IDEA Public Schools
Najim Academy
2026-2027 Turnaround Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with TEC §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in TEC §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

Upload a copy of the charter application

IDEA Public Schools_renewal application_2.13.2025.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with TEC §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with TEC §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with TEC §39A.103 and TEC §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §§39A.104 and 39A.055, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

Parent Town Hall Feedback Survey.xlsx

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

$45,900 - Teacher Collaboration Teacher Agreements for facilitating PD
$9,576 - Teacher Training Pay for K-5 RLA & Math Teachers
$47,026 - Regional Training Pay for PLCs and Transform Academics Training

Curriculum and Instruction

How many instructional days are included in the 2026-2027 calendar?

180

Student Outcome Goals

Identify the accountability indicator(s) and performance area(s) that resulted in campus identification.

IDEA Najim Academy was identified for comprehensive support and improvement based on persistent low performance in the Texas accountability system, with Closing the Gaps (Domain 3) serving as the primary performance area of concern. In the 2026 accountability results, the campus received an overall F rating (56), with Student Achievement receiving an F (52) and School Progress receiving an F (54). Closing the Gaps received a D rating (60), reflecting continued performance gaps among identified student groups. The campus has demonstrated a sustained pattern of low performance in Domain 3, including a D rating in 2026 following two consecutive years of F ratings and two prior years with D ratings. The Targeted Support and Improvement report also identifies persistent performance concerns across multiple student groups, including African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled student groups. These persistent performance patterns indicate a need for comprehensive support focused on strengthening academic achievement, accelerating student growth, and closing performance gaps across student groups.

Describe how the evidence-based interventions included in this plan are expected to improve the identified performance indicators.

Strategy 1: Strengthen the Instructional Improvement Cycle Through High-Quality PLCs

Connection to School Improvement Identification: This strategy directly addresses the

campus's F rating in Student Achievement (Domain 1, 52) and D rating in Closing the Gaps (Domain 3, 60). Persistent low performance across African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled scholars indicates a need for a more consistent instructional improvement cycle that identifies and responds to the specific learning gaps of all scholars, particularly identified student groups. By strengthening weekly PLCs, lesson internalization, and data-driven instructional adjustments, the campus will improve the quality and alignment of Tier 1 instruction, increase mastery of grade-level standards, and address performance gaps contributing to the campus's accountability identification.
The campus will establish weekly PLCs focused on analyzing student outcomes, student work, priority standards, and misconceptions. Leaders will complete weekly intellectual preparation by fully annotating lesson plans and internalizing upcoming lessons to ensure they are prepared to conduct weekly side-by-side planning with priority teachers. Through side-by-side planning, leaders will support teachers in strengthening lesson preparation and provide high-quality, actionable feedback prior to lesson execution. Teachers will be expected to internalize and rehearse HQIM-aligned lessons and identify anticipated misconceptions before instruction. PLCs will be used to develop targeted instructional responses, including reteach, intervention, and Tier 1 adjustments. Teachers will revisit student data during subsequent PLCs to determine whether instructional responses resulted in improved mastery. During each PLC cycle, leaders and teachers will disaggregate scholar performance by the student groups identified in the campus's accountability reports to ensure that instructional adjustments address the specific gaps contributing to the campus's Closing the Gaps rating. Progress will be measured by 100% of teachers achieving proficient or higher in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, 80% of teachers being rated proficient in GET 1A and GET 1B, and 100% of leaders being rated "Meeting the Bar" on the LP Feedback System and Lesson Plan Feedback.

Strategy 2: Strengthen Tier 1 Instruction Through a Consistent Observation and Coaching Cycle
Connection to School Improvement Identification: This strategy addresses the campus's F rating in Student Achievement (Domain 1, 52), F rating in School Progress (Domain 2, 54), and persistent performance gaps reflected in the D rating in Closing the Gaps (Domain 3, 60). Inconsistent implementation of high-quality instructional practices can limit scholars' access to rigorous, grade-level instruction and impede academic growth, particularly for African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled scholars. A consistent observation and coaching cycle will strengthen instructional execution, ensure teachers respond to feedback, and improve the quality of instruction scholars receive. By prioritizing instructional practices that address identified learning gaps and support diverse learner needs, the campus will work to improve academic achievement, accelerate student growth, and reduce disparities among student groups.
The campus will conduct regular lesson-plan reviews and classroom observations focused on prioritized Tier 1 instructional practices. Leaders will use their intellectual preparation and side-by-side planning with priority teachers to provide actionable feedback before instruction and

