

Inspire Academies
Anne Frank Inspire Academy
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

AFIA Summary of Strengths

- AFIA has developed a small school environment that allows every student with numerous opportunities to support growth. We focus on building essential reading and math foundational skills and the self-confidence to engage in their own exploration of learning at the elementary and middle school grades. This allows for the development of skills critical to success beyond high school. Whether it be attending a university, community college, preparing for a trade, or joining the military or workforce, AFIA aims to develop students to be leaders, serve others, and challenge themselves.
- Students master balanced math and reading instruction to build foundational skills and are exposed to our guided-inquiry model. Students are guided in the design of an investigation process addressing open questions and problems. This fosters collaboration, risk-taking, skills mastery, and greater confidence. What emerges from this process is a deeper understanding of the issues and questions that are facing the students today. It paves the way for a new way of thinking, a process that they can implement throughout their educational career and beyond. They have ownership of what they have learned and often unearth new paths of curiosity to follow. It is a beautiful cycle and one that develops a true love of learning
- The average student-to-facilitator ratio is 16:1
- Families have the option to choose in-person, part-time, or remote instruction on a weekly basis
- Opportunities to earn college credit – at no charge to families – is offered through the University of Texas at Austin and Northwest Vista College
- 100% of the teaching staff are state certified educators
- 60% of the teaching staff hold multiple certifications
- 36% of professional staff have advanced degrees
- 100% of AFIA high school students participate in a college dual-enrollment course, with the ability to obtain 21 credit hours – at no charge to families – from the University of Texas at Austin, a Tier 1 research university
- Numerous dual-credit options are offered through AFIA’s partnership with Northwest Vista College

AFIA Summary of Needs

- A comprehensive needs assessment has been conducted by AFIA administration. The 2018-19 STAAR data has been analyzed and STAAR data from the last three years reviewed to see trends. The results of this longitudinal perspective indicated math, reading and writing are areas that need refinement. The strategic priority that AFIA will focus on is building a foundation in math and reading skills while also developing College, Career, Military Readiness (CCMR) skills for graduates.
- AFIA had their first graduating class in the year 2019 and this changes their accountability measure to now include College and Career, Military Readiness and Graduation standards. Students that graduate must meet CCMR standards.
- AFIA has relied on a district commitment for supplemental support to achieve a balanced budget. Some of this is due to initial startup programming, instructional costs, and other operational expenses. AFIA needs to operate within a structured budget.
- AFIA stakeholders have expressed concern over the retention of staff and students since its opening. Current retention strategies need to be refined and evaluated.
- All AFIA stakeholders agree that a stronger commitment to the inquiry-based pedagogy needs to be made and supported.
- The campus will evaluate special education student performance to improve that portion of the PBMAS report and accountability report. The tutorial programs provided for compensatory education will be evaluated to determine effectiveness.

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

- 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
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Other additional data

Goals






Goal 1: Ann Frank Inspire Academy 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 contribute towards an increase in the district rating to a "B" or higher according to Federal and State accountability data by August 2022.

Performance Objective 1: The 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.

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

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: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title II</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Progress Monitoring: The campus principals will be trained 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.</p> <p>Strategy's Expected Result/Impact: Training agendas will reflect ongoing implementation of process.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Instruction: The campus will follow TEKS based, evidence-based, instructional resources, instructional planning, professional development, and instructional technology across all subject areas while continuing the implementation of Journey to Greatness (see addendum for locally required Targeted Improvement Plan).</p> <p>Strategy's Expected Result/Impact: Lesson plans and instructional walkthroughs will be reviewed to evidence implementation of best practices.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Data and Assessment: The campus 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.</p> <p>Strategy's Expected Result/Impact: Feedback from process will be shared out each six weeks with the Leaders of Learners team; copy of assessment calendar to be made available.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Student Progress Reports and Data</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: The district will allow each campus input on SEL initiatives that each would find beneficial and increase the confidence, well-being, and social emotional competency of all educators.</p> <p>Strategy's Expected Result/Impact: Improve overall satisfaction rating /To positively impact teacher and staff social-emotional well-being for the 2021-22 school year</p> <p>Staff Responsible for Monitoring: Human Resources, Finance, Superintendent, Head of School</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				





Goal 2: By implementing relevant and rigorous instructional programs, Ann Frank Inspire Academy will attain maximum student achievement and students will meet required improvement and/or pass their reading, math, writing, and science STAAR by August 2022.









