

# IDEA Public Schools

## Najim College Prep

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**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.

## Vision

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

## 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**

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
School Processes & Programs	4
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	8
Goals	10
Goal 1: Increase staff retention	11
Goal 2: All IDEA students matriculate to college	12
Goal 3: IDEA achieves an A rating	14
Goal 4: Increase student daily attendance	17
Goal 5: Increase student persistence	19
State Compensatory	21
Budget for Najim College Prep	22
Personnel for Najim College Prep	22
Title I Personnel	23
Campus Funding Summary	24
Addendums	25

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

IDEA Najim is a college preparatory charter campus serving 400 students 6th -11th grade. We are a scaling campus with our 1st graduating class expected in 2024. We were established in 2017. Students participate in Pre AP and AP course offerings. In addition to RISE skills program and special education services. Ethnic distribution is 43.3% Hispanic, 49.2% African American, 1% White, .63% Asian and 1.2% two or more races. Data shows Limited English Proficiency (LEP) as a moderate category with 16 student designations. Najim CP is a Title I School and receives State Compensatory Education (SCE) funds.

### Demographics Strengths

Najim CP has Met Standard by the Texas Education Agency. The 2021-2022 campus accountability rating is an A. We are committed to improving student academic performance to exceed this level of performance.

We met 6/7 state distinctions. District assessments are administered and tracked. In addition, campus formative and summative data collection is reviewed daily/weekly. 3, 6, 9 week assessments are used to measure progress and intervention groups.

Biology EOC scores was at 98%. • Algebra I EOC: 100% • AP: Humanities 40% pass, • Telpas: met targeted %, SPED increased 10 pts, met targeted %.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Persistence goals and benchmarks were not met and did yield 90%. Landed 70% range at the close of the 21-22SY **Root Cause:** 1. Inconsistent follow up from principal 2. Did not leverage PWI to close the loop with families seeking to withdraw 3. Lack of follow up with recapture families to articulate mission of college for all

**Problem Statement 2 (Prioritized):** ADA goal landed below goal at 92% **Root Cause:** 1. ADA escalation matrix was a slow process 2. APO did not drive this campus goal with fidelity 3. Lack of attention to campus trackers and ADA calls at the onset 4. Principal had continuous schedule changes affecting OATP

**Problem Statement 3 (Prioritized):** Professional Development was geared to campus wide initiatives and not targeted to areas of deficiencies **Root Cause:** 1. Lack of PLCs on data; non-performance of data deep dives after each ELA assessment. 2. Untimely feedback and classroom observations. 3. No evidence of tracking tutorial attendance of at risk students.

# School Processes & Programs

## 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):** Operating mechanisms on campus have been inconsistent and foster low accountability from all stakeholders. **Root Cause:** Retention of top level leadership to govern campus programs and processes.

**Problem Statement 2 (Prioritized):** Did not have a strong start at BOY with onboarding new to IDEA families grounded into our mission. **Root Cause:** AC/CP principal was not collaborative with campus onboarding plan for sibling families.

# Priority Problem Statements

**Problem Statement 1:** ADA goal landed below goal at 92%

**Root Cause 1:** 1. ADA escalation matrix was a slow process 2. APO did not drive this campus goal with fidelity 3. Lack of attention to campus trackers and ADA calls at the onset 4. Principal had continuous schedule changes affecting OATP

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Persistence goals and benchmarks were not met and did yield 90%. Landed 70% range at the close of the 21-22SY

**Root Cause 2:** 1. Inconsistent follow up from principal 2. Did not leverage PWI to close the loop with families seeking to withdraw 3. Lack of follow up with recapture families to articulate mission of college for all

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Professional Development was geared to campus wide initiatives and not targeted to areas of deficiencies

**Root Cause 3:** 1. Lack of PLCs on data; non-performance of data deep dives after each ELA assessment. 2. Untimely feedback and classroom observations. 3. No evidence of tracking tutorial attendance of at risk students.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** IDEA Najim only achieved 22% masters in reading.

**Root Cause 4:** 1. Level of rigor in the classroom was not enough. 2. CFUs was not in alignment with highest peak of Blooms.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Scholars exude low accountability for owning his/her learning and no tracking mechanisms to chart progress.

**Root Cause 5:** Low teacher and parent investment. No data visibility

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Operating mechanisms on campus have been inconsistent and foster low accountability from all stakeholders.

**Root Cause 6:** Retention of top level leadership to govern campus programs and processes.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Did not have a strong start at BOY with onboarding new to IDEA families grounded into our mission.

