

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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