Inspire Academies

District Improvement Plan

2023-2024

Accountability Rating: B

Mission Statement

We increase the capacity for learning by inspiring every student to belong, find joy, and be great.

Vision

To reimagine and transform global learning.

Value Statement

Compassion- Genuine care for all.

Committment- Do whatever it takes.

Collaboration- Engage in purposeful relationships to accomplish a shared vision.

Innovation- Ignite the desire to learn, grow, and change to achieve success.

Integrity- Demonstrate honesty, fairness, respect, and trust.

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Comprehensive Needs Assessment

Revised/Approved: September 19, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

<u>AFIA Needs Assessment Summary</u>

Demographics:

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

Student Learning:

- Continued need for targeted intervention.

School Processes and Programs:

- 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:

- 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.

<u>Rise Recovery Needs Assessment Summary</u>

Demographics:

- If enrollment increases, it will be important to add additional staff (recovery or academic) so that we can implement a schedule that is conducive to learning/activities and adequate supervision.

Student Learning:

- Special Education support. Resources for teachers to help students with special needs/accommodations and modifications.
- Obtain and utilize resources to support academic intervention for students who have not been successful on EOC assessments.

School Processes and Programs:

- Implementing an attendance incentive plan with integrity to address the traditionally low attendance rates. Transportation has contributed to attendance concerns.
- Develop a CTE program.

Perceptions:

- Clarification / collaboration with Recovery Facility partner for systems expectations including safety, volunteers, student programming, etc. Increase in effective communication with Recovery Facility.

Bell County Summary of Needs

Demographic:

- De-escalation Training
- Training on providing lessons that engage our special demographic of students

Student Learning:

- Age-Appropriate Special Education materials
- Provide CTE Courses
- Encourage more students to earn foreign language credits
- Need access for our GED program to serve the number of court-ordered GED students
- Need internet access on the PODS so all students can have access to instructional technology and can have access to learning even when teacher is not permitted inside POD due to security risks

School Processes and Programs:

- Need more bandwidth
- Need secure wireless access in PODs so our students and staff can access educational produces to aid with instruction, assessment, and student progress
- Need to create more CTE opportunities for our students
- A certified math teacher on staff at all times
- Need to develop a condensed curriculum that will support the needs of our students that are here for only a short period of time and with an extension for those who are going to be in the detention center longer

Perception:

- Continue strengthening our relationship with Bell County facilities by setting regularly scheduled meetings to discuss challenges and opportunities to improve student learning and experience
- Teachers need better feedback and support to help them provide more engaging lessons across the curriculum
- Increase/improve our communication with our students' family and seek their feedback on their student's learning
- Develop support to meet the needs of students who spend a short amount of time in detention are return to their home campus
- Develop avenues for Community Participation, Support, and Awareness

Hays Needs Assessment Summary

Demographics:

- 100% teaching staff SPED certified
- GED after program needs to be set up and organized (Something like Virtual Job Shadow would be helpful)
- Offer a GED scholarship

Student Learning:

- Students track their own Edgenuity progress
- Affirmation system for computer program progress
- Resources for teachers to help students with special needs/accommodations and modifications

School Processes and Programs:

- 1 homeroom day a week
- Furniture situated prior to the start of school
- Maintain time to build rapport with students

Perceptions:

- GED after program created and organized (Something like virtual job shadow)
- Bringing people in to talk to students for assemblies
- Continue with Cross Curricular activities

Legacy Ranch Needs Assessment Summary

Demographics:

- Search for bi-lingual staff to help with the high number of Spanish speaking students

Student Learning:

- Continue to build a Resource Library for Core Subject content areas for grades 3-8 that include online and print resources
- Increase number of inquiry-based activities
- Add CTE courses

School Processes and Programs:

- The Legacy Ranch Campus could use an outdoor space for class meetings that is paved and covered. An outdoor, covered pavilion area with a concrete slab could provide shade and protection from other elements while providing space for class meetings, individual or small group instruction, recreation, or a cooling-off area for students experiencing heightened emotions

- The classroom entrances needs covers over the patio areas to help protect students and classrooms from the elements

Perceptions:

- Written documents for new employed on-boarding
- Continue to increase communication with facility staff and CPS caseworkers

Rockdale Needs Assessment Summary

Demographics:

- ELA teacher completing her ELA certification - will also need SPED and ESL
- GED program updates - finding effective preparation resources.

