

**IDEA Public Schools**  
**Najim Academy**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** August 24, 2023

# 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

## 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 2022-2023 school year, Najim Academy enrolled 94% economically disadvantaged students, 10% special education, 62% Hispanic, 34% African American students. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Najim serves 13% of its scholars in an emergent early exit bilingual program and received an "A" rating from the Texas Education Agency for the 2021-2022 School year. Ratings for the 22-23 school year are pending at this time. IDEA Najim academy retained 79% of its staff for the 2022-2023 school year. The student to teacher ratio at Najim academy is 28 to 1.

### Demographics Strengths

#### IDEA Najim Demographic Strengths

1. IDEA Najim Academy is achieving its mission of college for all in serving a majority of economically disadvantaged students. 94% of IDEA Najim students are economically disadvantaged.
2. IDEA Najim Academy retained 86% of its teachers for the 22-23 school year. This allows continuity and consistency for our students and allows teachers to become experts in their content.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** We had 76% of new family persistence and 84% overall student persistence. **Root Cause:** 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

**Problem Statement 2 (Prioritized):** Our Average daily attendance was at 93.24% 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 followed and enforced consistently.

**Problem Statement 3:** We had 79% staff retention for the 2022-2023 school year. **Root Cause:** 1. Staff struggled to adapt to new school culture expectations that were put into place by new campus leaders.

# 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. 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 Domain 1. Najim Academy received a 94 in domain 2 for academic growth and a 79 in domain 3. Najim Academy received distinctions for Academic achievement in Reading/Language arts and top 25% Comparative growth. Preliminary results for 22-23 STAAR revealed that IDEA Najim Academy had 13% of 3rd-5th grade students score over a 70% on STAAR Math, 20% of 3rd-5th grade students scored over a 70% in STAAR reading, and 12% of 5th grade students scored over a 70% on STAAR Science. Final performance bands have not been released. Scholars in grades Pre K-2nd grade ended with 73% of the scholars reading on or above grade level according to our reading curriculum.

## Student Learning Strengths

### Student Learning Strengths

1. IDEA Najim Academy implemented operating mechanisms consistently in 2nd semester (lesson rehearsals, lesson plan feedback, coaching conversations to ensure alignment, 1st teach observations) that led to gains in student achievement.
2. IDEA Najim Intervention team prioritized HP scholars during intervention. 100% of HB4545 eligible scholars met their required 30 hours of intervention in both reading and math

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. **Root Cause:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

**Problem Statement 2 (Prioritized):** 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. **Root Cause:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

**Problem Statement 3 (Prioritized):** 73% of Kinder- 2nd Grade Scholars are reading at or above grade level. **Root Cause:** 1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

# School Processes & Programs

## School Processes & Programs Summary

At Najim Academy, scholars engage in a variety of classes. Starting in Kinder, students rotate classes and engage with teachers who specialize in their content. Our curriculum varies by grade level as well. In Kinder- 2nd grade, scholars engage with Reading Transformations as their primary reading curriculum, Wit and Wisdom for Writing, Eureka Math for mathematics, Amplify for Science, and Insights for Social Studies. The teachers that teach each subject specialize in that one content area and they deliver that content to all of the students in their grade level. Scholars in 3rd- 5th grade at Najim Academy engage in TEKS based lessons for math and reading that are aligned to the Texas state standards. Scholars also engage in Accelerated Reader, Dreambox (Math Computer based curriculum), and PE as part of their elective classes. Throughout the day, scholars that are identified as high priority scholars also receive intervention. 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 through our "Move this World" curriculum, which helps students understand their emotions and to respond to situations in a healthy way.

## School Processes & Programs Strengths

### School Processes and Program Strengths

- IDEA Najim teachers have strong content knowledge as the majority of them have taught their curriculum for >3 years.
- IDEA Najim retained 86% of Teachers during the 2022-2023 school year.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school is preparing my child for college".
- 100% of eligible HB4545 scholars completed their required 30 hours of additional intervention in reading and math.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " This school holds my child to high academic standards".
- IDEA Najim increased its Average Daily Attendance from 92% in the 21-22 school year to 93.27% in the 22-23 school year.
- IDEA Najim increased its Student Persistence from 83% in the 21-22 school year to 84% in the 22-23 school year.
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school communicates well with me".
- IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child feels safe at school".

