

# IDEA Public Schools

## Najim Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Top 25 Percent: Comparative Academic Growth



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 16, 2022

# Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

IDEA Najim Academy prepares students from underserved communities for success in college and citizenship. We aim to empower our students to become leaders so that they may work to improve their communities.

## Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

IDEA Public Schools is on track to becoming the largest producer of low-income college graduates in the Texas. At IDEA Najim, we will build a culture where scholars and families are invested in their scholars academic success and social/emotional development, while also bringing the joy,

## Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

## Demographics

### Demographics Summary

IDEA Najim Academy focuses on recruitment, enrollment and retention of minority children in low socioeconomic households. Boasting 100% college for all with 100% of our scholars going to and through college; we pride ourselves in providing academic growth for all scholars and closing the achievement gap between minority demographics and "White" and "Asian" students across the nation. For the 2021-2022 school year, Najim Academy enrolled 92% economically disadvantaged students, 5% special education, 63% Hispanic, 31% African American, and 5% White. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Carver serves 13% of its scholars in an emergent early exit bilingual program and has received an "A" rating from the Texas Education Agency for the 2021-2022 School year. Najim was able to accomplish this by retaining 85% of its teachers from 2021-2022. The student to teacher ratio at Najim academy is 28 to 1.

### Demographics Strengths

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Parents inconsistently received a call back to address concerns within 24 hours upon reaching out. **Root Cause:** 1. There has been a lack of consistent communication systems which has caused the disconnect between families and the school. 2. There has been turnover in leadership that has contributed to the lack of consistent communication between families and school.

**Problem Statement 2 (Prioritized):** We had 80% of new family persistence and 83% overall student persistence. **Root Cause:** 1. Families are leaving because there was a lack of communication between campus and families. 2. Lack of consistent and clear communication around school culture and expectations to parents and students during the family onboarding process.

**Problem Statement 3:** Our Average daily attendance was at 92% for the school year. **Root Cause:** 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been enforced consistently

# Student Learning

## Student Learning Summary

Najim Academy has improved from a C rated campus in 2019 to an A rated campus for the 21-22 school year. Najim Academy reached 73% of scholars reach approaches/43% reach meets/22% reach masters in all subjects. This led to a score of 74 in Domain1. Najim Academy recieved a 94 in domain 2 for academic growth and a 79 in domain 3. Najim Academy received distinctions for Academic acheivment in Reading/Language arts and top 25% Comparative growth. Sholars in grades Pre K-2nd grade ended with 89% of the scholars reading on grade level and had signifcant growth from previous school year. Our campus received 2 distinctions for the 21-22 SY.

See PDF in Addendum for more information.

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We had 33% of Sped scholars reach approaches on math STAAR, 28% of Sped scholars reach approaches in reading STAAR. **Root Cause:** 1. There was Inconsistency in focusing on these particular sub pop groups. 2. The was a lack of targeted intervention based on sub pop groups. 3. Teachers failed to provide enough differentiation to help meet the needs of all sub pops.

**Problem Statement 2:** There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. **Root Cause:** 1. Tight coaching to mastery and aligning instruction started too late in the school year. 2. There was inconsistent targeted lesson plan feedback which led to inconsistency in alignment.

**Problem Statement 3 (Prioritized):** Data tracking systems were not utilized consistently, which made it difficult to respond to gaps. **Root Cause:** 1. Daily assignment and assessment tracking was not consistent. 2. Individualized Student trackers were not implemented consistently 3. There was a lack of daily reflection on data which kept teachers and leaders from making necessary adjustments.

# School Processes & Programs

## School Processes & Programs Summary

At Najim academy, leaders are developed through on the spot coaching, observation feedback meetings, and instructional rounds which allow the leaders and teachers to receive timely feedback to help improve daily practices. During instructional rounds, leaders are assigned different tasks during observations so that observations are targeted and intentional. After instructional rounds leaders come up with immediate next steps for classes and receive feedback from other leaders. At Najim academy professional developments are planned and delivered based on the campus needs/gaps. We use a daily exit ticket tracker and assessment tracker that allows us to track student achievement data on a daily basis. Once we analyze data, we plan our professional developments to help respond to gaps. Leaders then provide appropriate follow up coaching for teachers. Leaders conduct observations daily and diagnose high leverage action steps for teachers that support student achievement. During these observations, leaders take low-inference data from student answers, participation, or student work and provide action step based on the data. Along with rigorous instruction and coaching, we have recently increased the amount of time dedicated to social-emotional learning at the school. Students engage in daily SEL lessons which help students understand their emotions and to respond to situations in a healthy way.

## School Processes & Programs Strengths

### Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

### Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

## SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** We had 50% leader retention and 85% teacher retention. **Root Cause:** 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Leaders have often felt unsupported and overwhelmed.

**Problem Statement 2 (Prioritized):** Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. **Root Cause:** 1. Lack of communication to families

# Perceptions

## Perceptions Summary

Najim Academy has met their teacher retention goal of 85% of teachers returning for the last two years. Based on the GPTW survey administered last year 49% of people said that they were encouraged to balance their work and life. 44% of staff said that this is a fun place to work. 53% of teachers stated that everyone has an opportunity to receive special recognition. 50% of teachers stated that they look forward to coming to work each day. 43% of teachers stated that this is an emotionally and psychologically healthy place to work. Family participation is averaging around 50% of families participating consistently in community/school events. Najim had 60% of its families attend EOY awards ceremonies, 30% of families attend curriculum night, and 60% of families attended spring festival. These calculations were measured through sign in sheets at each event.

## Perceptions Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Over the years, GPTW data has shown that staff satisfaction is low. **Root Cause:** 1. High leadership turnover 2. Lack of consistency with coaching teachers on campus culture/instruction

**Problem Statement 2 (Prioritized):** Only 50% of teachers stated that this is an emotionally and psychologically healthy place to work. **Root Cause:** 1. High leader turnover, which has led to different expectations each year and more work as a result.



# Priority Problem Statements

**Problem Statement 1:** Parents inconsistently received a call back to address concerns within 24 hours upon reaching out.

**Root Cause 1:** 1. There has been a lack of consistent communication systems which has caused the disconnect between families and the school. 2. There has been turnover in leadership that has contributed to the lack of consistent communication between families and school.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** We had 33% of Sped scholars reach approaches on math STAAR, 28% of Sped scholars reach approaches in reading STAAR.

**Root Cause 2:** 1. There was Inconsistency in focusing on these particular sub pop groups. 2. There was a lack of targeted intervention based on sub pop groups. 3. Teachers failed to provide enough differentiation to help meet the needs of all sub pops.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** We had 50% leader retention and 85% teacher retention.

**Root Cause 3:** 1. School has failed to successfully onboard new leaders and staff. 2. Lack of consistency in implementing daily operating mechanisms. 3. School leadership has failed to consistently follow through with coaching to mastery. 4. Leaders have often felt unsupported and overwhelmed.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years.

**Root Cause 4:** 1. Lack of communication to families

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** We had 80% of new family persistence and 83% overall student persistence.

**Root Cause 5:** 1. Families are leaving because there was a lack of communication between campus and families. 2. Lack of consistent and clear communication around school culture and expectations to parents and students during the family onboarding process.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Data tracking systems were not utilized consistently, which made it difficult to respond to gaps.

**Root Cause 6:** 1. Daily assignment and assessment tracking was not consistent. 2. Individualized Student trackers were not implemented consistently. 3. There was a lack of daily reflection on data which kept teachers and leaders from making necessary adjustments.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Over the years, GPTW data has shown that staff satisfaction is low.

**Root Cause 7:** 1. High leadership turnover. 2. Lack of consistency with coaching teachers on campus culture/instruction.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Only 50% of teachers stated that this is an emotionally and psychologically healthy place to work.

**Root Cause 8:** 1. High leader turnover, which has led to different expectations each year and more work as a result.

**Problem Statement 8 Areas:** Perceptions

# 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)
- 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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee 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
- Evaluation(s) of professional development implementation and impact

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

#### **Support Systems and Other Data**

- Organizational structure data







# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** IDEA Najim Academy will have at least 85% staff retention by June 2023.

### High Priority

**Evaluation Data Sources:** Teacher Weekly, Teacher Liveschool, Praise Tracker, Quarterly Pulse Checks, and GPTW







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Reset adult culture <b>Strategy's Expected Result/Impact:</b> 1. Teacher results in GPTW survey to improve from 46% to 85% satisfaction. <b>Staff Responsible for Monitoring:</b> Assistant principals, counselor, assistant principal of operations, and school principal.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bringing Joy to campus to help invest adults in campus culture. <b>Strategy's Expected Result/Impact:</b> 1. Increase staff morale and investment which will lead us to meet goal of 85% staff retention. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal, Counselor, and Assistant Principal of Operations  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
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**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 100% of IDEA seniors matriculate to college by August 2023.

