

**Inspire Academies**

**JHW Inspire Academy - Rockdale**

**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Residential Summary of Strengths

- Renaissance STAR assessments were consistently administered
- Renaissance STAR predicts STAAR scores with approximately 80% accuracy
- Campus CBA data showed that students were learning and retaining information
- Students that were doing well on English CBA's correlated with their performance on Star Renaissance
- The Benchmark data (interim assessments) is predicative of STAAR scores. We have found for that for students who take this assessment seriously and give adequate time and effort; this is about 90% accurate.
- Students are assessed quickly. An individual plan is developed to address needs within the first 10 days of school
- Residential campuses have multi-grade, multi-course classrooms which allows teachers to differentiate activities to fit the needs of individual learners without singling out a student
- Most students report they have never had support the way they do at our campuses; they feel successful and that they are able to learn
- Students state they feel safe in our environment
- Class Dojo reports show a decline in negative behavior
- Students enjoy opportunities to earn incentives
- Students and teachers together, create social contracts. This allows students to have buy-in and results in greater understanding of expectations
- Trauma Informed practices, aligned with SEL and restorative practices, have resulted in higher than previous student engagement
- Permission for flexibility when classroom / community rebuild is necessary
- Staff expectations are aligned with the District Mission and Vision
- Staff participate in the Kazoo App to increase staff appreciation, recognition, and retention
- Recruitment and retention efforts have lowered staff turnover
- Professional Development opportunities are based on teacher and campus need
- SAMA facilitators available to complete on-site training
- Rockdale campus staff is now a certified trainer for CPR
- Some campuses have implemented an assigned mentor for new hires
- Open communication with Director of Academics
- The Journey to Greatness refinement has been easier to articulate to new hires
- Students are administered teacher developed CBA's at the end of each unit
- Most teachers are aligned with the TEKS resource system's scope and sequence
- Executive Director of Special Programs has a wealth of knowledge and is always supportive
- New laptops and Computers On Wheels were distributed to campuses
- Rockdale has updated Smart Boards
- Teacher and staff laptops are renewed on a 3-year cycle
- Introduction of Senso monitoring technology for increased monitoring and control of online student activity.
- Principals attend Multi-Disciplinary Teams monthly and Probation meetings for students in JDC settings which allows for open communication with facility partners.
- Increased communication with facility partners by Director of Academics and Superintendent
- Overall positive feedback on facility surveys

## Residential School Summary of Needs

- Student performance data and other campus information indicate that students who experience high mobility miss instruction which leads to learning gaps, poor foundational skills, and low performance in math and reading/language arts
- Student misbehavior negatively impacts classroom instruction and results in learning gaps and poor performance in academics
- Facility reassignment of misbehaving students in middle school impacts student performance (particularly in science)
- Lack of knowledge pertaining to English foundations (instructional staff and students) continue to retrain and monitor
- District level support is needed. Consider providing through a C & I Director, Leads, and or Teams so that planning is on-going, and the staff feel supported
- Mobility and diversity of students and teachers creates a situation that requires the continuous use of data. District level support needed to capture data and train campus level administrators how to use data for identification, intervention, and progress monitoring
- Multi-grade and multi-subject classrooms added to the fact there is only one content teacher for many schools creates a need for professional dialog and a network for instructional support and planning
- Multi-grade and multi-subject classrooms added to the fact there is only one content teacher for many schools creates a need for long term sustained and intensive professional development, mentorship, and district level support for campuses
- Training on writing platform for all new ELA teachers
- Schedule Reading Academy for all Elementary Reading teachers
- Intervention to support GED students – GED program needed for all JDC's and Residential
- More intentional training for new staff, support from the District level – develop training that addresses the multi-grade level, multi-content classroom. Provide clear expectations so that teachers do not get overwhelmed and quit
- Keep employee portal up-to-date so that communication and forms are correct
- Train all employees in Trauma informed Schools
- Training on de-escalation techniques
- Training on new technology platforms
- School-wide behavior program with incentives – Class Dojo Training
- Field trips for residential schools, virtual field trips and/or on-site activities for JDC's
- Professional development to enhance remote instruction, classroom management, special populations
- Offer CTE programs at all residential – CPR/First Aide, OSHA, Food Handlers
- Provide consistent incentives for showing progress on assessments
- Develop District level CBA's for science and social studies
- Develop district level Investigations with lessons/activities pre-developed across the District that match scope and sequence
- Extra computers at the district level so that staff can have them when theirs breaks. We cannot wait weeks for a teacher to get a loner or replacement
- Computers for all staff. All IA's need computers that can hook up to the smart-boards
- Training on the new “smartboards” that were installed. Campuses are left to try to learn the capabilities on their own which can be overwhelming and time-consuming
- Guidelines for attendance in JDC are in RIS, D/S, or Safety Seclusion
- Teachers would like more collaboration time to work on teaching "craft"- Consider adding in PLC time
- BOY - One on one time with new employees and principal for ease of onboarding

# 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:** JHW 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 contribute to an increase 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

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> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> - Title II</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus Leadership will promote inspiring, unconventional thinking, and team building through development, presentation, and implementation of a campus staff SEL plan</p> <p><b>Strategy's Expected Result/Impact:</b> Improve overall campus satisfaction rating /To positively impact teacher and staff social-emotional well-being for the 2021-22 school year</p> <p>Plan Approved:(maximum \$3,900 dollar amount)</p> <p>Campus awarded \$3,890 for fall and spring initiatives. Windows were determined for fall (after October 15th and before December 17th) and Spring (after March 1st and before May 1st) for excursions and events as applicable.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3: Progress Monitoring:</b> The campus will train campus principals on the use of data-driven planning and instruction. Teachers will monitor student progress through regular universal screeners for reading and math while utilizing data to guide instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Training agendas will reflect ongoing implementation of process.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4: Instruction:</b> The campus will deliver 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans and instructional walkthroughs will be reviewed to evidence implementation of best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5: Data and Assessment:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6: Multi-Tiered System of Support (Response to Intervention):</b> 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><b>Strategy's Expected Result/Impact:</b> Student Progress Reports and Data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.6</p>	<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;"> <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 2:** By implementing relevant and rigorous instructional programs, JHW Inspire Academies will attain maximum student achievement and students will meet required improvement and/or pass their reading, math, writing, and science STAAR by August 2022.








