading was 68%, across all grade levels. <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>






**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3: Improve student meets expectations in Math for all exams from 47% to 65%**

**High Priority**

**Evaluation Data Sources:** CFAs, Interim Assessments, Teacher generated assessments, data tracking

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 4</p> <p><b>Funding Sources:</b> Teachers - ESSER III - \$122,026.50</p>	Formative		
	Dec	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>			

**Performance Objective 3 Problem Statements:**

Student Achievement
<p><b>Problem Statement 2:</b> At all grade levels, student Meets GL Standard for Math was at 47% <b>Root Cause:</b> Teachers need training on enhancing mathematics understanding in the Virtual Setting.</p>
<p><b>Problem Statement 4:</b> Student growth in Math was 38%, across all grade levels <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>






**Goal 1: Student Achievement and Post-Secondary Success**

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4: Improve Special Education Student performance on all STAAR Exams from 31% to 45%**

**High Priority**

**Evaluation Data Sources:** CFAs, Interim Assessments, Teacher generated assessments, data tracking

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Teacher, Principal, General Ed Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Achievement 4</p> <p><b>Funding Sources:</b> Teacher - ESSER III - \$84,947</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 4 Problem Statements:**






Student Achievement
<p><b>Problem Statement 4:</b> Student growth in Math was 38%, across all grade levels <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1: CIVA will follow all procedures for spending and procurement as expected**

**Evaluation Data Sources:** CIVA budget, audits

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CIVA will follow all appropriate budget and accounting policies.  <b>Strategy's Expected Result/Impact:</b> Strong fiscal management with no findings in audit  <b>Staff Responsible for Monitoring:</b> Principal, Financial Secretary</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning  <b>Problem Statements:</b> Culture and Climate 2  <b>Funding Sources:</b> Principal - ESSER III - \$183,966.29</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 1 Problem Statements:**






Culture and Climate
<p><b>Problem Statement 2:</b> The Virtual Academy will house students from all feeder zones, and potentially 63 campuses <b>Root Cause:</b> Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** CIVA Leadership will actively reflect on the growth of our teachers, students, and community that we serve

**Evaluation Data Sources:** Reflections, surveys, OHI

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Principal will review data, check for pulse of the campus and student body, and assess teacher effectiveness through evaluation.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teaching performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**

Culture and Climate
<p><b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of all students. <b>Root Cause:</b> Students are not in the traditional school setting with others their age to interact with.</p>
<p><b>Problem Statement 2:</b> The Virtual Academy will house students from all feeder zones, and potentially 63 campuses <b>Root Cause:</b> Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.</p>








**Goal 3:** Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** CIVA will only hire HQ staff with proficiency in technology applications and online teaching.

**Evaluation Data Sources:** TEA Certification Website, Canvas Proficiency Check, Interview Process

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review and verify the quality of teaching applicants and staff members to ensure high quality educators are being brought into the organization</p> <p><b>Strategy's Expected Result/Impact:</b> Improved learning outcomes</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June
			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> At all grade levels, student Meets GL Standard for Reading was at 70% <b>Root Cause:</b> Teachers need training on enhancing reading performance in the Virtual Setting.</p>
<p><b>Problem Statement 2:</b> At all grade levels, student Meets GL Standard for Math was at 47% <b>Root Cause:</b> Teachers need training on enhancing mathematics understanding in the Virtual Setting.</p>
<p><b>Problem Statement 3:</b> Student growth in ELA/Reading was 68%, across all grade levels. <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>
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**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 1:** CIVA staff will effectively communicate through Facebook, Twitter, Instagram, Email, Smore Newsletters, Parent Information Nights, and School Messenger.

**High Priority**

**Evaluation Data Sources:** Parent Surveys, Staff Surveys, Student Surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize all forms of communication to engage parents and stakeholders</p> <p><b>Strategy's Expected Result/Impact:</b> Improved connection to the campus and improved culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1, 2</p> <p><b>Funding Sources:</b> Teacher - ESSER III - \$166,400</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**






Culture and Climate
<p><b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of all students. <b>Root Cause:</b> Students are not in the traditional school setting with others their age to interact with.</p> <p><b>Problem Statement 2:</b> The Virtual Academy will house students from all feeder zones, and potentially 63 campuses <b>Root Cause:</b> Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.</p>

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**Performance Objective 2:** CIVA will create crisis intervention teams, school safety teams, and problem solving teams to evaluate the safety and emotional well-being of our students.