Student Learning:

- Creating a time in the master schedule for CTE credits

School Processes and Programs:

- Altering master schedule to accommodate CTE and inquiry time.
- Faster internet connection

Perceptions:

- Scheduling parent and student surveys each semester.

Demographics

Demographics Summary

Demographics (School environment data. Composition of student population, staff population, parents and community.) Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources:

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course and Class Assignments
- College, University, Dual Credit, Advanced Placement

Potential questions:

- Who are we? With whom are we engaged? With what level of success? How do we know?
- How do we describe our school?
- What is our story? Example details might include size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), and other interesting or important descriptive information?
- Who are our stakeholders and are they included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?
- Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators? Which students are making progress? Why?

SCHOOL ENVIRONMENT DATA

- What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learn ? What is the student mobility rate?
- What support systems are in place to assist these students? Where do students go and come from?
- What is the average class size, student-to-teacher ratio and student-to-support staff ratio?
- What are the attendance/tardy, truancy and drop-out/retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student level data reveal about excused absences, unexcused absences and tardiness?

STUDENT RACE/ETHNICITY

- How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islander, Two-or-More Races.

- How do the number of males compare with females by grade level?
- How does this information differ from the previous 3-5 years?

STUDENT GROUPS

- What Student Groups do we serve? List the percentage in each group: economically disadvantaged, English learner, special education, former special education, continuously enrolled and non-continuously enrolled. Also include Title I, homeless, migrant, gifted and talented, and at-risk. List the percentage of other designations, such as homelessness, and discuss trends, etc.
- What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

Note: HB3 Plans require Early Childhood Literacy, Early Childhood Math, and College, Career, and Military Readiness (CCMR) be addressed with five-year student outcome goals with annual targets and annual targets for each applicable student group in the closing the gaps domain at both the district and campus levels

STAFF DATA

- Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.

Demographics Strengths

Anne Frank

- 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 to recruit highly qualified facilitators and grow facilitators from within.

Rise

- Students are committed to graduation
- Students are committed to programing
- Low student/teacher ratio

Bell County

- We have a staff that understands the needs of At-Risk students
- Students are highly supported by behavioral improvement program provided by Bell County
- Class sizes are 8 or less
- Attendance rate is above 90%

Hays

- 100% of staff are certified teachers including IA's
- More students were able to successfully complete credit recovery
- All staff work hard
- High GED completion/graduation rate
- One-on-one instruction/ small group instruction
- Staff does a good job building relationships

Legacy Ranch

- Students are provided a safe and caring environment
- Our flexible schedule works well with CPS appointments and other facility requirements
- Low student-teacher ratio / small classes allows for more support

Rockdale

- Flexible
- Understanding Staff
- Bilingual
- HQ Staff
- Professional
- Skilled relationship builders

Student Learning

Student Learning Summary

Student Learning data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources:

- State Assessment Data
- TELPAS Results (If Available)
- CBA Data
- Renaissance Data
- Benchmark Data
- Courses/Class Grades
- Lever Reports

Potential questions:

- What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.
- What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)
- How is student achievement data disaggregated?
- In which areas are we showing growth? At what rate? Compared to which standard of achievement?
- Which students are making progress? Why?
- What impact are intervention programs having on student achievement? Which students are benefiting or not? Why?
- What does the longitudinal student achievement data indicate?
- What does the data reflect within and among content areas?
- What does the date indicate when disaggregated at various levels of depth?
- Which students are making annual progress? Which ones are making projected growth?
- Who are these students? How does this data compare across programs, content areas, subgroups, etc.?
- Are our students on track to graduate? What is our longitudinal graduation and dropout rate? • What percentage of our students are enrolled in AP/IB. Scores in AP/IB, PSAT, SAT, and ACT? How are they doing?
- What is the performance status of our students for CCMR (College, Career, and Military Readiness)?
- How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Student Learning Strengths

Anne Frank

- 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)

Rise

- Individual graduation plans and support of student needs
- Use of inquiry model
- Credit recovery for students who lack credits to graduate
- Access to Edgenuity and instructional technology to help build skills

Bell County

- We provide strong HB 4545 support to our student's multiple times a week
- Have access to a GED program that levels per student needs
- We have enough laptops to be a one-to-one campus
- Inspire Academies provides a substantial amount of online educational resources for our students and staff

