IDEA Public Schools

Najim College Prep

2023-2024 Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science

Public Presentation Date: August 31, 2023

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**

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Demographics

Demographics Summary

IDEA Najim College Prep is a open enrollment charter school offering qualitative yet rigorous academics. Additionally, we offer robust sports and athletics for both middle and high school students. We are apart of a charter network that stands on a mission of college for all serving all demographics of students in the San Antonio community. Currently, we serve 366 students 6th-11th grades. Our campus was founded in 2017. It will be full scale with our first graduating class in 2024.

The school's demographics include 93% Eco Dis| 65% African American | 23% Hispanic | 13% SPED.

Demographics Strengths

Some highlights of our campus that attribute to our strengths are:

1. 83% of our returning students persisted with us. This was 4.3% pts higher than the 21-22 SY.

2. Parental engagement was tracked at 85% or more monthly for all events,

3. We are inclusive of a diverse staff that meet the needs of all diverse learners in our school community; inclusive of bi-lingual.

4. We offer Advanced Placement for all HS students regardless of GPA.

5. We are top in the SA region with students being On Track to Graduate; maintaining 100% quarterly for the year.

6. We increased community partnerships by four; bringing restorative programming and resources to our families to improve SEL, food security, counseling and community service opportunities.

7. We garnered state championships in several sports resulting in increased athletic participation, college away programs and training for athletes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent. **Root Cause:** The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Problem Statement 2 (Prioritized): Behaviors exhibiting possession of THC/vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY. **Root Cause:** There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.

Student Learning

Student Learning Summary

IDEA Najim is currently an A-rated campus. This was based on accountability data for the 21-22 SY. Final results are in pending status for the 22-23SY. Below are some highlights that attributed to campus growth and areas of improvement for progression:

Highlights:

- Top 3% in region in Biology
- Increased 23% pts from Semester exam to Mock exams in middle school ELA
- implementation of intervention supports; met 100% HB4545 for high priority scholars
- Consistent normed instructional rounds; providing on the spot coaching and feedback
- Routine data conversations with tracking mechanisms for staff to grow data & close gaps with urgency
- Attained AR-Hotspot honor roll/PE honor roll
- CSI met 60% growth
- STAAR Alt 80% pass rate

Areas of Growth

- Structured mechanisms and fidelity to exit ticket sorts in all tested contents; inclusive of strong data sorts after 1st teach
- Consistency with observations after 1st teach observations
- Timely lesson plan feedback from APIs to target daily instructional practices {namely misconceptions)
- 8th grade ELA supports and intervention to close learning gaps
- targeted intervention strategies to strengthen meets and masters % growth

Student Learning Strengths

IDEA Najim CP maintained sustained mechanisms for scholar success.

- Daily lesson rehearsals with feedback for staff
- Individual student TEKS trackers for accountability measures.
- Criteria for success identifiers in all classroom spaces for consistent trends
- Uniformed campus annotations
- Aligned formative and summative assessment data
- scratch to screen implementation for daily practice aligned to STAAR
- Daily intervention and tutorials embedded in the educational program to provide additional support to students (not limited to Saturday boot camps)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark. **Root Cause:** Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Problem Statement 2 (Prioritized): 8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter. **Root Cause:** 1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

School Processes & Programs

School Processes & Programs Summary

Najim CP has a solid administrative team, which consists of: Principal, 2-assistant principals of instruction, director of college counseling, student success advisor. In addition, our campus offers robust programming with stellar processes for a well-rounded school culture and climate. See areas of success broken into 3 domains:

Training/development

- Weekly PD sessions with best practices and GET focus
- Biweekly PLCs led by CTLs
- Weekly check ins with direct manager to provide two way feedback
- Monthly principal touchpoints (lunch n learns, pulse checks, SBDM, etc)
- Data convos after all formative assessments
- Exit ticket huddles
- Grade level GTLs/meetings every Wednesday
- Weekly CTL meetings/instructional tactical to go over trends, highlights

Communication

- parent communication tracker (weekly log)
- Remind/Facebook
- Principal newsletter weekly
- counselor corner weekly
- STAR tribune student newsletter (monthly)
- Weekly lead tactical
- 90|60|30 meetings-academic progress
- district PD/Course collab