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** We had 60% leader retention and 76% staff 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. Staff struggled to adapt to new culture expectations set by new leaders.

**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. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

# Perceptions

## Perceptions Summary

After meeting their staff retention goal for the previous two years, IDEA Najim Academy failed to reach their staff retention ending at 78.9% for the 22-23 school year. Based on Survey data from teachers only 35% of staff felt that they were encouraged to find work/life balance. 45% of staff felt that they were compensated fairly for the work that they do and 40% feel that IDEA Najim is an emotionally healthy place to work. One of the bright spots was that 85% of teachers felt that they had at least one close friendship with another staff member. IDEA Najim had >80% of it's families attend EOY awards ceremonies(20% increase from previous year), >50% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year). Parent engagement was much better than the previous year as a result of better communication, clear expectations, and successfully building relationships with families throughout the year.

## Perceptions Strengths

### Perceptions Strengths

1. Family Communication- Communication with families increased and over 90% of teachers consistently met their communication goal of 10 calls per week. IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school communicates well with me" on Family Survey.
2. Family Engagement- Family Engagement at Najim Academy grew tremendously from the 21-22 school year to the 22-23 school year. IDEA Najim had >80% of it's families attend EOY awards ceremonies(20% increase from previous year), >50% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to EOY staff satisfaction survey, data showed that staff satisfaction is low. **Root Cause:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

**Problem Statement 2 (Prioritized):** Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work. **Root Cause:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.



# Priority Problem Statements

**Problem Statement 1:** We had 60% leader retention and 76% staff retention.

**Root Cause 1:** 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. Staff struggled to adapt to new culture expectations set by new leaders.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** 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 2:** 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** We had 76% of new family persistence and 84% overall student persistence.

**Root Cause 3:** 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** 73% of Kinder- 2nd Grade Scholars are reading at or above grade level.

**Root Cause 4:** 1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** According to EOY staff satisfaction survey, data showed that staff satisfaction is low.

**Root Cause 5:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work.

**Root Cause 6:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** Our Average daily attendance was at 93.24% for the school year.

**Root Cause 7:** 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.

**Root Cause 8:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math.

**Root Cause 9:** 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

**Problem Statement 9 Areas:** Student Learning

# 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:** All IDEA students matriculate to college







**Performance Objective 1:** College Prep Average ACT score of 21 or better by high school graduation (HB3)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** HB4545 Trackers, ET Trackers, Domain 1, 2 and 3 STAAR trackers, Executive Trackers, Mission 90/30 Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and respond to student achievement data using HB4545 AND STAAR Domain 1, 2 and 3 trackers <b>Strategy's Expected Result/Impact:</b> We will be able to identify gaps in scholar learning and will allow us to create strategic plans to close gaps. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track Student data by subpop and create strategic intervention plans to ensure that all scholars are successful. <b>Strategy's Expected Result/Impact:</b> Najim AC will meet 100% of subpop STAAR targets for Domain 3. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Effectively use CSI and Targeted TEKs based intervention to ensure that we are closing instructional gaps for all scholars.  <b>Strategy's Expected Result/Impact:</b> Scholars are getting the intervention that they need to meet their goals. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: All IDEA students matriculate to college

Performance Objective 2: 100% of graduates meet TSIA college readiness benchmark (HB3)

HB3 Goal

Evaluation Data Sources: HB4545 Trackers, ET Trackers, Domain 1, 2 and 3 STAAR trackers, Executive Trackers, Mission 90/30 Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track and respond to student achievement data using HB4545 AND STAAR Domain 1, 2 and 3 trackers <b>Strategy's Expected Result/Impact:</b> We will be able to identify gaps in scholar learning and will allow us to create strategic plans to close gaps. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Effectively use CSI and Targeted TEKs based intervention to ensure that we are closing instructional gaps for all scholars. <b>Strategy's Expected Result/Impact:</b> Scholars are getting the intervention that they need to meet their goals. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principal, CSI team, Math and Reading Interventionists.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





## Goal 2: IDEA achieves an A Rating

**Performance Objective 1:** IA: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 41% to 43% in Spring 2024 (HB3)







**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Exit Ticket Trackers, Executive Trackers, HB4545 Trackers, Domain 1, 2, 3 STAAR Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Coaching and Developing Teachers <b>Strategy's Expected Result/Impact:</b> We will have strong teachers that will that will be able to teach our students effectively and achieve results. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Grade Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Targeted Data Tracking <b>Strategy's Expected Result/Impact:</b> The targeted data tracking will allow us to identify learning gaps and respond to them with targeted intervention. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim AC will ensure that 100% of material taught is TEKS aligned. <b>Strategy's Expected Result/Impact:</b> Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.