Hays

- JSO appreciation day went well (three times this year)
- Homeroom (2 days) was helpful
- Tutoring time helped build rapport with students
- PLP process
- We all share the same goal (Students are the priority)
- Destination Imagination Activities
- Lesson Customization in Edgenuity

Legacy Ranch

- RenStar data helps track learning progress
- RenStar data helps identify learning needs
- CBA's given as per District guidelines
- Edgenuity PathBlazer and MyPath are useful tools that assign a course of study for students based on their RenStar scores in Math and Reading.
- Amplify Reading BOY, MOY, and Summative Assessments seem to provide an accurate evaluation of K-2 and lower-level 3rd-4th grade readers, and the program does show the progress that these readers are making throughout the school year.
- Reading Plus is a useful tool to help build student comprehension and fluency speed.
- "Maneuvering The Middle" seems to be a very good Content Support / RTI Resource for Math. We are going to continue to use and become more familiar with this resource.

- "Penda Science" is going to be a great new addition to the Middle School Science and Biology classes.
- "Reading Horizons" proved to be a very useful ELA teaching resource for 3rd-5th grade

Rockdale

- Student success in programming
- Increase in Credit Recovery awarded
- Growth in Reading and Math

District Processes & Programs

District Processes & Programs Summary

PROCESSES AND PROGRAMS (Human capital, facilities, resources, and instructional data including curriculum, instruction, assessment, staff recruitment & retention, school organization, technology)

Potential Data Sources:

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, and Dropout rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data
- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules
- School Structure or Make-Up
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.
- School Map & Physical Environment
- Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.
- Communication: Formal and Informal
- List of technology available
- Content areas supported
- Technology Tickets
- Professional Development

Potential questions:

- What are the teacher qualifications, certifications, etc.? Paraprofessionals?
- What does the general data reflect regarding teacher quality on the campus?
- How are follow-up data regarding teacher performance provided to teachers?
- How are we recruiting highly qualified and effective staff?
- What is our staff attendance rate? Retention rate? Turnover rate?
- How is highly effective staff assigned to work with the highest need students?
- What is the impact/effect of our teacher mentor program?
- How is new staff supported? What feedback do they provide?
- What systems are in place to build capacity and support the notion of continuous improvement?
- How are we using data to determine professional development for staff?
- What types of professional development has staff attended? How is implementation monitored? What impact has it had on performance? What is the follow-up?

PROGRAMS AND OPPORTUNITIES FOR STUDENTS

- Is there evidence of how the curriculum and instruction increase student achievement?
- Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.
- How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.
- Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.
- How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)
- What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.

PROCEDURES

- How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.
- How do we provide equitable services to all students? Discuss the status of equity of services for all students.
- What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.
- What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.
- What is our plan for school safety? Discuss data for bullying, drug, violence, and suicide prevention, as appropriate.

OVERALL SCHOOL ORGANIZATION

- To what degree does the district/school support the organization and how?
- What does the data reflect about classes, schedules, and student/staff teams?
- How is adequate time devoted to subjects in which students perform poorly?
- How do teachers have a voice in decision making and school policies?

- What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?
- Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?
- What are the students', parents' and community perceptions of the school?
- What do school expectations reveal?

TECHNOLOGY

- What technology do we have?
- What is the technology proficiency for staff and students?
- How does staff feel about technology?
- What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?
- What types of technology professional development have we provided? What was the impact for staff and students?
- In which content areas are we using technology and how? What is the effect?

District Processes & Programs Strengths

Anne Frank

- 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)

Rise

- Facilitators in English and Math
- On-site principal
- Credit recovery program
- Intervention and skill building in order to help student pass courses

Bell County

- We provide strong HB 4545 support to our student's multiple times a week.
- Have access to a GED program that levels per student needs.
- We have enough laptops to be a one-to-one campus.
- Inspire Academies provides a substantial amount of online educational resources for our students and staff.

Hays

- JSO Appreciation went well- held three times this year
- Homeroom 2 days a week was helpful to address learning loss

- Tutoring times helped build rapport with students and improve skills
- PLP Process
- All staff have the same goal- students are the priority
- Destination Imagination Activities
- Lesson Customization in Edgenuity

Legacy Ranch

- During the 2022-2023 school year, LRC employed two SPED and ESL certified teachers.
- Classroom Management is facilitated through different methods including ClassDojo, SAMA Training, and trauma-informed methods related to "Help For Billy".
- The staff size and frequency of meetings at Legacy Ranch allow each staff member to have a voice regarding Campus decisions and policy making.
- All Legacy Ranch classroom leaders demonstrate a very good working knowledge of TEKS for all content areas.
- Braination uses several Instructional Software Programs to help with content reinforcement and intervention.
- Students that are identified with Dyslexia or Speech Therapy needs are assisted by District reading specialists or speech therapists.
- Ranch Facility Staff members continue to participate in ARD meetings and 504 processes.   They provide input and feedback that is helpful. Likewise, School Staff members provide academic and behavioral feedback for Ranch Case Managers and CPS Case Workers.
- Communication with CPS Case Workers and CASA Volunteers and other Student Advocates improved this year.

Rockdale

- HQ staff
- 100% staff retention
- Increased credit recovery
- Staff trained on best practices for EB students.

Perceptions

Perceptions Summary

PERCEPTIONS

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources:

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback data
- Classroom Walkthrough Data
- Conferences, Meetings, ect.
- Family and Community Participation Counts by Type of Activity
- Volunteer Information
- Evaluations and Feedback
- Parent and Community Partnership Data
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

Student Engagement

- How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.
- What is significant in the data about behavior, disciplinary patterns, DAEP placements (if Available) and any differences between the 7 race/ethnicity groups and 7 student groups?
- How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.
- What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)
- What does your walkthrough data show you about student engagement?
- Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?
- How many students withdraw each year to homeschool or to attend other public/charter/private schools?
- What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?
- How many graduates go on to community college? Universities? Trade schools? Work? Military?
- How many students graduate from high school with college credit?
- What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?
- What are the numbers for each student group enrolled in each special program (e.g. gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Headstart, PreK, summer school)?

- How do our CTE learners perform on federal accountability measures in the aggregate and disaggregate by race, gender, migrant status, and special population groups?

Staff Engagement

- What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences.
- Summarize any climate and culture survey reports
- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?
- What are the retention rates for all groups of employees?
- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?
- What support is available for teachers whose student performance is below district and/or state standards?
- How are the strengths of the most effective teachers shared with others?
- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?
- What professional development and resources are needed? How are these needs identified?

Parent/Guardian/Community Engagement

- How are parent/guardian/community participation rates measured?
- How does the school consult with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education?
- What is the level of support from our community? Describe public support ratings for school.
- How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.
- Are there any barriers that prevent participation by parents/guardians/community?• How do parents and guardians describe their child's school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?
- How do parents and guardians learn and understand about their child's learning standards, learning expectations and progress?• How are parents and guardians involved in activities to improve student achievement and school performance?

Perceptions Strengths

Anne Frank

- 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.

Rise

- Strong relationships between students and staff
- Students engaged in the learning process
- Students find joy in learning and being back in school

Bell County

- We strengthen our relationship and communicating with Bell County facilities. This year we've had more meetings with them than we've had in the past and we are using these meetings to better support our students.
- Provides students, families, and facilities with grade and behavior progress regularly (e.g. progression reviews, progress reports, newsletters, honor role certificates, report

cards, and leadership participation in Impact Academy's Graduation Ceremonies).

Hays

- Students feel cared for
- We work well as a team
- Facility support was positive this year
- SPED minutes allowed for teachers to see what others were doing

Legacy Ranch

- School staff communication has been very good, and the coordination of weekly events, including student visits and appointments, is much more coordinated
- Staff expectations and non-negotiables are well documented and followed. Regular meetings take place, both as a full staff and with individual staff members
- All staff members express positive campus experiences and enjoy working with our student population
- Each staff member is willing to help others around the campus on a regular basis. Collaboration seems natural
- Newly enrolled students are welcomed into classrooms by the campus admin, teachers and IA's, and students. Classroom expectations and procedures are reviewed and updated, as needed

Rockdale

- Six weeks newsletter communication to District, Facility, and Families
- High praises from Facility Partner
- SEL staff activities
- Stable enrollment

Goals

Revised/Approved: September 19, 2023

Goal 1: Inspire Academies will engage in the continuous improvement process for the betterment of our learning community by utilizing data for planning, evaluation, and performance needs and will increase the district rating to a "A" according to Federal and State accountability data by August 2024

Performance Objective 1: The district will hire high quality staff, highly qualified paraprofessionals and will increase staff retention rates by offering meaningful and purposeful professional development that enhances student achievement.