**High Priority**

**Evaluation Data Sources:** Persistence Tracker, HB 4545 Tracker, Executive Tracker, Mission 90/30 Document/Meetings, STAAR Domain 2 and 3 tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and Respond to student achievement data using HB4545 and STAAR Domain 2 and 3 tracker. <b>Strategy's Expected Result/Impact:</b> 1. We will be able to identify gaps in scholar's learning and will allow us to create strategic plans to close gaps. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers, and Reading and Math Interventionists  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use Mission 90/30 tracker/meetings to identify HP scholars that are at risk of leaving and create plans to re-invest them. <b>Strategy's Expected Result/Impact:</b> 1. We will be able to proactively identify and re-invest scholars who are wanting to leave our school. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Assistant Principals, Assistant Principal of Operations, and Principal  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



### Goal 3: IDEA achieves an A rating






**Performance Objective 1:** IDEA Najim will achieve an A rating for the 22-23 SY.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Exit ticket trackers, Assessment trackers, HB4545 tracker, domain 1,2,3 tracker, executive tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coaching and developing teachers <b>Strategy's Expected Result/Impact:</b> We will have strong teachers that will be able to teach our students effectively and achieve results. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Targeted Data Tracking <b>Strategy's Expected Result/Impact:</b> 1. The targeted Data tracking will allow us to identify learning gaps and respond to them with targeted interventions. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> TEKS alignment <b>Strategy's Expected Result/Impact:</b> 1. Students will practice 100% aligned TEKS material which will help them prepare for STAAR test. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				











**Goal 3:** IDEA achieves an A rating

**Performance Objective 2:** IDEA Najim will increase Student Achievement Average in 3rd Grade Reading and 3rd Grade Math STAAR from 41 to 55 on 22-23 STAAR test.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Exit Ticket Trackers, ET Huddles, CSI tracker, Domain 1, 2, and 3 tracker, executive tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Leverage Lesson rehearsals and first teach observations to ensure high quality lessons. <b>Strategy's Expected Result/Impact:</b> Scholars will be able to score high on first teach, which will lower the amount of intervention or reteaching needed. <b>Staff Responsible for Monitoring:</b> Assistant Principals of Instruction and Principal  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Data Tracking, Daily Exit Ticket Sorts, Exit Ticket Huddles and Assessment Data Dives to identify gaps in student learning and respond to gaps. <b>Strategy's Expected Result/Impact:</b> We will be able to identify gaps in student learning and create intervention/ reteach plans. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals of Instruction and Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress                          Accomplished                          Continue/Modify                          Discontinue                     </div>				









### Goal 3: IDEA achieves an A rating

**Performance Objective 3:** IDEA Najim Academy will increase performance in Domain 3 Student Achievement for all sub pops on 22-23 STAAR test.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ET Tracker, Domain 3 Tracker, CSI Tracker

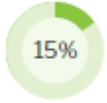

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Track student data by subpop using Domain 3 tracker and use data to create targeted intervention plans . <b>Strategy's Expected Result/Impact:</b> We will see an increase in student achievement data for all subpops. <b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Assistant Principals of Instruction, and Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use CSI and targeted Teks based intervention to help support special education scholars close instructional gaps. <b>Strategy's Expected Result/Impact:</b> We will see an increase in special education scholars who achieve meets on both reading and math STAAR test.  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






#### Goal 4: Increase student daily attendance

**Performance Objective 1:** IDEA Najim will attain a 97% or higher average daily attendance by June 2023.

##### High Priority

**Evaluation Data Sources:** Power BI ADA daily, daily ADA reports, weekly data tracker, and attendance matrix tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Idea Najim Academy will use Attendance Matrix with fidelity to ensure accountability. <b>Strategy's Expected Result/Impact:</b> 1. At least 97% students in attendance on a daily basis 2. Parents will comply with sending scholars to school on a daily basis. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal of Operations, SIS coordinator, API's, and Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Attendance data will be presented and visible in a variety of ways to increase awareness and investment from staff. <b>Strategy's Expected Result/Impact:</b> 1. Staff will be aware of ADA and will be invested to improve ADA. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, SIS Coordinator, Teachers, API's, and Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Culture of Achievement Incentives for grade-levels and individuals that are meeting pre-determined Attendance goals. <b>Strategy's Expected Result/Impact:</b> 1. Scholars will be motivated and invested to attend school daily. <b>Staff Responsible for Monitoring:</b> SIS Coordinator, Assistant Principal of Operations, and Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					