## Goal 2: IDEA achieves an A Rating







**Performance Objective 2:** IA: Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 24% to 26% in Spring 2024. (HB3)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** ET Trackers, Executive Trackers, Domain 1, 2 and 3 STAAR trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Coaching and Developing Teachers <b>Strategy's Expected Result/Impact:</b> We will have strong teachers that will that will be able to teach our students effectively and achieve results. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Grade Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Targeted Data Tracking <b>Strategy's Expected Result/Impact:</b> The targeted data tracking will allow us to identify learning gaps and respond to them with targeted intervention. <b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim AC will ensure that 100% of material taught is TEKS aligned. <b>Strategy's Expected Result/Impact:</b> Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 2: IDEA achieves an A Rating

Performance Objective 3: 60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority







Evaluation Data Sources: TELPAS Trackers, Exit Ticket Trackers, Executive Trackers, Domain 1, 2, and 3 trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of EB scholars will receive additional support in class in the form of CFU's, academic monitoring laps, and prioritized feedback from teacher. <b>Strategy's Expected Result/Impact:</b> 100% of EB scholars will receive the support needed to make gains. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of EB scholars will receive additional weekly intervention using Summit K-12 program. <b>Strategy's Expected Result/Impact:</b> 100% of EB scholars will receive the support needed to make gains. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: IDEA achieves an A Rating

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Sources: HB 4545 Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Najim AC will track HB4545 data to ensure that 100% of identified scholars will reach their required minutes. <b>Strategy's Expected Result/Impact:</b> 100% of HB4545 scholars will complete their required minutes. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Math Interventionist, Reading Interventionist  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 4 Problem Statements:







Student Learning
<b>Problem Statement 1:</b> 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
<b>Problem Statement 2:</b> 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

## Goal 2: IDEA achieves an A Rating

### Performance Objective 5: 75% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

**Evaluation Data Sources:** Exit Ticket Trackers, Executive Trackers, HB4545 Trackers, Domain 1, 2, 3 STAAR Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of SPED scholars will receive additional support in class in the form of CFU's, academic monitoring laps, and prioritized feedback from teacher. <b>Strategy's Expected Result/Impact:</b> 100% of SPED scholars will get the targeted practice needed to pass assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Sped Teachers, Assistant Principals  <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> Najim AC will track to ensure 100% of SPED scholars will receive accommodations/modifications/minutes. <b>Strategy's Expected Result/Impact:</b> 100% of SPED scholars are set up for success in all of their classes. <b>Staff Responsible for Monitoring:</b> Sped Teachers, Math and Reading Interventionists, Assistant Principals, Principals, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim AC will track SPED data via 90/30 meetings to ensure that 100% of scholars are making progress. <b>Strategy's Expected Result/Impact:</b> 100% of SPED scholars are make necessary gains throughout the school year. <b>Staff Responsible for Monitoring:</b> Sped Teachers, Math and Reading Interventionists, Assistant Principals, Principals, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## Goal 2: IDEA achieves an A Rating








**Performance Objective 6:** Najim AC will achieve 90/60/30 in approaches/meets/masters as measured by the 23-24 STAAR testing.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Track each students performance in domains 1-3 by using school wide data tracking systems/Locus dashboard and respond to data appropriately. <b>Strategy's Expected Result/Impact:</b> Najim AC scholars achieve 90/60/30 on all assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, Principals, Interventionists, Sped Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 1. Coaching and Developing Teachers <b>Strategy's Expected Result/Impact:</b> We will have strong teachers that will that will be able to teach our students effectively and achieve results. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Grade Team Leaders  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim AC will ensure that 100% of material taught is TEKS aligned. <b>Strategy's Expected Result/Impact:</b> Najim AC scholars will practice 100% TEKS aligned materials which will help them prepare for the 23-24 STAAR test. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Performance Objective 6 Problem Statements:







Student Learning
<b>Problem Statement 1:</b> 87% of 3rd-5th grade students scored below 70% on 22-23 STAAR Math. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
<b>Problem Statement 2:</b> 80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading. <b>Root Cause:</b> 1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