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











Targeted or ESF High Priority













HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: English Learners: The campus will focus on the development of academic language proficiency level descriptions for listening, speaking, reading and writing.</p> <p>Strategy's Expected Result/Impact: All ELs will increase by at least one proficiency level in each descriptor.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.6</p> <p>Funding Sources: - Title III</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education Services: The campus 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.</p> <p>Strategy's Expected Result/Impact: All students identified through the ARD process as needing SPED services will have IEPs annually reviewed.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p> <p>Funding Sources: - IDEA</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: All students identified as needing dyslexia supports will have those services documented within their 504.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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 campus will follow established district procedures for child find, referrals and evaluations.</p> <p>Strategy's Expected Result/Impact: All students in need of 504 services will be provided agreed upon accommodations as identified in their 504 plan.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</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 as compared to state achievement standards.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6</p> <p>Funding Sources: - SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Early Childhood: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum and will focus on early childhood literacy and mathematics.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				











Strategy 7 Details	Reviews			
<p>Strategy 7: Kindergarten: The campus will provide resources to parents to ensure a smooth transition from early childhood programs such as PK, daycare, and at home-based childcare.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Homelessness and Foster Care: The campus will ensure students identified for either of these programs, have access to free lunch, transportation services and supplemental resources as needed.</p> <p>Strategy's Expected Result/Impact: All students identified as MKV or Foster receive needed supports.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p>Strategy 9: Develop District Level Math, Reading and Writing CBA's for each unit of study for tested grade levels.</p> <p>Strategy's Expected Result/Impact: CBAs uploaded into Eduphoria</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: All math, reading/ELA, writing, and science benchmark/interim assessment performance data will be uploaded in Eduphoria in a timely manner</p> <p>Strategy's Expected Result/Impact: Tiered instruction groupings and progress monitoring reports</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers will learn to disaggregate benchmark data within one week of the upload to Eduphoria.</p> <p>Strategy's Expected Result/Impact: Eduphoria activity reports</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 12 Details	Reviews			
Strategy 12: Give pre-post assessments to monitor progress on objectives Strategy's Expected Result/Impact: Evidence of TEKS based and appropriate scope and sequence during instructional walkthroughs. Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 13 Details	Reviews			
Strategy 13: Train all new ELA teachers on writing platform and review the model of the writing process as recommended in training. Strategy's Expected Result/Impact: Completion of writing to learn PD Staff Responsible for Monitoring: Campus Principal	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
Strategy 14: Increase student knowledge of writing process by utilizing a writing checklist and accommodations. Strategy's Expected Result/Impact: Increased academic achievement in writing Staff Responsible for Monitoring: Campus Principal Schoolwide and Targeted Assisted Title I Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 15 Details	Reviews			
Strategy 15: Create and maintain a writing portfolio of samples. Strategy's Expected Result/Impact: Student writing portfolios Staff Responsible for Monitoring: Campus Principal Schoolwide and Targeted Assisted Title I Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
				
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Goal 3: By June 1, 2022 Ann Frank Inspire Academy will implement strategies to increase student attendance and maintain a 95% or higher attendance rate as measured by Average Daily Attendance.

Performance Objective 1: 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 will monitor student attendance and provide attendance reports to the campus administrative staff. Strategy's Expected Result/Impact: Increased attendance rate as evidenced on six-weeks attendance reports. Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Three and ten-day truancy notices will be reviewed and monitored centrally by the attendance team. Interventions must occur before filings. Strategy's Expected Result/Impact: Increased attendance; Documentation of Intervention Strategies Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Follow the district implemented Attendance Policy which allows for students to "make-up" for missed days through a variety of interventions (i.e. after-school detention, Saturday school detention, student work hours) Strategy's Expected Result/Impact: Increased attendance Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 4: With improved communication of four-year planning, and secondary campus expectations, Ann Frank Inspire Academy will show a 60% increase in the number of students that are post-secondary ready.

Performance Objective 1: Ann Frank Inspire Academy will show a 60% increase in the number of students that are post-secondary ready.