## Goal 5: Increase student persistence

### Performance Objective 1: IDEA Najim will retain at least 90% of scholars by August 2023

#### High Priority

**Evaluation Data Sources:** Family surveys, student leaver log, classroom culture tracker, student persistence tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> IDEA Najim will increase the amount of family communication from previous years. <b>Strategy's Expected Result/Impact:</b> 1. Parents will receive updates on scholar progress, school celebrations, and school events consistently 2. The expected impact will be to retain at least 90% of scholars from year to year. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals, Teachers and Principals  <b>Title I:</b> 4.1 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> IDEA Najim Academy will bring the joy through the use of weekly culture observations, implementing fab Friday, and the use of Liveschool to help invest scholars. <b>Strategy's Expected Result/Impact:</b> 1. Scholars will be happy and want to come to school everyday. 2. The impact will be that scholars will want to come back year after year. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals, Teachers and principals  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				






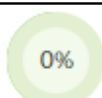
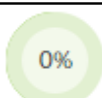




Strategy 3 Details		Reviews			
<b>Strategy 3:</b> IDEA Najim Academy will increase the amount of time dedicated to Social/Emotional learning and support through the implementation of Move this World. <b>Strategy's Expected Result/Impact:</b> 1. Scholars will gain emotional intelligence and be able understand how to deal with emotions. 2. The impact will be less student behaviors and more time for instruction. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Assistant Principals, and Principal  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Oct	Jan	Mar	June
					
		<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

## Goal 5: Increase student persistence

**Performance Objective 2:** IDEA Najim will provide a physically and emotionally safe school by training 100% of staff in Crisis Management/Emergency Response Training and conducting monthly, quarterly and annually safety drills, and implementing social/emotional curriculum with fidelity during the 22-23 school year.

### High Priority












**Evaluation Data Sources:** Safety Drill Trackers, Monthly Safety/Compliance evaluation, SEL tracker, SEL weekly observations,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Staff will complete Crisis Management/Emergency response training and participate in monthly/quarterly fire drills, lockdown drills, shelter in place, and hold drills. <b>Strategy's Expected Result/Impact:</b> Staff will know what to do in a crisis to keep students and themselves safe.	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2. Idea Najim will achieve a proficient or higher score on the Campus safety score with emphasis in the areas of Intruder Assessment, physical building safety, compliance, and climate and culture. <b>Strategy's Expected Result/Impact:</b> Najim academy will be a physically safe school for all scholars. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, Facilities Manager, and Principal	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim Academy will implement SEL curriculum with fidelity to ensure that social emotional learning is prioritized throughout school day. <b>Strategy's Expected Result/Impact:</b> Scholars will understand emotions and develop emotional intelligence that will help them through situations and help with behavior. <b>Staff Responsible for Monitoring:</b> Campus Counselor	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Increase student persistence

**Performance Objective 3:** IDEA Najim Academy will prioritize physical health and well-being of all scholars throughout the 22-23 school year by promoting healthy kids initiative.

**Evaluation Data Sources:** Weekly PE lesson plans, DVOA(fit bit) minutes tracker, cafeteria monthly menus

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize and Track the Heart rate monitors to ensure that scholars are reaching their physical activity goals. <b>Strategy's Expected Result/Impact:</b> Scholars will consistently get the amount of physical activity that they need to be healthy. <b>Staff Responsible for Monitoring:</b> PE coach	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2. Ensure that all meals (breakfast, lunch, and supper snack) are aligned with the district wellness policy. <b>Strategy's Expected Result/Impact:</b> All scholars will receive nutritious meals that contain fresh fruits and vegetables. <b>Staff Responsible for Monitoring:</b> CNP manager, Assistant Principal of Operations	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 3. Consistently communicate campus and district health initiatives to help invest families. <b>Strategy's Expected Result/Impact:</b> Families will continue healthy habits at home and participate in health initiatives from the district. <b>Staff Responsible for Monitoring:</b> Assistant Principal of Operations, CNP Manager, and Principal	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	CO-TEACHER		1
	INTERVENTIONIST		1
Brenda Vega	Teacher	Title 1	1
Morgan Pesina	ILEARNING HOT SPOT FACILITATOR	Title 1	1
Naomi Willis	CO-TEACHER	Title 1	1
Tenisha Price	Reading Interventionist	Title 1	1

# Addendums

## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

### PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

### PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

## Needs Assessment

S-STAAR  
D-DIBELS  
E-EOC  
A-ACT  
RR-Reading Renaissance  
ST-STAR for Math  
DR-Discipline Report  
AP-AP Tests  
O-Other

## Special Populations

All  
AR-At Risk  
ELL-English Language Learners  
ED-Economically Disadvantaged  
M-Migrant  
SE-Special Education

