



IDEA Public Schools

Hardy 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 Hardy Academy will continue implementing and strengthening the evidence-based improvement strategies initiated during the 2025-2026 school year. Hardy Academy was previously identified as a UA3 campus due to receiving overall accountability rating below acceptable standards for three consecutive years. based on the overall rating from 2023-2025. From 2023 through 2025, the campus earned overall ratings of 59%, 55%, and 59%, respectively. However, in 2026, the campus successfully broke this cycle by earning a 76% overall rating, which reset state accountability monitoring requirements. Given the campus's prior turnaround status and demonstrated commitment to continuous improvement, the district secured participation in the LIFT grant to provide additional support and resources for sustained growth.

During the 2025-2026 school year, the campus administrative leadership team, with support from regional leadership, implemented several key systems that contributed to improved outcomes. These included documented lesson plan feedback, teacher lesson rehearsals, and intentional real-time coaching during Tier I instruction. Building on the success of these practices, the campus will enhance and expand its improvement efforts during the 2026-2027 school year.

The campus administrative team will provide written weekly lesson plan feedback and targeted side-by-side coaching for teachers requiring intensified support. In addition, administrators will facilitate weekly lesson internalization Professional Learning Communities (PLCs) focused on deepening teachers' understanding of instructional content and proactively planning for high-priority student groups. Teachers will have one hour of protected collaborative planning time each week to engage with administrators and peers.

Teachers will also participate in lesson rehearsals during PLCs or individual coaching sessions with their managers. These rehearsals will provide opportunities to practice critical lesson components and receive actionable feedback before classroom implementation. As a result, teachers will strengthen instructional delivery, questioning techniques, checks for understanding, and their ability to address student misconceptions in real time.

These interventions are expected to improve the quality and responsiveness of Tier I instruction, increase student mastery of grade-level standards, accelerate academic growth, and reduce achievement gaps among student groups. Specifically, based on Closing the Gaps performance and identified accountability indicators, the campus will maintain a strong focus on Mathematics Academic Achievement, particularly among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

To ensure successful implementation, administrators facilitating PLCs will receive ongoing training from a Bluebonnet Learning curriculum specialist. Through the LIFT grant, campus leaders will participate in training at least twice monthly focused on PLC planning, identifying instructional trends, determining next instructional steps, and monitoring implementation. Campus leaders will also receive additional support from regional leadership to strengthen instructional leadership capacity and effectively cascade best practices to teachers.

Student Outcome Goals

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

In 2025, IDEA Hardy Academy received an overall accountability rating of F (59%). The campus earned 51% in Student Achievement, 57% in School Progress, and 66% in Closing the Gaps. These results resulted in the campus being identified as a UA3 campus due to receiving an overall F rating for three consecutive accountability cycles.

In 2026, however, the campus demonstrated substantial improvement and earned an overall rating of C (76%), with 58% in Student Achievement, 75% in School Progress, and 78% in Closing the Gaps. As a result, the campus successfully met accountability progress expectations and reset its state monitoring status. Although state accountability sanctions were removed, the campus continues to develop and implement a Targeted Improvement Plan (TIP) through participation in the LIFT grant initiative to ensure continued growth and sustainability.

The primary performance indicators contributing to identification in 2025 were academic achievement and academic growth in both Reading Language Arts (RLA) and Mathematics. Specifically, in 2025 the campus earned 4 points in RLA academic achievement out of 16, 3 points out of 16 in math academic achievement. RLA earned 4 points out of 16 in growth and 2 out of 16 in math growth. Through focused instructional improvement efforts, the campus significantly increased performance across each indicator during 2026. In 2026, the campus earned 9 points out of 16 in RLA and 5 points in Math for academic achievement. In academic growth, the campus earned 12 points out of 16 in RLA and 11 points in Math. These gains indicate that the campus's targeted improvement efforts positively impacted student outcomes and accountability performance.

For the 2026-2027 school year, the campus will continue prioritizing Mathematics Academic Achievement while intentionally targeting Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups. Historical performance data indicate that these student groups have consistently underperformed over the past three years and therefore remain critical focus areas for continued improvement.

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

The evidence-based interventions outlined in this plan have already demonstrated success, as reflected in the campus's improvement from an overall rating of 59% in 2025 to 76% in 2026. Building upon this momentum, the campus will continue refining and strengthening these strategies throughout the 2026-2027 school year.

Key interventions include weekly PLCs, lesson internalization, instructional coaching, lesson rehearsals, data-driven instructional planning, targeted feedback cycles, and ongoing leadership development. These strategies are designed to increase instructional effectiveness, improve teacher capacity, and ensure strong alignment between instruction, assessments, and grade-level standards.

As teachers become more proficient in planning, delivering, and adjusting instruction based on student data, students are expected to demonstrate stronger mastery of the Texas Essential Knowledge and Skills (TEKS), particularly in Mathematics and RLA. Improved Tier I instruction will increase student achievement, support academic growth, and help close persistent performance gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

Additionally, improved instructional leadership practices will ensure greater consistency in implementation across classrooms, resulting in stronger student outcomes and more equitable access to high-quality instruction. Ultimately, these interventions are expected to sustain campus improvement, strengthen Mathematics Academic Achievement outcomes, improve Closing the Gaps performance, and support long-term accountability success.

Describe how progress on the identified indicators will be monitored throughout implementation of the improvement plan.

Progress will be monitored through a multi-tiered system of student outcome monitoring, instructional implementation checks, teacher coaching, and leadership accountability. Monitoring will occur at weekly, twice-monthly, and monthly intervals to ensure that leaders can identify gaps quickly and adjust supports based on evidence. If milestones and goals are not being met, root causes will be analyzed and adjustments will be made accordingly. The impact of each measure will be evaluated for evidence of increased student outcomes. Weekly, principals and assistant principals will conduct Instructional Leadership Team (ILT) meetings to discuss student data specific to each teacher. Coaching plans will be developed as needed for teachers to provide them with intentional side-by-side coaching as necessary. Principal managers (VP of Schools) will provide monthly feedback to principals on the effectiveness of the weekly ILT meetings. If the principal is not "meeting the bar", she will receive side-by-side coaching from her manager.

Teachers will participate in weekly data dives with their managers to review student work, unit assessment data, and to create a reteach plan as necessary. PLCs will occur weekly giving teachers an opportunity to collaborate with peers while reviewing data, internalizing lessons, and rehearsing upcoming lessons. Managers will keep a data tracker to monitor progress. For math achievement purposes, trackers will drill down to Hispanic, Economically Disadvantage, EBs, and Continuously Enrolled student groups. Teachers will receive two ratings per month in a combination of lesson plan feedback, culture, student ownership, or using data. The ratings will provide written feedback of strengths, area of growth, and next steps. Teachers rated below proficient will receive side-by-side coaching from their manager. Monthly, the district will provide each campus with a school report card to monitor progress and track improvement over time.

This continuous improvement cycle will ensure that instructional practices remain aligned to campus goals, student outcomes are regularly monitored, and responsive supports are implemented consistently. Through ongoing analysis and adjustment, the campus will sustain recent gains while continuing to accelerate Mathematics Achievement and strengthen performance within the Closing the Gaps domain, particularly for Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled student groups.

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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