Curriculum

- MTW to enhance SEL on campus
- IXL/iReady-intervention support for HB4545 scholars
- ACT mastery prep for targeted test prep/TSIA
- Royal readers/Math masters
- 1:1 technology
- District content curriculum 6th-12th grade
- CTE-new offering 23-24SY Computer science

Extra-curricular

- clubs (Art, Glee, Student council, Drama, Chess, Yearbook, Creative writing/poetry)
- MS/HS sports (basketball, track, cross country, volleyball, soccer, flag football) Texas Charter League affiliation
- male/female sports

School Processes & Programs Strengths

Panorama results confirm the following strengths; which promote sustainability:

<u>**Safety**</u>

I know what to do in case of an emergency. I am familiar with our schools emergency protocols; Lockdown, Hold, Secure, Shelter and Evacuate. 4.9

My teachers have talked to me about safety 4.7

My teachers challenge me to do my best. 4.2

I have a best friend at school 4.4

How many of your teachers are respectful to you. 4.1

<u>**Teacher career pathway survey results:**</u>

I believe my teacher really cares about me. 4.5

My teachers makes sure that all students in this class are successful. 4/7

In my teachers class we learn a lot. 4.6

When my teacher notices that I don't understand something, they help me until I do understand it. 4.8

In this class, we stay busy and don't waste time. 4.6

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We currently trend 77% staff retention. **Root Cause:** 1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY

Problem Statement 2 (Prioritized): Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time) **Root Cause:** 1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

Perceptions

Perceptions Summary

IDEA Najim College Prep has maintained a strong presence in the Eastside community with continuous open enrollment throughout the year, Overall, families report satisfaction with our culture (structured environment), top tier support with special programs (sped/504); Parents shared appreciation for the "drop everything and respond" method when concerns arise and that leaders are very responsive. Additionally, students have access to the student success advisor and have shown progress in healthy friendship building, social emotional needs and dealing with feelings.

Perceptions Strengths

1. Parent concerns are addressed in a timely manner and handled with discretion.

2. Leaders and teachers collaborate on best practices and strategies to support special pop scholars.

3. Teachers and students are abreast of how to request SEL support from campus SSA.

4. Parents feel welcomed and excited with our engagement events and enjoy time on campus.

5. Parents are committed to our college going mission. Support CCMR activities, meetings and field lessons.

6. We have a diverse staff to accommodate our demographic needs (bi-lingual/Afr-Amer/other) of parents and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals. **Root Cause:** There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)

Problem Statement 2 (Prioritized): Families have expressed that we do not consistently send campus communication translated into their native language. **Root Cause:** There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

Priority Problem Statements

Problem Statement 1: Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.

Root Cause 1: The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Behaviors exhibiting possession of THC/vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.

Root Cause 2: There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We currently trend 77% staff retention.

Root Cause 3: 1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time)

Root Cause 4: 1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals.

Root Cause 5: There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)

Problem Statement 5 Areas: Perceptions

Problem Statement 6: 6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.

Root Cause 6: Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.

Root Cause 7: 1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3.

Substitutes used for a prolonged period of time and often not prioritized.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Families have expressed that we do not consistently send campus communication translated into their native language.

Root Cause 8: There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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 education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- 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
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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)

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Track and monitor ACT mastery prep lessons embedded in RTTC class. Provide opportunities for tutorials and ACT boot camp to enrich students' content knowledge for test prep. **Staff Responsible for Monitoring:** DCC-George Vegerano **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**June**
	65%			
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 1: All IDEA students matriculate to college

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

Strategy 1 Details	Reviews			
Strategy 1: Embed a test prep period in the master schedule for all 10th-12th grade scholars. Provide research based curriculum to aid in intervention support in reading/math to aid in exemptions for CCMR. **Staff Responsible for Monitoring:** DCC-George Vegerano Math-McFarthing ELA-Hunter **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	75%			
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 1: 6th-12th-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 15% to 20% in Spring 2024 (HB3)

Strategy 1 Details		Reviews			
Strategy 1: In accordance with the prioritized needs assessment, we will implement effective instructional strategies in core subjects at all grade levels to improve the academic achievement of diverse learners and close the identified achievement gaps.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: In 6th-8th grade levels, the percentage of All Students/All Tests who reach Meets Grade Level will increase from 45% to 50% by May 2024. **Staff Responsible for Monitoring:** Instructional team, Principal|APIs|SPED|Interventionists **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		70%			