High Priority

Evaluation Data Sources: Federal and State Accountability Reports; Texas Equity Plan

Strategy 1 Details	Reviews			
Strategy 1: Attract/Retain Staff: The district will attract and retain highly qualified teachers for instruction and intervention support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: High quality staff as evidenced by at-a-glance update **Staff Responsible for Monitoring:** Human Resources **Equity Plan** **Funding Sources:** - Title II				
Strategy 2 Details	Reviews			
Strategy 2: Progress Monitoring: The district will train campus principals on the use of data-driven planning and instruction. Teachers will monitor student progress through regular universal screeners for reading and math while utilizing data to guide instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Training agendas will reflect ongoing implementation of process. **Staff Responsible for Monitoring:** Campus Principals, Curriculum Coordinator, Assistant Superintendent				
Strategy 3 Details	Reviews			
Strategy 3: Instruction: The district will provide TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas while continuing the implementation of Inquiry Learning	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans and instructional walkthroughs will be reviewed to evidence implementation of best practices. **Staff Responsible for Monitoring:** Campus Principals, Curriculum Coordinator, Assistant Superintendent				

Strategy 4 Details	Reviews			

Strategy 4: Data and Assessment: The district will utilize a streamlined assessment calendar to support teachers in the analysis of data and in making real-time adjustments to both classroom and student-specific instruction.
 	
    Strategy's Expected Result/Impact: Feedback from process will be shared out each nine/six weeks with the Leaders of Learners team; copy of assessment calendar to be made available.
    Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinator, Assistant Superintendent, District Testing Coordinator
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Multi-Tiered System of Support (Response to Intervention): Teachers will identify struggling learners through the MTSS (RTI) process and provide instructional methods such as intervention/tutorials for all STAAR/EOC tested subjects.
 	
    Strategy's Expected Result/Impact: Student Progress Reports and Data
    Staff Responsible for Monitoring: Campus Principals, Curriculum Coordinator, Assistant Superintendent
	Formative			Summative

	Nov	**Jan**	**Mar**	**June**

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

Goal 2: By implementing relevant and rigorous instructional programs, Inspire Academies will attain maximum student achievement and students will meet required improvement and/or pass their reading, math, and science STAAR by August 2024.

Performance Objective 1: All students in the district will experience increased student achievement, decreased achievement gaps and increased school progress.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR/EOC/TELPAS and Federal/State Accountability Reports

Strategy 1 Details			Reviews		
Strategy 1: English Learners: The district will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All EBs will increase by at least one proficiency level in each descriptor.
    Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Coordinator, Special Education Staff, Campus Principals
 	
    Funding Sources: - Title III					

Strategy 2 Details			Reviews		
Strategy 2: Special Education Services: The district will focus on purposeful instructional planning to enhance content knowledge of special education teachers for increased academic achievement of students receiving services as identified through the ARD process and documented in their IEP. The district will establish procedures for child find, referrals and evaluations.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: All students identified through the ARD process as needing SPED services will have IEPs annually reviewed.
    Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Coordinator, Special Education Staff, Campus Principals
 	
    Funding Sources: - IDEA					

Strategy 3 Details	Reviews			

Strategy 3: Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided.
 	
    Strategy's Expected Result/Impact: All students identified as needing dyslexia supports will have those services documented within their 504.
 	
    Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Coordinator, Reading Specialist, Special Education Staff, Campus Principals
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals and evaluations.
 	
    Strategy's Expected Result/Impact: All students in need of 504 services will be provided agreed upon accommodations as identified in their 504 plan.
 	
    Staff Responsible for Monitoring: Executive Director of Special Programs, Special Programs Coordinator, Campus Principals
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Accelerated Instruction for At-Risk Students: Accelerated instruction will be provided for all students not meeting the minimum standard on state assessments. These supplemental instructional opportunities can be provided by enrichment classes and other methods during the school year and/or during summer school programs.
 	
    Strategy's Expected Result/Impact: Students identified as at-risk will perform at the same level as students not identified as at-risk within the district and compared to state achievement standards.
 	
    Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, and Executive Director of Compliance
 	
    Funding Sources: - SCE
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			

Strategy 6: Kindergarten: The district will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare.
 	
    Strategy's Expected Result/Impact: Parents will be informed of processes and students will have a smooth transition to Kindergarten.
 	