Evaluation Data Sources: Federal and State Accountability Reports









Strategy 1 Details	Reviews			
<p>Strategy 1: Successful Transitions: The campus conducts a parent meeting for 8th grade students transitioning to high school. Sessions will include information about curriculum and course scheduling options.</p> <p>Strategy's Expected Result/Impact: Student Course Selections</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Career and Technical Education: The campus will develop pathways providing students with industry certifications and dual-credit and articulated credit opportunities.</p> <p>Strategy's Expected Result/Impact: Increased number of students CCMR.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will ensure that students are on track to obtain at least one endorsement and performance acknowledgement.</p> <p>Strategy's Expected Result/Impact: Each pathway will take at least one industry based field trip per school year to receive exploratory career knowledge</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Each pathway will take at least one industry based field trip per school year to receive exploratory career knowledge</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Higher Education Requirements: The campus 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.</p> <p>Strategy's Expected Result/Impact: All student transcripts will be reviewed for CTE pathway cou</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 5: Ann Frank Inspire Academy will use campus technology usage reports to enhance student technology knowledge, use, and identify student performance needs among campuses by organizing and planning the appropriate distribution of instructional resources and equipment by June 1, 2022.

Performance Objective 1: All students and teachers will have access to technology software and hardware needed for academic success.

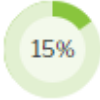





Evaluation Data Sources: Inventory reports of technology used in the district














Strategy 1 Details	Reviews			
<p>Strategy 1: Technology: The campus will provide innovative practices such as blended learning, to enhance digital citizenship, implement technology and digital learning lessons while delivering instruction. The campus provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.</p> <p>Strategy's Expected Result/Impact: Evidence of instructional technology use in lesson planning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff members will receive ongoing technology training. Training may include but is not limited to: Treehouse, Eduphoria, Edgenuity, Mclass, Reading Plus, and other computer/web-based programs.</p> <p>Strategy's Expected Result/Impact: Evidence of instructional technology use in lesson planning.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: Ann Frank Inspire Academy will provide safer schools by implementing training and activities that reflect the components of a safe and disciplined school environments by June 1, 2022.

Performance Objective 1: The campus will ensure a safe and disciplined learning environment.

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			
<p>Strategy 1: Student Safety: The campus 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. The campus will conduct safety drills, require visitor sign in and badges, ensure perimeter doors are locked and other precautions, as necessary.</p> <p>Strategy's Expected Result/Impact: 100% of staff trained on safety protocols.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Fairly and impartially enforce the campus code of conduct to ensure proper student behavior conducive to a safe and orderly learning environment.</p> <p>Strategy's Expected Result/Impact: Review of student referrals and incident reports</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will support social-emotional learning with the continuation of Journey to Greatness, Class Dojo, and train staff on SEL strategies.</p> <p>Strategy's Expected Result/Impact: Evidence of implementation of training and strategies within classrooms.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				



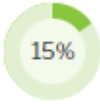
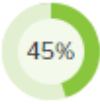








Strategy 4 Details	Reviews			
<p>Strategy 4: Campus administrators will implement engagement tracking and provide feedback regarding the percentage of student engagement using S.T.R.I.V.E. classroom rules, behaviors, and consequences during each classroom walkthrough. The campus will develop and implement specific plans on how students earn Class Dojo points, and what level is necessary to earn incentives</p> <p>Strategy's Expected Result/Impact: Evidence of implementation of training and strategies within classrooms.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Early Intervention: The campus will utilize 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 campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Addressing Abuse: The campus 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.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Anti-Bullying: The campus 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. The campus adheres to the district maintained anti-bullying policy.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 7: Ann Frank Inspire Academy 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, 2022 as evidenced by improved campus 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, etc.</p> <p>Strategy's Expected Result/Impact: Student Progress Reports</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Student engagement opportunities, such as but not limited to, service-learning projects, community service, and supporting charitable causes will be encouraged to enhance student involvement.</p> <p>Strategy's Expected Result/Impact: Increased student involvement</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Parent and Family Engagement: The campus will educate and inform families about campus/district programs and services prior to the event 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.</p> <p>Strategy's Expected Result/Impact: Increased parent users on Treehouse and increased participation in campus activities/surveys</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Title I: As a Title I campus, the campus principal 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 campus will utilize the PFO and surveys to increase parent involvement and gather ongoing feedback.</p> <p>Strategy's Expected Result/Impact: Increased number of respondents; Parent and Family Engagement Plan</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Goal Setting (CNA/CIP): The campus has an established site-based decision making committee that focuses on the campus improvement planning process, and carries out responsibilities such as, but not limited to, the campus calendar of events, professional development plans, budgets, compliance documents, waivers, accountability requirements, drop-out and attendance rates, Federal/state requirements, etc.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Fiscal Compliance: To increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the campus 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.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p>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.</p> <p>Staff Responsible for Monitoring: Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Campus 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
Grand Total					\$0.00

Addendums