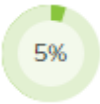
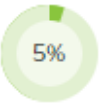

**Performance Objective 1:** All students in the campus will experience increased student achievement, decreased achievement gaps and increased school progress.





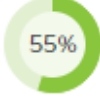





**Targeted or ESF High Priority**











**HB3 Goal**

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

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

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> All students identified as needing dyslexia supports will have those services documented within their 504.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 504 Services: Campus administrators will ensure documentation of student accommodations based on evaluations/data and aligned directly to the student's disability. Teachers will access their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. The district will establish procedures for child find, referrals and evaluations.</p> <p><b>Strategy's Expected Result/Impact:</b> All students in need of 504 services will be provided agreed upon accommodations as identified in their 504 plan.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><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 as compared to state achievement standards.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> - SCE</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Pregnancy Related Services: Support services will be provided to pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				











Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Strategy's Expected Result/Impact:</b> All students identified as MKV or Foster receive needed supports.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Monitor use of District designed Math, Reading and Writing CBA's for each unit of study for tested grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Tests and student performance are analyzed for validity and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4 - Results Driven Accountability</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> All math, reading/ELA, writing, and science benchmark/interim assessment performance data will be uploaded in Eduphoria in a timely manner</p> <p><b>Strategy's Expected Result/Impact:</b> Tiered instruction groupings and progress monitoring reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5 - Results Driven Accountability</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Teachers will learn to disaggregate benchmark data within one week of the upload to Eduphoria.</p> <p><b>Strategy's Expected Result/Impact:</b> Eduphoria activity reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Give pre-post assessments to monitor progress on objectives</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of TEKS based and appropriate scope and sequence during instructional walkthroughs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Train all new ELA teachers on writing platform and review the model of the writing process as recommended in training. <b>Strategy's Expected Result/Impact:</b> Completion of writing to learn PD <b>Staff Responsible for Monitoring:</b> Campus Principal	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Increase student knowledge of writing process by utilizing a writing checklist and accomodations. <b>Strategy's Expected Result/Impact:</b> Increased academic achievement in writing <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Create and maintain a writing portfolio of samples. <b>Strategy's Expected Result/Impact:</b> Student writing portfolios <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 3:** By June 1, 2022 JHW Inspire Academies will implement strategies to increase student attendance and maintain a 95% or higher attendance rate as measured by Average Daily Attendance.

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





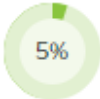
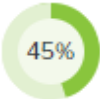
**Evaluation Data Sources:** Attendance Reports and TAPR



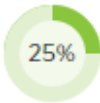
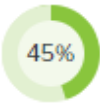




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will monitor student attendance and provide attendance reports to the campus administrative staff.  <b>Strategy's Expected Result/Impact:</b> Increased attendance rate as evidenced on six-weeks attendance reports.  <b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Three and ten-day truancy notices will be reviewed and monitored centrally by the attendance team. Interventions must occur before filings.  <b>Strategy's Expected Result/Impact:</b> Increased attendance; Documentation of Intervention Strategies  <b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will implement the district 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)  <b>Strategy's Expected Result/Impact:</b> Increased attendance  <b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** With improved monitoring of 4-year plans, JHW Inspire Academies will show a 60% increase in the number of students graduating with College Career, Military Readiness as identified in the A-F Accountability System by August 2022.

**Performance Objective 1:** JHW Inspire Academies will show a 60% increase in the number of students graduating with CCMR.

**Evaluation Data Sources:** Federal and State Accountability Reports









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

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Each pathway will take at least one industry based field trip per school year to receive exploratory career knowledge</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Department</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> All student transcripts will be reviewed for CTE pathway cou</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<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;"> <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:** JHW Inspire Academies 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><b>Strategy 1:</b> 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 district provides access to technology (hardware and software) for the purposes of teaching and learning for students and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of instructional technology use in lesson planning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff members will receive ongoing technology training. Training may include but is not limited to: , Eduphoria, Edgenuity, Mclass, Reading Plus, and other computer/web-based programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of instructional technology use in lesson planning.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



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

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













Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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. Campuses will develop and implement specific plans on how students earn Class Dojo points, and what level is necessary to earn incentives</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of implementation of training and strategies within classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Early Intervention: The campus will provide a comprehensive school counseling program and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, dating violence, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The campus will integrate best practices on positive behavior interventions and support, grief-informed and trauma-informed care.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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 follows the district maintained an anti-bullying policy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<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;"> <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:** JHW Inspire Academies will improve overall stakeholder satisfaction by implementing programs and strategies designed to increase and enhance communication within the school, with parents, community members and facility partners by June 1, 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><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, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress Reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased student involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased parent users on Treehouse and increased participation in campus activities/surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Increased number of respondents; Parent and Family Engagement Plan</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assisted Title I Elements:</b> 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Goal Setting (CNA/CIP/DIP): 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><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Principal</p>	<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;"> <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
<b>Sub-Total</b>					<b>\$0.00</b>
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$0.00</b>

# Addendums