

Inspire Academies
JHW Inspire Academy - Bell County
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.

Commitment- 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.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
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	14
Goal 2: By implementing relevant and rigorous instructional programs, the Bell County Campus will attain maximum student achievement and students will meet required improvement and/or pass their reading, math, and science STAAR by August 2024.	14
Goal 3: By June 1, 2024 the Bell County Campus will implement strategies to increase student attendance and maintain a 95% or higher attendance rate as measured by Average Daily Attendance.	15
Goal 4: The Bell County 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.	16
Goal 5: Bell County 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.	17
Goal 6: The Bell County 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.	18

Comprehensive Needs Assessment

Revised/Approved: September 19, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Demographic needs:

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

Student Learning Needs:

- 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 Program Needs:

- 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 a n extension for those who are going to be in the detention center longer

Perception Needs:

- 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

Demographics

Demographics Summary

We are an At-Risk School
With a high number of students in special programs (Special education, 504, Counseling, etc)
100% of our students are at risk
We have a 200% mobility rate
We serve grades 5-12.
Student to Teacher ratio is 8 to 1
We provide all core subjects (math, science, English, and social studies).

At Bell County, the enrollment is fluid. There are new enrollments almost every day. Teachers must be prepared to scaffold material for all grade levels and work with minimal resources while in the detention setting. Our need is to have internet installed at the Detention Pods and provide a workspace of some sort for the teachers to display examples and have students be more engaged in the learning process.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students in the detention setting do not have the same access to educational materials as those in the long term setting which impact their engagement and credit acquisition. **Root Cause:** In the detention setting, students only leave for PE. They are taught in the PODS with no access to instructional technology.

Student Learning

Student Learning Summary

State Assessment Data
TELPAS Results
Renaissance Data, next year we are moving to DreamBox
Courses/Class Grades
Lever Reports

Many of our students are in special education and have large learning gaps when compared to non-incarcerated students. The scaffold materials our teachers have available them have the look (graphics, pictures, etc.) of elementary work. Our students will oftentimes avoid this work because it is apparent, they are well behind the other students. Having scaffolded material available to our teachers would improve student engagement and learning. Student as many opportunities to be successful during school and post-secondary life. Providing students with engaging CTE courses, encourage students to use our foreign language credit opportunity, and acquire more seats for our GED program would help

Student Learning Strengths

Staff to student ratio a minimum of 1 teacher to 8 students.
We have had students who hadn't passed the STAAR in the past, approached/met standard.
Students for recovered failed courses through our HS credit recovery program.
Students have earned credit through our acceleration program.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in the detention setting do not have the same access to educational materials as those in the long term setting which impact their engagement and credit acquisition. **Root Cause:** In the detention setting, students only leave for PE. They are taught in the PODS with no access to instructional technology.

School Processes & Programs

School Processes & Programs Summary

Student-Specific/Differentiated Strategies and Processes
Staff Effectiveness in Relation to Student Achievement
Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.
Professional Development Data
Course/Class Completions, Grades, and Other Data
Enrichment Course/Class Materials
Staffing Teacher Certification/Qualification

With the mobility rate, high safety and security procedures, and small staff to serve the diverse needs of our students, technology can play a key component in the success of our students and campus. Need secure wireless access in PODs so our students and staff can access educational products to aid with instruction, assessment, and student progress. Along these lines, we will also need more bandwidth if we are going to follow through with our plans to put internet access in the PODs. As our internet access increases in the PODs and improves in the classrooms, we should also capitalize on the opportunity to add CTE credit options that better match the courses and endorsements of our student residents. 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.

School Processes & Programs Strengths

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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students in the detention setting do not have the same access to educational materials as those in the long term setting which impact their engagement and credit acquisition. **Root Cause:** In the detention setting, students only leave for PE. They are taught in the PODS with no access to instructional technology.

Perceptions

Perceptions Summary

Classroom Walkthrough Data
Conferences, Meetings, etc..
Family and Community Participation Counts by Type of Activity
Mobility/Stability
Community Service Agencies and Support Services
Surveys
Conferences, Meetings, etc..

We need to continue to strengthen our relationship with the facility and work on communication with the families. Having the time to reach out to families aside from required meetings and communications is very difficult due to minimal staff which requires the administrator to be in the classroom most days to support learning and help with special programs inclusion.

Perceptions Strengths

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).

Priority Problem Statements

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey 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
- 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
- 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

- Parent surveys and/or other feedback
- 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 Bell 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			
Strategy 1: Attract/Retain Staff: The campus will attract and retain highly qualified teachers for instruction and intervention support. Strategy's Expected Result/Impact: High quality staff as evidenced by at-a-glance update Staff Responsible for Monitoring: Human Resources and Campus Principal TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





Goal 2: By implementing relevant and rigorous instructional programs, the Bell County 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 Bell County 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. Strategy's Expected Result/Impact: Increased attendance rate as evidenced on six-weeks attendance reports. Staff Responsible for Monitoring: Executive Director of Compliance, Campus Principals, Registrars, and District PEIMS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: The Bell County 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: Bell County 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 Bell County 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>				