



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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