### Goal 3: Increase student persistence

**Performance Objective 1:** Najim AC will receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

#### High Priority

**Evaluation Data Sources:** Campus Safety Trackers, Safety Drills Tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 100% of Staff will complete Crisis Management/Emergency Response trainings and participate in Monthly/Quarterly fire drills, lockdown drills, shelter in place, and hold drills. <b>Strategy's Expected Result/Impact:</b> 100% of staff will be able to execute safety protocols in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Teachers, All Staff Members  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Najim AC will conduct 100% of scheduled safety drills to ensure that staff and students are trained for crisis situations. <b>Strategy's Expected Result/Impact:</b> 100% of staff and students will know how to respond in case of an emergency on campus. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Teachers, All Staff Members  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim Academy will ensure that 100% of safety prevention protocols are followed and implemented on daily/weekly basis. <b>Strategy's Expected Result/Impact:</b> Najim Academy will be a safe school for all students and staff. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Teachers, All Staff Members  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify









Discontinue

Goal 3: Increase student persistence

Performance Objective 2: Najim AC will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up.

High Priority  
Evaluation Data Sources: Family Engagement Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Timely communication to families regarding school events to promote family engagement and attendance. <b>Strategy's Expected Result/Impact:</b> Families will be invested and participate in family engagement events. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> We had 76% of new family persistence and 84% overall student persistence. <b>Root Cause:</b> 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.

Goal 3: Increase student persistence

Performance Objective 3: Najim AC will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Sources: Student Persistence Trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Najim AC will track progress to ensure that Anti-Bullying and Safer, Smarter school curriculum is complete by our district deadline. <b>Strategy's Expected Result/Impact:</b> 100% of Scholars and Staff will have completed the Anti-Bullying and Safer, Smarter school curriculum by our district curriculum. <b>Staff Responsible for Monitoring:</b> School Counselor, Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 3 Problem Statements:

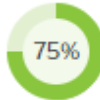
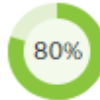


School Processes & Programs
<b>Problem Statement 2:</b> Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. <b>Root Cause:</b> 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.







### Goal 3: Increase student persistence

**Performance Objective 4:** IDEA Najim will retain at least 90% of its scholars for the 23-24 school year.

#### High Priority

**Evaluation Data Sources:** Student Persistence Tracker, Family communication tracker, Family engagement trackers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> IDEA Najim Academy will increase the amount of family communication from previous years. <b>Strategy's Expected Result/Impact:</b> Parents will receive consistent communication on scholar progress, school celebrations, and school events. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals, Teachers and Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Najim Academy will bring the joy through the implementation of student engagement activities, continuing Fab Friday, and using Liveschool to help invest scholars. <b>Strategy's Expected Result/Impact:</b> Scholars will be happy and want to come back to school daily. <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principals, Teachers and Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	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 and Restorative Discipline Practices. <b>Strategy's Expected Result/Impact:</b> Scholars will gain emotional intelligence and be able to understand how to deal with emotions. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers, Assistant Principal, and Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

#### Performance Objective 4 Problem Statements:





Demographics
<b>Problem Statement 1:</b> We had 76% of new family persistence and 84% overall student persistence. <b>Root Cause:</b> 1. Teachers failed to build relationships with families. 2. Leaders and Teachers did not consistently implement behavior policies which led to parents withdrawing students.
School Processes & Programs
<b>Problem Statement 2:</b> Our student persistence strategies have not produced the intended results, so have lost about 100 students each year for the past 2 years. <b>Root Cause:</b> 1. Teachers have failed to create and foster relationships with families. Leaders failed to follow behavior policies consistently which led to families withdrawing.

Goal 4: Increase student daily attendance






Performance Objective 1: Najim Academy will achieve a 97% annual attendance rate for the 23-24 school year.

High Priority

Evaluation Data Sources: ADA Tracker, ADA Matrix

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Najim Academy will use the attendance matrix with fidelity to ensure accountability. <b>Strategy's Expected Result/Impact:</b> At least 97% ADA for the 23-24 school year. Parents will comply with sending scholars to school on a daily basis. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, SIS coordinators, Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	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 all staff. <b>Strategy's Expected Result/Impact:</b> 100% of Staff will be aware of ADA progress and will be invested to improve ADA. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, SIS coordinators, Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Demographics 2	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> Scholars will be invested and motivated to attend school daily. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principals, SIS coordinators, Principals  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				








Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Our Average daily attendance was at 93.24% for the school year. <b>Root Cause:</b> 1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of Najim Academy students from 2nd thru 5th Grade meet their MVPA minutes goal of 900 minutes per year.