    Staff Responsible for Monitoring: Campus Principals
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Pregnant and parenting students will receive counseling support from school counselor/campus principals to ensure academic requirements are met and social emotional needs are addressed while managing the responsibilities of parenthood. **Staff Responsible for Monitoring:** Executive Director of Special Programs and Campus Principals				

Strategy 8 Details	Reviews			
Strategy 8: Homelessness and Foster Care: The district liaison will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students identified as MKV or Foster receive needed supports. **Staff Responsible for Monitoring:** Executive Director of Special Programs, Campus Principal				

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

Goal 3: By June 1, 2024 Inspire Academies will implement strategies to increase student attendance and maintain a 95% or higher attendance rate as measured by Average Daily Attendance.

Performance Objective 1: Increased attendance rate as measured by average daily attendance in PEIMS and decreased drop out rate on TAPR.

    Evaluation Data Sources: Attendance Reports and TAPR

Strategy 1 Details				Reviews			
Strategy 1: The district/campus administration will monitor student attendance and provide attendance reports.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance rate as evidenced on nine/six-weeks attendance reports.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Executive Director of Compliance, Campus Principals, Registrars, and District PEIMS Coordinator							
Strategy 2 Details				Reviews			
Strategy 2: AFIA campuses will implement a campus attendance plan to ensure 95% overall attendance rate.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 95 % or higher attendance rate as evidenced on weekly attendance reports				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, Campus Principals, and District PEIMS Coordinator							
0% No Progress		100% Accomplished		➡ Continue/Modify		✖ Discontinue	

Goal 4: With improved monitoring of 4-year plans and additional opportunities for dual enrollment, Inspire Academies 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: Inspire Academies will show a 5% increase in the number of students graduating with CCMR.

    Evaluation Data Sources: Federal and State Accountability Reports

Strategy 1 Details		Reviews			
Strategy 1: Successful Transitions: The district conducts a parent meeting for 8th grade students transitioning to high school. Sessions will include information about curriculum and course scheduling options.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Student Course Selections **Staff Responsible for Monitoring:** Counseling Department, Campus Principal					

Strategy 2 Details		Reviews			
Strategy 2: Career and Technical Education: The district will develop pathways providing students with industry certifications and dual-credit and articulated credit opportunities.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of students CCMR **Staff Responsible for Monitoring:** Counseling Department, CTE Staff, and Campus Principal					

Strategy 3 Details		Reviews			
Strategy 3: College, Career and Military Readiness: Campus administration will provide students and parents with activities and information about post-secondary readiness, career education, career opportunities in industries relevant to the area, military requirements, and college readiness.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Each pathway will take at least one industry based field trip per school year to receive exploratory career knowledge **Staff Responsible for Monitoring:** Counseling Department, CTE Staff, and Campus Principal					

Strategy 4 Details		Reviews			
Strategy 4: Higher Education Requirements: The district will ensure that secondary students', teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All student transcripts will be reviewed for CTE pathway **Staff Responsible for Monitoring:** Counseling Department and Campus Principals					

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

Goal 5: Inspire Academies will identify student performance technology needs among campuses by organizing and planning the appropriate distribution of instructional resources and equipment by June 1, 2024.

Performance Objective 1: All students and teachers will have access to technology software and hardware needed for academic success no later than the first week of school.

    Evaluation Data Sources: Inventory reports, Help Desk Tickets, and Campus Principal Feedback

Strategy 1 Details	Reviews			
Strategy 1: Technology: The district will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The district provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Evidence of instructional technology use in lesson planning. **Staff Responsible for Monitoring:** Technology Director and Campus Principals				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: Inspire Academies will provide safer schools by implementing training and activities that reflect the components of a safe and disciplined school environments by June 1, 2024.

Performance Objective 1: The district will ensure campus and district safety.