use classroom observations to determine whether that feedback was effectively implemented. Leaders will provide timely, actionable feedback aligned to HQIM implementation, student engagement, checks for understanding, and anticipation of misconceptions. Teachers will intentionally plan for High Focus Groups and Emergent Bilingual scholars through appropriate accommodations, language supports, and engagement strategies. Coaching and follow-up observations will also prioritize the instructional needs of Special Education scholars and other identified student groups, using available scholar-level performance data to determine whether instructional practices are improving access to grade-level content and mastery of priority standards. A complete coaching cycle of observation, feedback, practice, and follow-up will be used to ensure instructional gaps are addressed and teachers demonstrate improvement in their instructional practice. Progress will be measured by 80% of teachers being rated proficient in GET 3, 80% of identified coaching cycles demonstrating completion of the full observation → feedback → practice → follow-up cycle, and 80% of leaders being rated "Meeting the Bar" on classroom diagnosing.

Strategy 3: Accelerate Scholar Growth Through Targeted Reteach, Intervention, and Language Supports
Connection to School Improvement Identification: This strategy directly addresses the campus's F rating in Student Achievement (Domain 1, 52), F rating in School Progress (Domain 2, 54), and D rating in Closing the Gaps (Domain 3, 60). The campus's persistent underperformance across multiple accountability cycles and identified student groups demonstrates the need for targeted academic responses that accelerate student growth, increase mastery of grade-level standards, and close achievement gaps. By using scholar-level assessment data to identify learning gaps, providing targeted reteach and intervention, and strengthening language supports, the campus will address the academic needs of African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled scholars. These actions are intended to improve overall achievement, strengthen growth outcomes, and increase the performance of student groups contributing to the campus's accountability identification.
The campus will use scholar-level assessment, student work, and progress-monitoring data to identify specific learning gaps and scholars requiring additional support. Teachers will provide targeted reteach and intervention aligned to identified standards, skills, and misconceptions and will use flexible intervention groups that are adjusted based on current evidence of scholar mastery and growth. Targeted language supports will be provided for Emergent Bilingual scholars, with progress monitored through TELPAS and scholar-level data. High Focus Groups and Emergent Bilingual scholars will be prioritized when designing and monitoring intervention responses, and scholar intervention groups will be reviewed and adjusted monthly based on progress-monitoring data. Leaders will disaggregate intervention and progress-monitoring results by the student groups identified in the accountability reports to determine whether interventions are accelerating growth and closing performance gaps, with additional instructional adjustments made when groups are not demonstrating adequate progress.
Progress will be measured by 80% of teachers being rated proficient in GET 4, 100% of leaders being rated "Meeting the Bar" on leading exit-ticket sorts/huddles, 100% of leaders being rated

“Meeting the Bar” on ILT, 64% of scholars demonstrating progress toward or meeting their annual Math growth goals, 69% of scholars demonstrating progress toward or meeting their annual ELA growth goals, 80% of scholars achieving at least 80% mastery on RLA and Math exit tickets, and 40% of Emergent Bilingual scholars demonstrating at least one level of composite growth on TELPAS.

