Conroe Independent School District

Virtual School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Vision

Teaching the LEADERS of tomorrow - today!

Core Beliefs

We believe:

All students can learn

Technology proficiency is a key skill for the next generation of leaders

Students can be successful in new and innovative ways

Communication is the key to successful student growth

High expectations lead to excellent outcomes

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

As of August 23, 2022 the Virtual School enrolls 59 students. The breakdown of students per grade level is the following:

Grade Level Breakdown

Grade	Number of Students
5	8
6	11
7	18
8	22

Students in 5th Grade achieved the following STAAR Results in 4th Grade

4th Grade STAAR Results

	Approaches	**Meets**	**Masters**
Mathematics	75%	75%	50%
Reading	100%	100%	50%

Students in 6th Grade achieved the following STAAR Results in 5th Grade

5th Grade STAAR Results

	Approaches	**Meets**	**Masters**
Mathematics	77.78%	44.44%	22.22%
Reading	100%	77.78%	33.33%
Science	77.78%	55.56%	11.11%

Students in 7th Grade achieved the following STAAR Results in 6th Grade

6th Grade STAAR Results

	Approaches	**Meets**	**Masters**
Mathematics	100%	25%	8.33%
Reading	81.82%	45.45%	27.27%

Students in 8th Grade achieved the following STAAR Results in 7th Grade

7th Grade STAAR Results

	Approaches	Meets	Masters
Mathematics	66.67%	33.33%	8.33%
Reading	100%	73.33%	46.67%

Student Achievement Strengths

Student achievement is strong at the virtual academy as we have an application process and criteria that must be met. Moreover, the strength of our school is that our students, parents, and teachers all choose to be a part of this community in the virtual setting. There is buy in an excitement for this school year.

Student academic achievement strengths at each grade level were as follows:

5th Grade: All 5th graders who tested in Spring 2022, Met Expectations for the Reading STAAR, and 75% Met Expectations for the Math STAAR.

6th Grade: All 6th graders who tested in Spring 2022, Approached Expectations for the Reading STAAR. 78% Met Expectations for the Reading STAAR.

7th Grade: All 7th graders who tested in Spring 2022, Approached Expectations for the Math STAAR. 82% Approached Expectations for the Reading STAAR.

8th Grade: All 8th graders who tested in Spring 2022, Approached Expectations for the Reading STAAR. 73% Met Expectations for the Math STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Incoming 8th grade Virtual Students scored 67% Approaches on Math STAAR in 7th Grade, and 33% Approaches on Math STAAR in 7th Grade. **Root Cause:** Teachers need opportunities to train in assessment building for both formative and summative assessments in order to appropriately track and predict student learning outcomes.

Problem Statement 2 (Prioritized): Incoming 7th grade Virtual Students scored 25% Meets on Reading STAAR in 6th Grade. **Root Cause:** While 100% of students Approached grade level, only 1 out of 4 met grade level expectations. We need teachers to have training to deepen the learning outcomes for students.

Problem Statement 3 (Prioritized): Incoming 6th grade Virtual Students scored 77% Meets on Reading STAAR in 5th Grade **Root Cause:** Teachers need training in Readers

Workshop to continue to elevate their ability to grow student learning proficiency.

Problem Statement 4 (Prioritized): Incoming 6th Grade Virtual Students scores 44% Meets Expectations on the 5th Grade Math STAAR Exam. **Root Cause:** Teachers need opportunities to train in assessment building for both formative and summative assessments in order to appropriately track and predict student learning outcomes.

Problem Statement 5 (Prioritized): Incoming 6th Grade Virtual Students scores 56% Meets Expectations on the 5th Grade Science STAAR Exam. **Root Cause:** Teachers need opportunities for training in deepening the learning connections for students in the science classroom.

Culture and Climate

Culture and Climate Summary

The Virtual School has 59 students from over 15 campuses, representing all six high school feeder patterns in Conroe ISD. As a first year school, our culture and climate will 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.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: The Virtual Academy will house students from all feeder zones, and multiple campuses **Root Cause:** Student enrollment touches 15 campuses with all six feeder zones, so building a culture will be a purposeful and involved process.

Problem Statement 2 (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.

Parent and Community Engagement

Parent and Community Engagement Summary

Currently we serve under 100 families, however, 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 3: Incoming 8th grade Virtual Students scored 67% Approaches on Math STAAR in 7th Grade, and 33% Approaches on Math STAAR in 7th Grade.

Root Cause 3: Teachers need opportunities to train in assessment building for both formative and summative assessments in order to appropriately track and predict student learning outcomes.

Problem Statement 3 Areas: Student Achievement

Problem Statement 6: There is a need for additional training for parents in the Learning Management System for virtual learning.

Root Cause 6: Parents lacking knowledge of our LMS.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 1: Incoming 7th grade Virtual Students scored 25% Meets on Reading STAAR in 6th Grade.

Root Cause 1: While 100% of students Approached grade level, only 1 out of 4 met grade level expectations. We need teachers to have training to deepen the learning outcomes for students.

