

IDEA Public Schools

Walzem Academy



2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement Plan.

Yes

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Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with [TEC §39A.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Walzem Academy will implement evidence-based instructional interventions designed to improve academic achievement and growth in Reading/Language Arts (RLA) and Mathematics, increase STAAR performance, and accelerate English language proficiency for Emergent Bilingual students. Weekly, high-quality PLCs will focus on analyzing assessment data, student work, priority standards, and misconceptions to identify learning gaps and develop targeted reteach plans and interventions. Teachers will engage in lesson internalization, rehearsal, and collaborative planning to strengthen instructional delivery and ensure lessons are aligned to grade-level standards and student needs. Campus leaders will conduct regular instructional observations, provide actionable feedback, and monitor the implementation and effectiveness of instructional practices. Targeted small-group instruction and differentiated supports will address the needs of Hispanic students, economically disadvantaged students, Emergent Bilingual students, students receiving special education services, and continuously enrolled students. Progress will be monitored through common assessments, STAAR-aligned interim data, student work analysis, and regular reviews of student growth and performance by student group. These interventions will enable leaders and teachers to make timely instructional adjustments, strengthen core instruction, and provide additional support where needed. Through consistent implementation and progress monitoring, the campus expects to improve achievement and growth across RLA and Mathematics, increase Student Success outcomes, accelerate English language proficiency, and improve its Closing the Gaps domain performance.

Student Outcome Goals

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

IDEA Walzem Academy was identified for Comprehensive Support and Improvement (CSI) in 2026 due to low performance. The campus received an overall F rating with a scaled score of 50, including an F in Student Achievement (56), School Progress (57), and Closing the Gaps (33). Within School Progress, Academic Growth received a score of 57 and Relative Performance received a score of 56, both rated F. The most significant concern is the Closing the Gaps domain, with a score of 33, well below the bottom 5% cut point of 56. The Closing the Gaps data identifies persistent performance gaps across student groups in Academic Achievement in Reading/Language Arts and Mathematics, Academic Growth in both content areas, Student Success, and Progress in Achieving English Language Proficiency. The campus must prioritize strengthening Tier 1 instruction, improving STAAR achievement and academic growth, and implementing targeted interventions to address persistent gaps among identified 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

The campus will establish weekly PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions to identify learning gaps and develop targeted instructional responses. Leaders will annotate lesson plans and internalize upcoming lessons to facilitate side-by-side planning with priority teachers. Teachers will internalize and rehearse HQIM-aligned lessons, anticipate misconceptions, and implement targeted reteaching and Tier 1 adjustments. Subsequent PLCs will evaluate whether instructional adjustments improved mastery. This strategy supports increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, while increasing annual growth goal attainment from 40% to 78% in Math and 40% to 74% in ELA. 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 achieving proficiency in GET 1A and GET 1B, and 100% of leaders 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

The campus will implement consistent lesson-plan reviews, classroom observations, and coaching cycles focused on HQIM implementation, instructional delivery, scholar engagement, checks for understanding, and addressing misconceptions. Leaders will provide actionable

feedback, opportunities for practice, and follow-up observations to ensure teachers improve their instructional practice. Teachers will plan intentionally for High Focus Groups and Emergent Bilingual scholars through appropriate accommodations, language supports, and engagement strategies. This strategy will improve Academic Achievement and Academic Growth in Math and ELA by strengthening the quality and consistency of Tier 1 instruction while supporting teacher effectiveness, leadership capacity, and staff retention. Progress will be measured by 80% of teachers achieving proficiency in GET 3, 80% of identified coaching cycles completing the full observation, feedback, practice, and follow-up cycle, and 80% of leaders meeting the bar on classroom diagnosing.

Strategy 3: Accelerate Scholar Growth Through Targeted Reteach, Intervention, and Scholar Support Systems

The campus will use scholar-level assessment data, student work, exit tickets, and progress-monitoring results to identify learning gaps and provide targeted reteaching, small-group instruction, and interventions aligned to priority standards. Teachers will adjust intervention groups based on mastery and growth data, while Emergent Bilingual scholars receive intentional language development supports monitored through TELPAS. High Focus Groups and scholars requiring additional support will be prioritized. The campus will also monitor attendance and persistence, identify scholars at risk of disengagement, conduct family outreach, and implement individualized supports to address barriers to consistent attendance and enrollment. Progress will be measured by 80% of teachers achieving proficiency in GET 4, 100% of leaders meeting the bar on leading exit-ticket sorts and huddles, 80% of leaders meeting the bar on ILT, 64% of scholars demonstrating progress toward or meeting annual Math growth goals, 69% demonstrating progress toward or meeting annual ELA growth goals, 80% 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. The campus will also work toward reducing chronic absenteeism to below 14% and strengthening scholar persistence.

Strategy 4: Establish a Data-Driven Progress-Monitoring System to Ensure Implementation and Impact

The campus will conduct monthly Leadership Progress-Monitoring Meetings and quarterly Progress Toward Goals meetings supported by a centralized tracker to evaluate implementation and scholar outcomes. Leaders will review school report cards, assessment and growth data, coaching trends, PLC evidence, ESF-aligned Quick Checks, attendance, chronic absenteeism, scholar persistence, and staff retention. Academic data will be disaggregated by student group to identify persistent gaps and determine whether interventions are effective. When progress stalls, leaders will identify root causes, assign corrective actions, and monitor follow-through. Progress will be measured by 80% of leaders meeting the bar on data conversations and achievement of a C rating or higher in Domain 3: Student Achievement and Domain 2B: Student Growth by the end of the 2026–2027 school year. The campus will also monitor progress

toward Math STAAR Meets of 45%, ELA STAAR Meets of 45%, Math growth goal attainment of 78%, ELA growth goal attainment of 74%, chronic absenteeism below 14%, and improved scholar persistence and staff retention.

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

Weekly: Campus leaders will conduct PLCs to review exit tickets, student work, common assessment results, priority standards, and misconceptions to identify learning gaps and determine targeted reteaching and instructional adjustments. Leaders will monitor lesson internalization, lesson-plan feedback, classroom observations, and coaching cycles to ensure teachers implement HQIM-aligned instruction and respond to scholar needs. Instructional evidence will be used to monitor progress toward GET proficiency targets, including 100% of teachers achieving proficiency in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, and 80% of teachers achieving proficiency in GET 1A, GET 1B, GET 3, and GET 4. Leaders will also review exit-ticket mastery, with a target of 80% of scholars achieving at least 80% mastery in RLA and Math, and adjust instruction and interventions when scholars do not demonstrate expected progress.

Biweekly: Campus leaders will review teacher proficiency data, coaching-cycle evidence, and implementation of instructional feedback to determine whether teachers are strengthening instructional practice and whether leaders are effectively supporting implementation. Reviews will focus on completion of the observation, feedback, practice, and follow-up cycle; the quality of classroom instruction; and the effectiveness of targeted reteaching and interventions. Leaders will monitor progress toward 80% of identified coaching cycles demonstrating completion of the full coaching cycle, 80% of leaders meeting the bar on classroom diagnosing, and established leader proficiency targets for lesson-plan feedback, exit-ticket sorts, instructional leadership team meetings, and data conversations. Scholar-level progress-monitoring data will also be reviewed to identify students requiring additional support and determine whether intervention groups and instructional responses need to be adjusted.

Monthly: Campus leaders will conduct Leadership Progress-Monitoring Meetings to review the centralized campus tracker, school report cards, assessment and growth data, PLC evidence, coaching trends, ESF-aligned Quick Checks, TELPAS results, attendance, chronic absenteeism, scholar persistence, and staff retention. Leaders will disaggregate academic data by student group, identify root causes when progress stalls, evaluate implementation fidelity, and assign corrective actions with clear ownership and follow-up dates. Progress will be monitored toward increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, increasing scholar growth goal attainment from 40% to 78% in Math and from 40% to 74% in ELA, and ensuring 40% of Emergent Bilingual scholars demonstrate at least one level of composite growth on TELPAS. Leaders will also monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence and staff retention. Quarterly Progress Toward Goals meetings will evaluate progress against academic and implementation targets and determine whether strategies require adjustment. The ultimate goal is to achieve a C rating or higher in Domain 3: Student Achievement and Domain 2B: Student Growth by the end of the 2026–2027 school year.

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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IDEA Public Schools

Montopolis Academy

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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Yes

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Yes

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Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with [TEC §39A.055](#) and [TEC §39A.057](#), 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

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November 17, 2026

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Montopolis will implement an intensive curriculum and instruction improvement strategy focused on strengthening instructional leadership, improving teacher effectiveness, and accelerating student achievement. The campus will establish consistent, data-driven instructional systems that include high-quality weekly PLCs, lesson internalization and rehearsal, lesson-planning clinics, instructional rounds, and frequent analysis of student work and assessment data. Leaders will identify priority standards, student misconceptions, and learning gaps to develop targeted reteach plans and interventions aligned to student needs. To strengthen implementation, leadership support will focus on coaching the principal and lead team, developing assistant principals and instructional leaders, monitoring instructional systems, and providing weekly professional development. Leaders will regularly review student performance data, teacher implementation, and progress toward campus goals to identify areas requiring additional support and make timely instructional adjustments. These actions will address the academic performance indicators that resulted in the campus's identification by establishing consistent, high-quality instructional practices, strengthening leadership capacity, and ensuring that instructional decisions are driven by student outcomes. The ultimate goal is to accelerate student growth, improve performance across tested content areas, and increase the campus's overall accountability rating.

Student Outcome Goals

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

IDEA Montopolis Academy was identified for state-level school improvement due to persistent low academic performance, evidenced by three consecutive years of D ratings and a decline in its overall accountability score from 69 in 2024 and 2025 to 64 in 2026. The campus demonstrates significant performance gaps across all three accountability domains: Student Achievement (60), School Progress (65), and Closing the Gaps (61), with particularly low STAAR performance reflected in a component score of 35. Additionally, multi-year data indicate persistent achievement and growth gaps among student groups, including Hispanic, White, emergent bilingual, and special education students. Although the campus is not federally identified for comprehensive, targeted, or additional targeted support, its sustained low performance and limited progress demonstrate the need for a focused, data-driven improvement plan to strengthen instruction, accelerate student achievement and growth, and address persistent student-group performance gaps.

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

The campus will establish weekly PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions to identify learning gaps and develop targeted instructional responses. Leaders will annotate lesson plans and internalize upcoming lessons to facilitate side-by-side planning with priority teachers. Teachers will internalize and rehearse HQIM-aligned lessons, anticipate misconceptions, and implement targeted reteaching and Tier 1 adjustments. Subsequent PLCs will evaluate whether instructional adjustments improved mastery. This strategy supports increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, while increasing annual growth goal attainment from 40% to 78% in Math and 40% to 74% in ELA. 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 achieving proficiency in GET 1A and GET 1B, and 100% of leaders meeting the bar on the LP Feedback System and Lesson Plan Feedback.

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Additional Info

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IDEA Public Schools

Bluff Springs Academy



2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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SI Strategy

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Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Bluff Springs will implement evidence-based instructional interventions designed to improve academic achievement and growth in Reading/Language Arts (RLA) and Mathematics, increase STAAR performance, and accelerate English language proficiency for Emergent Bilingual students. Weekly, high-quality PLCs will focus on analyzing assessment data, student work, priority standards, and misconceptions to identify learning gaps and develop targeted reteach plans and interventions. Teachers will engage in lesson internalization, rehearsal, and collaborative planning to strengthen instructional delivery and ensure lessons are aligned to grade-level standards and student needs. Campus leaders will conduct regular instructional observations, provide actionable feedback, and monitor the implementation and effectiveness of instructional practices. Targeted small-group instruction and differentiated supports will address the needs of Hispanic students, economically disadvantaged students, Emergent Bilingual students, students receiving special education services, and continuously enrolled students. Progress will be monitored through common assessments, STAAR-aligned interim data, student work analysis, and regular reviews of student growth and performance by student group. These interventions will enable leaders and teachers to make timely instructional adjustments, strengthen core instruction, and provide additional support where needed. Through consistent implementation and progress monitoring, the campus expects to improve achievement and growth across RLA and Mathematics, increase Student Success outcomes, accelerate English language proficiency, and improve its Closing the Gaps domain performance.

Student Outcome Goals

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

For IDEA Bluff Springs Academy, the 2026 accountability data shows that the campus received an overall F rating with a scaled score of 52 and was identified for Comprehensive Support and Improvement (CSI) due to low performance.

The key indicators and performance areas are:

Student Achievement: Scaled score of 55, rated F, with a STAAR Performance component score of 55.

School Progress: Scaled score of 58, rated F, with Academic Growth at 58 and Relative Performance at 56.

Closing the Gaps: Scaled score of 38, rated F, with a component score of 3.

Academic Growth: Component score of 53, with the Academic Growth indicator rated F.

Student group performance: The Closing the Gaps data identifies persistent gaps across multiple indicators, including RLA achievement, Mathematics achievement, RLA growth, Mathematics growth, Student Success, and Progress in Achieving English Language Proficiency.

The most significant concern is the Closing the Gaps score of 38, which is substantially below the bottom 5% cut point of 56. The campus must prioritize improving STAAR achievement and academic growth while addressing persistent performance gaps among identified 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

The campus will establish weekly PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions to identify learning gaps and develop targeted instructional responses. Leaders will annotate lesson plans and internalize upcoming lessons to facilitate side-by-side planning with priority teachers. Teachers will internalize and rehearse HQIM-aligned lessons, anticipate misconceptions, and implement targeted reteaching and Tier 1 adjustments. Subsequent PLCs will evaluate whether instructional adjustments improved mastery. This strategy supports increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, while increasing annual growth goal attainment from 40% to 78% in Math and 40% to 74% in ELA. 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 achieving proficiency in GET 1A and GET 1B, and 100% of

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Weekly: Campus leaders will conduct PLCs to review exit tickets, student work, common assessment results, priority standards, and misconceptions to identify learning gaps and determine targeted reteaching and instructional adjustments. Leaders will monitor lesson internalization, lesson-plan feedback, classroom observations, and coaching cycles to ensure teachers implement HQIM-aligned instruction and respond to scholar needs. Instructional evidence will be used to monitor progress toward GET proficiency targets, including 100% of teachers achieving proficiency in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, and 80% of teachers achieving proficiency in GET 1A, GET 1B, GET 3, and GET 4. Leaders will also review exit-ticket mastery, with a target of 80% of scholars achieving at least 80% mastery in RLA and Math, and adjust instruction and interventions when scholars do not demonstrate expected progress.

Biweekly: Campus leaders will review teacher proficiency data, coaching-cycle evidence, and implementation of instructional feedback to determine whether teachers are strengthening instructional practice and whether leaders are effectively supporting implementation. Reviews will focus on completion of the observation, feedback, practice, and follow-up cycle; the quality of classroom instruction; and the effectiveness of targeted reteaching and interventions. Leaders will monitor progress toward 80% of identified coaching cycles demonstrating completion of the full coaching cycle, 80% of leaders meeting the bar on classroom diagnosing, and established leader proficiency targets for lesson-plan feedback, exit-ticket sorts, instructional leadership team meetings, and data conversations. Scholar-level progress-monitoring data will also be reviewed to identify students requiring additional support and determine whether intervention groups and instructional responses need to be adjusted.

Monthly: Campus leaders will conduct Leadership Progress-Monitoring Meetings to review the centralized campus tracker, school report cards, assessment and growth data, PLC evidence, coaching trends, ESF-aligned Quick Checks, TELPAS results, attendance, chronic absenteeism, scholar persistence, and staff retention. Leaders will disaggregate academic data by student group, identify root causes when progress stalls, evaluate implementation fidelity, and assign corrective actions with clear ownership and follow-up dates. Progress will be monitored toward increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, increasing scholar growth goal attainment from 40% to 78% in Math and from 40% to 74% in ELA, and ensuring 40% of Emergent Bilingual scholars demonstrate at least one level of composite growth on TELPAS. Leaders will also monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence and staff retention. Quarterly Progress Toward Goals meetings will evaluate progress against academic and implementation targets and determine whether strategies require adjustment. The ultimate goal is to achieve a C rating or higher in Domain 3: Student Achievement and Domain 2B: Student Growth by the end of the 2026–2027 school year.

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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IDEA Public Schools

Eastside College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

The school's overall improvement strategy is Intensive Curriculum & Instruction Improvements, focused on implementing Bluebonnet Math in Grades 6 through Algebra to address the previous lack of high-quality mathematics instructional materials. The campus will strengthen teacher and leader capacity through weekly PLCs, lesson internalization, side-by-side planning, and consistent observation and coaching cycles to ensure rigorous, standards-aligned instruction. Teachers will use exit tickets, student work, and assessment data to identify learning gaps and provide targeted reteaching and interventions. Weekly implementation checks and monthly and quarterly progress reviews will monitor curriculum fidelity and scholar outcomes, with the goal of increasing mathematics proficiency from 27% toward the 38% accountability target and academic growth from 50% toward the 76% target.

Student Outcome Goals

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

IDEA Eastside College Preparatory exited comprehensive support and improvement in 2026 due to improved performance and is not currently identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support. However, the district selected the campus to receive LIFT grant support to implement the Bluebonnet Math curriculum in Grades 6 through Algebra. As a result, the campus is required to develop a Targeted Improvement Plan (TIP) to guide implementation, monitor progress, and ensure the successful adoption of the new curriculum. The TIP will focus on strengthening Tier 1 mathematics instruction, supporting teacher and leader capacity to implement Bluebonnet Math effectively, monitoring fidelity of implementation, and evaluating the impact of the curriculum on scholar achievement and growth.

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

The evidence-based interventions in this plan are designed to strengthen mathematics instruction, improve implementation of the Bluebonnet Math curriculum in Grades 6 through Algebra, and accelerate scholar achievement and growth. The 2026 accountability data indicate that 27% of scholars met grade-level standards in mathematics, compared with 38% needed to meet the 2026 accountability target. Mathematics academic growth was 50%, compared with the 76% target. Performance gaps are also evident across student groups: 19% of African American scholars and 29% of Hispanic scholars met grade-level standards, while mathematics growth was 57% for African American scholars and 50% for Hispanic scholars. These results demonstrate a need to strengthen first instruction, improve alignment to grade-level standards, and ensure teachers respond consistently to evidence of scholar learning.

Strengthening the instructional improvement cycle through high-quality PLCs will support teachers in effectively planning and implementing Bluebonnet Math lessons. Weekly PLCs will focus on unpacking priority standards, internalizing lessons, anticipating misconceptions, analyzing scholar work, and identifying the most appropriate instructional responses. Leaders will complete intellectual preparation and lesson internalization to support side-by-side planning with teachers and provide actionable feedback before instruction. These practices are expected to improve the consistency and rigor of mathematics instruction, strengthen teachers' preparation for challenging concepts, and ensure lessons address the skills scholars need to demonstrate mastery.

Strengthening Tier 1 instruction through a consistent observation and coaching cycle will help ensure that Bluebonnet Math lessons are implemented effectively and that scholars have

consistent access to grade-level mathematics instruction. Leaders will review lesson plans, observe classroom instruction, and provide timely feedback on mathematical modeling, checks for understanding, student engagement, and the identification of misconceptions. Side-by-side planning and follow-up observations will help teachers strengthen their instructional practice and address gaps in lesson execution. Improved first instruction is expected to increase the percentage of scholars demonstrating proficiency on mathematics assessments and reduce the number of scholars who enter subsequent lessons without mastering prerequisite skills.

Accelerating scholar growth through targeted reteach, intervention, and instructional adjustments will ensure that mathematics instruction responds directly to identified learning gaps. Teachers will use exit tickets, assessment results, and student work to identify misconceptions, determine which scholars require additional support, and provide targeted reteaching aligned to the specific standards and skills not yet mastered. Flexible intervention groups will be adjusted based on evidence of scholar progress, with particular attention to High Focus Groups and student groups demonstrating lower mathematics achievement or growth. These interventions are expected to improve scholars' mastery of grade-level mathematics standards, increase performance on classroom and accountability assessments, and accelerate academic growth.

Establishing a data-driven progress-monitoring system will allow campus and regional leaders to determine whether instructional improvements are producing measurable results. Weekly Quick Checks will monitor implementation of instructional systems, while biweekly teacher proficiency reports and monthly Progress Toward Goals meetings will evaluate teacher and leader performance, curriculum implementation, and scholar learning data. Quarterly reviews will compare mathematics achievement and growth against established milestones and identify where additional coaching, reteaching, or instructional adjustments are needed. This monitoring system will help the campus identify implementation gaps early, make timely corrections, and maintain focus on improving mathematics outcomes.

Collectively, these interventions are intended to improve the quality and consistency of mathematics instruction, strengthen implementation of Bluebonnet Math, and increase both scholar achievement and academic growth. Progress will be evaluated against the campus's identified mathematics performance indicators, including the 2026 accountability benchmarks of 38% meeting grade-level standards and 76% demonstrating academic growth, with ongoing adjustments made based on evidence of implementation and scholar learning.

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

Progress on the identified mathematics performance indicators will be monitored through a weekly, biweekly, monthly, and quarterly monitoring cadence focused on curriculum implementation, instructional quality, teacher proficiency, and scholar outcomes.

Weekly, the VPSI, VP of Schools, Content Coaches, and Directors of Leader Development will use Quick Checks to monitor implementation of the instructional systems supporting Bluebonnet Math, including lesson internalization, lesson-plan feedback, PLCs, instructional rounds, ILTs, and student-work analysis/exit-ticket sorts. Any indicator rated below “Meeting the Bar” will result in a documented action step, assigned owner, and follow-up date. Campus leaders will also review exit-ticket results and student work to identify mathematics misconceptions and determine immediate reteaching or instructional adjustments.

Every two weeks, teacher proficiency reports will be reviewed to monitor progress toward identified instructional proficiency targets. Leaders will identify teachers requiring additional support with lesson internalization, mathematical modeling, checks for understanding, and responding to scholar misconceptions. Coaching-cycle data will be reviewed to ensure teachers receive actionable feedback and follow-up support to strengthen Bluebonnet Math implementation.

Monthly, campus leaders will present a Progress Toward Goals (PTG) review addressing teacher and leader proficiency, curriculum implementation, instructional system effectiveness, and mathematics performance data. The VP of Schools will conduct a separate monthly PTG to evaluate progress, identify implementation gaps, and determine additional support needed. The VP of Accountability will provide a monthly data report identifying whether the campus is on track or off track toward its mathematics achievement and academic growth targets. A Content Coach, DLD, VP of Schools, or VPSI will observe at least one mathematics data conversation each month to evaluate the quality of data analysis, identification of scholar learning gaps, and alignment of instructional responses to those gaps.

Quarterly, the VPSI, VP of Schools, and campus leadership will conduct a formal PTG to evaluate progress toward the identified mathematics performance indicators. The team will review assessment results, scholar growth data, teacher proficiency, and evidence of Bluebonnet Math implementation to determine whether instructional improvements are translating into stronger outcomes. Progress will be evaluated against the 2026 mathematics accountability benchmarks of 38% of scholars meeting grade-level standards and 76% demonstrating academic growth, while establishing interim milestones toward improved performance. When progress is insufficient, the team will identify root causes, adjust instructional strategies, intensify coaching or intervention support, and establish specific follow-up actions. This monitoring process will ensure that implementation decisions are driven by evidence and that the campus remains focused on improving mathematics achievement and growth throughout the plan's implementation.

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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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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IDEA Public Schools



Hidden Meadow College Prep 2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

The school's overall improvement strategy is Intensive Curriculum & Instruction Improvements, with a primary focus on strengthening Tier 1 mathematics instruction to address low mathematics achievement and academic growth, which represent the campus's most significant performance gaps. The campus will implement weekly, data-driven PLCs, lesson internalization, side-by-side planning, classroom observations, and coaching cycles to strengthen teachers' delivery of rigorous, grade-level instruction aligned to high-quality instructional materials. Teachers will use exit tickets, student-work analysis, formative assessments, and targeted reteaching to identify and close learning gaps, with intentional attention to High Focus Groups and other student groups identified in the accountability report. Leaders will monitor implementation through weekly instructional-system checks, biweekly teacher proficiency reviews, monthly progress-to-goal meetings, and quarterly evaluations of scholar outcomes. These efforts will prioritize improving mathematics achievement from 27% toward the 38% target and mathematics academic growth from 49% toward the 76% target, while addressing identified concerns in RLA, Student Success, and English language proficiency to improve overall Closing the Gaps performance.

Student Outcome Goals

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

The campus was identified for Comprehensive Support and Improvement (CSI) due to low performance in the Closing the Gaps domain. In 2026, the campus received a Closing the Gaps scaled score of 55, below the bottom 5% cut point of 63. The accountability report identifies concerns across multiple indicators, including Academic Achievement in Reading/Language Arts (RLA) and Mathematics, Academic Growth in RLA and Mathematics, and Student Success (STAAR component only). Performance concerns affect multiple student groups, including African American, Hispanic, and White scholars; Emergent Bilingual scholars; economically disadvantaged scholars; scholars receiving special education services; and continuously enrolled scholars. The report also indicates a concern in Progress in Achieving English Language Proficiency for current Emergent Bilingual scholars in 2026.

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

Strategy 1: Strengthen Tier 1 Mathematics Instruction Through High-Quality PLCs

The campus will strengthen Tier 1 mathematics instruction through weekly, data-driven PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions.

Leaders will complete weekly intellectual preparation by annotating and internalizing upcoming lessons and conducting side-by-side planning with priority teachers. Teachers will anticipate misconceptions, plan checks for understanding, and develop instructional responses aligned to grade-level standards and high-quality instructional materials. Leaders will monitor implementation through lesson-plan feedback, classroom observations, and coaching cycles to ensure consistent, rigorous mathematics instruction. Student Outcome: Increase mathematics achievement from the 2026 baseline of 27% toward the 38% target and strengthen achievement among the High Focus Group, which had a 2026 baseline of 25%, toward the applicable accountability target.

Strategy 2: Accelerate Mathematics Academic Growth Through Targeted Reteaching and Intervention

The campus will implement a consistent process for identifying and closing mathematics learning gaps through weekly exit-ticket sorts, student-work analysis, formative assessments, and targeted reteaching. Teachers will use assessment evidence to identify misconceptions, develop flexible instructional groups, and deliver targeted interventions aligned to priority standards. Through a consistent error-analysis protocol, scholars will analyze errors, engage in corrective instruction, and independently demonstrate mastery through follow-up assessments. Teachers will prioritize scholars who are not demonstrating expected growth and provide targeted support for student groups identified in the accountability report. Student Outcome: Increase mathematics academic growth from the 2026 baseline of 49% toward the 76% target for all students and improve High Focus Group mathematics academic growth from 46% toward the 75% target. Teachers will use ongoing assessment data to determine whether interventions are closing learning gaps and adjust supports accordingly.

Strategy 3: Establish a Data-Driven Progress-Monitoring System to Improve Mathematics Outcomes

The campus will implement a consistent progress-monitoring system that connects mathematics instructional practices to measurable scholar outcomes. Leaders will conduct weekly instructional-system checks to monitor PLC quality, lesson internalization, classroom observations, student-work analysis, exit-ticket results, and reteaching implementation. Biweekly reviews will monitor teacher proficiency and coaching-cycle completion, while monthly progress-to-goal meetings will examine mathematics achievement and growth data disaggregated by student group. Quarterly reviews will evaluate progress toward campus accountability goals and determine whether instructional adjustments are producing measurable improvements. RLA, Student Success, and English language proficiency will remain part of the broader accountability monitoring process. Student Outcome: Monitor progress toward the mathematics achievement target of 38% and academic growth target of 76%, including progress toward the High Focus Group targets of 31% in mathematics achievement and 75% in mathematics academic growth. The campus will also monitor its Closing the Gaps scaled score, which was 55 in 2026 compared with the bottom 5% cut point of 63, while

reviewing progress across all identified accountability indicators.

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

Progress will be monitored through weekly instructional-system checks, including PLCs, lesson internalization, classroom observations, exit-ticket sorts, student-work analysis, and targeted reteaching. Biweekly reviews will monitor teacher proficiency and coaching-cycle completion, while monthly progress-to-goal meetings will focus on mathematics achievement and academic growth, with results disaggregated by student group. Quarterly progress reviews will evaluate implementation and scholar outcomes to determine whether instructional strategies are producing the intended results. Student Outcome: Increase mathematics achievement from 27% toward the 38% target and mathematics academic growth from 49% toward the 76% target. For the High Focus Group, increase mathematics achievement from 25% toward 31% and mathematics academic growth from 46% toward 75%. Leaders will document progress, assign action steps, and adjust instructional supports, reteaching, and interventions when scholars are not making expected progress. RLA, Student Success, and English language proficiency will also be monitored to ensure the campus addresses all identified accountability indicators.

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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IDEA Public Schools

Monterrey Park Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Monterrey Park will implement an intensive curriculum and instruction improvement strategy focused on strengthening instructional leadership, improving teacher effectiveness, and accelerating student achievement. The campus will establish consistent, data-driven instructional systems that include high-quality weekly PLCs, lesson internalization and rehearsal, lesson-planning clinics, instructional rounds, and frequent analysis of student work and assessment data. Leaders will identify priority standards, student misconceptions, and learning gaps to develop targeted reteach plans and interventions aligned to student needs. To strengthen implementation, leadership support will focus on coaching the principal and lead team, developing assistant principals and instructional leaders, monitoring instructional systems, and providing weekly professional development. Leaders will regularly review student performance data, teacher implementation, and progress toward campus goals to identify areas requiring additional support and make timely instructional adjustments. These actions will address the academic performance indicators that resulted in the campus's identification by establishing consistent, high-quality instructional practices, strengthening leadership capacity, and ensuring that instructional decisions are driven by student outcomes. The ultimate goal is to accelerate student growth, improve performance across tested content areas, and increase the campus's overall accountability rating.

Student Outcome Goals

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

IDEA Monterrey Park was identified for Comprehensive Support and Improvement (CSI) based on its 2026 Closing the Gaps domain score of 51, which falls below the bottom 5% cut point of 56. The campus was also identified for Targeted Support and Improvement (TSI) due to student group performance concerns across multiple accountability indicators. These indicators include Academic Achievement in Reading/Language Arts (RLA) and Mathematics, Academic Growth in RLA and Mathematics, Student Success (STAAR component only), and Progress in Achieving English Language Proficiency for Emergent Bilingual students. Student groups reflected in the accountability data include Hispanic students, economically disadvantaged students, Emergent Bilingual students, students receiving special education services, and continuously enrolled students. The campus must prioritize strengthening academic achievement and growth, improving STAAR performance, and accelerating English language proficiency to address the identified performance gaps.

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

The campus will establish weekly PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions to identify learning gaps and develop targeted instructional responses. Leaders will complete weekly intellectual preparation by annotating lesson plans and internalizing upcoming lessons to facilitate high-quality side-by-side planning with priority teachers. Teachers will internalize and rehearse HQIM-aligned lessons, anticipate misconceptions, and implement targeted reteaching and Tier 1 adjustments based on scholar needs. During subsequent PLCs, teachers will analyze student work and assessment data to determine whether instructional adjustments improved mastery. These practices will directly support the campus goal of increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, while improving the percentage of scholars meeting annual growth goals from 40% to 78% in Math and 40% to 74% in ELA. 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

The campus will implement a consistent observation and coaching cycle to strengthen Tier 1 instruction and ensure teachers effectively implement HQIM-aligned lessons. Leaders will conduct regular lesson-plan reviews and classroom observations focused on instructional delivery, scholar engagement, checks for understanding, and anticipating and addressing misconceptions. Through side-by-side planning, actionable feedback, opportunities for practice, and follow-up observations, leaders will ensure teachers implement feedback and demonstrate growth in their instructional practice. Teachers will intentionally plan for High Focus Groups and Emergent Bilingual scholars by incorporating appropriate accommodations, language supports, and engagement strategies that increase access to grade-level instruction. This strategy will address gaps in Academic Achievement and Academic Growth in Math and ELA by improving the quality and consistency of classroom instruction, while strengthening teacher effectiveness, leadership capacity, and staff retention through job-embedded coaching and professional development. 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, and 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 Scholar Support Systems

The campus will use scholar-level assessment data, student work, exit tickets, and progress-monitoring results to identify learning gaps and provide targeted reteaching, small-group

instruction, and interventions aligned to priority standards and individual scholar needs. Teachers will regularly adjust intervention groups based on mastery and growth data, while Emergent Bilingual scholars will receive intentional language development supports monitored through TELPAS and scholar-level performance data. High Focus Groups and scholars receiving additional academic support will be prioritized to ensure interventions address persistent performance gaps and accelerate progress toward grade-level expectations. The campus will also strengthen attendance and persistence systems by monitoring chronic absenteeism, identifying scholars at risk of disengagement, conducting timely family outreach, and implementing individualized supports to address barriers to consistent attendance and enrollment. 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 and huddles, 80% 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. The campus will additionally monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence.

Strategy 4: Establish a Data-Driven Progress-Monitoring System to Ensure Implementation and Impact

The campus will establish a consistent data-driven progress-monitoring system through monthly Leadership Progress-Monitoring Meetings, quarterly Progress Toward Goals meetings, and a centralized campus tracker to evaluate implementation fidelity and scholar outcomes. Leaders will review school report cards, assessment and growth data, coaching trends, PLC evidence, ESF-aligned Quick Checks, attendance, chronic absenteeism, scholar persistence, and staff retention to determine whether improvement efforts are producing measurable results. Academic data will be disaggregated by student group to identify persistent gaps and ensure interventions address the needs of all scholars. When progress toward a goal stalls, leaders will identify root causes, assign clear next steps, and monitor corrective actions through subsequent leadership meetings. Progress will be measured by 80% of leaders being rated “Meeting the Bar” on data conversations, with the ultimate goal of 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 2026–2027 school year. The campus will use this monitoring system to maintain progress toward increasing Math STAAR Meets to 45%, ELA STAAR Meets to 45%, Math growth goal attainment to 78%, and ELA growth goal attainment to 74% by Spring 2027, while monitoring chronic absenteeism, scholar persistence, and staff retention to ensure sustained campus improvement.

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

Weekly: Campus leaders will conduct PLCs to review exit tickets, student work, common assessment results, priority standards, and misconceptions to identify learning gaps and determine targeted reteaching and instructional adjustments. Leaders will monitor lesson internalization, lesson-plan feedback, classroom observations, and coaching cycles to ensure teachers implement HQIM-aligned instruction and respond to scholar needs. Instructional evidence will be used to monitor progress toward GET proficiency targets, including 100% of teachers achieving proficiency in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, and 80% of teachers achieving proficiency in GET 1A, GET 1B, GET 3, and GET 4. Leaders will also review exit-ticket mastery, with a target of 80% of scholars achieving at least 80% mastery in RLA and Math, and adjust instruction and interventions when scholars do not demonstrate expected progress.

Biweekly: Campus leaders will review teacher proficiency data, coaching-cycle evidence, and implementation of instructional feedback to determine whether teachers are strengthening instructional practice and whether leaders are effectively supporting implementation. Reviews will focus on completion of the observation, feedback, practice, and follow-up cycle; the quality of classroom instruction; and the effectiveness of targeted reteaching and interventions. Leaders will monitor progress toward 80% of identified coaching cycles demonstrating completion of the full coaching cycle, 80% of leaders meeting the bar on classroom diagnosing, and established leader proficiency targets for lesson-plan feedback, exit-ticket sorts, instructional leadership team meetings, and data conversations. Scholar-level progress-monitoring data will also be reviewed to identify students requiring additional support and determine whether intervention groups and instructional responses need to be adjusted.

Monthly: Campus leaders will conduct Leadership Progress-Monitoring Meetings to review the centralized campus tracker, school report cards, assessment and growth data, PLC evidence, coaching trends, ESF-aligned Quick Checks, TELPAS results, attendance, chronic absenteeism, scholar persistence, and staff retention. Leaders will disaggregate academic data by student group, identify root causes when progress stalls, evaluate implementation fidelity, and assign corrective actions with clear ownership and follow-up dates. Progress will be monitored toward increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, increasing scholar growth goal attainment from 40% to 78% in Math and from 40% to 74% in ELA, and ensuring 40% of Emergent Bilingual scholars demonstrate at least one level of composite growth on TELPAS. Leaders will also monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence and staff retention.

Quarterly Progress Toward Goals meetings will evaluate progress against academic and implementation targets and determine whether strategies require adjustment. The ultimate goal is to achieve a C rating or higher in Domain 3: Student Achievement and Domain 2B: Student Growth by the end of the 2026–2027 school year.

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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IDEA Public Schools

Brackenridge Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Overall Improvement Strategy: Intensive Curriculum and Instruction Improvements

The school's overall improvement strategy is to strengthen the campus instructional improvement cycle through a consistent, data-driven system that improves the quality of Tier 1 instruction, identifies learning gaps quickly, and ensures timely instructional responses. This strategy directly addresses the indicators that resulted in the campus's identification by focusing on Domain 3 performance, closing achievement gaps, and accelerating outcomes for identified student groups. The campus will establish weekly, high-quality PLCs in which teachers analyze student outcomes and student work, identify priority standards and misconceptions, internalize and rehearse aligned instructional materials, and plan targeted instructional responses. Teachers will then use this information to provide targeted reteach and intervention, with particular attention to High Focus Groups and Emergent Bilingual students.

The strategy will also strengthen the instructional coaching cycle through lesson-plan feedback, classroom observation, coaching, and follow-up to ensure that teachers are planning intentionally for student needs, implementing high-quality instructional materials with fidelity, and responding to evidence of student learning. Student work and assessment data will be used to identify gaps in grade-level mastery and determine targeted reteach and intervention opportunities. These practices are designed to improve first instruction, accelerate student growth, and ultimately improve the campus's Domain 3 outcomes and overall accountability performance.

Progress will be monitored through monthly school report cards, monthly leadership progress-monitoring meetings, quarterly Progress Toward Goals meetings, twice-monthly teacher School Status Boost ratings, and monthly ESF-aligned quick checks. These monitoring systems will allow campus and district leaders to identify implementation gaps, provide targeted coaching, and adjust supports based on evidence of student and instructional progress.

Student Outcome Goals

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

The campus was identified for comprehensive support and improvement based on its 2026 Texas Accountability Rating of F and low performance across all accountability domains. The primary area of concern is Domain 3: Closing the Gaps, where the campus earned a scaled score of 43 and a component score of 5. The campus also received an F rating in Student Achievement (54), School Progress (56), Academic Growth (49), and Relative Performance (55).

Additionally, the campus demonstrated persistent performance gaps among identified student groups across Academic Achievement, Academic Growth, Student Success, and Progress in Achieving English Language Proficiency. These results indicate a need to strengthen instructional outcomes and accelerate growth for identified student groups, particularly in RLA, mathematics, and Emergent Bilingual student outcomes.

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

Weekly PLCs will provide teachers with a structured opportunity to analyze student outcomes and work, identify priority standards and misconceptions, internalize and rehearse aligned instructional materials, and plan targeted instructional responses. By the end of Quarter 2, at least 80% of PLCs will meet the “meeting the bar” criteria, including evidence of student work analysis, identification of learning gaps, lesson internalization/rehearsal, and planned instructional responses. This will improve the quality and consistency of first instruction and ensure instructional decisions are based on evidence of student learning.

