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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