



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

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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.

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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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