Evaluation Data Sources: MVPA Tracker









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Najim Academy will set quarterly benchmarks to ensure that scholars are on track to meeting their MVPA minutes. <b>Strategy's Expected Result/Impact:</b> 100% of scholars will be on track to meet their required minutes. <b>Staff Responsible for Monitoring:</b> Coach, Assistant Principal, Principal  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Najim Academy will have teachers and students track daily scholar progress to ensure that scholars are on track to meet there required minutes. <b>Strategy's Expected Result/Impact:</b> 100% of scholars will be on track to meet their required minutes.  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 5:** Increase staff retention

**Performance Objective 1:** 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

**High Priority**

**Evaluation Data Sources:** Cornerstone, GET Ratings, TeachBoost,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Managers provide feedback and professional development/coaching for each staff member through each phase of the SDC cycle. <b>Strategy's Expected Result/Impact:</b> 100% of staff will receive high quality feedback, coaching, and professional development to ensure their development. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Najim Academy will set clear deadlines to ensure that 100% of staff completes each phase of the SDC in a timely manner. <b>Strategy's Expected Result/Impact:</b> 100% of Najim staff will be prepared to engage in each part of the SDC. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Principals, Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 1 Problem Statements:**

### Perceptions





**Problem Statement 1:** According to EOY staff satisfaction survey, data showed that staff satisfaction is low. **Root Cause:** 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.







Goal 5: Increase staff retention

Performance Objective 2: Najim AC is 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority

Evaluation Data Sources: Teacher retention tracker, TeachBoost, GET rubric tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Najim Leaders will recruit and hire high quality candidates per role by using high quality resume criteria. <b>Strategy's Expected Result/Impact:</b> Najim will be 100% staffed with high quality teachers throughout the 2023-2024 school year. <b>Staff Responsible for Monitoring:</b> Teacher retention tracker, TeachBoost, GET rubric tracker  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> IDEA Najim Leaders will set and reinforce clear school-wide culture expectations for students and staff to ensure clarity. <b>Strategy's Expected Result/Impact:</b> 100% of staff is clear on the expectations that they have as Najim staff member. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselor, Principal, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim Academy will bring the joy to campus to help invest adults in campus culture. <b>Strategy's Expected Result/Impact:</b> Teacher results in staff satisfaction survey will improve to 85% satisfaction for the 23-34 EOY survey. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselor, Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:





School Processes & Programs
<b>Problem Statement 1:</b> We had 60% leader retention and 76% staff retention. <b>Root Cause:</b> 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. Staff struggled to adapt to new culture expectations set by new leaders.








## Goal 5: Increase staff retention

**Performance Objective 3:** Najim AC will retain at least 85% of instructional staff for the 23-24 school year.

### High Priority

**Evaluation Data Sources:** Teacher retention tracker, TeachBoost, GET rubric tracker

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> IDEA Najim Leaders will set and reinforce clear school-wide culture expectations for students and staff to ensure clarity. <b>Strategy's Expected Result/Impact:</b> 100% of staff is clear on the expectations that they have as Najim staff member. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselor, Principal, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Najim Academy will bring the joy to campus to help invest adults in campus culture. <b>Strategy's Expected Result/Impact:</b> Teacher results in staff satisfaction survey will improve to 85% satisfaction for the 23-34 EOY survey. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselor, Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Najim Leaders will conduct bi weekly/monthly temp checks to ensure that 100% of staff is happy at work. <b>Strategy's Expected Result/Impact:</b> 100% of staff are happy to work at Najim Academy. <b>Staff Responsible for Monitoring:</b> Assistant Principals, Counselor, Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> We had 60% leader retention and 76% staff retention. <b>Root Cause:</b> 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. Staff struggled to adapt to new culture expectations set by new leaders.
Perceptions
<b>Problem Statement 1:</b> According to EOY staff satisfaction survey, data showed that staff satisfaction is low. <b>Root Cause:</b> 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.  <b>Problem Statement 2:</b> Only 40% of teachers stated that this is an emotionally and psychologically healthy place to work. <b>Root Cause:</b> 1. Lack of adult investment in campus culture shifts. 2. Leader turnover has created a gap in trust between staff and leaders.