Problem Statement 1 Areas: Student Achievement

Problem Statement 7: There is a need to actively support the emotional well-being of all students.

Root Cause 7: Students are not in the traditional school setting with others their age to interact with.

Problem Statement 7 Areas: Culture and Climate

Problem Statement 2: Incoming 6th grade Virtual Students scored 77% Meets on Reading STAAR in 5th Grade

Root Cause 2: Teachers need training in Readers Workshop to continue to elevate their ability to grow student learning proficiency.

Problem Statement 2 Areas: Student Achievement

Problem Statement 4: Incoming 6th Grade Virtual Students scores 44% Meets Expectations on the 5th Grade Math STAAR Exam.

Root Cause 4: Teachers need opportunities to train in assessment building for both formative and summative assessments in order to appropriately track and predict student learning outcomes.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Incoming 6th Grade Virtual Students scores 56% Meets Expectations on the 5th Grade Science STAAR Exam.

Root Cause 5: Teachers need opportunities for training in deepening the learning connections for students in the science classroom.

Problem Statement 5 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
- 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 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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

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

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 7th Grade Student Math STAAR Meets Expectations scores from 25% to 33%

High Priority

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

| Strategy 1 Details	Reviews			
Strategy 1: Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve academic outcomes **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teachers - ESSER II - $140,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 5th Grade Meets Expectations on Reading STAAR from 77% to 85%

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

Strategy 1 Details				Reviews			
Strategy 1: Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved academic outcomes
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: Teachers - ESSER II - $140,000							

0% No Progress	100% Accomplished	Continue/Modify		✕ Discontinue			

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 8th Grade Math STAAR scores from 67% Approaches to 75% Approaches.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic outcomes **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teachers - ESSER II - $140,000, Stipend - Additional Math Support (Teaching) - ESSER II - $6,000	**Oct**	**Dec**	**Mar**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

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 5th Grade Math STAAR performance from 44% Meets Expectations to 50% Meets Expectations

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved academic outcomes **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Teachers - ESSER II - $140,000	Oct	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 5: Improve 5th Grade Science STAAR performance from 56% meets expectations to 63% Meets Expectations

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

Strategy 1 Details			Reviews			
Strategy 1: Teachers will track student data through assessments, adjust to student needs, reteach and re-assess to ensure mastery			**Formative**			**Summative**
			Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Improved academic outcomes
 	
    TEA Priorities:
    Build a foundation of reading and math
    Funding Sources: Teachers - ESSER II - $140,000						

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

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

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			Reviews		
Strategy 1: Principal will review data, check for pulse of the campus and student body, and assess teacher effectiveness through evaluation.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved teaching performance **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Principal - ESSER II - $150,000			Oct	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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	Reviews			
Strategy 1: Review and verify the quality of teaching applicants and staff members to ensure high quality educators are being brought into the organization	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved learning outcomes **TEA Priorities:** Recruit, support, retain teachers and principals	**Oct**	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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	Reviews			
Strategy 1: Utilize all forms of communication to engage parents and stakeholders	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved connection to the campus and improved culture	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Teachers **Funding Sources:** Instructional materials and health snacks - ESSER II - $4,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 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			Reviews		
Strategy 1: Utilize our counselor and support staff to ensure student mental health and well being			**Formative**		**Summative**
Strategy's Expected Result/Impact: Improved communication and outcomes for students.		**Oct**	**Dec**	**Mar**	**June**
Funding Sources: Counselor - ESSER II - $80,000					
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

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	Reviews			
Strategy 1: CIVA will do training with parents over the LMS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be more informed on their child's education in being more familiar with the LMS. **Staff Responsible for Monitoring:** Principal Teachers Counselor	**Oct**	**Dec**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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			Reviews	
Strategy 1: Utilize the collaborative nature of the PLC in helping CIVA staff members grow and gain effectiveness	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher effectiveness	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
TEA Priorities: Recruit, support, retain teachers and principals **Funding Sources:** Supplies - ESSER II - $1,000				
0% No Progress · 100% Accomplished · → Continue/Modify · ✗ Discontinue				

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	Reviews			

Strategy 1: 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.
    Strategy's Expected Result/Impact: Student scores will increase on the 2023 Spring STAAR exams.
    Staff Responsible for Monitoring: Principal
Teachers
	Formative			**Summative**

	Oct	**Dec**	**Mar**	**June**

         0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Campus Funding Summary

			ESSER II		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teachers		$140,000.00
1	2	1	Teachers		$140,000.00
1	3	1	Stipend - Additional Math Support (Teaching)		$6,000.00
1	3	1	Teachers		$140,000.00
1	4	1	Teachers		$140,000.00
1	5	1	Teachers		$140,000.00
2	2	1	Principal		$150,000.00
4	1	1	Instructional materials and health snacks		$4,000.00
4	2	1	Counselor		$80,000.00
5	1	1	Supplies		$1,000.00
				Sub-Total	$941,000.00
				Budgeted Fund Source Amount	$941,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$941,000.00
				Grand Total Spent	$941,000.00
				+/- Difference	$0.00