Lesson-plan feedback, classroom observations, and coaching will ensure that teachers intentionally plan for High Focus Groups and Emergent Bilingual students through appropriate accommodations, engagement strategies, language supports, and anticipation of misconceptions. Leaders will use the coaching cycle to provide timely feedback, support teachers in implementing HQIM with fidelity, and follow up to ensure identified instructional gaps are addressed. By the end of Quarter 1, at least 80% of teachers will demonstrate proficiency in prioritized Tier 1 instructional practices, and at least 80% of identified coaching cycles will demonstrate a complete observation, feedback, practice, and follow-up cycle.

Student work analysis and progress-monitoring data will be used to identify scholars who have not yet demonstrated mastery and determine the appropriate reteach or intervention response. At least 80% of identified priority scholars will receive a documented targeted reteach or intervention based on identified learning gaps, with progress reviewed through PLCs and the

campus data cycle. The goal is for 75% of scholars to demonstrate progress toward or meet their annual growth goals, while 45% of scholars demonstrate Meets-level performance in ELA and 40% in math on the STAAR exam.

Targeted interventions and language supports will provide scholars with additional opportunities to address specific learning gaps, with particular attention to High Focus Groups and Emergent Bilingual students. Teachers will use scholar-level growth and TELPAS trackers, student work, and progress-monitoring data to adjust intervention groups and instructional responses. At least 80% of identified learning gaps will have a documented instructional response, such as reteaching, intervention, or a Tier 1 instructional adjustment. For Emergent Bilingual scholars, progress toward TELPAS growth targets will be monitored monthly, with a goal of 40% of Emergent Bilingual scholars demonstrating one level of composite growth on the TELPAS exam.

These interventions are expected to accelerate academic growth, improve student achievement, and reduce performance gaps contributing to the campus's low Domain 3 outcomes. Progress toward Domain 3, Student Achievement, Academic Growth, and TELPAS milestones will be monitored monthly, with the overarching goal of improving the campus's Domain 3 performance to C or higher by the end of the 2026–27 school year.

Finally, implementation will be monitored through monthly Leadership Progress-Monitoring Meetings, school report cards, teacher coaching and feedback cycles, quarterly Progress Toward Goals meetings, and ESF-aligned Quick Checks. These monitoring systems will allow leaders to determine whether interventions are being implemented with fidelity, whether at least 80% implementation milestones are being met, and whether scholar outcomes are improving. When progress is insufficient, leaders will use the data to identify barriers, adjust strategies, and provide additional support to ensure the campus remains on track toward its identified performance targets.

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

Progress on the identified indicators will be monitored through a layered performance-management system that combines student outcome data, instructional implementation evidence, leadership monitoring, and regular progress reviews. Monitoring will focus on the campus's identified areas of need, including Domain 3 performance, academic growth, achievement gaps, and TELPAS outcomes. Campus-specific Domain 3 growth plans will establish monthly milestones and leading indicators for student growth, Meets performance, and TELPAS outcomes, with progress reviewed regularly to determine necessary adjustments.

Weekly monitoring will occur through PLCs, ILTs, instructional rounds, student-work analysis, lesson internalization, and classroom observations. Teachers and leaders will analyze student outcomes, priority standards, student work, and misconceptions to determine targeted instructional responses. Scholar-level growth trackers and TELPAS trackers will be used to monitor priority students and adjust interventions and supports based on evidence of progress.

Twice monthly, teacher School Status Boost ratings will monitor classroom implementation, feedback, action steps, and coaching to mastery. Monthly, school report cards, Leadership Progress-Monitoring Meetings, ESF-aligned Quick Checks, and turnaround reviews will be used to examine student performance, implementation evidence, barriers, and progress toward established milestones.

Quarterly, Progress Toward Goals Meetings will evaluate progress toward improvement goals, assess the effectiveness of strategies, and determine necessary adjustments. When evidence indicates insufficient progress, campus and district leaders will establish time-bound action steps, provide targeted coaching and support, and adjust instructional or intervention strategies. This creates a continuous monitor → analyze → respond → reassess cycle to ensure the campus remains on track toward improved Domain 3 performance, TELPAS growth, and overall accountability outcomes.

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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IDEA Public Schools

Southeast College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Southeast College Preparatory will strengthen its instructional improvement cycle through consistent, data-driven PLCs, lesson internalization, instructional rehearsals, targeted reteaching, and real-time coaching. The campus will prioritize Mathematics Achievement, RLA and Mathematics Growth, Student Success, and English Language Proficiency while sustaining stronger RLA Achievement outcomes. Teachers and instructional leaders will analyze student work, identify priority misconceptions, implement targeted instructional responses, and monitor student-level growth goals. Leaders will use instructional rounds, lesson-plan feedback, and coaching to mastery to strengthen Tier 1 instruction, with intentional attention to Hispanic, African American, High Focus, and Emergent Bilingual students. The campus will also strengthen graduation and on-track monitoring to improve Student Achievement and support sustained improvement across all three accountability domains.

Student Outcome Goals

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

IDEA Southeast College Preparatory is identified for Comprehensive Support and Improvement (CSI) due to low performance in Domain 3: Closing the Gaps. In 2026, the campus received an overall D rating (68), with a Closing the Gaps raw score of 32 and scaled score of 56 (F).

Domain 1: Student Achievement

The campus earned a scaled score of 67 (D). STAAR Performance earned a component score of 39 and scaled score of 67. Mathematics Achievement is a primary concern. All Students achieved 31% Meets or above against the 38% interim target, a 7-percentage-point gap. Hispanic students achieved 30% against 35% (-5), and High Focus students achieved 30% against 31% (-1). African American students achieved 31% against 26%, exceeding the target by 5 points.

RLA Achievement was comparatively stronger. All Students achieved 46% against the 44% target (+2), Hispanic students achieved 43% against 36% (+7), African American students achieved 53% against 32% (+21), and High Focus students achieved 45% against 32% (+13). The campus must sustain these outcomes while accelerating mathematics proficiency.

The campus's Graduation Rate component score was 79.0, with a scaled score of 55. This indicates an additional need to strengthen graduation, credit completion, and on-track monitoring to improve Domain 1 performance.

Domain 2: School Progress

The campus earned a scaled score of 73 (C). Academic Growth earned a scaled score of 65 (D), while Relative Performance earned a scaled score of 73 (C). Academic Growth requires improvement, particularly in mathematics.

Mathematics Growth was 66% against the 76% target for All Students (-10), 65% against 77% for Hispanic students (-12), and 66% against 75% for High Focus students (-9). RLA Growth was 65% against 69% for All Students (-4), 64% against 66% for Hispanic students (-2), and 64% against 64% for High Focus students (at target).

These results demonstrate the need to accelerate mathematics growth and improve RLA growth while maintaining the campus's relative performance.

Domain 3: Closing the Gaps

The campus earned a raw score of 32 and scaled score of 56 (F). Academic Achievement earned 9 of 24 possible indicator points, Academic Growth earned 6 of 24, English Language Proficiency earned 2 of 4, and Student Success earned 3 of 16.

Student Success is a significant performance concern. The All Students STAAR component score was 39 against the 47 target, an 8-point gap. Hispanic students scored 39 against 42 (-3), while High Focus students met the target of 39. White students scored 29 against 58, although this group has a small tested population and requires careful interpretation.

English Language Proficiency also requires improvement. The campus's 2026 TELPAS progress rate was 25% against the 28% target, resulting in 2 of 4 available indicator points.

The campus's priority areas are increasing Mathematics Achievement, accelerating academic growth, improving Student Success across Approaches, Meets, and Masters, strengthening English Language Proficiency, and improving graduation-related outcomes. These priorities will guide the turnaround plan and support sustained progress toward CSI exit.

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

IDEA Southeast College Preparatory will implement a targeted instructional improvement cycle designed to increase Mathematics Achievement, accelerate academic growth, strengthen Student Success, and improve English Language Proficiency. The campus will prioritize high-quality Tier 1 instruction, weekly data-driven PLCs, lesson internalization and rehearsals, targeted reteaching, and coaching to mastery.

Strengthening Mathematics Achievement: Mathematics Achievement will be a priority across instructional planning, PLCs, and classroom coaching. Teachers will internalize standards-aligned lessons, anticipate misconceptions, plan rigorous tasks, and embed frequent checks for understanding. PLCs will analyze student work using the Mistake, Misconception, Action (MMA) protocol to identify learning gaps and determine targeted reteaching. Leaders will monitor progress toward the 2026 interim targets of 38% Meets or above for All Students, 35% for Hispanic students, and 31% for High Focus students. Particular attention will be given to closing the 7-percentage-point gap for All Students and the 5-point gap for Hispanic students.

Accelerating Academic Growth: Teachers and instructional leaders will establish student-level growth goals and identify students requiring accelerated progress in RLA and mathematics. Weekly PLCs will analyze exit tickets, interim assessment results, and student work to determine which students are on track to meet expected growth. Targeted small-group instruction, differentiated practice, and timely reteaching will address identified gaps. Mathematics Growth will receive the greatest attention, with a focus on closing the 10-point gap for All Students, 12-point gap for Hispanic students, and 9-point gap for High Focus

students. RLA Growth will also be monitored to move All Students and Hispanic students to their respective interim targets.

Improving Student Success: The campus will strengthen instructional responses across the full STAAR performance distribution, including Approaches, Meets, and Masters. Teachers will identify students positioned to advance between performance levels and develop targeted instructional plans. PLCs will analyze performance by standard and student group, while leaders monitor whether reteaching and interventions result in increased mastery. This work will prioritize increasing the All Students STAAR component score from 39 toward the target of 47 and improving Hispanic student performance from 39 toward 42.

Strengthening English Language Proficiency: Teachers will incorporate explicit vocabulary instruction, structured academic discourse, language objectives, and differentiated scaffolds into daily instruction. Emergent Bilingual students will receive opportunities to practice listening, speaking, reading, and writing in academic contexts. Leaders will monitor TELPAS-aligned progress measures and provide targeted instructional support to students not demonstrating sufficient language development. The campus will prioritize increasing English Language Proficiency from 25% toward the 28% interim target.

Improving Graduation and Student Achievement Outcomes: Campus leaders will strengthen systems for monitoring student credit accumulation, course performance, graduation eligibility, and on-track status. Students identified as off track will receive individualized support, including academic intervention, credit recovery where appropriate, and regular progress monitoring. This work will address the campus's Graduation Rate scaled score of 55 and strengthen overall Student Achievement performance.

Coaching and Implementation: APIs and instructional leaders will conduct daily instructional rounds, provide actionable feedback, and implement tight-loop coaching to mastery. Leaders will verify that teachers consistently use assessment data, student-work analysis, lesson internalization, and targeted instructional responses to improve student outcomes.

These interventions are expected to increase grade-level mastery, accelerate academic growth, improve English language development, strengthen Student Success and graduation outcomes, and recover available Closing the Gaps indicator points to support CSI exit.

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

IDEA Southeast College Prep's turnaround plan will be monitored through a structured district and campus accountability system focused on implementation quality, measurable student outcomes, and sustained progress toward CSI exit. Monitoring will prioritize Mathematics Achievement, RLA and Mathematics Growth, Student Success, English Language Proficiency, and graduation-related outcomes, with disaggregated analysis for Hispanic, African American,

High Focus, and Emergent Bilingual students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward campus turnaround goals and CSI exit. Leaders will review achievement and growth projections, interim assessment results, English Language Proficiency, Student Success, graduation indicators, and Domain 3 performance. Particular attention will be given to recovering Academic Achievement, Academic Growth, and Student Success indicator points. When progress is insufficient, leaders will identify root causes, adjust strategies, and establish measurable corrective actions.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with the principal and Vice President of Schools to review accountability performance and implementation of turnaround strategies. Meetings will analyze RLA and Mathematics Achievement and Growth, Student Success, English Language Proficiency, and graduation-related indicators. Leaders will inspect intervention effectiveness, lesson-plan feedback, MMA analysis, targeted reteaching, and coaching follow-through. Each meeting will result in assigned actions, timelines, and evidence required to demonstrate improvement.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all three accountability domains, with particular attention to Domain 3. Reports will include student-group performance, actual results against interim targets, growth projections, and indicator-point opportunities. Priority monitoring will include Mathematics Achievement targets of 38% for All Students and 35% for Hispanic students, Mathematics Growth targets of 76% and 77%, respectively, and Student Success targets of 47 for All Students and 42 for Hispanic students. English Language Proficiency will be monitored against the 28% interim target. Leaders will use these reports to additional instructional and leadership required.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor Tier 1 instructional quality, student engagement, checks for understanding, academic rigor, and targeted reteaching. Principals will provide actionable feedback and conduct follow-up observations to verify coaching to mastery. Mathematics classrooms and teachers serving students with the greatest growth and achievement gaps receive intentional monitoring and support.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, student-work analysis, or lesson-plan internalization. Quick checks will assess whether leaders are consistently implementing improvement mechanisms and using student performance data to identify misconceptions, determine instructional responses, and verify mastery. Findings guide principal coaching, leadership development, and district support.

Student Work Analysis and Instructional Response: Teachers and instructional leaders will analyze exit tickets, student work, assessment results, and growth trackers through weekly PLCs and ILTs. Using the MMA protocol, teams will identify mistakes, determine underlying misconceptions, and establish targeted instructional actions. Teams will document reteaching plans, responsible staff, implementation timelines, and reassessment results. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

Graduation and On-Track Monitoring: Campus leaders and counselors will review student credit accumulation, course performance, attendance, and graduation eligibility monthly, with more frequent follow-up for students identified as at risk. Individualized support plans will be implemented and monitored to improve graduation-related outcomes and strengthen Domain 1 performance.

CSI Exit Monitoring: District and campus leaders will monitor Southeast College Prep's annual Closing the Gaps scaled score against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score. The campus will work to perform outside the bottom five percent for two consecutive years and earn a Closing the Gaps scaled score above its original identification-year score. Annual accountability results, quarterly PTG meetings, and monthly implementation data will inform adjustments to the turnaround plan.

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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IDEA Public Schools

Southeast Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen the campus instructional improvement cycle through weekly data-driven PLCs, lesson internalization and rehearsal, student-work analysis, targeted reteaching, and real-time coaching. Leaders will prioritize mathematics achievement, RLA and mathematics growth, Student Success, and English Language Proficiency, with student-level targets and intentional supports for Hispanic, Economically Disadvantaged, Emergent Bilingual (EB), and Continuously Enrolled students.

Student Outcome Goals

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

IDEA Southeast Academy is identified for Comprehensive Support and Improvement (CSI) based on low performance in Domain 3: Closing the Gaps. The campus received an overall F rating (54) in 2026.

Domain 1: Student Achievement. Mathematics Achievement is the most significant proficiency concern. All Students achieved 21% against the 49% TEA target (-28 percentage points); Hispanic students achieved 20% against 44% (-24); High Focus students achieved 21% against 42% (-21); and African American students achieved 26% against 33% (-7). RLA Achievement was 33% against 46% for All Students (-13), 30% against 39% for Hispanic students (-9), and 32% against 37% for High Focus students (-5). African American students exceeded the RLA target, achieving 42% against 34% (+8).

Domain 2: School Progress. Academic Growth remains a significant area for improvement. RLA Growth was 49% against 64% for All Students (-15), 45% against 62% for Hispanic students (-17), and 47% against 61% for High Focus students (-14). Mathematics Growth was 48% against 69% for All Students (-21), 44% against 61% for African American students (-17), 49% against 68% for Hispanic students (-19), and 48% against 66% for High Focus students (-18). These results demonstrate insufficient progress toward grade-level expectations.

Domain 3: Closing the Gaps. The campus's three-year indicator matrix demonstrates recurring performance gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual Current and Monitored, and Continuously Enrolled students. Mathematics Achievement, Mathematics Growth, Student Success, and English Language Proficiency are priority indicators. The 2026 matrix shows missed indicators across multiple student groups, including zero points in English Language Proficiency and widespread missed Mathematics Achievement, Mathematics Growth, and Student Success indicators.

These results establish the campus's turnaround priorities: increase mathematics proficiency, accelerate academic growth in RLA and mathematics, improve English language proficiency, and strengthen Student Success outcomes to improve Domain 3 performance and support CSI exit.

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

Weekly data-driven PLCs will strengthen Tier 1 instruction and accelerate achievement and growth in RLA and mathematics. Teachers and instructional leaders will analyze standards-aligned exit tickets, interim assessment results, and student work using the Mistake, Misconception, Action (MMA) protocol to identify learning gaps, determine root causes, and plan targeted instructional responses. Teachers will implement reteaching, reassess student mastery, and adjust intervention groups based on student performance.

Mathematics PLCs will prioritize grade-level rigor, conceptual understanding, and student performance at Meets and Masters, particularly for Hispanic and High Focus students. RLA and mathematics teachers will establish student-level growth goals and monitor students at risk of not meeting expected growth. The campus will prioritize closing the 2026 Mathematics Achievement gaps of 28 percentage points for All Students and 24 percentage points for Hispanic students, along with Mathematics Growth gaps of 21 and 19 percentage points, respectively.

Lesson-plan internalization, written feedback, and instructional rehearsals will strengthen first instruction by ensuring teachers anticipate misconceptions, plan checks for understanding, incorporate appropriate accommodations, and provide opportunities for meaningful student discourse. APIs and content coaches will conduct classroom observations, provide real-time feedback, and verify implementation through follow-up coaching to mastery.

Emergent Bilingual students will receive explicit academic-language supports, including vocabulary development, structured speaking and writing opportunities, and differentiated instructional scaffolds. Leaders will monitor English language development through TELPAS-aligned progress measures. Additionally, teachers and leaders will analyze performance across Approaches, Meets, and Masters to strengthen Student Success outcomes.

For the 2027 accountability cycle, the campus will prioritize meeting the current three-point interim targets, including Mathematics Achievement of 49% for All Students, 44% for Hispanic students, and 42% for High Focus students, and Mathematics Growth of 69%, 68%, and 66%, respectively. The campus will use these targets to establish measurable instructional goals and monitor the effectiveness of interventions throughout implementation.

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

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward CSI exit and identified accountability indicators. Leaders will analyze RLA and Mathematics Achievement and Growth, English Language Proficiency, Student Success, and disaggregated performance for Hispanic, Economically Disadvantaged, EB, Continuously Enrolled, and High Focus students. When progress is insufficient, leaders will

identify root causes, adjust strategies, and establish measurable next steps.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with principals and the Vice President of Schools to review indicator-level performance, turnaround implementation, intervention effectiveness, and barriers to progress. Leaders will assign time-bound corrective actions and verify implementation and impact during subsequent meetings.

Monthly School Report Cards: Campuses will receive monthly report cards reflecting performance across all accountability domains, with specific attention to Domain 3 indicators contributing to CSI identification. Reports will compare actual performance against TEA targets, calculate subgroup gaps, and monitor monthly trends. Southeast Academy will prioritize the 2026 Mathematics Achievement gaps of 28 percentage points for All Students and 24 for Hispanic students, along with Mathematics Growth gaps of 21 and 19 points, respectively. Results will determine where additional intervention and leadership support are needed.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor Tier 1 instruction, student engagement, checks for understanding, instructional rigor, and targeted reteaching. Principals will provide actionable feedback, prioritize teachers serving students with the greatest performance gaps, and conduct follow-up observations to verify coaching to mastery.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, or lesson-plan internalization. Quick checks will assess implementation quality and whether leaders use student data to identify misconceptions, plan instructional responses, and monitor mastery. Findings will guide targeted principal coaching and district support.

Weekly Student Work Analysis and Instructional Response: Campus leaders and teachers will analyze exit tickets, student work, assessment results, and growth trackers through PLCs and ILTs. Using the MMA protocol, teams will identify misconceptions, determine targeted reteaching, assign responsible staff, and establish reassessment timelines. Follow-up data will determine whether students achieved mastery or require additional support.

CSI Exit Monitoring: District and campus leaders will monitor annual Closing the Gaps performance against the applicable bottom-five-percent cutoff and the campus's original identification-year scaled score. Progress will be evaluated through the two-year CSI exit requirement, including sustained performance outside the bottom five percent and improvement above the original identification score. Monitoring results will inform adjustments to the turnaround plan throughout implementation.

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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IDEA Public Schools

Achieve College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen the campus instructional improvement cycle through consistent, data-driven identification of learning gaps, monitoring of student growth, and timely instructional adjustments. Weekly high-quality PLCs will analyze student outcomes and work, identify priority gaps, internalize and rehearse aligned instructional materials, and plan targeted instructional responses. Teachers will deliver grade-level Tier 1 instruction, targeted reteaching, and interventions for student groups with the largest gaps, particularly Hispanic, Economically Disadvantaged, Emergent Bilingual (EB), and Continuously Enrolled students. Leaders will verify implementation through instructional rounds, lesson-plan feedback, SWAMs, and coaching to mastery.

Student Outcome Goals

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

IDEA Achieve College Preparatory was identified for Comprehensive Support and Improvement (CSI) – Low Performance because its 2026 Closing the Gaps (Domain 3) scaled score of 59 fell below the 63-point bottom-five-percent cutoff for its school type. The campus earned a Closing the Gaps raw score of 36. CSI identification is based on the campus's Domain 3 position among Title I campuses of the same school type, not on a TSI student-group rule. The campus's original identification-year score is 59.

Domain 1 – Student Achievement: The scorecard shows substantial mathematics proficiency gaps. In 2026, All Students reached 25% Meets in mathematics against a 38% target (–13 percentage points); African American students 22% versus 26% (–4); Hispanic students 25% versus 35% (–10); and High Focus students 23% versus 31% (–8). RLA Achievement was stronger for All Students (45% versus 44%, +1), African American students (40% versus 32%, +8), Hispanic students (45% versus 36%, +9), and High Focus students (43% versus 32%, +11), although White students were below target (58% versus 62%, –4). These differences call for sustained RLA performance while prioritizing mathematics mastery.

Domain 2 – School Progress: Growth outcomes are the most urgent instructional concern. RLA Growth was 63% for All Students against 69% (–6), 58% for African American students against 65% (–7), 63% for Hispanic students against 66% (–3), and 62% for High Focus students against 64% (–2). Mathematics Growth was 54% against 76% for All Students (–22), 67% against 74% for African American students (–7), 51% against 77% for Hispanic students (–26), and 52% against 75% for High Focus students (–23). The campus must accelerate growth, especially for Hispanic and High Focus students.

Domain 3 – Closing the Gaps: The campus earned 12 of 32 Academic Achievement indicator points, only 1 of 32 Academic Growth points, 0 of 4 English Language Proficiency (ELP) points, and 9 of 16 Student Success points. The 2024–2026 indicator matrix shows repeated Math Growth misses (0, 0, 0) for Hispanic, Economically Disadvantaged, and EB Current & Monitored student groups. The 2026 matrix also shows Mathematics Achievement misses across evaluated groups, EB ELP = 0, and Student Success misses for White, Asian, Special Education Current and Former, and Continuously Enrolled students. The priority is to recover mathematics growth points while improving mathematics achievement, ELP, and Student Success.

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

Weekly data-driven PLCs will focus first on mathematics achievement and growth, the campus's greatest gaps. Teachers and content leaders will examine exit tickets, interim assessment data, growth-point projections, and student work by standard and student group. Using the Mistake–Misconception–Action (MMA) protocol, teams will identify underlying conceptual and procedural gaps, select aligned reteaching, and reassess for mastery. Growth-point students will have explicit student-level targets and frequent progress checks, with priority monitoring for Hispanic, Economically Disadvantaged, EB, and High Focus students. Lesson-plan internalization, written feedback, and rehearsals will strengthen first instruction. Leaders will verify that lessons contain grade-level tasks, purposeful checks for understanding, planned misconceptions, appropriate accommodations, and structured language supports for EB students. RLA and mathematics teachers will use real-time student evidence to adjust instruction, and leaders will conduct short-cycle coaching and follow-up observations to ensure feedback is implemented to mastery. This is expected to improve the quality and consistency of Tier 1 instruction, increase Meets/Masters performance, and generate stronger RLA and mathematics growth.

Targeted small-group reteaching and intervention will be scheduled for students whose work demonstrates persistent prerequisite, conceptual, or procedural gaps. Intervention groups will be adjusted based on reassessment rather than remaining static. EB students will receive explicit academic-language routines, opportunities to speak and write using content vocabulary, and progress monitoring aligned to ELP expectations. Campus leaders will also review STAAR distribution and Student Success measures, not only Meets rates, so that improvements extend across Approaches, Meets, and Masters and support recovery of available Domain 3 points.

The next-interim planning targets in the scorecard show the scale of improvement needed: Mathematics Growth requires +28 percentage points for All Students, +32 for Hispanic students, and +30 for High Focus students; Mathematics Achievement requires +23, +21, and +20 points respectively. These are planning targets labeled in the scorecard as 2027 next-interim goals; they will guide campus milestones rather than be treated as guaranteed TEA accountability point awards.

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

Quarterly Progress Toward Goals (PTG) Meetings: The district will review progress toward CSI exit, domain outcomes, interim assessments, growth projections, ELP progress, and Student Success, disaggregated by subgroup. Each meeting will identify which indicators are improving, which remain below target, and the instructional or operational changes required. Leaders will document owners, deadlines, and evidence of impact.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs), principals, and the Vice President of Schools will review implementation

fidelity and student results. Special emphasis will be placed on the recurring Math Growth misses for Hispanic, Economically Disadvantaged, and EB students and on 2026 gaps in Mathematics Achievement and Growth. The team will inspect intervention rosters, reteach effectiveness, teacher coaching follow-through, and subgroup trends, then assign time-bound corrective actions.

Monthly School Report Cards: Each report card will show the three accountability domains, Domain 3 indicator-level results, RLA and Math Achievement and Growth by student group, ELP and Student Success, current performance, TEA target, point gap, month-over-month movement, and a red/amber/green status. Leaders will monitor progress toward the next-interim planning targets and identify classrooms or groups requiring intensified support.

Twice-Monthly School Status Boost Ratings: Principals will rate priority teacher practices based on observations and student learning evidence, provide actionable feedback, and verify coaching to mastery through follow-up. Coaching will prioritize mathematics task rigor, checks for understanding, student discourse, responsive reteaching, and EB language supports in classrooms with the largest subgroup gaps.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, or lesson-plan internalization. Each check will evaluate both mechanism quality and its connection to student mastery and growth. Findings will determine principal coaching and district support.

Weekly Analysis and Instructional Response: PLCs and ILTs will use exit tickets, student work, and assessment evidence to identify the mistake, misconception, and instructional action. Each response will specify the students, reteach approach, responsible adult, delivery date, and reassessment date. Leaders will inspect whether reassessment data demonstrate improvement and escalate unresolved gaps to monthly monitoring meetings.

CSI Exit Monitoring: Each quarterly and monthly review will include the campus Closing the Gaps scaled score trajectory relative to the applicable school-type bottom-five-percent cutoff. TEA requires two consecutive years outside the bottom five percent and a Closing the Gaps scaled score higher than the original identification score (59) by the end of the second year. The campus will track both conditions; annual cutoffs may change.

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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IDEA Public Schools

Achieve Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

The campus's TSI identification and overall accountability results demonstrate the need for a focused, systematic approach to instructional improvement. The Targeted Improvement Plan will prioritize strengthening Tier 1 instruction in reading/language arts and mathematics, accelerating academic growth, improving English language proficiency, and closing persistent performance gaps among Hispanic and Emergent Bilingual students.

To address these priorities, campus leadership will implement consistent, data-driven Professional Learning Communities (PLCs), strengthen lesson internalization and instructional planning, conduct frequent classroom observations with actionable coaching, and establish systems for analyzing student work and responding to misconceptions through targeted reteaching and intervention. Leaders will monitor performance by student group, content area, and accountability indicator to ensure instructional adjustments are timely and aligned to identified student needs.

Through these coordinated improvement efforts, IDEA Achieve Academy will work to increase student achievement and growth, eliminate recurring missed indicators, and demonstrate sustained progress toward meeting state and federal accountability expectations.

Student Outcome Goals

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

IDEA Achieve Academy was identified for Targeted Support and Improvement (TSI) under the Texas Education Agency's (TEA) federal accountability system due to persistent academic performance gaps among identified student groups, particularly Hispanic and Emergent Bilingual (EB) students. According to the 2026 TEA Accountability Report, the campus earned an overall D rating with a scaled score of 61. Performance across all three accountability domains demonstrates the need to strengthen academic achievement, accelerate student growth, and address persistent disparities in student outcomes.

IDEA Achieve Academy's indicators reflect persistent gaps among Hispanic and Emergent Bilingual students. The campus must address the specific indicators contributing to identification while strengthening instructional outcomes across all student groups.

Domain 1: Student Achievement

The campus earned a scaled score of 59 (F), with a STAAR Performance component score of

34. Mathematics achievement remains a significant area of concern, with only 28% of all students meeting grade-level expectations compared to the 2026 TEA target of 49%. Hispanic students achieved 28% against a 44% target, while High Focus students achieved 25% against a 42% target. These results demonstrate a need to strengthen Tier 1 instruction, increase student access to grade-level content, and improve mastery of priority standards.

Domain 2: School Progress

The campus earned a scaled score of 60 (D). Academic Growth earned a component score of 47 and a scaled score of 55 (F), while Relative Performance earned a scaled score of 60 (D). Mathematics growth continues to be a significant challenge, with All Students achieving 41% against a 69% target, Hispanic students achieving 40% against a 68% target, and High Focus students achieving 39% against a 66% target. These gaps indicate that students are not making sufficient academic progress to close existing achievement gaps. Strengthening instructional delivery, monitoring student mastery, and responding to learning gaps through targeted intervention will be critical to improving student growth outcomes.

Domain 3: Closing the Gaps

The campus earned a raw score of 18 and a scaled score of 63 (D). This domain is the primary accountability area associated with the campus's TSI identification. The campus earned 11 of 32 available indicator points in Academic Achievement, 5 of 32 in Academic Growth, 0 of 4 in English Language Proficiency, and 0 of 16 in Student Success.

English Language Proficiency remains a significant concern, with only 20% of eligible students demonstrating progress compared to the 2026 target of 40%. Additionally, the campus earned zero indicator points in Student Success, highlighting the need to strengthen student performance across the STAAR achievement distribution. The combination of low mathematics achievement, insufficient academic growth, and limited English language proficiency progress contributes to the campus's overall performance challenges.

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

Priority Areas for Improvement

The campus's TSI identification and overall accountability results demonstrate the need for a focused, systematic approach to instructional improvement. The Targeted Improvement Plan will prioritize strengthening Tier 1 instruction in reading/language arts and mathematics, accelerating academic growth, improving English language proficiency, and closing persistent performance gaps among Hispanic and Emergent Bilingual students.

To address these priorities, campus leadership will implement consistent, data-driven Professional Learning Communities (PLCs), strengthen lesson internalization and instructional planning, conduct frequent classroom observations with actionable coaching, and establish systems for analyzing student work and responding to misconceptions through targeted reteaching and intervention. Leaders will monitor performance by student group, content area, and accountability indicator to ensure instructional adjustments are timely and aligned to identified student needs.

Through these coordinated improvement efforts, IDEA Achieve Academy will work to increase student achievement and growth, eliminate recurring missed indicators, and demonstrate sustained progress toward meeting state and federal accountability expectations.

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

Monitoring will prioritize Domain 3: Closing the Gaps indicators contributing to IDEA Achieve Academy's Targeted Support and Improvement (TSI) identification, particularly Hispanic and Emergent Bilingual (EB) students. The campus will monitor RLA and Mathematics Achievement and Growth, English Language Proficiency (ELP), and Student Success. Performance will be disaggregated by student group and compared against TEA targets to identify gaps and guide instructional adjustments.

Quarterly Progress Toward Goals (PTG) Meetings:** The district will conduct quarterly PTG meetings to evaluate progress toward turnaround goals and accountability indicators. Leaders will review interim assessments, student growth, ELP progress, and disaggregated performance against TEA targets. When progress is insufficient, leaders will identify root causes, evaluate strategies, and establish measurable adjustments with timelines and accountability.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with principals and the Vice President of Schools to review accountability indicators and turnaround implementation. Meetings will analyze achievement and growth by content and student group, implementation evidence, barriers, and

intervention effectiveness. Leaders will assign time-bound actions and review their impact during subsequent meetings.

Monthly School Report Cards: Campuses will receive monthly report cards reflecting all three accountability domains, emphasizing Domain 3 indicators contributing to TSI identification. Reports will include disaggregated RLA and Mathematics Achievement and Growth, ELP, and Student Success. Leaders will compare actual performance against TEA targets, calculate gaps, and analyze monthly trends. Indicators showing insufficient progress will receive targeted intervention and increased monitoring.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor Tier 1 instruction and priority instructional practices. Ratings will reflect classroom observations, student engagement, learning evidence, and teacher implementation of feedback. Principals will provide actionable coaching and follow-up observations to verify mastery, prioritizing classrooms serving students with the greatest performance gaps.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, or lesson-plan internalization. Quick checks will assess implementation quality and whether leaders use student data to identify misconceptions, plan responses, and monitor mastery. Results will guide principal coaching and district support.

Ongoing Student Work Analysis and Instructional Response: Campus leaders and teachers will analyze exit tickets, student work, assessments, and growth data through PLCs and instructional leadership meetings. Using the Mistake, Misconception, Action (MMA) protocol, teams will identify learning gaps and plan targeted reteaching or intervention. Responses will identify students, instructional strategies, responsible staff, and reassessment timelines. Follow-up data will determine mastery and needed adjustments.

Monitoring Effectiveness and Adjusting the Turnaround Plan: District and campus leaders will connect implementation evidence to student outcomes through continuous improvement. When student groups or indicators show insufficient progress toward TEA targets, leaders will intensify monitoring, adjust instruction, provide coaching, and verify impact through subsequent performance data. Progress will be documented through report cards, PTG meetings, leadership monitoring records, quick checks, and student learning evidence.

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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IDEA Public Schools

Rise Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen the campus instructional improvement cycle by establishing a consistent, data-driven system for identifying learning gaps, monitoring student growth, and making timely instructional adjustments. Through weekly, high-quality PLCs, teachers will analyze student outcomes and work, identify priority gaps, internalize and rehearse aligned instructional materials, and collaboratively plan targeted instructional responses. Teachers will implement targeted reteaches and interventions to address identified learning gaps and accelerate outcomes for High Focus Groups and Emergent Bilingual students.

IDEA Rise Academy will place particular emphasis on improving mathematics and reading achievement, accelerating academic growth, and increasing English language proficiency. Instructional leaders will prioritize lesson plan feedback, classroom observations, and student work analysis to strengthen Tier I instruction and ensure instructional adjustments are responsive to the needs of students who are not demonstrating expected academic progress.

Student Outcome Goals

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

IDEA Rise Academy was identified for Comprehensive Support and Improvement (CSI) based on its 2026 accountability performance, earning an overall score of 48 (F) and a Closing the Gaps scaled score of 30 (F). The campus earned zero points across all Closing the Gaps indicators.

Domain 1: Student Achievement (54, F)

- STAAR Performance component score of 28.
- All Students achieved 25% Meets Grade Level and 10% Masters Grade Level.
- Reading achievement was 33% Meets compared to the 46% target.
- Mathematics achievement was 19% Meets compared to the 49% target.
- High Focus Groups achieved 29% Meets in reading compared to the 37% target and 17% Meets in mathematics compared to the 42% target.

Domain 2: School Progress (56, F)

- Academic Growth component score of 50, scaled to 56.
- Reading academic growth was 57%, below the 64% target.
- Mathematics academic growth was 42%, below the 69% target.
- High Focus Groups demonstrated 54% reading growth compared to the 61% target and 41% mathematics growth compared to the 66% target.
- The campus did not earn academic growth indicator points.

Domain 3: Closing the Gaps (30, F)

- Academic Achievement: 0 of 32 points.
- Academic Growth: 0 of 32 points.
- English Language Proficiency: 0 of 4 points.
- Student Success: 0 of 16 points.
- TELPAS progress declined from 41% in 2025 to 16% in 2026, falling below the 40% target.
- Student Success STAAR component score was 28 compared to the All Students target of 47, with High Focus Groups earning 26 compared to the target of 40.

These results demonstrate the need to strengthen grade-level instruction, improve student growth, and implement targeted instructional responses for student groups performing below accountability targets.

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

Through lesson plan feedback, teachers will receive timely, actionable feedback to ensure they are purposefully planning for High Focus Groups and Emergent Bilingual students through appropriate accommodations, engagement strategies, intentional pacing, and anticipation of student misconceptions. This will strengthen Tier I instruction and increase student access to grade-level content, particularly in reading and mathematics.

PLCs will provide leaders and teachers opportunities to internalize and rehearse lessons prior to instruction, ensuring teachers deliver strong first instruction and are prepared to address anticipated learning gaps. Teachers will analyze student work and assessment outcomes to identify priority standards, determine misconceptions, and plan targeted reteaching and interventions.

Student work analysis will guide instructional responses designed to increase Meets Grade Level performance and accelerate academic growth. Particular emphasis will be placed on mathematics achievement and growth, where the campus demonstrated significant gaps, as well as reading achievement for High Focus Groups.

For Emergent Bilingual students, teachers will incorporate language objectives, structured academic discourse, vocabulary development, and appropriate linguistic supports into daily instruction to strengthen English language proficiency and improve TELPAS progress.

These interventions will strengthen the connection between instructional planning, lesson delivery, student mastery, and timely instructional response to accelerate outcomes across the identified accountability indicators.

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

- Quarterly Progress Toward Goals Meetings: The district will conduct quarterly Progress Toward Goals meetings to assess progress toward turnaround goals, evaluate the effectiveness of strategies, and determine necessary adjustments. Particular emphasis will be placed on mathematics and reading achievement, academic growth, High Focus Group performance, and English language proficiency.
- Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement will meet monthly with the principal and Vice President of Schools to review implementation progress, analyze evidence, identify barriers, and establish time-bound action steps aligned to the campus's priority accountability indicators.
- Monthly School Report Cards: The campus will receive monthly school report cards that include performance across all accountability domains and disaggregated results for student subpopulations. These data will be used to identify trends, monitor progress toward achievement and growth targets, and determine where additional support or intervention is needed.
- Twice-Monthly School Status Boost Ratings: School Status Boost ratings for teachers will occur twice each month based on classroom observations, teacher feedback, and clearly defined action steps. The principal will enter ratings and ensure coaching to mastery occurs, with particular attention to instructional practices supporting student growth and achievement.
- Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly quick check for the campus principal focused on a priority implementation indicator, such as PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, and/or lesson plan internalization. Results will be used to identify trends, provide targeted coaching, and adjust campus and district support. These monitoring mechanisms will ensure that implementation is consistently evaluated, instructional adjustments are made in response to student performance, and campus leadership remains accountable for improving the indicators that resulted in CSI identification.

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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IDEA Public Schools

AW Brown Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen the campus instructional improvement cycle by establishing a consistent, data-driven system for identifying learning gaps, accelerating student growth, and making timely instructional adjustments. Through weekly, high-quality PLCs, teachers will analyze student outcomes and work, identify priority gaps, internalize and rehearse aligned instructional materials, and collaboratively plan targeted instructional responses. Teachers will implement targeted reteaches and interventions to address identified learning gaps and accelerate outcomes for High Focus Groups, African American students, Hispanic students, and Emergent Bilingual students.

IDEA A.W. Brown Academy will prioritize improving reading and mathematics achievement, accelerating academic growth in both subjects, and strengthening student success outcomes. Instructional leaders will leverage lesson plan feedback, classroom observations, and student work analysis to strengthen Tier I instruction and ensure instructional adjustments are responsive to student needs. These efforts will support the campus's movement from an F to at least a C while maintaining performance above federal school improvement identification thresholds.

Student Outcome Goals

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

IDEA A.W. Brown Academy earned an overall accountability score of 58 (F) in 2026. Although the campus is not identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS), its state accountability rating demonstrates significant performance gaps requiring targeted improvement. The campus earned a Student Achievement score of 54 (F), School Progress score of 58 (F), and Closing the Gaps scaled score of 59 (F).

Domain 1: Student Achievement (54, F)

STAAR Performance component score of 28.

Reading achievement was 31% Meets compared to the 46% target for All Students.

Mathematics achievement was 23% Meets compared to the 49% target for All Students.

African American students achieved 31% Meets in reading compared to the 34% target and

21% Meets in mathematics compared to the 33% target.

High Focus Groups achieved 30% Meets in reading compared to the 37% target and 22% Meets in mathematics compared to the 42% target.

Student Achievement remains a significant area of need, particularly mathematics proficiency.

Domain 2: School Progress (58, F)

Academic Growth component score of 53, scaled to 58.

Reading academic growth was 51%, below the 64% target.

Mathematics academic growth was 54%, below the 69% target.

African American students demonstrated 51% reading growth compared to the 59% target and 53% mathematics growth compared to the 61% target.

High Focus Groups demonstrated 52% reading growth compared to the 61% target and 53% mathematics growth compared to the 66% target.

The campus earned zero Closing the Gaps academic growth indicator points.

Domain 3: Closing the Gaps (59, F)

Academic Achievement: 4 of 32 points.

Academic Growth: 0 of 24 points.

English Language Proficiency: 2 of 4 points.

Student Success: 3 of 16 points.

TELPAS progress was 23%, below the 40% target, although this reflects improvement from 10% in 2025.

The All Students STAAR component score was 28 compared to the Student Success target of 47.

African American students earned a STAAR component score of 26 compared to the target of 36.

High Focus Groups earned a STAAR component score of 27 compared to the target of 40.

These results demonstrate the need to strengthen grade-level instruction, accelerate academic growth, and improve student achievement across evaluated student groups. Particular emphasis will be placed on mathematics proficiency, reading and mathematics growth, and closing persistent achievement gaps.

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

Through lesson plan feedback, teachers will receive timely, actionable feedback to ensure they are purposefully planning for High Focus Groups, African American students, Hispanic students, and Emergent Bilingual students through appropriate accommodations, engagement strategies, intentional pacing, and anticipation of student misconceptions. Particular emphasis will be placed on mathematics, where only 23% of students achieved Meets Grade Level compared to the 49% target.

PLCs will provide leaders and teachers opportunities to internalize and rehearse lessons prior to instruction, ensuring teachers deliver strong first instruction and are prepared to address anticipated learning gaps. Student work analysis will guide teachers in identifying priority standards, diagnosing misconceptions, and planning targeted reteaching to improve grade-level mastery and academic growth.

In reading and mathematics, teachers will establish and monitor student-level growth goals, analyze assessment outcomes, and implement targeted instructional responses to address gaps among African American students and High Focus Groups. Instructional leaders will monitor the effectiveness of interventions and provide coaching to ensure instructional adjustments result in improved student mastery.

For Emergent Bilingual students, teachers will integrate language objectives, structured academic discourse, vocabulary development, and linguistic supports into daily instruction to strengthen English language proficiency and sustain improvements in TELPAS progress.

These interventions will strengthen instructional planning, lesson delivery, and student mastery while accelerating performance across all accountability domains and supporting the campus's movement from an F to at least a C.

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

Quarterly Progress Toward Goals Meetings: The district will conduct quarterly Progress Toward Goals meetings to assess progress toward campus improvement goals, evaluate the effectiveness of strategies, and determine necessary adjustments. Particular emphasis will be placed on reading and mathematics achievement, academic growth, student-group performance, and progress toward a C accountability rating.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement will meet monthly with the principal and Vice President of Schools to review implementation progress, analyze evidence, identify barriers, and establish time-bound action steps aligned to the campus's priority accountability indicators.

Monthly School Report Cards: The campus will receive monthly school report cards that include performance across all accountability domains and disaggregated results for student subpopulations. These data will be used to monitor academic achievement, student growth, English language proficiency, and potential federal accountability risks.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings for teachers will occur twice each month based on classroom observations, teacher feedback, and clearly defined action steps. The principal will enter ratings and ensure coaching to mastery occurs, with particular attention to strengthening mathematics achievement and academic growth.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly quick check for the campus principal focused on a priority implementation indicator, such as PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, and/or lesson plan internalization. Results will be used to identify trends, provide targeted coaching, and adjust campus and district support.

These monitoring mechanisms will ensure that A.W. Brown Academy consistently implements its improvement strategies, makes timely instructional adjustments based on student performance, and maintains accountability for improving student outcomes and moving from an F to at least a C.

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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IDEA Public Schools

Rio Vista Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen the campus instructional improvement cycle by establishing a consistent, data-driven system for sustaining academic growth, increasing grade-level achievement, and preventing reidentification for school improvement. Through weekly, high-quality PLCs, teachers will analyze student outcomes and work, identify priority learning gaps, internalize and rehearse aligned instructional materials, and collaboratively plan targeted instructional responses. Teachers will implement targeted reteaches and interventions to accelerate outcomes for High Focus Groups, Emergent Bilingual students, and student groups demonstrating persistent performance gaps.

IDEA Rio Vista Academy will prioritize improving reading and mathematics achievement, strengthening reading academic growth, and increasing English language proficiency while sustaining the progress made in mathematics growth. Instructional leaders will leverage lesson plan feedback, classroom observations, and student work analysis to strengthen Tier I instruction and ensure instructional adjustments are responsive to student needs. These efforts will support the campus's transition from a C to a B while maintaining performance above federal school improvement identification thresholds.

Student Outcome Goals

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

IDEA Rio Vista Academy earned an overall accountability score of 76 (C) in 2026, improving from 75 (C) in 2025. The campus is no longer identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Having previously been identified for ATS in 2025, the campus will continue monitoring historically underperforming student groups and accountability indicators to prevent reidentification while improving its overall rating to a B.

Domain 1: Student Achievement (69, D)

STAAR Performance component score of 40.

Reading achievement was 43% Meets compared to the 46% target for All Students.

Mathematics achievement was 38% Meets compared to the 49% target for All Students.

Hispanic students achieved 38% Meets in mathematics compared to the 44% target.

High Focus Groups achieved 37% Meets in mathematics compared to the 42% target.

Student Achievement remains the campus's lowest-performing accountability domain.

Domain 2: School Progress (78, C)

Academic Growth component score of 69, scaled to 78.

Reading academic growth was 60%, below the 64% target.

Hispanic students demonstrated 60% reading growth compared to the 62% target.

High Focus Groups demonstrated 58% reading growth compared to the 61% target.

Mathematics academic growth was 77%, exceeding the 69% target, demonstrating an area of strength that must be sustained.

Domain 3: Closing the Gaps (71, C)

Academic Achievement: 12 of 24 points.

Academic Growth: 9 of 24 points.

English Language Proficiency: 0 of 4 points.

Student Success: 3 of 12 points.

TELPAS progress was 36%, below the 40% target and a decline from 40% in 2025.

The All Students STAAR component score was 40 compared to the Student Success target of 47.

Hispanic students and High Focus Groups earned a STAAR component score of 40 and 39, respectively, compared to targets of 41 and 40.

Although Rio Vista Academy exited federal school improvement identification, continued attention is needed in mathematics achievement, reading academic growth, English language proficiency, and Student Success. These indicators represent the greatest opportunities to strengthen accountability performance, prevent reidentification, and move the campus from a C to a B.

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

Through lesson plan feedback, teachers will receive timely, actionable feedback to ensure they are purposefully planning for High Focus Groups and Emergent Bilingual students through appropriate accommodations, engagement strategies, intentional pacing, and identification of student misconceptions. Particular emphasis will be placed on mathematics, where All Students achieved 38% Meets compared to the 49% target.

PLCs will provide leaders and teachers opportunities to internalize and rehearse lessons prior to instruction, ensuring teachers deliver strong first instruction and are prepared to address anticipated learning gaps. Student work analysis will guide teachers in identifying priority standards, diagnosing misconceptions, and planning targeted reteaching to improve grade-level mastery and academic growth.

In reading, teachers will establish and monitor student-level growth goals, analyze student performance, and implement targeted instructional responses to address gaps among Hispanic students and High Focus Groups. In mathematics, teachers will sustain effective instructional practices contributing to strong academic growth while increasing the percentage of students achieving Meets Grade Level.

For Emergent Bilingual students, teachers will integrate language objectives, structured academic discourse, vocabulary development, and linguistic supports into daily instruction to strengthen English language proficiency and improve TELPAS progress.

These interventions will strengthen instructional planning, lesson delivery, and student mastery while ensuring that the campus sustains its progress and accelerates performance toward a B accountability rating.

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

federal school improvement.

These monitoring mechanisms will ensure that Rio Vista Academy sustains its exit from federal school improvement identification, strengthens student outcomes, and maintains a clear trajectory toward earning a B accountability rating.

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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IDEA Public Schools

Mesa Hills College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Mesa Hills College Preparatory will strengthen Tier 1 instruction and accelerate student outcomes through weekly data-driven PLCs, lesson internalization, instructional rehearsals, targeted intervention, and real-time coaching. The campus will use the Outcomes, Causes, Solutions (OCS) protocol to analyze student performance, identify root causes of learning gaps, and implement measurable instructional responses. Priority areas include accelerating Mathematics Growth, increasing Mathematics Achievement, improving RLA Growth, and strengthening Student Success outcomes while sustaining RLA Achievement. Leaders will prioritize Hispanic, White, High Focus, and Emergent Bilingual students based on the campus's accountability indicators and establish student-level goals to support sustained improvement in Domain 3 and CSI exit.

Student Outcome Goals

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

IDEA Mesa Hills College Preparatory is identified for Comprehensive Support and Improvement (CSI) based on low performance in Domain 3: Closing the Gaps. In 2026, the campus earned a Closing the Gaps raw score of 35 and scaled score of 59, below the school-type bottom-five-percent cutoff of 63.

Domain 1: Student Achievement

Mathematics Achievement is a priority performance area. In 2026, 31% of All Students met grade-level expectations against the 38% interim target, a 7-percentage-point gap. Hispanic students achieved 31% against 35% (-4), White students achieved 30% against 48% (-18), and High Focus students achieved 28% against 31% (-3).

RLA Achievement was a relative strength for most evaluated groups. All Students achieved 49% against the 44% target (+5), Hispanic students achieved 50% against 36% (+14), and High Focus students achieved 47% against 32% (+15). However, White students achieved 43% against 62%, a 19-point gap. The campus must sustain RLA proficiency gains while strengthening Mathematics Achievement and addressing the RLA performance gap for White students.

Domain 2: School Progress

Academic Growth represents the campus's greatest improvement opportunity. In 2026, Mathematics Growth was 55% against the 76% interim target for All Students (-21), 54% against 77% for Hispanic students (-23), 67% against 73% for White students (-6), and 53% against 75% for High Focus students (-22).

RLA Growth was also below interim targets across all four evaluated groups. All Students achieved 64% against 69% (-5), Hispanic students achieved 64% against 66% (-2), White students achieved 67% against 72% (-5), and High Focus students achieved 62% against 64% (-2). These results demonstrate the need to accelerate individual student growth, particularly in mathematics, while improving RLA growth outcomes.

Domain 3: Closing the Gaps

The campus earned only 2.2 of 32 possible Academic Growth indicator points and 10 of 32 Academic Achievement points in 2026. Student Success earned 6 of 16 possible points, while English Language Proficiency earned 3 of 4 component points overall. However, the campus's

three-year indicator history identifies a 2026 English Language Proficiency miss after stronger performance in 2025.

The three-year accountability pattern identifies persistent underperformance in Hispanic Mathematics Achievement, which earned 1, 0, and 0 points from 2024 through 2026. Mathematics Growth declined from 3 points in 2024 to 2 points in 2025 and 0 points in 2026. Student Success also requires targeted improvement, with missed 2026 indicators for White and Continuously Enrolled students.

The campus will prioritize recovering Academic Growth points, improving Mathematics Achievement, increasing performance across the full STAAR distribution, and strengthening English Language Proficiency to improve Domain 3 outcomes and support CSI exit.

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

Mesa Hills College Preparatory will implement a focused instructional improvement cycle designed to recover Academic Growth points, increase Mathematics Achievement, and improve Student Success outcomes. Interventions will be implemented through weekly PLCs, lesson internalization, instructional rehearsals, student-work analysis, targeted reteaching, and consistent leader coaching.

Strengthening Mathematics Growth: Mathematics Growth is the campus's greatest accountability opportunity, with only 2.2 of 32 possible Academic Growth indicator points earned in 2026. Teachers and leaders will establish student-level growth goals, identify students at risk of missing expected growth, and implement targeted instructional responses. Weekly PLCs will use the Outcomes, Causes, Solutions (OCS) protocol to examine assessment results and student work, identify the instructional or conceptual causes of underperformance, and determine specific reteaching and intervention actions. The campus will prioritize closing the Mathematics Growth gaps of 21 percentage points for All Students, 23 for Hispanic students, and 22 for High Focus students.

Increasing Mathematics Achievement: Lesson-plan internalization and instructional rehearsals will strengthen first instruction by ensuring teachers plan grade-level tasks, anticipate misconceptions, embed checks for understanding, and provide opportunities for students to explain mathematical reasoning. Teachers will use OCS analysis to identify priority standards, determine why students are not demonstrating mastery, and implement targeted reteaching. Leaders will monitor progress toward Mathematics Achievement targets of 38% for All Students, 35% for Hispanic students, 48% for White students, and 31% for High Focus students.

Improving RLA Growth and Sustaining RLA Achievement: Although RLA Achievement is above interim targets for All Students, Hispanic students, and High Focus students, RLA Growth

remains below target across the evaluated groups. Teachers will use student-level reading and writing data, standards-aligned tasks, and OCS analysis to identify gaps in comprehension, analysis, and written responses. Instructional leaders will monitor targeted responses and reassess mastery. Additional attention will be given to White students, whose RLA Achievement was 19 percentage points below the interim target.

Strengthening Student Success: Teachers and leaders will monitor student performance across Approaches, Meets, and Masters rather than focusing exclusively on one performance threshold. PLCs will identify students positioned to move between performance levels, determine the instructional supports needed, and monitor movement through frequent assessments. This work will prioritize improving Student Success indicators for White and Continuously Enrolled students while increasing the campus's overall Student Success points.

Supporting Emergent Bilingual Students: Teachers will integrate explicit vocabulary instruction, academic-language development, structured student discourse, and differentiated scaffolds into Tier 1 instruction. Leaders will monitor English language development through TELPAS-aligned progress measures and use OCS to identify barriers to language growth and determine appropriate instructional responses.

Coaching and Implementation: APIs and instructional leaders will conduct frequent classroom observations, provide actionable feedback, and verify implementation through follow-up coaching. Principal and district monitoring will assess whether PLC decisions, lesson internalization, instructional rehearsals, and targeted interventions are improving student mastery and growth.

These interventions are expected to strengthen instructional quality, accelerate academic growth, improve grade-level proficiency, and increase the number of Closing the Gaps indicator points earned, supporting sustained progress toward CSI exit.

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

Progress on Mesa Hills College Preparatory's turnaround plan will be monitored through a structured district and campus accountability system focused on implementation quality, student outcomes, and progress toward CSI exit. Monitoring will prioritize Mathematics Growth, Mathematics Achievement, RLA Growth, Student Success, and English Language Proficiency, with disaggregated analysis for Hispanic, White, High Focus, Emergent Bilingual, and Continuously Enrolled students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward campus turnaround goals and CSI exit. Leaders will review student achievement, growth projections, English Language Proficiency, Student Success, and Domain 3 indicator performance. Particular attention will be given to

Mathematics Growth, where the campus earned only 2.2 of 32 possible points in 2026. Leaders will compare current results with interim targets, identify performance gaps, determine root causes, and establish measurable corrective actions.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with the principal and Vice President of Schools to review accountability performance and implementation of turnaround strategies. Meetings will examine Mathematics Achievement and Growth, RLA Growth, Student Success, and English Language Proficiency by student group. Leaders will inspect intervention effectiveness, OCS analysis, reteaching implementation, and coaching follow-through. Each meeting will result in assigned actions, timelines, and evidence required to demonstrate improvement.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all three accountability domains, with specific attention to Domain 3. Reports will include actual performance against TEA interim targets, subgroup gaps, student growth projections, and indicator-point opportunities. Priority monitoring will include Mathematics Growth targets of 76% for All Students, 77% for Hispanic students, and 75% for High Focus students, as well as Mathematics Achievement targets of 38%, 35%, and 31%, respectively. RLA Growth, Student Success, and English Language Proficiency will also be monitored to ensure improvement across the full accountability framework.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to assess the quality of Tier 1 instruction, student engagement, checks for understanding, instructional rigor, and targeted reteaching. Principals will provide actionable feedback and conduct follow-up observations to verify coaching to mastery. Mathematics instruction and classrooms serving students with the greatest growth gaps will receive intentional monitoring and support.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, student-work analysis, or lesson-plan internalization. Quick checks will determine whether leaders are consistently implementing improvement mechanisms and using OCS to analyze student outcomes, identify causes of underperformance, and establish measurable instructional solutions. Findings will inform principal coaching, leadership development, and district support.

Weekly OCS Analysis and Instructional Response: Teachers and instructional leaders will analyze exit tickets, student work, interim assessment results, and growth trackers during weekly PLCs and ILTs. Using the Outcomes, Causes, Solutions protocol, teams will identify what students demonstrated, determine the instructional and learning causes of performance gaps, and establish targeted solutions. Teams will document reteaching plans, responsible staff, implementation timelines, and reassessment results. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

CSI Exit Monitoring: District and campus leaders will monitor Mesa Hills College Preparatory's annual Closing the Gaps scaled score against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score of 59. The campus will work to perform outside the bottom five percent and exceed its original identification score in 2027 to achieve CSI-Progress status, then sustain the required performance in 2028 to exit CSI. Annual accountability results, quarterly progress monitoring, and monthly implementation data will guide adjustments to the turnaround plan.

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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IDEA Public Schools

Horizon Vista College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Strengthen Horizon Vista College Prep's instructional improvement cycle through consistent, data-driven PLCs, lesson internalization, instructional rehearsals, student-work analysis, and targeted coaching. The campus will prioritize accelerating Mathematics Growth, improving Mathematics Achievement, and increasing English Language Proficiency while sustaining stronger RLA outcomes. Teachers and leaders will establish student-level growth goals, identify priority learning gaps, implement targeted reteaching, and monitor progress by student group. Particular attention will be given to Hispanic, High Focus, and Emergent Bilingual students to improve performance across Domain 3: Closing the Gaps and support CSI exit.

Student Outcome Goals

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

IDEA Horizon Vista College Preparatory was identified for Comprehensive Support and Improvement (CSI) due to low performance in Domain 3: Closing the Gaps. In 2026, the campus earned an overall C rating (74), with a Closing the Gaps scaled score of 61 (D), below the school-type bottom-five-percent cutoff of 63. The campus's Closing the Gaps raw score declined from 64 in 2025 to 38 in 2026, representing a 26-point decrease.

Domain 1: Student Achievement

The campus earned a scaled score of 73 (C). Mathematics Achievement is the primary proficiency concern. In 2026, 27% of All Students achieved Meets or above against the 38% TEA target, a gap of 11 percentage points. Hispanic students achieved 26% against 35%, a 9-point gap, and High Focus students achieved 27% against 31%, a 4-point gap.

RLA Achievement was a relative strength. All Students achieved 57% against the 44% target, Hispanic students achieved 55% against 36%, and High Focus students achieved 54% against 32%. The campus must sustain these outcomes while increasing mathematics proficiency.

Domain 2: School Progress

The campus earned a scaled score of 79 (C), while Academic Growth earned a scaled score of 59 (F). Mathematics Growth represents the most significant instructional challenge. All Students achieved 50% against the 76% target, a 26-point gap. Hispanic students achieved 49% against 77%, a 28-point gap, while High Focus students achieved 53% against 75%, a 22-point gap.

