IDEA Public Schools
Edinburg 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

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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 Edinburg Academy was identified for Targeted Support and Improvement because our White student group did not meet Domain 3: Closing the Gaps targets, and we are a designated SI LIFT campus. Our improvement strategy is grounded in a simple belief: when every scholar receives strong, grade-level first instruction from high-quality materials, in a structured and joyful environment, and when leaders and teachers act quickly on evidence of learning, gaps close for every student group. Our strategy is not a separate program for one student group. It is a campus-wide instructional system designed so that no scholar, including those in the White student group, is invisible in our data.

Strong first instruction through high-quality instructional materials. This year we are implementing Savvas in reading and Bluebonnet in math, supported through the SI LIFT grant and Carnegie Learning. Every K-5 classroom is now teaching from rigorous, TEKS-aligned, grade-level materials, which directly targets the Academic Achievement and Growth indicators

within Domain 3. Our focus is fidelity: teachers internalize every lesson, leaders monitor implementation weekly, and LIFT and Carnegie Learning visits provide outside calibration on whether materials are being delivered as designed.

A tight, weekly instructional improvement cycle. Weekly PLCs are the engine of our strategy. Teachers analyze student work and curriculum-embedded assessment data, identify priority standards and misconceptions, internalize and rehearse upcoming Savvas and Bluebonnet lessons, and plan targeted reteach. Leaders support this cycle through lesson-plan feedback, classroom observations, and real-time coaching, with twice-monthly School Status Boost ratings ensuring every teacher is coached to mastery on clear action steps. Because our campus receives frequent visitors, we triage all feedback into quick fixes, teacher action steps, and leader action steps so that every stakeholder reinforces the same priorities rather than competing ones.

Targeted response for identified scholars. Our master schedule includes dedicated intervention, goal-tracking, and small-group tutoring blocks across every grade. Scholar-level data drives who is served and what they receive. Our campus A-F accountability tracker disaggregates campus, grade-level, and individual teacher STAAR targets, with dedicated tracking of the White student group, so we know by name which scholars need acceleration and can measure whether our response is working long before STAAR.

A culture that protects learning time. Instruction cannot be strong if systems are weak. Through weekly Culture Rounds in Q1, moving to bi-weekly the rest of the year, our leadership team uses the GET Tool to score classrooms, coach in the moment, and address our priority strands: Physical Environment and Systems, Behavioral Expectations, and Belonging. Every minute recovered through strong routines is a minute returned to instruction.

Leadership accountability for results. Our campus leadership team owns the outcomes. Monthly CIT data stepbacks review network data by grade, content, teacher, and student group. Quarterly Progress Toward Goals meetings use a consultancy protocol where leaders present their data and push each other’s thinking. Monthly leadership progress-monitoring meetings with the Vice President of School Improvement and ESF-aligned Quick Checks keep us honest about implementation.

How this addresses our identification. Each component of our strategy connects directly to the indicators that led to identification. High-quality materials and strong first instruction raise achievement for all scholars. Weekly data cycles and targeted intervention accelerate growth for scholars below grade level. Disaggregated tracking ensures the White student group is monitored and served intentionally, not incidentally. Together, these practices are designed for our campus to meet all Domain 3 targets, exit TSI identification, and earn a [B] or higher overall rating by the end of the 2026-27 school year.

Student Outcome Goals

Identify the accountability indicator(s) and performance area(s) that resulted in campus identification.

IDEA Edinburg Academy was identified for Targeted Support and Improvement (TSI) based on the performance of the White student group in Domain 3: Closing the Gaps. The group did not meet state targets in Academic Achievement, Academic Growth, and Student Success in RLA and/or Mathematics. The campus is also an SI LIFT campus required to implement a Targeted Improvement Plan.

Describe how the evidence-based interventions included in this plan are expected to improve the identified performance indicators.

Implementation of Savvas in reading and Bluebonnet in math, supported by the SI LIFT grant and Carnegie Learning, ensures every K-5 classroom delivers rigorous, TEKS-aligned, grade-level instruction, with at least 80% of classrooms demonstrating proficient HQIM implementation by the end of Quarter 2.

Weekly PLCs strengthen first instruction as teachers analyze student work, identify misconceptions, and internalize and rehearse upcoming lessons, with at least 80% of PLCs meeting the bar by the end of Quarter 2. Lesson-plan feedback, observations, and real-time coaching ensure teachers plan intentionally for High Focus Groups, including the White student group, with at least 80% of teachers demonstrating proficiency in prioritized Tier 1 practices by the end of Quarter 1. Student work and progress-monitoring data will identify scholars not yet at mastery, and at least 80% of identified priority scholars will receive documented targeted reteach or intervention during dedicated small-group blocks, directly targeting Academic Growth.

Together, these interventions are expected to result in 75% of scholars demonstrating progress toward or meeting their annual growth goals, and the White student group meeting all Domain 3 targets by the end of the 2026-27 school year.

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 system that tracks both scholar outcomes and implementation fidelity, with a direct focus on Domain 3 performance for the White student group, Academic Growth, and Meets performance in RLA and math. Our campus A-F accountability tracker will ensure we monitor by name, not just by average.

Weekly, PLCs, classroom observations, Culture Rounds, and Savvas and Bluebonnet curriculum-embedded assessments will show whether scholars are mastering taught content and which scholars need reteach or intervention. Twice monthly, teacher School Status Boost ratings will monitor classroom implementation and ensure coaching to mastery on clear action steps. Monthly, our campus CIT will hold data stepbacks to review network report cards by grade, content, teacher, and student group, and campus leadership will meet with the Vice President of School Improvement for progress-monitoring meetings and ESF-aligned Quick Checks. SI LIFT visits will provide additional evidence of HQIM fidelity. Quarterly, Progress Toward Goals meetings will measure progress toward our targets of 75% of scholars meeting growth goals and evaluate whether our strategies are working.

When data shows a student group, grade level, or classroom off track, leaders will identify the barrier, adjust coaching, intervention groups, and action steps, and review results in the next cycle so the campus stays on track toward meeting all Domain 3 targets.

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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