**Root Cause 7:** AC/CP principal was not collaborative with campus onboarding plan for sibling families.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Retention of students in transitional grade levels (6th and 9th) was below benchmark.

**Root Cause 8:** 1. Did not hold 100% of onboarding meetings with fidelity of NTI students. 2. Tracking and fidelity to transition meetings for students and families in grades 6th and 8th not consistent

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Parent engagement yielded 28% attendance at after school events.

**Root Cause 9:** 1. campus did not market activities in a timely manner 2. low percentage of parent survey for feedback

**Problem Statement 9 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Federal Report Card and accountability 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- 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
- 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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

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

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

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

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices









# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** 100% of instructional staff will be provided support and coaching on a weekly basis.

**High Priority**







**Evaluation Data Sources:** action step tracker, teachboost feedback, instructional coaching meeting

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of resources and training targeted towards differentiation development for TCP pathway.</p> <p><b>Strategy's Expected Result/Impact:</b> retain exemplar teachers, increase teacher development, build level 4 and 5 teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APIs,</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct daily exit ticket sorts to identify misconceptions, lowest scored TEK, and targeted reteach plan for the following day.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student data on a weekly and weekly basis.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</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 1:** Increase staff retention

**Performance Objective 2:** GPTW will reflect 85% on "This is a fun place to work" metric

**Evaluation Data Sources:** celebrations and recognitions







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teacher celebrations and recognition (teacher of the month, core value awards, shout outs in staff weekly)</p> <p><b>Strategy's Expected Result/Impact:</b> build capacity in staff; celebrate the wins, increase morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal, API, lead team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 96% of students are on track to graduate.







**High Priority**

**Evaluation Data Sources:** Weekly grade audits, review progress and grade reports; EOC tracking, review of all transcripts to confer credits

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 80% of class of 2024 (juniors) will be TSI exempt by May</p> <p><b>Strategy's Expected Result/Impact:</b> Implement targeted intervention groups for math and reading to support TSIA; afterschool and during RTTC</p> <p><b>Staff Responsible for Monitoring:</b> DCC, tutors, teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<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 2:** All IDEA students matriculate to college

**Performance Objective 2:** 80% of juniors will be TSI math exempt







Strategy 1 Details	Reviews			
Strategy 1: Scholars will attend TSI tutorials and Saturday clinics to sharpen skills in math	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 15%		
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**Goal 3:** IDEA achieves an A rating

**Performance Objective 1:** Grades 6 through 9 will hit 90% approaches, 60% meets, and 30% masters on Reading and Math STAAR, Biology EOC, Algebra 1 EOC.

**High Priority**

**Evaluation Data Sources:** 90|60|30 meetings; Mock testing; benchmarks; TEKS tracking







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track mastery through daily tracking leading exit ticket sorts  <b>Funding Sources:</b> Interventionist - Federal Grant - \$59,500.01	Formative			Summative
	Oct	Jan	Mar	June
				
<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 3:** IDEA achieves an A rating

**Performance Objective 2:** 100% of Sped students receive targeted intervention for reading and math

**High Priority**

**Evaluation Data Sources:** sub-pop tracking; review of exit tickets sorts, tracking of tutorials and in class intervention/push in support (sped staff)

Strategy 1 Details	Reviews			
Strategy 1: in-class push in support and use of accommodation snapshot for targeted students	Formative			Summative
	Oct	Jan	Mar	June
				
<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 3:** IDEA achieves an A rating

**Performance Objective 3:** 60% of CSI scholars scores in the approaches range measured by Math STAAR in the contents of Reading/Math

**High Priority**

**Evaluation Data Sources:** BOY Renstar| MOY Renstar| EOY Renstar

Strategy 1 Details	Reviews			
Strategy 1: CSI pullout intervention daily and tracking of student individual goals	Formative			Summative
	Oct	Jan	Mar	June
				
<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 4: Increase student daily attendance**

**Performance Objective 1: Ensure that we meet 97% daily ADA**







**High Priority**

**Evaluation Data Sources:** Track grade level ADA/follow up on chronic absent list/implement ADA escalation matrix

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 100% of all students not on campus by 8am will receive a phone call. 3 contact attempts. (Hmrm teacher, GTL, Lead team member assigned)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase ADA prior to OATP.</p> <p><b>Staff Responsible for Monitoring:</b> Lead team member and SIS assigned to a grade level.</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - Targeted Support Strategy</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus ADA celebrations: (highest homeroom &amp; perfect attendance)</p> <p><b>Strategy's Expected Result/Impact:</b> celebrate ADA wins and student recognition, Roll out and market monthly incentives for continued progression.</p> <p><b>Staff Responsible for Monitoring:</b> SSA, GTL, registrar</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host and facilitate weekly, monthly and quarterly ADA celebrations to celebrate wins!</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Increase student daily attendance

**Performance Objective 2:** Students will participate in quarterly Healthy Eating Workshops in collaboration with SA Foodbank.