RLA Growth was closer to expectations, with All Students achieving 67% against 69%, Hispanic students achieving 66% against 66%, and High Focus students achieving 66% against 64%. These results demonstrate the need to accelerate mathematics growth while protecting existing RLA performance.

Domain 3: Closing the Gaps

The campus earned a scaled score of 61 (D), resulting in CSI identification. Priority performance areas include Mathematics Achievement, Mathematics Growth, and English Language Proficiency. The campus earned zero of four available English Language Proficiency indicator points in 2026, with only 22% of eligible students demonstrating English language progress.

The decline in Closing the Gaps performance demonstrates that existing instructional practices have not produced sufficient achievement and growth across evaluated student groups. The

campus will prioritize increasing mathematics proficiency, accelerating growth for Hispanic and High Focus students, improving English language development, and monitoring Student Success to recover Domain 3 indicator points.

These priorities will guide the campus's turnaround plan and support sustained improvement toward CSI exit.

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

Weekly data-driven PLCs will prioritize Mathematics Achievement and Growth, the campus's greatest accountability gaps. Teachers and instructional leaders will analyze exit tickets, interim assessments, student work, and individual growth projections to identify priority standards and students requiring additional support. Using the Outcomes, Causes, Solutions (OCS) protocol, teams will identify underlying misconceptions, plan targeted reteaching, and reassess student mastery. Particular attention will be given to Hispanic and High Focus students, whose Mathematics Growth gaps are 28 and 22 percentage points, respectively.

Lesson-plan internalization, written feedback, and instructional rehearsals will strengthen Tier 1 instruction. Teachers will plan grade-level tasks, anticipate misconceptions, embed frequent checks for understanding, and incorporate accommodations and academic-language supports. Instructional leaders will observe classroom implementation, provide actionable feedback, and conduct follow-up coaching to mastery.

Student-level growth goals will be established and monitored throughout the year. Teachers will identify students requiring accelerated growth, implement targeted small-group instruction, and adjust intervention plans based on student performance. These actions will support improvement toward the mathematics growth targets of 76% for All Students, 77% for Hispanic students, and 75% for High Focus students identified in the campus planning scorecard.

To strengthen Mathematics Achievement, PLCs will prioritize increasing Meets and Masters performance through standards-aligned instruction, conceptual understanding, and targeted practice. The campus will work to close the 11-point Mathematics Achievement gap for All Students, the 9-point gap for Hispanic students, and the 4-point gap for High Focus students.

Emergent Bilingual students will receive explicit academic-language instruction, vocabulary development, structured student discourse, and opportunities to demonstrate understanding through speaking and writing. Teachers will integrate language supports into core instruction, while leaders monitor English language progress using TELPAS-aligned measures. The campus will work to increase English Language Proficiency from 22% in 2026 toward the 28% three-point target identified in its planning report.

Through consistent implementation of these instructional practices, the campus expects to improve first instruction, accelerate student growth, increase grade-level mastery, strengthen English language development, and recover available Closing the Gaps indicator points.

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

Progress on Horizon Vista College Preparatory's identified accountability indicators will be monitored through a structured district and campus monitoring system focused on

implementation quality and measurable student outcomes. Monitoring will prioritize Mathematics Achievement, Mathematics Growth, English Language Proficiency, and Student Success, with particular attention to Hispanic, High Focus, and Emergent Bilingual students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward turnaround goals and CSI exit. Leaders will review interim assessment results, student growth projections, English Language Proficiency progress, and disaggregated performance against TEA targets. Particular attention will be given to closing the 26-point Mathematics Growth gap for All Students, 28-point gap for Hispanic students, and 22-point gap for High Focus students. When progress is insufficient, leaders will identify root causes, adjust strategies, and establish measurable next steps.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with campus principals and the Vice President of Schools to review accountability indicators and implementation of turnaround strategies. Meetings will analyze achievement and growth by content area and student group, intervention effectiveness, implementation evidence, and barriers to progress. Leaders will assign time-bound actions and review their impact during subsequent meetings.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all accountability domains, with an intentional focus on Domain 3. Reports will include disaggregated RLA and Mathematics Achievement and Growth, English Language Proficiency, and Student Success. Leaders will compare actual performance against TEA targets, calculate gaps, and analyze trends. Priority monitoring will include Mathematics Achievement targets of 38% for All Students, 35% for Hispanic students, and 31% for High Focus students, along with Mathematics Growth targets of 76%, 77%, and 75%, respectively. English Language Proficiency will be monitored against the 28% three-point planning target.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor the quality of Tier 1 instruction and implementation of priority instructional practices. Ratings will reflect classroom observations, student engagement, checks for understanding, instructional rigor, and teacher implementation of feedback. Principals will provide actionable coaching and follow-up observations to verify coaching to mastery, prioritizing mathematics classrooms and instruction serving students with the greatest performance gaps.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, or lesson-plan internalization. Quick checks will assess implementation quality and whether leaders are using student data to identify misconceptions, plan instructional responses, and monitor mastery. Results will guide principal coaching and district support.

Ongoing Student Work Analysis and Instructional Response: Campus leaders and teachers will analyze exit tickets, student work, classroom assessments, and growth data through weekly PLCs and instructional leadership meetings. Using the OCS protocol, teams will identify learning gaps, plan targeted reteaching, assign responsible staff, and establish reassessment timelines. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

CSI Exit Monitoring: District and campus leaders will monitor annual Closing the Gaps performance against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score. Leaders will track progress toward meeting TEA's two-year CSI exit criteria, ensuring that improvements in Mathematics Achievement, Mathematics Growth, English Language Proficiency, and Student Success contribute to sustained gains in Domain 3.

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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IDEA Public Schools

Hardy Academy

2026-2027 Targeted Improvement 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

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I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Hardy Academy will continue implementing and strengthening the evidence-based improvement strategies initiated during the 2025-2026 school year. Hardy Academy was previously identified as a UA3 campus due to receiving overall accountability rating below acceptable standards for three consecutive years. based on the overall rating from 2023-2025. From 2023 through 2025, the campus earned overall ratings of 59%, 55%, and 59%, respectively. However, in 2026, the campus successfully broke this cycle by earning a 76% overall rating, which reset state accountability monitoring requirements. Given the campus's prior turnaround status and demonstrated commitment to continuous improvement, the district secured participation in the LIFT grant to provide additional support and resources for sustained growth.

During the 2025-2026 school year, the campus administrative leadership team, with support from regional leadership, implemented several key systems that contributed to improved outcomes. These included documented lesson plan feedback, teacher lesson rehearsals, and intentional real-time coaching during Tier I instruction. Building on the success of these practices, the campus will enhance and expand its improvement efforts during the 2026-2027 school year.

The campus administrative team will provide written weekly lesson plan feedback and targeted side-by-side coaching for teachers requiring intensified support. In addition, administrators will facilitate weekly lesson internalization Professional Learning Communities (PLCs) focused on deepening teachers' understanding of instructional content and proactively planning for high-priority student groups. Teachers will have one hour of protected collaborative planning time each week to engage with administrators and peers.

Teachers will also participate in lesson rehearsals during PLCs or individual coaching sessions with their managers. These rehearsals will provide opportunities to practice critical lesson components and receive actionable feedback before classroom implementation. As a result, teachers will strengthen instructional delivery, questioning techniques, checks for understanding, and their ability to address student misconceptions in real time.

These interventions are expected to improve the quality and responsiveness of Tier I instruction, increase student mastery of grade-level standards, accelerate academic growth, and reduce achievement gaps among student groups. Specifically, based on Closing the Gaps performance and identified accountability indicators, the campus will maintain a strong focus on Mathematics Academic Achievement, particularly among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

To ensure successful implementation, administrators facilitating PLCs will receive ongoing training from a Bluebonnet Learning curriculum specialist. Through the LIFT grant, campus leaders will participate in training at least twice monthly focused on PLC planning, identifying instructional trends, determining next instructional steps, and monitoring implementation. Campus leaders will also receive additional support from regional leadership to strengthen instructional leadership capacity and effectively cascade best practices to teachers.

Student Outcome Goals

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

In 2025, IDEA Hardy Academy received an overall accountability rating of F (59%). The campus earned 51% in Student Achievement, 57% in School Progress, and 66% in Closing the Gaps. These results resulted in the campus being identified as a UA3 campus due to receiving an overall F rating for three consecutive accountability cycles.

In 2026, however, the campus demonstrated substantial improvement and earned an overall rating of C (76%), with 58% in Student Achievement, 75% in School Progress, and 78% in Closing the Gaps. As a result, the campus successfully met accountability progress expectations and reset its state monitoring status. Although state accountability sanctions were removed, the campus continues to develop and implement a Targeted Improvement Plan (TIP) through participation in the LIFT grant initiative to ensure continued growth and sustainability.

The primary performance indicators contributing to identification in 2025 were academic achievement and academic growth in both Reading Language Arts (RLA) and Mathematics. Specifically, in 2025 the campus earned 4 points in RLA academic achievement out of 16, 3 points out of 16 in math academic achievement. RLA earned 4 points out of 16 in growth and 2 out of 16 in math growth. Through focused instructional improvement efforts, the campus significantly increased performance across each indicator during 2026. In 2026, the campus earned 9 points out of 16 in RLA and 5 points in Math for academic achievement. In academic growth, the campus earned 12 points out of 16 in RLA and 11 points in Math. These gains indicate that the campus's targeted improvement efforts positively impacted student outcomes and accountability performance.

For the 2026-2027 school year, the campus will continue prioritizing Mathematics Academic Achievement while intentionally targeting Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups. Historical performance data indicate that these student groups have consistently underperformed over the past three years and therefore remain critical focus areas for continued improvement.

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

The evidence-based interventions outlined in this plan have already demonstrated success, as reflected in the campus's improvement from an overall rating of 59% in 2025 to 76% in 2026. Building upon this momentum, the campus will continue refining and strengthening these strategies throughout the 2026-2027 school year.

Key interventions include weekly PLCs, lesson internalization, instructional coaching, lesson rehearsals, data-driven instructional planning, targeted feedback cycles, and ongoing leadership development. These strategies are designed to increase instructional effectiveness, improve teacher capacity, and ensure strong alignment between instruction, assessments, and grade-level standards.

As teachers become more proficient in planning, delivering, and adjusting instruction based on student data, students are expected to demonstrate stronger mastery of the Texas Essential Knowledge and Skills (TEKS), particularly in Mathematics and RLA. Improved Tier I instruction will increase student achievement, support academic growth, and help close persistent performance gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

Additionally, improved instructional leadership practices will ensure greater consistency in implementation across classrooms, resulting in stronger student outcomes and more equitable access to high-quality instruction. Ultimately, these interventions are expected to sustain campus improvement, strengthen Mathematics Academic Achievement outcomes, improve Closing the Gaps performance, and support long-term accountability success.

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

Progress will be monitored through a multi-tiered system of student outcome monitoring, instructional implementation checks, teacher coaching, and leadership accountability. Monitoring will occur at weekly, twice-monthly, and monthly intervals to ensure that leaders can identify gaps quickly and adjust supports based on evidence. If milestones and goals are not being met, root causes will be analyzed and adjustments will be made accordingly. The impact of each measure will be evaluated for evidence of increased student outcomes. Weekly, principals and assistant principals will conduct Instructional Leadership Team (ILT) meetings to discuss student data specific to each teacher. Coaching plans will be developed as needed for teachers to provide them with intentional side-by-side coaching as necessary. Principal managers (VP of Schools) will provide monthly feedback to principals on the effectiveness of the weekly ILT meetings. If the principal is not "meeting the bar", she will receive side-by-side coaching from her manager.

Teachers will participate in weekly data dives with their managers to review student work, unit assessment data, and to create a reteach plan as necessary. PLCs will occur weekly giving teachers an opportunity to collaborate with peers while reviewing data, internalizing lessons, and rehearsing upcoming lessons. Managers will keep a data tracker to monitor progress. For math achievement purposes, trackers will drill down to Hispanic, Economically Disadvantage, EBs, and Continuously Enrolled student groups. Teachers will receive two ratings per month in a combination of lesson plan feedback, culture, student ownership, or using data. The ratings will provide written feedback of strengths, area of growth, and next steps. Teachers rated below proficient will receive side-by-side coaching from their manager. Monthly, the district will provide each campus with a school report card to monitor progress and track improvement over time.

This continuous improvement cycle will ensure that instructional practices remain aligned to campus goals, student outcomes are regularly monitored, and responsive supports are implemented consistently. Through ongoing analysis and adjustment, the campus will sustain recent gains while continuing to accelerate Mathematics Achievement and strengthen performance within the Closing the Gaps domain, particularly for Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

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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IDEA Public Schools

Spears 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:

[Spears Academy- TAP Stakeholder Feedback.pdf](#)

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.

\$125,000 - contracted services for small group tutorials and intervention
\$30,600 - Teacher Collaboration Teacher Agreements for facilitating PD
\$12,369 - Teacher Training Pay for K-5 RLA & Math Teachers
\$33,090 - Regional Training Pay for PLCs and Transform Academics Training

Curriculum and Instruction

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

173

Student Outcome Goals

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

Spears Academy has received an overall D rating for the past four years (2023- 63%, 2024- 67%, 2025- 64%, 2026- 63%). Domain 1, student achievement, received an F, 58%.

The data for the past four years shows 3rd math at meets in 2023 at 18%, 2024 at 25%, 2025 at 26% and in 2026 at 38%. This is an 8% gap when compared to 3rd grade Math state data. 3rd reading at meets in 2023 was at 38%, 2024 at 31%, 2025 at 25%, and in 2025 at 41%. Even though there is progress in 3rd Reading, there is an 11% gap compared to the state.

4th Math data shows in 2023 at meets 12%, 2024 at 16%, 2025 at 22% and in 2026 19%. 4th math has decreased and is 31% below the state average. 4th Reading data shows in 2023 at meets 37%, 2024 at 31%, 2025 at 36% and in 2026 29%. 4th reading has also decreased and is 25% below the state average.

5th Math data shows in 2023 at meets 22%, 2024 at 23%, 2025 at 21% and in 2026 23%. There has not been much growth across the different years and there is currently a 26% gap compared to the state. 5th Reading data shows in 2023 at meets 41%, 2024 at 41%, 2025 at 43% and in 2026 39%. 5th Reading has decreased slightly and stands 21% below the state average.

Annual growth data for Spears Academy in 2026 shows out of 474 total exams combined in both Math and RLA, 201 earned a point meaning showed growth, 59 stayed the same, while 214 received 0 points meaning they regressed.

There are significant gaps and targeted supports needed in RLA Achievement, Math Achievement, Math Growth and Student Success. Specifically, the indicators of school improvement include RLA Achievement for our Hispanic population, Economically Disadvantage, Emergent Bilingual students, and Continuously Enrolled. Another indicator is In Math Achievement where the targeted student groups are Hispanic, Economic Disadvantage, and Emergent Bilinguals. The targeted group in Academic Growth for Mathematics are Continuously Enrolled students. Another indicator is Student Success for Hispanic, Economically Disadvantage, Emergent Bilinguals, and Continuously Enrolled. These results demonstrate a need to strengthen core instruction while providing targeted academic supports to accelerate achievement and close persistent performance gaps for identified student groups.

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

The evidence-based interventions included in the turnaround plan are designed to improve RLA Achievement, Mathematics Achievement, Mathematics Academic Growth, and Student Success by strengthening Tier 1 instruction and implementing intentional, data-driven Tier 2 reteach and intervention.

Weekly Lesson Internalization PLCs will support teachers in developing a deeper understanding of instructional content and proactively planning for the needs of high-focus student groups. Teachers will have protected time to work with an administrator and their peers for one hour weekly. Administrators facilitating the PLC will follow a campus created agenda that is vetted by the regional leadership team. Campus leadership will be rated once a month by a regional leadership member to provide strengths and areas of opportunities to enhance PLCs. Both general education teachers and Special Education teachers will be expected to attend the weekly PLCs.

During lesson internalization, teachers will anticipate student misconceptions, plan effective engagement strategies, identify appropriate scaffolds and accommodations for Emergent Bilingual students, and develop intentional monitoring plans to check for understanding throughout instruction.

Lesson rehearsals will allow teachers to practice critical components of upcoming lessons and receive actionable feedback from instructional leaders and peers before delivering instruction to students. This process will strengthen instructional delivery, questioning, checks for understanding, and teachers' ability to respond to student misconceptions in real time.

Student work analysis and data dives will enable teachers and leaders to identify patterns in student errors, determine the underlying misconceptions or unfinished learning contributing to those errors, and develop targeted reteach plans. Teachers will use the results to provide differentiated small-group instruction and targeted Tier 2 support to students who have not yet demonstrated mastery.

These interventions are expected to improve the quality and responsiveness of Tier 1 instruction, increase student mastery of grade-level content, accelerate academic growth, and reduce achievement gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students.

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

Progress will be monitored through a multi-tiered system of student outcome monitoring, instructional implementation checks, teacher coaching, and leadership accountability. Monitoring will occur at weekly, twice-monthly, and monthly intervals to ensure that leaders can identify gaps quickly and adjust supports based on evidence. If milestones and goals are not being met, root causes will be analyzed and adjustments will be made accordingly. The impact of each measure will be evaluated for evidence of increased student outcomes. Weekly, principals and assistant principals will conduct Instructional Leadership Team (ILT) meetings to discuss student data specific to each teacher. Coaching plans will be developed as needed for teachers to provide them with intentional side-by-side coaching as necessary. Principal managers (VP of Schools) will provide monthly feedback to principals on the effectiveness of the weekly ILT meetings. If the principal is not "meeting the bar", she will receive side-by-side coaching from her manager. Teachers will participate in weekly data dives with their managers to review student work, unit assessment data, and to create a reteach plan as necessary. PLCs will occur weekly giving teachers an opportunity to collaborate with peers while reviewing data, internalizing lessons, and rehearsing upcoming lessons. Managers will keep a data tracker to monitor progress. Trackers will drill down to Hispanic, Economically Disadvantage students, and Emergent Bilinguals for both Math and RLA. Teachers will receive two ratings per month in a combination of lesson plan feedback, culture, student ownership, or using data. The ratings will provide written feedback of strengths, area of growth, and next steps. Teachers rated below proficient will receive side-by-side coaching from their manager. Monthly, the district will provide each campus with a school report card to monitor progress and track improvement over time.

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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IDEA Public Schools

Spears College Prep

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

Spears CP will continue implementing and strengthening the evidence-based improvement strategies initiated during the 2025-2026 school year. The areas of concern were Math Academic Achievement and Reading Language Arts (RLA) Growth.

The campus administrative team will provide written weekly lesson plan feedback and targeted side-by-side coaching for teachers requiring intensified support. In addition, administrators will facilitate weekly lesson internalization Professional Learning Communities (PLCs) that focus on deepening teachers' understanding of instructional content and proactively planning for the needs of high-priority student groups. Teachers will have one hour of protected collaborative planning time each week to engage with administrators and peers.

Teachers will also participate in lesson rehearsals during PLCs or individual coaching sessions with their managers. These rehearsals will provide opportunities to practice critical lesson components and receive actionable feedback before classroom implementation. As a result, teachers will strengthen instructional delivery, questioning techniques, checks for understanding, and their ability to address student misconceptions in real time.

These interventions are expected to improve the quality and responsiveness of Tier I instruction, increase student mastery of grade-level standards, accelerate academic growth, and reduce achievement gaps among African American, Special Education, and other high-focus student groups.

To ensure successful implementation, administrators facilitating PLCs will receive ongoing training from a Bluebonnet Learning curriculum specialist. Through the LIFT grant, campus leaders will participate in training at least twice monthly focused on PLC planning, identifying instructional trends, determining next steps, and monitoring implementation. Campus leaders will also receive additional support from regional leadership to strengthen instructional leadership capacity and effectively cascade best practices to teachers.