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	90%	92%	83%	90%	60%	60%/40%

#### Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	64%	69%	76%	70%	70%/30%	
% Meets	39%	28%	36%			
% Masters	18%	18%	13%			
% Student Achievement Average	40%	38%	42%			
% Meet 2 year growth	45%	50%	53%			

#### Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	23%	

### Reflections

Areas of Strength	Areas of Need
1 Leader content understanding	1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly
2 Teacher content understanding	2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up
3 100% Teacher and Leaders in the space	3 Daily data tracking and reporting (Leader-teacher-scholar)

## Campus Name

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	90%	90%	67%	88%	35%	63%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					35%/65%	63%/37%
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5			
% Approaches	60%	74%	85%			
% Meets	44%	42%	61%			
% Masters	20%	23%	37%			
% Student Achievement Average	41%	46%	61%			
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	65%					
% of CSI Passing STAAR	60%					
% of SPED Passing STAAR	100%					

Reflections	
Areas of Strength	Areas of Need
1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly	1. Ensure that teachers are teaching aligned and rigorous lessons
2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up	2. Lack of content experts in leaders and teachers
3 Daily data tracking and reporting (Leader-teacher-scholar)	3. Need stronger student culture from the beginning of the year

Campus Name

Comprehensive Needs Assessment  
**ACADEMY**

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	100%	100%	100%	100%	100%	100%
	STAAR Science Grade 5					
% Approaches	69%					
% Meets	30%					
% Masters	13%					
% Student Achievement Average	37%					

Reflections	
Areas of Strength	Areas of Need
1 Returning teacher in the space	1. Urgent action with leaders to plan and provide feedback to teachers in the space to ensure gaps are closed quickly
2 Leader with content understanding	2. Consistent Coaching and feedback with daily lesson rehearsals and tight-loop follow-up
3 100% Personnel in the space	3 Daily data tracking and reporting (Leader-teacher-scholar)

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	100%	100%	100%	100%	100%	100%	100%

#### Reflections

Areas of Strength	Areas of Need
1. Student practice is rigorous. There is a blend of multiple choice and open ended responses that push student thinking.	1 Consistently carrying an exemplar to compare student work to the predetermined expectation.
2 Strong planning that was aligned and exemplars were always complete with student expectations.	2 Pushing literacy throughout units.
3 Teachers diligently reviewed data and made reteach opportunities in tutoring, intervention, and Saturday school.	3 Connecting content to current events to make key points more engaging and 'sticky'.

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	7%	7%	7%	7%	42%
% Intermediate	38%	38%	38%	38%	
% Advanced	33%	33%	33%	33%	
% Advanced High	14%	14%	14%	14%	

#### Reflections

Areas of Strength	Areas of Need
1 Many scholars' growth in learning the language	1. Expertise (Leader/teacher) to support ELL Scholars
2 100% of scholars in-person were tested	2 PD with ELL Manager to support efforts on campus
3 Deadlines were met for testing	3 Ensure scholars receive instructional supports to succeed in class



## Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	67
% Instructional Support Retention	100
% Teacher Retention	95
% Campus Support Retention	90
% SPED Teachers	5%
% State/National Certified Teachers	0%
% State Certified Leaders	43%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	9

Reflection	
Areas of Strength	Areas of Need
1 Over 60% founding staff members	1 Retain Lead Team through consistent coaching and follow-up
2 50% of teachers are enrolled in certification	2. Retain teachers by bringing the joy factor throughout the year
3 Principal is founding team member	3 Ensure teachers are involved in the decision-making process

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92
% Overall Persistence	83
% New Student Persistence	80
# of Admin Withdrawals/ Level 3 Offenses	4
% SPED	15%
% ELL	63%
% Eco Dis	94
% Migrant	0
% Race: American-Indian-Alaska-Native	0.1
% Asian	0.1
% White-Hispanic	61
% Multi	0.4
% Black-African-American	35
% Native-Hawaiian-Pacific-Islander	0.1
% White	0.4
% Male	54
% Female	46

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Attendance	1 Persistence year over year
2 High numbers of scholars coming to Najim AC	2 Keeping ADA high (in-person)
3 Higher percentage of scholar persistence	3. Clear communication systems (leaders-teachers-paren

ts)

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	90%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	60%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	60%

Reflection	
Areas of Strength	Areas of Need
1 Family Support for activities that show-cases scholars	1 Family involvement
2 AC leading out with family support	2 Communication processes (teacher-parent)
3 AC/APO way of work	3 Consistent retention activities

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