Strategy 1 Details	Reviews			
Strategy 1: Schedule workshops after every 9 weeks to promote Healthy kids initiative	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Increase student persistence

**Performance Objective 1:** 90% of scholars persist for the 23-24 SY

**High Priority**







**Evaluation Data Sources:** Overall student persistence. NTI persistence, positive calls weekly, mission list, recapture list, timely parent conferences

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monthly scholar and family engagement events: Fab Friday, NTI social, pep rallies, core value scholar awards, 90 60 30-VIPs; ADA celebrations, field lessons, community service, after school clubs. tutoring, athletics etc.</p> <p><b>Strategy's Expected Result/Impact:</b> increase student retention, build connections with families, increase campus awareness and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SSA, Athletic coordinator, lead team, APO, teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure 100% of scholars meet MVPA minutes. Increase participation of sports programs and student athletes.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of scholars tracked/connect with more students/recruit students,/maintain overall persistence</p> <p><b>Staff Responsible for Monitoring:</b> AC, SSA, Principal, coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementation of strong SEL programming: anti-bullying, RULER, drug prevention, MTW</p> <p><b>Strategy's Expected Result/Impact:</b> Equip scholars with tools and strategies for positive and preventive measures</p> <p><b>Staff Responsible for Monitoring:</b> SSA, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Increase student persistence

**Performance Objective 2:** 100% of staff complete BOY crisis management/Emergency response training

**Evaluation Data Sources:** tracking attendance of staff

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Schedule training during BOY PD to ensure 100% attendance and ensure fidelity to make up sessions	Formative			Summative
	Oct	Jan	Mar	June
				
<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>				

# State Compensatory

## Budget for Najim College Prep

**Total SCE Funds:**

**Total FTEs Funded by SCE: 28**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Najim College Prep

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Africa Oliver	teacher	1
Allauna Bailey	co teacher	0
Amanda Cerda	teacher	1
Amaru Wilson	teacher	1
Arron Cochran	teacher	1
Bradley Durham	teacher	1
Brandon Lee	co-teacher	1
Braquel Cone	testing coordinator	1
Britney Lemons	teacher	1
Daeja Perez	teacher	1
Desherae Frost	teacher	1
George Vegerano	Director of College Counseling	1
Isaac Zepeda	teacher	1
Jackson Green	teacher	1
Jenifer Twiss	RISE teacher	0
Jessica Sheffield	teacher	1
Karla Martin	teacher	1
Lachelle Chilton	teacher	1
Lategra Simpson	teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lea McFarthing	Assistant Principal of Instruction	1
Lupita Lopez	Student Success Advisor	1
N'eysha Ortiz	teacher	1
Nancy Cardenas	teacher	1
Orlando Williams	teacher	1
Ryan Henarie	SPED teacher	1
Stephanie Perez	teacher	1
Terence Baker	co teacher	0
Terrell Walker	SPED teacher	0
Trevino Rodriguez	teacher	1
Vianca Martinez	teacher	1
Vivian Ysaguire	teacher	1
Zachary Carson	teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vivian Yzaguirre	Interventionist		



# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Interventionist		\$59,500.01
<b>Sub-Total</b>					<b>\$59,500.01</b>

# Addendums

## IDEA Najim

### Comprehensive Needs Assessment - College Prep

#### **COLLEGE PREP**

Data Source: STAAR

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I	
% Approaches	85%%	74%	95%	
% Meets	47%	45%	74%	
% Masters	21%	7%	51%	
% Student Achievement Average	51%	42%	73%	

#### Reflections

Areas of Strength	Areas of Need
1. All teachers consistently model all learning with clear and concise key points.	1. 7th grade teacher needed to improve on their culture of achievement and holding students to meeting campus - wide culture expectations
2. All teachers used logical scope and sequences to build strong mathematical foundations each unit.	2. 6th and 7th Grade teachers needed to place more of an emphasis on independent practice. Students needed more practice time and less teacher talk.
3. All teachers taught students multiple strategies to attack various types of problems.	3. Math intervention needs to be more purposeful with track mechanisms in place to hold teachers accountable for increasing student outcomes