

**Inspire Academies**  
**JHW Inspire Academy - Hays 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.

**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
100% teaching staff SPED certified	Students track their own Edgenuity progress
GED after program needs to be set up and organized (Something like Virtual Job Shadow would be helpful)	Affirmation system for computer program progress
GED scholarship	Resources for teachers to help students with special needs/accommodations and mod.
Perceptions	Processes and Programs
GED after program created and organized (Something like virtual job shadow)	1 homeroom day a week
Bringing people in to talk to students for assemblies	Furniture situated prior to the start of school
Continue with Cross Curricular activities	Maintain time to build rapport with students

# Demographics

## Demographics Summary

Data reviewed

Enrollment	student and staff surveys
Attendance	special programs data
Mobility	Student levels
Student program participation (Short- term, Long- term, GED, Girls group, boys group)	
Teacher certifications	

<b>Summary of Needs</b>	
n	100% teaching staff SPED certified
n	GED after program needs to be set up and organized (Something like Virtual Job Shadow would be helpful)
n	GED scholarship

## Demographics Strengths

n	100% of staff are certified teachers including IA's
n	More students were able to successfully complete CR
n	All staff work hard
n	High GED completion/graduation rate
n	One-on-one instruction/ small group instruction

n	100% of staff are certified teachers including IA's
n	Staff does a good job building relationships
n	Students know we are willing to help them

# Student Learning

## Student Learning Summary

Data Sources reviewed:

STAAR results	<sup>n</sup>	student work
CBA	<sup>n</sup>	Student surveys
Ren Place	<sup>n</sup>	Courses students are enrolled in
Progress Monitoring Tool	<sup>n</sup>	observations and feedback
GED Online program	<sup>n</sup>	Campus programs

## Summary of Needs

<sup>n</sup> Students track their own Edgenuity progress

<sup>n</sup> Affirmation system for computer program progress

<sup>n</sup> Resources for teachers to help students with special needs/accommodations and mod.

## Student Learning Strengths

<sup>n</sup>	Big increases in student progress (Ren. STAR)
<sup>n</sup>	GED Success (Graduation rate)
<sup>n</sup>	Tutoring time was very successful
<sup>n</sup>	We had more intervention time this year
<sup>n</sup>	students had opportunities to be creative
<sup>n</sup>	Teachers invited staff to come see students' accomplishments

# School Processes & Programs

## School Processes & Programs Summary

Data Sources Reviewed

<sup>n</sup> Teacher certifications	<sup>n</sup> Technology
<sup>n</sup> Program Usage	<sup>n</sup> Mission and Vision
<sup>n</sup> Master schedule	<sup>n</sup> Teacher Qualifications
<sup>n</sup> Teacher feedback	
<sup>n</sup> Special Program Qualifications	

<b>Summary of Needs</b> <sup>n</sup> Homeroom 2 days a week
<sup>n</sup> Furniture situated prior to the start of school
<sup>n</sup> Maintain time to build rapport with students

## School Processes & Programs Strengths

- 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

# Perceptions

## Perceptions Summary

Data Sources reviewed:

<sup>n</sup>	Classroom Walkthrough
<sup>n</sup>	Evaluations and Feedback
<sup>n</sup>	Surveys

## Summary of Needs

GED after program created and organized (Something like virtual job shadow)

<sup>n</sup> Bringing people in to talk to students for assemblies

<sup>n</sup> Continue with Cross Curricular activities

## Perceptions Strengths

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

# 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
- Student Progress Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- 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
- 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
- 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**

- 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 Hays 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><b>Strategy 1:</b> Attract/Retain Staff: The campus will attract and retain highly qualified teachers for instruction and intervention support.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality staff as evidenced by at-a-glance update</p> <p><b>Staff Responsible for Monitoring:</b> Human Resources and Campus Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Targeted Support Strategy</b></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 Hays 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 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			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> 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 Hays 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><b>Strategy 1:</b> The campus administration will monitor student attendance and provide attendance reports.  <b>Strategy's Expected Result/Impact:</b> Increased attendance rate as evidenced on six-weeks attendance reports.  <b>Staff Responsible for Monitoring:</b> 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 Hays 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased use of instructional technology use in lesson planning</p> <p><b>Staff Responsible for Monitoring:</b> 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:** The Hays County Campus 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			
<b>Strategy 1:</b> Campus will support social-emotional learning with training on SEL Strategies and implementation of programs. <b>Strategy's Expected Result/Impact:</b> Evidence of implementation of training and strategies within classrooms. <b>Staff Responsible for Monitoring:</b> Campus Principals and Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 6:** The Hays 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Student Progress Reports and Campus Newsletters</p> <p><b>Staff Responsible for Monitoring:</b> 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>				