Strategy 2 Details		Reviews			
Strategy 2: Teachers will ensure mastery of TEKS in reading/writing through effective lesson planning.		**Formative**			**Summative**
Strategy's Expected Result/Impact: State and district assessment data; teacher feedback; lesson plans, walk-through documentation **Staff Responsible for Monitoring:** Principal|APIs		**Oct**	**Jan**	**Mar**	**June**
		75%			

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: IDEA achieves an A Rating

Performance Objective 2: ICP: 6th-9th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 42% to 52% in Spring 2024. (HB3)

    Evaluation Data Sources: STAAR/EOC data| district assessments|

Strategy 1 Details				Reviews			
Strategy 1: Provide accelerated instruction to all students who do not meet the standard on their last STAAR/EOC assessments in accordance with HB4545 standards.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Accelerated instruction will lead to increased student success. Evidence: State data; benchmark data; screening and progress monitoring data **Staff Responsible for Monitoring:** Principal/APIs				60%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue				

Goal 2: IDEA achieves an A Rating

Performance Objective 3: ICP: 20% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

    Evaluation Data Sources: Telpas mock|Telpas tutorials|Telpas assessment

Strategy 1 Details	Reviews			
Strategy 1: Ensure teachers identify all EB scholars at BOY and throughout the year. Provide PD on EB supports in the classroom. Perform observations to ensure fidelity to strategies are implemented daily and track progress. **Staff Responsible for Monitoring:** Tara Hunter-campus EL coordinator **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	70%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 2: IDEA achieves an A Rating

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

Strategy 1 Details		Reviews			
Strategy 1: Identify HB4545 scholars and provide enrichment/tutorials to maximize their success. All minutes will be tracked and logged in power school for compliance. (beginning with summer school)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**		40%			
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 5: ICP: 18% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Strategy 1 Details	Reviews			
Strategy 1: Ensure compliance with sped push in support minutes. Provide consistent intervention strategies and ensure regular attendance of tutorials for increased academic gains. **Staff Responsible for Monitoring:** Terrell Walker-sped lead teacher **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	65%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 2: IDEA achieves an A Rating

Performance Objective 6: Najim CP: will achieve 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

High Priority

Evaluation Data Sources: Mock assessments; Internal assessments, exit ticket tracker, BOY|MOY|EOY

Goal 3: Increase student persistence

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

Strategy 1 Details	Reviews			
Strategy 1: Create a culture of joy on campus by hosting monthly student engagement events. Roll out after school clubs and extra-curricular activities. Celebrate and recognize our students hard work. Own fidelity to campus safety drills to ensure a safe protocols. **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	85%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: Increase student persistence

Performance Objective 2: Najim CP: 100% of schools 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. (TEC 11.253(d)(9))
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Goal 3: Increase student persistence

Performance Objective 3: Najim CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 Details	Reviews			
Strategy 1: SSA will promote the safer smarter schools curriculum; get parent consent to follow through with student lessons. Support SSA in the roll out and ensure they lead, facilitate and track compliance of all lessons for scholar growth and development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: school counselor **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture - **Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	
	0% No Progress 100% Accomplished ➔ Continue/Modify ✖ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 1: Najim CP: 100% of students from 6th-10th will meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 4: Increase student daily attendance

Performance Objective 2: Najim CP: 35% will achieve a 97% annual attendance rate for the 23-24 school year

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: Host ADA celebrations for students meeting benchmark. Routine check-ins with SIS/APO to ensure fidelity to ADA matrix to target chronic absences. Follow through and host ADA meetings with families when applicable.	**Formative**			**Summative**
Strategy's Expected Result/Impact: APO/SIS/Principal	**Oct**	**Jan**	**Mar**	**June**
ESF Levers: Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	100%	100%	100%	
	0% No Progress　　　100% Accomplished　　　→ Continue/Modify　　　✗ Discontinue			

Goal 4: Increase student daily attendance

Performance Objective 3: CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 5: Increase staff retention

Performance Objective 1: Najim CP: 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.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1 Details	Reviews			
Strategy 1: Strategic and timely onboarding of all new staff. Lead all mechanisms to check in with staff (pulse check, 2x2, APR) etc. Create time for survey feedback& results and a listening tour.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**	80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: Increase staff retention

Performance Objective 2: IA & CP: IDEA XX is XX% staffed for all teacher positions throughout the 2023-24 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria