

Inspire Academies
Anne Frank Inspire Academy
2023-2024 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

AFIA Needs Assessment Summary

Demographics Summary of Needs:

- Need to continue to improve teacher retention in order to strengthen instruction.

Student Learning Summary of Needs:

- Continued need for targeted intervention.

School Processes and Programs Summary of Needs:

- We need to increase curriculum resources aligned to TEKS in Social Studies.
- We need to increase curriculum resources for HS Math courses.
- While significantly improved, we need to continue to streamline technology processes and setting up instructional technology implementation so staff can jump start the use of instructional technology by the 3rd day of school.
- We need to strengthen on-going facilitator training on instructional technology.

Perceptions Summary of Needs:

- We need to provide at least two surveys throughout the year to staff, students, and parents.
- We need to plan and increase communication processes regarding AFIA academics to parents through revising student led conferences and through Student Support Teams.

Demographics

Demographics Summary

Our special programs population continues to increase. Approximately 18-20% of our student body is identified at Special Education.

While still a small percentage, our EB population is increasing.

We offer up to 18 hours of ON-Ramps courses to all students.

We offer a variety of CTE courses.

Approximately 50% or more of our student population is identified At Risk.

Approximately 40% or of facilitators are between zero and 5 years of experience.

Need to continue to improve teacher retention in order to strengthen instruction.

Demographics Strengths

We have increased the number of returning students.

We have increased enrollment from the 22-23 school year to the 23-24 school year.

We have continued recruited highly qualified facilitators and grow facilitators from within.

Student Learning

Student Learning Summary

While we made progress on STAARA results in 22-23, we need to continue to increase performance at all grade levels on Reading, Math, Science, and Social Studies STAAR.

MAP and MClass data show progress, but signal a **continued need for targeted intervention**.

Student Learning Strengths

- We have increased our percentage of student's graduating with CCMR.
- We have increased the percentages of students reaching Approaches or above on Math STAAR.
- We have increased the percentage of students reaching Approaches or above on Biology EOC.
- We have increased the number of students earning eligibility in OnRamps courses.
- Students show high engagement throughout activities across all grade levels.

School Processes & Programs

School Processes & Programs Summary

Needs:

We need to increase curriculum resources aligned to TEKS in Social Studies.

We need to increase curriculum resources for HS Math courses.

While significantly improved, we need to continue to streamline technology processes and setting up instructional technology implementation so staff can jump start the use of instructional technology by the 3rd day of school.

We need to strengthen on-going facilitator training on instructional technology.

School Processes & Programs Strengths

- We have curriculum resources across all grades and contents including instructional technology.
- We have added a CTE facilitator at the MS level to support electives and inquiry.
- We have increased clarity on campus based processes including grading guidance, PLCs, and Professional Development.
- We had created Student Support Teams that will meet every three weeks to support students in the following categories for intervention and support: academic, attendance, behavior, and connection.
- We have added Seagull Leadership academy to explicitly support community and building skills around our Core Values (Bandera)

Perceptions

Perceptions Summary

We need to provide at least two surveys throughout the year to staff, students, and parents.

We need to plan and increase communication processes regarding AFIA academics to parents through revising student led conferences and through Student Support Teams.

Perceptions Strengths

- Improved processes and positive media coverage has helped boost enrollment.
- I believe our improved focus on communication, learning experiences, and relationships have improved word of mouth referrals.
- We intentionally communicate posts for our Parent Facebook Page to communicate the SEL and academic work our students are doing on a weekly basis.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Federal Report Card and accountability 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Local diagnostic reading assessment data
- State-developed online interim assessments

Student Data: Student 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
- Special education/non-special education population including discipline, progress and participation 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 19, 2023





Goal 1: Anne Frank Inspire Academy will utilize data for planning, evaluation, and targeted intervention and accelerated instruction in order to increase student performance on state assessments by at least 5% points by June of 2024.

Performance Objective 1: We will provide meaningful and ongoing professional development that enhances facilitator understanding of data, intentional grouping methods, and use of instructional technology in order to increase student achievement.

High Priority

Evaluation Data Sources: SST support documentation, facilitator groupings monitored through PLC and Friday PD, and instructional technology data.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Provide ongoing Math professional development with consultant Kim Sutton 3 times per year. Strategy's Expected Result/Impact: Facilitators are able to execute curriculum and intervention lessons with fidelity. Staff Responsible for Monitoring: Admin team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: Anne Frank Inspire Academy will utilize data for planning, evaluation, and targeted intervention and accelerated instruction in order to increase student performance on state assessments by at least 5% points by June of 2024.

Performance Objective 2: The campus will use PLCs, Friday PD, SST meetings dedicated to data analysis in order to monitor and adjust instruction based on student progress.

High Priority





Evaluation Data Sources: SST support documents, intervention groups and schedules, instructional technology data

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 1: Leadership will provide training around Student Support Team process, identify specific interventions, and implement new data tracking in Eduphoria.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of intervention and progress monitoring.</p> <p>Staff Responsible for Monitoring: Admin, Student Services, Curriculum Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: By June 1, 2024, Anne Frank Inspire Academy will implement strategies to increase student attendance and maintain a 95% or higher attendance rate as measured by Average Daily Attendance.

Performance Objective 1: The campus will utilize its attendance plan to provide ongoing student incentives for attendance each 9 weeks and end of year.





Evaluation Data Sources: PIEMS attendance reports, Incentive event dates/schedule

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Admin will communicate clear plan with families and students throughout the year. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Admin | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 3: With improved monitoring of 4-year plans and additional opportunities for dual enrollment and level I and level II certificates, Anne Frank Inspire Academy will show a 5% increase in the number of students graduating with College Career, Military Readiness as identified in the A-F Accountability System by August 2024.

Performance Objective 1: AFIA will show a 5% increase in the number of students graduating with CCMR.





Evaluation Data Sources: Federal and State Accountability Reports, Campus level graduation tracker

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus leadership will monitor student performance in OnRamps throughout the year and monitor facilitator participation on OnRamps training.</p> <p>Strategy's Expected Result/Impact: Ability to provide support to students when needed and support facilitator PD for effective OnRamps instruction.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: AFIA will elevate our family experience and education through ongoing intentional events designed to meet families needs.

Performance Objective 1: Intentional events will be aligned to district core values and meet family needs.





Evaluation Data Sources: Surveys, event planning documents

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Principal and Event Facilitator will meet weekly to discuss and plan upcoming events designed around core values.</p> <p>Strategy's Expected Result/Impact: We will create events that are more intentional in meeting community needs.</p> <p>Staff Responsible for Monitoring: Principal, Event Facilitator, Marketing Director</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 4: AFIA will elevate our family experience and education through ongoing intentional events designed to meet families needs.

Performance Objective 2: We will increase family engagement during family events.

Evaluation Data Sources: Parent surveys and attendance

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 1: Campus will send staff, student, and family surveys to gather feedback regarding events.</p> <p>Strategy's Expected Result/Impact: Have a better understanding of community needs and how to better engage families.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
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