Student Outcome Goals

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

In 2025, Spears CP received an overall F (59%) rating. Student Achievement was a 59%, School Progress was a 65%, and Closing the Gaps was a 56%. These scores forced Spears CP to be a UA1 campus on the state level due to the overall F status and CSI (comprehensive support and improvement) on the federal level due to domain 3, closing the gaps. However, in 2026, Spears CP did show progress and was rated a C campus (79%) with Student Achievement at 72%, School Progress at 79%, and Closing the Gap at 78%. With these percentages, Spears CP met progress and is no longer being monitored on the state side. It is currently a progress monitor status for the federal side.

In 2025, the targeted areas were academic achievement in Math and growth in RLA. Specifically, the campus earned 3 points out of a total of 16 in math academic achievement making this a targeted area. RLA earned 0 points out of 16 in academic growth. Through focused instructional improvement efforts, the campus significantly increased performance in both areas. In 2026, the campus earned 9 points out of 16 in math academic achievement and 12 points out of 16 in RLA growth. These gains indicate the that campus's targeted improvement efforts positively impacted student outcomes and accountability performance. For the 2026-2027 school year, the student groups to keep monitoring are African Americans in Math and Special Education in RLA. These student groups have underperformed the last 3 years.

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

The evidence-based interventions outlined in this plan have already demonstrated success, as reflected in the campus's improvement from an overall rating of 59% in 2025 to 79% in 2026. Building upon this momentum, the campus will continue refining and strengthening these practices during the 2026-2027 school year.

Key interventions include weekly PLCs, lesson internalization, instructional coaching, lesson rehearsals, data-driven instructional planning, and targeted feedback cycles. These strategies are designed to increase instructional effectiveness, improve teacher capacity, and ensure alignment between instruction and grade-level standards.

As teachers become more proficient in planning, delivering, and adjusting instruction based on student data, students are expected to demonstrate stronger mastery of the Texas Essential Knowledge and Skills (TEKS), particularly in Mathematics and RLA. Improved Tier I instruction will increase student achievement, support academic growth, and help close performance gaps among identified student groups. Ultimately, these interventions are expected to lead to sustained improvements in campus accountability outcomes and continued progress toward exiting federal monitoring status.

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

Progress will be monitored through a multi-tiered system of student outcome monitoring, instructional implementation checks, teacher coaching, and leadership accountability. Monitoring will occur at weekly, twice-monthly, and monthly intervals to ensure that leaders can identify gaps quickly and adjust supports based on evidence. If milestones and goals are not being met, root causes will be analyzed and adjustments will be made accordingly. The impact of each measure will be evaluated for evidence of increased student outcomes. Weekly, principals and assistant principals will conduct Instructional Leadership Team (ILT) meetings to discuss student data specific to each teacher. Coaching plans will be developed as needed for teachers to provide them with intentional side-by-side coaching as necessary. Principal managers (VP of Schools) will provide monthly feedback to principals on the effectiveness of the weekly ILT meetings. If the principal is not "meeting the bar", she will receive side-by-side coaching from her manager. Teachers will participate in weekly data dives with their managers to review student work, unit assessment data, and to create a reteach plan as necessary. PLCs will occur weekly giving teachers an opportunity to collaborate with peers while reviewing data, internalizing lessons, and rehearsing upcoming lessons. Managers will keep a data tracker to monitor progress. Trackers will drill down to African American, Special Education, and other high focus students. Teachers will receive two ratings per month in a combination of lesson plan feedback, culture, student ownership, or using data. The ratings will provide written feedback of strengths, area of growth, and next steps. Teachers rated below proficient will receive side-by-side coaching from their manager. Monthly, the district will provide each campus with a school report card to monitor progress and track improvement over time. This continuous improvement cycle will ensure that instructional practices remain aligned to campus goals, student outcomes are regularly monitored, and responsive supports are provided to sustain gains in Mathematics Achievement, RLA Growth, and Closing the Gaps performance.

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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IDEA Public Schools

Edinburg Academy

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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Yes

Upload a copy of the charter application

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Yes

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Yes

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Yes

Please select the date of board approval for this plan:

November 17, 2026

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA Edinburg Academy was identified for Targeted Support and Improvement because our White student group did not meet Domain 3: Closing the Gaps targets, and we are a designated SI LIFT campus. Our improvement strategy is grounded in a simple belief: when every scholar receives strong, grade-level first instruction from high-quality materials, in a structured and joyful environment, and when leaders and teachers act quickly on evidence of learning, gaps close for every student group. Our strategy is not a separate program for one student group. It is a campus-wide instructional system designed so that no scholar, including those in the White student group, is invisible in our data.

Strong first instruction through high-quality instructional materials. This year we are implementing Savvas in reading and Bluebonnet in math, supported through the SI LIFT grant and Carnegie Learning. Every K-5 classroom is now teaching from rigorous, TEKS-aligned, grade-level materials, which directly targets the Academic Achievement and Growth indicators

within Domain 3. Our focus is fidelity: teachers internalize every lesson, leaders monitor implementation weekly, and LIFT and Carnegie Learning visits provide outside calibration on whether materials are being delivered as designed.

A tight, weekly instructional improvement cycle. Weekly PLCs are the engine of our strategy. Teachers analyze student work and curriculum-embedded assessment data, identify priority standards and misconceptions, internalize and rehearse upcoming Savvas and Bluebonnet lessons, and plan targeted reteach. Leaders support this cycle through lesson-plan feedback, classroom observations, and real-time coaching, with twice-monthly School Status Boost ratings ensuring every teacher is coached to mastery on clear action steps. Because our campus receives frequent visitors, we triage all feedback into quick fixes, teacher action steps, and leader action steps so that every stakeholder reinforces the same priorities rather than competing ones.

Targeted response for identified scholars. Our master schedule includes dedicated intervention, goal-tracking, and small-group tutoring blocks across every grade. Scholar-level data drives who is served and what they receive. Our campus A-F accountability tracker disaggregates campus, grade-level, and individual teacher STAAR targets, with dedicated tracking of the White student group, so we know by name which scholars need acceleration and can measure whether our response is working long before STAAR.

A culture that protects learning time. Instruction cannot be strong if systems are weak. Through weekly Culture Rounds in Q1, moving to bi-weekly the rest of the year, our leadership team uses the GET Tool to score classrooms, coach in the moment, and address our priority strands: Physical Environment and Systems, Behavioral Expectations, and Belonging. Every minute recovered through strong routines is a minute returned to instruction.

Leadership accountability for results. Our campus leadership team owns the outcomes. Monthly CIT data stepbacks review network data by grade, content, teacher, and student group. Quarterly Progress Toward Goals meetings use a consultancy protocol where leaders present their data and push each other's thinking. Monthly leadership progress-monitoring meetings with the Vice President of School Improvement and ESF-aligned Quick Checks keep us honest about implementation.

How this addresses our identification. Each component of our strategy connects directly to the indicators that led to identification. High-quality materials and strong first instruction raise achievement for all scholars. Weekly data cycles and targeted intervention accelerate growth for scholars below grade level. Disaggregated tracking ensures the White student group is monitored and served intentionally, not incidentally. Together, these practices are designed for our campus to meet all Domain 3 targets, exit TSI identification, and earn a [B] or higher overall rating by the end of the 2026-27 school year.

Student Outcome Goals

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

IDEA Edinburg Academy was identified for Targeted Support and Improvement (TSI) based on the performance of the White student group in Domain 3: Closing the Gaps. The group did not meet state targets in Academic Achievement, Academic Growth, and Student Success in RLA and/or Mathematics. The campus is also an SI LIFT campus required to implement a Targeted Improvement Plan.

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

Implementation of Savvas in reading and Bluebonnet in math, supported by the SI LIFT grant and Carnegie Learning, ensures every K-5 classroom delivers rigorous, TEKS-aligned, grade-level instruction, with at least 80% of classrooms demonstrating proficient HQIM implementation by the end of Quarter 2.

Weekly PLCs strengthen first instruction as teachers analyze student work, identify misconceptions, and internalize and rehearse upcoming lessons, with at least 80% of PLCs meeting the bar by the end of Quarter 2. Lesson-plan feedback, observations, and real-time coaching ensure teachers plan intentionally for High Focus Groups, including the White student group, with at least 80% of teachers demonstrating proficiency in prioritized Tier 1 practices by the end of Quarter 1. Student work and progress-monitoring data will identify scholars not yet at mastery, and at least 80% of identified priority scholars will receive documented targeted reteach or intervention during dedicated small-group blocks, directly targeting Academic Growth.

Together, these interventions are expected to result in 75% of scholars demonstrating progress toward or meeting their annual growth goals, and the White student group meeting all Domain 3 targets by the end of the 2026-27 school year.

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

Progress on the identified indicators will be monitored through a layered system that tracks both scholar outcomes and implementation fidelity, with a direct focus on Domain 3 performance for the White student group, Academic Growth, and Meets performance in RLA and math. Our campus A-F accountability tracker will ensure we monitor by name, not just by average.

Weekly, PLCs, classroom observations, Culture Rounds, and Savvas and Bluebonnet curriculum-embedded assessments will show whether scholars are mastering taught content and which scholars need reteach or intervention. Twice monthly, teacher School Status Boost ratings will monitor classroom implementation and ensure coaching to mastery on clear action steps. Monthly, our campus CIT will hold data stepbacks to review network report cards by grade, content, teacher, and student group, and campus leadership will meet with the Vice President of School Improvement for progress-monitoring meetings and ESF-aligned Quick Checks. SI LIFT visits will provide additional evidence of HQIM fidelity. Quarterly, Progress Toward Goals meetings will measure progress toward our targets of 75% of scholars meeting growth goals and evaluate whether our strategies are working.

When data shows a student group, grade level, or classroom off track, leaders will identify the barrier, adjust coaching, intervention groups, and action steps, and review results in the next cycle so the campus stays on track toward meeting all Domain 3 targets.

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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IDEA Public Schools

Robindale College Prep

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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Yes

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Yes

Upload a copy of the charter application

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Yes

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Yes

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Yes

Please select the date of board approval for this plan:

November 17, 2026

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

The campus's overall improvement strategy is focused on strengthening the instructional systems and adult practices that ultimately drive student outcomes. The campus was identified for improvement based on gaps in student achievement, academic growth, and English language proficiency. The overall accountability rating was 74 (C), with Student Achievement at 73 (C), School Progress at 80 (B), and Closing the Gaps at 60 (D).

The campus will address these outcomes through a focused improvement strategy centered on high-quality curriculum implementation, instructional fidelity, teacher development, targeted academic intervention (HB1416), and a culture of accountability. The campus is implementing a new curriculum and will prioritize consistent use of high-quality instructional materials, lesson internalization, strong lesson delivery, and ongoing instructional coaching to ensure that the curriculum is implemented with fidelity across classrooms.

In addition, the campus will strengthen its academic block and targeted intervention systems to address unfinished learning and close student-specific gaps. Data will be used to identify students who need reteaching, intervention, or additional support, with a particular focus on students who are not demonstrating expected growth.

We recognize that the student outcome data are the result of several underlying factors, including inconsistent implementation of instructional systems, high teacher turnover, gaps in instructional coaching and follow-through, struggling campus ada percentages, and the need for stronger systems for monitoring and implementation. The improvement plan is designed not only to address the academic results but also to strengthen the systems and adult practices that produce those results. By improving curriculum fidelity, teacher capacity, instructional monitoring, intervention, and accountability, the campus expects to create more consistent classroom experiences and improve student outcomes over time.

Student Outcome Goals

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

The campus was identified for Comprehensive Support and Improvement (CSI) based on its performance in Domain 3: Closing the Gaps. The campus earned 37% of its possible points, resulting in a scaled score of 60 in this domain. The data indicate a need to improve outcomes for identified student groups across multiple accountability indicators.

Specific areas identified for improvement in Domain 3 include:

Academic Achievement: The campus earned 44% of its possible points in this section overall. In RLA, the campus earned 11 of 16 possible points (69%), while in Mathematics, it earned only 3 of 16 possible points (19%).

Academic Growth: The campus earned 35% of its possible points in this section overall. RLA earned 5 of 16 possible points (31%), and Mathematics earned 6 of 16 possible points (38%).

TELPAS/English Language Proficiency: The campus's 2026 TELPAS Progress Rate was 23%, compared to a target of 28%, resulting in no accountability points earned in this section.

Student Success/STAAR Component: The campus earned 6 of 16 possible points (38%) in this section.

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

Our campus will monitor progress on identified indicators through ongoing review of student performance data, instructional implementation, and progress towards our targets. Monitoring will be aligned to the specific gaps identified in Domain 3: Closing the Gaps, with targeted strategies designed to address the needs of each student group.

Academic Achievement: The campus earned 44% of available points in Academic Achievement (14 out of 32). While all students and the High Focus Group met the interim target in Reading/Language Arts, Math is still a significant area of need. No student group demonstrated expected growth in Math Academic Achievement. To address this gap, the campus will implement the new Math curriculum with fidelity, strengthen lesson internalization and rigorous instructional delivery, and use exit tickets, module assessments, and student-level data to identify unfinished learning. Teachers will provide targeted reteaching and intervention during the designated academic block (HB1416). Campus leaders will monitor implementation through classroom observations, lesson internalization feedback, assessment data, and regular reviews

of student progress toward interim targets.

Academic Growth: The campus earned 34% of available points in Growth Status (11 out of 32). Reading/Language Arts Growth remains a concern, with no growth demonstrated for All Students and Lowest Racial/Ethnic Group 1. Math Growth is also an area of need, with only minimal growth for All Students and the High Focus Group. The campus will monitor growth through student-level growth trackers, assessment results, and regular data meetings. Instructional coaching will focus on responding to identified learning gaps, strengthening instructional delivery, and adjusting reteach plans based on student performance. Leaders will conduct regular classroom observations and provide timely feedback to ensure that instructional adjustments are implemented and result in measurable student growth.

Student Success: The campus earned 38% of available points in Student Success (6 out of 16). All Students and Lowest Racial/Ethnic Group 2 did not demonstrate expected progress in this area. The campus will monitor STAAR performance across student groups and use interim assessments, classroom data, and student-level trackers to identify students who require additional support. Teachers will implement targeted interventions, monitor mastery of grade-level standards, and use the academic block to address unfinished learning. Campus leaders will review progress regularly and adjust instructional supports when students are not meeting interim targets.

English Language Proficiency: The campus earned 0% of available points in English Language Proficiency (0 out of 4), making this a critical area for improvement. The campus will strengthen monitoring of English learner progress toward English language proficiency through TELPAS data, ongoing progress checks, and intentional language supports embedded in content instruction. The K12 Summit program will be implemented during protected academic block time each week to provide students with structured opportunities to develop their English proficiency. Leaders will monitor participation, implementation, and student progress to determine whether additional supports or adjustments are needed.

CCMR: The campus will also monitor CCMR as a new area of focus, with a 30% target. Although this is the first year CCMR points will be collected for the campus, the performance of the 2026 graduating class indicates the potential to earn the available points in this category. The campus will verify student-level CCMR indicators, track progress toward readiness requirements, and monitor completion of applicable criteria to ensure that eligible student outcomes are accurately documented.

Across all indicators, campus leaders will use ongoing assessment data, classroom observations, instructional feedback, and student-level progress monitoring to evaluate the effectiveness of the improvement plan. Progress will be reviewed regularly, and strategies will be adjusted when evidence indicates that students or student groups are not meeting interim targets. This process will ensure that monitoring remains directly connected to the identified performance gaps and that instructional actions are producing measurable improvements in

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

Progress will be monitored through multiple levels of data and implementation monitoring. At the student level, teachers and leaders will use daily exit-ticket trackers, student growth trackers, assessment data, and intervention records to determine whether students are mastering the standards and demonstrating expected growth.

At the campus level, leadership will review district master student reports twice each week to monitor student performance, attendance, academic progress, and progress toward identified goals. The campus will also use Teachboost and instructional coaching data to monitor teacher development, implementation of curriculum and instructional practices, and the effectiveness of coaching and feedback cycles.

The campus will conduct a monthly PTG/data review to analyze progress toward campus and student level goals and determine whether instructional strategies or interventions need to be adjusted. Data will be broken down by subject, student group, and performance level to ensure that the campus is monitoring both overall performance and the performance of identified accountability groups.

Implementation of the improvement plan will also be monitored through monthly talent meetings, where leadership will review staffing, teacher turnover, vacancies, and assignments to identify how staffing and teacher capacity may be affecting student outcomes. Budget meetings will be used to monitor spending trends and ensure that resources are aligned to the identified instructional priorities.

Finally, the campus will use annual employee survey results and other staff monthly feedback resources to monitor organizational health, employee experience, and areas where additional leadership or systems support may be needed. This allows the campus to monitor not only the student outcomes but also the adult and organizational conditions that influence those outcomes.

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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IDEA Public Schools

La Joya Academy

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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Yes

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Yes

Upload a copy of the charter application

[IDEA Public Schools_renewal application_2.13.2025.pdf](#)

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Yes

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Yes

Please select the date of board approval for this plan:

November 17, 2026

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA La Joya Academy will implement an intensive curriculum and instruction improvement strategy focused on accelerating student achievement in Reading Language Arts (RLA) and Mathematics, strengthening Tier 1 instructional practices, and establishing consistent systems of intervention and progress monitoring. This strategy directly addresses the campus's identified academic performance gaps, including students performing below grade level and achievement disparities among special populations, particularly Emergent Bilingual (EB) students and students receiving special education services.

The campus will prioritize high-quality, TEKS-aligned instruction through intentional lesson internalization, effective instructional delivery, student engagement strategies, and differentiated supports. Campus leaders will strengthen instructional coaching cycles, Professional Learning Communities (PLCs), data-driven planning, and targeted teacher development to improve instructional effectiveness and accountability. Additionally, the campus will strengthen its Multi-Tiered System of Supports (MTSS) through targeted interventions, frequent student progress monitoring, and timely instructional adjustments based on student performance.

Progress will be monitored through classroom observations, instructional coaching data, student assessment results, intervention trackers, and regular leadership data reviews. These coordinated efforts will increase instructional consistency, close achievement gaps, and improve student academic outcomes while establishing sustainable systems for continuous campus improvement.

Student Outcome Goals

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

IDEA La Joya Academy's 2025–2026 state accountability results identified significant performance needs in Student Achievement (57/F) and School Progress (69/D), contributing to an overall campus rating of 69/D. STAAR performance reflected low academic proficiency, with only 31% of students achieving Meets Grade Level and 10% achieving Masters Grade Level across all tested subjects. Mathematics (26% Meets) and Science (22% Meets) represented the greatest academic achievement gaps.

Additionally, Closing the Gaps performance (75/C) revealed areas requiring targeted improvement, including Academic Achievement (42% of points earned), Student Success (25%), and English Language Proficiency (0%). These indicators highlight the need to accelerate academic achievement and growth, strengthen performance across student groups, and increase English language proficiency among Emergent Bilingual students. The campus will prioritize intensive Tier 1 instructional improvements, differentiated academic interventions, and consistent MTSS progress monitoring to address these identified performance gaps.

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

IDEA La Joya Academy will implement evidence-based interventions aligned to its Comprehensive Needs Assessment (CNA), Campus Improvement Plan (CIP), and TEA LIFT Grant to improve Student Achievement, School Progress, and Closing the Gaps accountability indicators. Through the LIFT Grant, the campus will strengthen implementation of High-Quality Instructional Materials (HQIM) and instructional leadership capacity through TEKS-aligned lesson internalization, lesson rehearsals, targeted professional development, and data-driven instructional coaching. Campus leaders will strengthen Professional Learning Communities (PLCs), weekly exit-ticket analysis, and instructional feedback cycles to improve Tier 1 instructional delivery, student engagement, and grade-level mastery.