**Evaluation Data Sources:** Data and referrals from crisis reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Utilize our counselor and support staff to ensure student mental health and well being</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication and outcomes for students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Culture and Climate 1, 2</p> <p><b>Funding Sources:</b> Counselor, Teacher - ESSER III - \$183,324</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 2 Problem Statements:**






Culture and Climate
<p><b>Problem Statement 1:</b> There is a need to actively support the emotional well-being of all students. <b>Root Cause:</b> Students are not in the traditional school setting with others their age to interact with.</p> <p><b>Problem Statement 2:</b> The Virtual Academy will house students from all feeder zones, and potentially 63 campuses <b>Root Cause:</b> Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** There is a need for additional training for parents in the Learning Management System for virtual learning.

**Evaluation Data Sources:** CANVAS  
Parent Access

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> CIVA will do training with parents over the LMS.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be more informed on their child's education in being more familiar with the LMS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Counselor</p> <p><b>Problem Statements:</b> Parent and Community Engagement 1</p> <p><b>Funding Sources:</b> Teacher - ESSER III - \$81,207.50</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 3 Problem Statements:**

Parent and Community Engagement
<p><b>Problem Statement 1:</b> There is a need for additional training for parents in the Learning Management System for virtual learning. <b>Root Cause:</b> Parents lacking knowledge of our LMS.</p>






**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Facilitate the opportunity for CIVA Staff to be members of campus PLCs at the secondary and intermediate levels.

**High Priority**

**Evaluation Data Sources:** Teacher calendars, PLC meeting notes.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Support Teacher Professional Development through trainings, PLCs, and other teacher education opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased efficacy</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Teacher - ESSER III - \$120,159.71, Training - Title III - Title III - \$131</p>	Formative		
	Dec	Mar	June
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

**Performance Objective 1 Problem Statements:**






Student Achievement
<p><b>Problem Statement 1:</b> At all grade levels, student Meets GL Standard for Reading was at 70% <b>Root Cause:</b> Teachers need training on enhancing reading performance in the Virtual Setting.</p>
<p><b>Problem Statement 2:</b> At all grade levels, student Meets GL Standard for Math was at 47% <b>Root Cause:</b> Teachers need training on enhancing mathematics understanding in the Virtual Setting.</p>
<p><b>Problem Statement 3:</b> Student growth in ELA/Reading was 68%, across all grade levels. <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>
<p><b>Problem Statement 4:</b> Student growth in Math was 38%, across all grade levels <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

**Evaluation Data Sources:** CANVAS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide quality professional development designed to increase educator expertise in differentiating the curriculum to meet the needs of diverse student populations within our CIVA program to improve instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Student scores will increase on the 2024 Spring STAAR exams.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 4 - Culture and Climate 1, 2</p>	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**

Student Achievement
<p><b>Problem Statement 1:</b> At all grade levels, student Meets GL Standard for Reading was at 70% <b>Root Cause:</b> Teachers need training on enhancing reading performance in the Virtual Setting.</p>
<p><b>Problem Statement 2:</b> At all grade levels, student Meets GL Standard for Math was at 47% <b>Root Cause:</b> Teachers need training on enhancing mathematics understanding in the Virtual Setting.</p>
<p><b>Problem Statement 3:</b> Student growth in ELA/Reading was 68%, across all grade levels. <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>
<p><b>Problem Statement 4:</b> Student growth in Math was 38%, across all grade levels <b>Root Cause:</b> Teachers need more effective systems for tracking data.</p>

## Culture and Climate

**Problem Statement 1:** There is a need to actively support the emotional well-being of all students. **Root Cause:** Students are not in the traditional school setting with others their age to interact with.

**Problem Statement 2:** The Virtual Academy will house students from all feeder zones, and potentially 63 campuses **Root Cause:** Student enrollment potentially touches 63 campuses within all six feeder zones, so building a culture will be a purposeful and involved process.

# Campus Funding Summary

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Training - Title III		\$131.00
<b>Sub-Total</b>					\$131.00
<b>Budgeted Fund Source Amount</b>					\$131.00
<b>+/- Difference</b>					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teachers		\$122,026.50
1	2	1	Teachers		\$239,071.50
1	3	1	Teachers		\$122,026.50
1	4	1	Teacher		\$84,947.00
2	1	1	Principal		\$183,966.29
4	1	1	Teacher		\$166,400.00
4	2	1	Counselor, Teacher		\$183,324.00
4	3	1	Teacher		\$81,207.50
5	1	1	Teacher		\$120,159.71
<b>Sub-Total</b>					\$1,303,129.00
<b>Budgeted Fund Source Amount</b>					\$1,303,129.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$1,303,260.00
<b>Grand Total Spent</b>					\$1,303,260.00
<b>+/- Difference</b>					\$0.00