

Inspire Academies

JHW Inspire Academy - Legacy Ranch

2023-2024 Campus Improvement Plan

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

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics	Student Learning
<p>Search for bi-lingual staff to help with the high number of Spanish speaking students</p>	<p>Continue to build a Resource Library for Core Subject content areas for grades 3-8 that include online and print resources</p> <p>Increase number of inquiry-based activities</p> <p>Add CTE courses</p>
Perceptions	Processes and Programs
<p>Written documents for new employed on-boarding</p> <p>Continue to increase communication with facility staff and CPS caseworkers</p>	<p>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.</p>
	<p>The classroom entrances needs covers over the patio areas to help protect students and classrooms from the elements.</p>

Demographics

Demographics Summary

Data reviewed

n	Enrollment
n	Attendance
n	Ethnicity
n	Gender
n	Mobility/Stability
n	Special Program Participation
n	At-Risk by Category
n	Teacher-Student Ratios

Legacy ranch has a high mobility and all students are at-risk. This is a foster-care facility so all students are in the midst of family trauma and have been removed from their homes. There is a high number of Spanish speaking students that require support to access the general curriculum.

Demographics Strengths

- 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

Student Learning

Student Learning Summary

<ul style="list-style-type: none"> • State Assessment Data 					
<ul style="list-style-type: none"> • TELPAS Results 					
<ul style="list-style-type: none"> • Course/Class Grades 					
<ul style="list-style-type: none"> • Graduation, Completion, Dropout, and GED Rates; Diploma Types 					
<ul style="list-style-type: none"> • Promotion/Retention Rates 					
<ul style="list-style-type: none"> • Classroom and Program Assessments and Other Data 					
<ul style="list-style-type: none"> • Student Work • CBA data • RenStar Data • Progress Monitoring Tool • Amplify Reading • Instructional Technology • Teacher Observations 					
<p>Summary of Needs</p> <p>Continue to build a Resource Library for Core Subject content areas for grades 3-8 that include online and print resources</p> <p>Increase number of inquiry-based activities</p> <p>Add CTE courses</p>					

Student Learning Strengths

<ul style="list-style-type: none"> • RenStar data helps track learning progress
<ul style="list-style-type: none"> • RenStar data helps identify learning needs
<ul style="list-style-type: none"> • CBA's given as per District guidelines

n	RenStar data helps track learning progress
n	Edgenuity PathBlazer and MyPath are useful tools that assign a course of study for students based on their RenStar scores in Math and Reading.
n	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.
n	Reading Plus is a useful tool to help build student comprehension and fluency speed.
n	"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.
n	"Penda Science" is going to be a great new addition to the Middle School Science and Biology classes.
n	"Reading Horizons" proved to be a very useful ELA teaching resource for 3rd-5th grade

School Processes & Programs

School Processes & Programs Summary

n	Teacher Certification/Qualification Data	
n	Paraprofessional and Other Staff Qualifications	
n	Staff Effectiveness in Relation to Student Achievement	
n	Staff Mobility/Stability	
n	Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.	
n	Professional Development Data	
n	Teacher-Student Ratios	
n	Graduation, Completion, Dropout, and GED rates	
n	Course/Class Completions, Grades, and Other Data	
n	Recruitment and Retention Strategies and Other Data	
n	Scope and Sequence, Pacing Guides and other Focus Documents	
n	Technology	
n	Common Benchmark Assessments and Other Assessments	
n	Class, School, and Special Program Schedules	
n	Master Schedule	
n	Leadership: Formal and Informal	
n	Technology Availability, Tickets, Professional Development	

Summary of Needs:

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 stuents and classrooms from the elements.

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

Classroom Walkthrough	n	Meetings with Facility Staff Members
Evaluations and Feedback	n	Feedback from Individual Students
Staff Meetings	n	
Feedback from District Personnel	n	
Classroom DoJo	n	

Perceptions Summary of Needs	Written documents for new employed on-boarding
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Perceptions Strengths

n	School staff communication has been very good, and the coordination of weekly events, including student visits and appointments, is much more coordinated.
n	Staff expectations and non-negotiables are well documented and followed. Regular meetings take place, both as a full staff and with individual staff members.
n	All staff members express positive campus experiences and enjoy working with our student population.
n	Each staff member is willing to help others around the campus on a regular basis. Collaboration seems natural.
n	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.
n	Ms Hendricks, our I.A., is continuing to pursue her college degree in Education.
n	Communication with the Ranch Facility Staff continues to take place on a regular basis. Relationships with the Ranch Facility Staff are good.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- 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
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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 Legacy Ranch campus 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			
<p>Strategy 1: Attract/Retain Staff: The campus will attract and retain highly qualified teachers for instruction and intervention support.</p> <p>Strategy's Expected Result/Impact: High quality staff as evidenced by at-a-glance update</p> <p>Staff Responsible for Monitoring: Human Resources and Campus Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: By implementing relevant and rigorous instructional programs, the Legacy Ranch Campus 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 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			
<p>Strategy 1: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Principals, Assistant Superintendent, and Executive Director of Compliance</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: By June 1, 2024 the Legacy Ranch Campus 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			
<p>Strategy 1: The campus administration will monitor student attendance and provide attendance reports.</p> <p>Strategy's Expected Result/Impact: Increased attendance rate as evidenced on six-weeks attendance reports.</p> <p>Staff Responsible for Monitoring: Executive Director of Compliance, Campus Principals, Registrars, and District PEIMS Coordinator</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: The Legacy Ranch Campus 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			
<p>Strategy 1: Campus will be trained on new technology applications and ticket system. Meetings will be held with technology directory each semester to provide feedback on implementation.</p> <p>Strategy's Expected Result/Impact: Increased use of instructional technology use in lesson planning</p> <p>Staff Responsible for Monitoring: Technology Director and Campus Principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Legacy Ranch will provide a safer school 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: Campus will support social-emotional learning with training on SEL Strategies and implementation of programs. Strategy's Expected Result/Impact: Evidence of implementation of training and strategies within classrooms. Staff Responsible for Monitoring: Campus Principals and Teachers	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 6: The Legacy Ranch Campus 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			
<p>Strategy 1: Communicating Student Achievement to Parents: The campus 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, newsletter at the end of each grading period etc.</p> <p>Strategy's Expected Result/Impact: Student Progress Reports and Campus Newsletters</p> <p>Staff Responsible for Monitoring: Campus Principals, Registrar, District PEIMS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				