The campus will also implement a unified Multi-Tiered System of Supports (MTSS), providing targeted Tier 2 and Tier 3 interventions, differentiated small-group instruction, and progress monitoring every three weeks. Biweekly MTSS data reviews will guide instructional adjustments for students performing below grade level, including Emergent Bilingual (EB) and Special Education students. Targeted English Language Development (ELD) instruction, informed by TELPAS proficiency data, will accelerate language acquisition across listening, speaking, reading, and writing.

Additionally, campus leaders will monitor instructional implementation and intervention effectiveness through GET-aligned observations, coaching cycles, student assessment data, intervention trackers, and quarterly fidelity checks. Attendance interventions, PBIS systems, and family engagement will further support student participation and maximize instructional time. Collectively, these strategies are expected to increase STAAR Meets and Masters performance, accelerate academic growth, strengthen English Language Proficiency, and close student achievement gaps. By June 2027, the campus aims to increase the percentage of students meeting annual academic growth targets from 32% to 63%, while building sustainable instructional and leadership systems that improve student outcomes.

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

IDEA La Joya Academy will implement a systematic progress-monitoring process aligned to its Campus Improvement Plan (CIP), Comprehensive Needs Assessment (CNA), and TEA LIFT Grant initiatives to evaluate improvements in Student Achievement, School Progress, and Closing the Gaps accountability indicators.

Student academic progress will be monitored through weekly exit-ticket analysis, biweekly assessments, interim assessments, STAAR-aligned benchmarks, and student mastery trackers to measure growth in Reading Language Arts, Mathematics, and Science. Biweekly MTSS meetings and progress monitoring every three weeks will evaluate the effectiveness of Tier 2 and Tier 3 interventions, particularly for Emergent Bilingual (EB), Special Education, and students performing below grade level. TELPAS proficiency data and ongoing language-development assessments will monitor EB students' progress in listening, speaking, reading, and writing.

Instructional implementation will be monitored through weekly lesson internalization reviews, lesson rehearsals, GET-aligned classroom observations, coaching cycles, and PLC data reviews. Through the TEA LIFT Grant, campus leaders will monitor the fidelity of High-Quality Instructional Materials (HQIM) implementation and instructional leadership practices, using observation evidence, teacher coaching trackers, and student performance outcomes to identify instructional gaps and adjust support.

The Principal, Assistant Principals of Instruction, and Grade Team Leaders will conduct regular data reviews and quarterly implementation fidelity checks to evaluate progress toward established campus goals, including increasing students meeting annual academic growth targets from 32% to 63% by June 2027. Attendance, behavior, and family engagement data will also be reviewed to identify barriers to student learning. Findings will inform timely instructional adjustments, targeted professional development, intervention modifications, and leadership accountability measures to ensure continuous improvement in student outcomes.

Additional Info

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

[LJAC_Additional_Info.docx](#)



IDEA Public Schools

La Joya College Prep

2026-2027 Targeted Improvement 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

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I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

IDEA La Joya College Prep's overall improvement strategy for the 2026–2027 school year is centered on strengthening Tier I instruction, implementing effective data-driven instructional practices, accelerating student academic growth, and ensuring equitable learning opportunities for all scholars.

Following our 2025–2026 accountability results, in which our campus earned an overall accountability rating of 60 (D) and a Domain 3: Closing the Gaps scaled score of 40, we identified the need to strengthen instructional systems that directly impact student achievement, academic growth, and performance across student groups.

Our campus improvement strategy is aligned to our Campus Improvement Plan (CIP) and prioritizes the following:

1. Data-Driven Instruction (DDI): Strengthening daily exit ticket implementation, analysis of student misconceptions, instructional adjustments, and targeted reteaching through structured Exit Ticket Huddles and progress-monitoring systems.
2. Rigorous Tier I Instruction: Strengthening lesson internalization, TEKS alignment, instructional exemplars, student engagement, and cognitive rigor through instructional coaching, professional development, and classroom walkthroughs.
3. Targeted Academic Interventions: Implementing differentiated instructional support for scholars demonstrating academic gaps, with particular attention to students receiving Special Education and Emergent Bilingual services.
4. Attendance and Student Persistence: Strengthening MTSS processes, attendance interventions, family engagement, and student accountability to increase access to consistent, high-quality instruction.
5. Leadership Development and Instructional Accountability: Leveraging LIFT, regional instructional support, coaching cycles, and campus leadership monitoring to ensure consistent implementation of instructional expectations.

Through these interconnected strategies, IDEA La Joya College Prep is committed to improving academic outcomes, closing achievement gaps, strengthening instructional effectiveness, and progressing toward exiting school improvement identification.

Student Outcome Goals

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

IDEA La Joya College Prep was identified for school improvement based on its 2025–2026 Texas Accountability results, with the primary area of concern being Domain 3: Closing the Gaps.

The campus earned an overall accountability rating of 60 (D), with the following domain scores:

- Domain 1: Student Achievement — 62
- Domain 2: School Progress — 69
- Domain 3: Closing the Gaps — 40

The Domain 3 scaled score of 40 highlights significant opportunities to improve student academic achievement, academic growth, English Language Proficiency, and student success indicators across evaluated student groups.

Our Domain 3 component results identified the following areas of concern:

- Academic Achievement: 12.5 out of 50 component points
- Academic Growth: 0 component points
- English Language Proficiency: 0 component points
- Student Success: 0 component points

Additional performance indicators informing our improvement strategy include RLA Meets performance of 42%, Mathematics Meets performance of 27%, RLA academic growth of 53%, Mathematics academic growth of 63%, and TELPAS progress of 20%.

These results demonstrate the need for a comprehensive instructional improvement strategy that prioritizes rigorous Tier I instruction, academic growth, language development, targeted student interventions, and consistent progress monitoring.

Our campus has established a 2026–2027 Domain 3 scaled-score target of at least 70, with the goal of improving outcomes for all evaluated student groups and progressing toward exiting school improvement identification.

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

IDEA La Joya College Prep is implementing evidence-based instructional interventions aligned

to the performance gaps identified in our 2025–2026 accountability results, particularly Domain 3: Closing the Gaps.

1. Data-Driven Instruction and Exit Ticket Huddles

Our campus is implementing structured Exit Ticket Huddles, daily formative assessments, and data analysis protocols to identify student misconceptions and respond through targeted reteaching. Teachers and instructional leaders utilize exit ticket trackers and the Exit Ticket Plus dashboard to monitor mastery of grade-level TEKS and adjust instruction based on student performance. These interventions are intended to improve RLA and Mathematics academic achievement and growth by ensuring instructional decisions are driven by evidence of student learning.

2. Strengthening Rigorous Tier I Instruction

Our campus prioritizes lesson internalization, instructional exemplars, TEKS alignment, purposeful student engagement, and cognitive rigor. Through instructional coaching cycles, classroom walkthroughs, lesson rehearsals, and professional development, teachers receive ongoing feedback and support to strengthen the quality of first instruction. Our instructional priorities include increasing student cognitive lift, incorporating think-alouds, strengthening peer engagement, and ensuring students demonstrate mastery independently. These practices are intended to improve overall STAAR achievement and academic growth across grade levels.

3. Targeted Support for Special Education and Emergent Bilingual Scholars

Our campus is strengthening implementation of individualized accommodations, language supports, visual scaffolds, graphic organizers, sentence stems, and differentiated instructional strategies. Teachers are expected to incorporate these supports consistently throughout daily instruction rather than solely during assessments. Additionally, our campus is implementing TELPAS-focused instruction through KSummit 12 and designated academic learning blocks to strengthen students' listening, speaking, reading, and writing proficiency. These interventions are intended to improve performance across evaluated student groups and increase English Language Proficiency outcomes.

4. Leadership Coaching, LIFT, and Regional Support

IDEA La Joya College Prep is leveraging LIFT, Region One support, campus professional development, and instructional coaching cycles to strengthen instructional leadership and teacher effectiveness. Our leadership team participates in classroom observations, feedback cycles, instructional planning, and data-driven conversations to ensure consistent implementation of campus instructional priorities. These supports are intended to strengthen instructional consistency and accelerate student achievement and growth.

5. MTSS, Attendance, and Student Persistence

Recognizing that consistent attendance directly impacts access to instruction, our campus is strengthening its Multi-Tiered System of Supports (MTSS), chronic absenteeism interventions, family engagement, and attendance accountability systems. Our interventions include weekly grade-level attendance outreach, targeted support for chronically absent scholars, home visits, attendance incentives, and ongoing review of students requiring additional intervention. These efforts are intended to increase instructional access and support stronger academic outcomes.

Through these coordinated interventions, IDEA La Joya College Prep is working toward the following 2026–2027 performance targets:

- Domain 3 Closing the Gaps: 40 to at least 70
- RLA Meets: 42% to 53%
- Mathematics Meets: 27% to 48%
- RLA Academic Growth: 53% to 75%
- Mathematics Academic Growth: 63% to 80%
- TELPAS Progress: 20% to 35%

Our goal is to ensure that improvement strategies result in measurable student outcomes, stronger instructional practices, and sustained academic growth.

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

IDEA La Joya College Prep will monitor progress toward its identified accountability indicators through a comprehensive system of instructional data analysis, leadership accountability, classroom observations, and ongoing review of student performance.

1. Daily and Weekly Instructional Data Monitoring

Teachers and instructional leaders will utilize daily exit tickets, Exit Ticket Huddles, Exit Ticket Plus dashboards, and campus data trackers to monitor student mastery of grade-level standards. Instructional leaders will analyze student misconceptions, identify trends in performance, and ensure teachers implement targeted reteaching and instructional adjustments.

2. Campus Data Board and Leadership Accountability

Our campus leadership team will maintain a campus data board to monitor academic performance, instructional implementation, and progress toward accountability targets. Through weekly instructional leadership meetings and tactical planning sessions, leaders will analyze trends, identify performance gaps, and establish measurable next steps with clear

ownership and follow-through.

3. Instructional Coaching Cycles and Classroom Observations

Instructional leaders will monitor Tier I instruction through classroom walkthroughs, coaching cycles, lesson internalization reviews, and GET-aligned instructional observations. Observation data will be used to evaluate the implementation of instructional priorities, including student engagement, cognitive rigor, differentiation, and instructional responsiveness. Coaching feedback and subsequent observations will provide evidence of progress in teacher instructional practices.

4. District and Regional Progress Monitoring

Our campus will leverage district accountability reports, School Boost data, regional instructional support, and accountability monitoring systems to evaluate progress toward Domain 3 indicators. Regional support teams will provide ongoing observations, coaching, and feedback to strengthen campus implementation and instructional effectiveness.

5. Student Group Performance Monitoring

Campus leaders will review disaggregated academic performance data for evaluated student groups, with particular attention to Special Education and Emergent Bilingual scholars. Progress will be monitored through academic assessments, instructional data, intervention documentation, and TELPAS preparation and proficiency measures. This process will allow leadership to identify disparities in achievement and adjust interventions when student groups are not demonstrating sufficient growth.

6. Attendance and MTSS Monitoring

Attendance and persistence will be monitored through daily ADA reviews, chronic absenteeism trackers, grade-level attendance data, and biweekly MTSS meetings. Leadership will review the effectiveness of family outreach, attendance interventions, and individualized student supports to address barriers impacting access to instruction.

7. Continuous Improvement and CIP Alignment

The leadership team will routinely review progress toward CIP goals and Domain 3 performance targets. When monitoring data indicates that an intervention is not producing the intended results, campus leaders will identify root causes, adjust implementation, provide additional coaching or support, and document the next steps.

Through consistent monitoring, accountability, and instructional adjustments, IDEA La Joya College Prep will work toward measurable improvements in student achievement, academic

growth, English Language Proficiency, and Closing the Gaps performance.

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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IDEA Public Schools

Donna Academy

2026-2027 Targeted Improvement 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 Targeted Improvement Plan, in accordance with [TEC §39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [TEC §39A.057](#), 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

SI Strategy

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

Intensive Curriculum & Instruction Improvements

Describe the school's overall improvement strategy and how it addresses the indicators that resulted in identification.

DEA Donna Academy's overall improvement strategy focuses on strengthening instructional quality, accelerating student achievement and growth, and ensuring that every student receives the targeted support necessary to succeed. In response to the campus's accountability performance, the school will implement a systematic, data-driven improvement process that prioritizes high-quality Tier 1 instruction, targeted interventions, effective progress monitoring, and increased leadership accountability.

The campus will prioritize improving performance in Domain 3: Closing the Gaps, while strengthening Domain 1: Student Achievement and Domain 2a: Academic Growth. Instructional leaders will work collaboratively with teachers to identify gaps in student learning, analyze assessment data, monitor instructional implementation, and adjust teaching practices based on student outcomes.

The improvement strategy will include consistent implementation of the curriculum, standards-aligned lesson planning, daily checks for understanding, exit ticket analysis, flexible small-group instruction, and targeted interventions for students who have not demonstrated mastery. Professional learning communities (PLCs) will focus on identifying misconceptions, planning reteach opportunities, examining student work, and developing actionable next steps. The campus will also strengthen supports for emergent bilingual students and students receiving special education services to ensure that instructional decisions address the specific needs of these student groups.

Campus leaders will establish clear expectations for instructional coaching, classroom observations, data tracking, and follow-through. Progress will be monitored through a structured cycle of planning, implementation, analysis, and adjustment to ensure that instructional practices lead to measurable improvements in student achievement and growth.

Student Outcome Goals

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

Based on the 2025–2026 accountability data provided, the campus's primary area of concern is Domain 3: Closing the Gaps, which received a scaled score of 51. The data indicate a need to strengthen outcomes across the accountability measures that contribute to closing performance gaps for student groups.

The campus's reported accountability results include the following:

Overall State Rating: 68

Domain 1 – Student Achievement: Raw score of 39; scaled score of 67

Domain 2a – Academic Growth: Raw score of 58; scaled score of 63

Domain 2b – Relative Performance: Raw score of 96; scaled score of 75

Domain 3 – Closing the Gaps: Raw score of 8; scaled score of 51

Domain 3 – Academic Achievement: 28

Domain 3 – Growth: 0

Domain 3 – TELPAS: 0

Domain 3 – STAAR component: 0

The results identify Domain 3 as the most significant performance concern, with additional opportunities to improve overall student achievement and academic growth. Although Domain 2b demonstrates a relative strength compared with the other domains, the campus must translate instructional efforts into stronger student outcomes, particularly for student groups whose performance contributes to Closing the Gaps.

The campus will use these results to prioritize student-group performance, academic growth, reading and mathematics achievement, emergent bilingual progress, and other applicable accountability indicators.

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

IDEA Donna Academy will implement evidence-based instructional practices and targeted interventions designed to address learning gaps, strengthen Tier 1 instruction, and improve student outcomes across accountability domains.

High-quality Tier 1 instruction: Teachers will consistently deliver standards-aligned lessons with clear learning objectives, explicit modeling, guided practice, checks for understanding, and independent practice. Instructional leaders will conduct classroom observations and provide actionable coaching to strengthen lesson delivery, student engagement, and alignment between instruction and grade-level standards. These practices are expected to improve Domain 1 achievement and support student growth in Domain 2a.

Data-driven instruction and exit ticket analysis: Teachers will collect and analyze daily exit tickets to identify misconceptions, determine mastery, and plan immediate instructional responses. During PLCs, teachers will examine student work, identify trends across student groups, and develop reteach and enrichment plans. Instructional leaders will monitor implementation and ensure that data analysis results in measurable changes to instruction.

Targeted small-group instruction and MTSS: Students will receive targeted support based on identified academic needs through flexible small groups, intervention blocks, and the campus's Multi-Tiered System of Supports (MTSS). Student progress will be reviewed regularly to determine whether interventions are effective or require adjustment. This approach will address unfinished learning, accelerate mastery of priority standards, and improve achievement for students who are not yet meeting grade-level expectations.

Targeted reading and mathematics interventions: The campus will use curriculum-aligned resources, assessment data, and student performance trends to provide targeted reading and mathematics instruction. Teachers will prioritize prerequisite skills, standards identified through assessment analysis, and opportunities for students to demonstrate mastery. Tutoring and other supplemental supports will be aligned to documented student learning gaps, with required service minutes tracked to ensure consistent implementation.

Emergent bilingual student supports: Teachers will incorporate language objectives, structured academic discourse, explicit vocabulary instruction, and opportunities for students to practice academic language across content areas. TELPAS-related data and ongoing classroom assessments will inform targeted language development supports. These practices are intended to strengthen English language proficiency and improve access to grade-level instruction.

Special education and student-group supports: Teachers and instructional leaders will analyze achievement and growth data for students receiving special education services and other identified student groups. Instruction will incorporate appropriate accommodations, specially designed instruction, progress monitoring, and targeted reteaching based on student needs. Collaboration among general education teachers, special education staff, and campus support

personnel will help ensure that students receive appropriate and consistent support.

Leadership coaching and professional development: Campus leaders will use classroom observation evidence, coaching documentation, and student performance data to identify trends in instructional practice and determine professional learning needs. Coaching cycles will include a clear action step, modeling or practice, implementation, and follow-up observation. This approach will build teacher capacity and promote consistent implementation of effective instructional practices across the campus.

Collectively, these interventions are expected to improve the quality and consistency of instruction, accelerate academic growth, reduce achievement gaps, and strengthen performance on the indicators contributing to campus identification.

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

IDEA Donna Academy will monitor progress through a structured system of data analysis, instructional monitoring, coaching, and leadership accountability. The campus will use established meeting structures to evaluate implementation, measure student progress, and make timely adjustments when strategies are not producing the expected results.

Student achievement and growth monitoring: Campus leaders and teachers will review available assessment data, including STAAR results, interim assessments, curriculum-based assessments, exit tickets, and other applicable measures. Data will be disaggregated by grade level, subject, student group, and identified academic need. Progress toward campus goals will be reviewed during PLCs and leadership meetings to determine whether students are demonstrating mastery and meeting expected growth targets.

Progress monitoring for identified student groups: The campus will monitor achievement and growth for student groups contributing to Closing the Gaps, including emergent bilingual students and students receiving special education services, as applicable to the official identification indicators. TELPAS-related progress, reading and mathematics performance, and intervention outcomes will be reviewed to identify gaps and determine whether additional support is necessary.

Instructional implementation monitoring: Instructional leaders will conduct regular classroom observations, lesson-plan reviews, and checks of student work. Leaders will look for evidence of standards-aligned instruction, explicit modeling, checks for understanding, appropriate student tasks, targeted small-group instruction, and instructional adjustments based on assessment results. Observation evidence will inform coaching conversations and follow-up actions.

PLC and intervention monitoring: PLCs will review exit ticket results, identify misconceptions,

plan reteaching, and evaluate the impact of instructional adjustments. MTSS meetings will review student response to interventions and determine whether supports should continue, change, or intensify. Tutoring participation and required service minutes will be documented and monitored to ensure that planned interventions are implemented consistently.

Leadership accountability and documentation: Campus leaders will maintain documentation of coaching topics, professional learning, instructional action steps, and follow-up evidence. This documentation will help identify patterns across classrooms, recognize effective practices, and determine where additional coaching or professional development is needed.

The campus will use the following monitoring cycle:

Daily: Review exit tickets, checks for understanding, student engagement, and evidence of mastery to inform immediate instructional adjustments.

Weekly: Review classroom implementation, coaching follow-through, assessment trends, intervention delivery, and student progress during established instructional planning structures.

Biweekly: Review students receiving MTSS support, evaluate intervention effectiveness, and determine appropriate next steps.

Monthly: Review campus-level performance trends, student-group outcomes, implementation evidence, and progress toward improvement goals with the leadership team.

Each assessment cycle: Compare benchmark and interim assessment results with prior performance, identify areas of improvement or continued concern, and adjust instructional priorities and interventions accordingly.

The principal and instructional leadership team will review progress against measurable targets and the official accountability indicators identified in the improvement plan. When progress is insufficient, the team will conduct a root-cause analysis, identify implementation barriers, assign clear next steps, and establish follow-up dates. This continuous improvement cycle will ensure that monitoring results in meaningful action rather than simply documenting performance.

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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