Strategy 4: Establish a Data-Driven Progress-Monitoring System to Ensure Implementation and Impact
Connection to School Improvement Identification: This strategy establishes the accountability monitoring system necessary to address the campus’s sustained low performance, including its overall F rating (56), F rating in Student Achievement (52), F rating in School Progress (54), and D rating in Closing the Gaps (60). Following two consecutive years of F ratings in Domain 3 and two prior years of D ratings, the campus must demonstrate that improvement strategies are implemented consistently and result in measurable gains in student achievement, growth, and performance across identified student groups. A structured progress-monitoring system will enable campus leaders to evaluate implementation fidelity, identify barriers to progress, and make timely adjustments when academic outcomes or student-group performance do not meet established targets. This system will connect the implementation of Strategies 1–3 to the accountability indicators that resulted in Comprehensive Support and Improvement identification and ensure that progress is measured through both leading indicators of instructional improvement and lagging indicators of scholar achievement and growth.
The campus will conduct monthly Leadership Progress-Monitoring Meetings to review implementation milestones and scholar outcomes. School report cards, progress-monitoring data, coaching data, PLC evidence, and ESF-aligned Quick Checks will be used to evaluate implementation fidelity. Quarterly Progress Toward Goals meetings will be conducted to assess progress against academic and implementation targets, and a consistent campus tracker will be used to monitor leading indicators and student outcome measures. The campus tracker and monthly progress-monitoring meetings will explicitly monitor progress toward improving Student Achievement, School Progress, and Closing the Gaps, including performance trends for African American, Hispanic, Economically Disadvantaged, Emergent Bilingual, Special Education, and Continuously Enrolled scholars. Leaders will use these data to determine whether instructional strategies are producing measurable improvements in scholar outcomes and to adjust implementation when progress toward accountability targets is insufficient.
Progress will be measured by 100% of leaders being rated “Meeting the Bar” on data conversations, with the ultimate goal of IDEA Najim Academy achieving a C Rating or higher in Domain 3: Student Achievement and a C Rating or higher in Domain 2B: Student Growth by the end of the 2026–27 school year.

Describe how progress on the identified indicators will be monitored throughout implementation of the turnaround plan.

Progress on the identified indicators will be monitored through a defined weekly, biweekly, monthly, and quarterly cadence.

Weekly, the campus will receive Quick Check ratings on identified implementation indicators, including the lesson internalization system and feedback, student-work analysis and exit-ticket sorts, ILT, and instructional rounds. Each indicator will be rated using the specified Quick Check criteria, with evidence documented for each rating. Any indicator below “Meeting the Bar” will result in a specific action step, responsible owner, and follow-up date. Weekly PLC evidence will also be reviewed to ensure teachers are analyzing student outcomes and work, identifying learning gaps, and planning targeted instructional responses. The VPSI, VP of Schools, Content Coaches, and DLDs will support this weekly monitoring.

Every two weeks, a teacher proficiency report will be generated to monitor progress toward the 80% proficiency targets for GET 1A/1B, GET 3, and GET 4. The report will identify teachers who are proficient, approaching proficiency, or requiring additional support. Coaching-cycle data will also be reviewed to ensure identified teachers are receiving the full observation, feedback, practice, and follow-up cycle. Teachers who remain below proficiency will receive increased coaching frequency or additional support from the VP of Schools, VPSI, Content Coaches, and DLDs.

Monthly, campus leaders will present a Progress Toward Goals (PTG) review covering all teacher- and leader-facing metrics, including GET 1A/1B, GET 3, and GET 4 proficiency, PLC implementation, lesson-plan feedback, coaching-cycle completion, leader proficiency in classroom diagnosing, real-time coaching, exit-ticket huddles, and data conversations. The VP of Schools will complete a separate monthly PTG on the same teacher- and leader-facing metrics to assess campus progress, identify trends, and determine needed leadership support. The VP of Accountability will provide a monthly data report identifying whether the campus is on track or off track toward its identified accountability outcomes, including Domain 3 and Domain 2B. Additionally, a Content Coach, DLD, VP of Schools, or VPSI will observe at least one ELA and one Math data conversation each month to assess the quality of data analysis, identification of specific scholar learning gaps, alignment of instructional responses to identified gaps, and follow-through on previously identified actions. Scholar-level intervention, growth, and TELPAS data will also be reviewed to determine whether instructional responses are producing the intended results.

Quarterly, the VPSI, VP of Schools, and campus leadership will conduct a formal Progress Toward Goals (PTG) review to evaluate progress toward all teacher-facing, leader-facing, and scholar outcome metrics. The team will evaluate progress toward 80% teacher proficiency on identified GET competencies, 100% leader proficiency on identified leadership metrics, 64% of scholars demonstrating progress toward or meeting annual Math growth goals, 69% of scholars demonstrating progress toward or meeting annual ELA growth goals, 40% of Emergent Bilingual scholars demonstrating at least one level of composite TELPAS growth, and C or higher in the identified accountability domains. Implementation data will be compared with scholar outcome data to determine whether improved adult practices are translating into improved scholar outcomes. Based on the evidence, the team will establish next-quarter

milestones and adjust strategies, supports, or resource allocation as needed.

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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