IDEA Public Schools
Bluff Springs 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 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

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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