Evaluation Data Sources: Reduced student referrals, documentation of emergency drills, documentation of the completion of a school safety survey, incident reports, professional development, safety meetings, Class Dojo Data capture

Strategy 1 Details	Reviews			
Strategy 1: Student Safety: The district will utilize communication channels with area emergency operations departments, provide training, manage security coverage, update the Emergency Operations Procedures, and conduct safety/security audits. Equipment, hardware and software updates will be acquired as needed to enhance campus and district security measures. Campuses will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are checked weekly and other precautions are taken, as necessary.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: 100% of staff trained on safety protocols. **Staff Responsible for Monitoring:** Campus Principals and District Safety Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Fairly and impartially enforce the campus code of conduct to ensure proper student behavior is conducive to a safe and orderly learning environment.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Review of student referrals and incident reports **Staff Responsible for Monitoring:** Campus Principals				

Strategy 3 Details	Reviews			
Strategy 3: Campuses will support social-emotional learning with training on SEL Strategies and implementation.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of implementation of training and strategies within classrooms.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals				

Strategy 4 Details	Reviews			
Strategy 4: Health and Wellness: The district will implement coordinated school health, and the wellness plan to encourage healthy and active lifestyle choices.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All students have access to a safe and healthy learning environment. **Staff Responsible for Monitoring:** Campus Principals and Child Nutrition Program Coordinator				

Strategy 5 Details	Reviews			
Strategy 5: Early Intervention: The district will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Early intervention processes are identified and implemented. **Staff Responsible for Monitoring:** Campus Principal and School Counselor				

Strategy 6 Details	Reviews			
Strategy 6: Addressing Abuse: The district will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% of school staff will adhere to the district policy and timelines. **Staff Responsible for Monitoring:** Campus Principals and School Counselor				

Strategy 7 Details	Reviews			
Strategy 7: Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention, and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The district maintains an anti-bullying policy and 100% of school staff are trained each year. **Staff Responsible for Monitoring:** Campus Principal and School Counselor				

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

Goal 7: Inspire Academies will improve overall stakeholder satisfaction by implementing programs and strategies designed to increase and enhance communication within the school, with parents, community members and facility partners by June 1, 2024 as evidenced by improved District survey results.

Performance Objective 1: Increased levels of satisfaction, compliance and efficiency reflected on survey data.

    Evaluation Data Sources: Parent Surveys, Facility Reports and Fiscal/Program Reports

Strategy 1 Details	Reviews			
Strategy 1: Communicating Student Achievement to Parents: The district will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to three week progress reports, report cards, parent-teacher conferences, phone calls, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student Progress Reports **Staff Responsible for Monitoring:** Campus Principals				

Strategy 2 Details	Reviews			
Strategy 2: Parent and Family Engagement: The district will educate and inform families about campus/district programs and services prior to an event, in order to build capacity, understanding and importance of parent and family engagement. A variety of communication methods will be used, in a language that parent can understand, including, but not limited to, school communications, progress reports, social media posts, campus website, Treehouse, parent/guardian meetings, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent users on Treehouse/Parent Portal and increased participation in campus activities/surveys **Staff Responsible for Monitoring:** Campus Principal				

Strategy 3 Details	Reviews			
Strategy 3: Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students. The district will utilize the PFO and surveys to increase parent involvement and gather ongoing feedback.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased number of respondents; Parent and Family Engagement Plan **Staff Responsible for Monitoring:** Campus Principals				

Strategy 4 Details		Reviews			
Strategy 4: Goal Setting (CNA/CIP/DIP): The district has an established site-based decision making/strategic planning committee that focuses on the district improvement planning process, and carries out responsibilities such as, but not limited to, district of innovation plans, the district calendar, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The strategic planning committee will meet annually to review and evaluate policies and process to ensure a quality school environment. **Staff Responsible for Monitoring:** School Board , District Administration, and Campus Administration					

Strategy 5 Details		Reviews			
Strategy 5: Public Meeting: The district holds an annual public meeting upon receipt of district/campus ratings from the Texas Education Agency regarding performance and the district improvement plan.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Annual review of accountability results and ratings **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent, Executive Director of Compliance					

Strategy 6 Details		Reviews			
Strategy 6: Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Ensure fiscal compliance with all funds **Staff Responsible for Monitoring:** Chief Financial Officer, Superintendent, Assistant Superintendent, Executive Director of Compliance, and Campus Principals					

Strategy 7 Details		Reviews			
Strategy 7: Title I: The Title I, Part A school wide program is designed to provide supplemental instructional supports to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the academic success of Title I campuses **Staff Responsible for Monitoring:** Chief Financial Officer, Superintendent, Assistant Superintendent, Executive Director of Compliance, and Campus Principals					

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

District Funding Summary

IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2			$0.00
				Sub-Total	$0.00

SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5			$0.00
				Sub-Total	$0.00

Title II					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
				Sub-Total	$0.00

Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$0.00
				Sub-Total	$0.00