

IDEA Public Schools



Hidden Meadow 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, with a primary focus on strengthening Tier 1 mathematics instruction to address low mathematics achievement and academic growth, which represent the campus's most significant performance gaps. The campus will implement weekly, data-driven PLCs, lesson internalization, side-by-side planning, classroom observations, and coaching cycles to strengthen teachers' delivery of rigorous, grade-level instruction aligned to high-quality instructional materials. Teachers will use exit tickets, student-work analysis, formative assessments, and targeted reteaching to identify and close learning gaps, with intentional attention to High Focus Groups and other student groups identified in the accountability report. Leaders will monitor implementation through weekly instructional-system checks, biweekly teacher proficiency reviews, monthly progress-to-goal meetings, and quarterly evaluations of scholar outcomes. These efforts will prioritize improving mathematics achievement from 27% toward the 38% target and mathematics academic growth from 49% toward the 76% target, while addressing identified concerns in RLA, Student Success, and English language proficiency to improve overall Closing the Gaps performance.

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 (CSI) due to low performance in the Closing the Gaps domain. In 2026, the campus received a Closing the Gaps scaled score of 55, below the bottom 5% cut point of 63. The accountability report identifies concerns across multiple indicators, including Academic Achievement in Reading/Language Arts (RLA) and Mathematics, Academic Growth in RLA and Mathematics, and Student Success (STAAR component only). Performance concerns affect multiple student groups, including African American, Hispanic, and White scholars; Emergent Bilingual scholars; economically disadvantaged scholars; scholars receiving special education services; and continuously enrolled scholars. The report also indicates a concern in Progress in Achieving English Language Proficiency for current Emergent Bilingual scholars in 2026.

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

Strategy 1: Strengthen Tier 1 Mathematics Instruction Through High-Quality PLCs

The campus will strengthen Tier 1 mathematics instruction through weekly, data-driven PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions.

Leaders will complete weekly intellectual preparation by annotating and internalizing upcoming lessons and conducting side-by-side planning with priority teachers. Teachers will anticipate misconceptions, plan checks for understanding, and develop instructional responses aligned to grade-level standards and high-quality instructional materials. Leaders will monitor implementation through lesson-plan feedback, classroom observations, and coaching cycles to ensure consistent, rigorous mathematics instruction. Student Outcome: Increase mathematics achievement from the 2026 baseline of 27% toward the 38% target and strengthen achievement among the High Focus Group, which had a 2026 baseline of 25%, toward the applicable accountability target.

Strategy 2: Accelerate Mathematics Academic Growth Through Targeted Reteaching and Intervention

The campus will implement a consistent process for identifying and closing mathematics learning gaps through weekly exit-ticket sorts, student-work analysis, formative assessments, and targeted reteaching. Teachers will use assessment evidence to identify misconceptions, develop flexible instructional groups, and deliver targeted interventions aligned to priority standards. Through a consistent error-analysis protocol, scholars will analyze errors, engage in corrective instruction, and independently demonstrate mastery through follow-up assessments. Teachers will prioritize scholars who are not demonstrating expected growth and provide targeted support for student groups identified in the accountability report. Student Outcome: Increase mathematics academic growth from the 2026 baseline of 49% toward the 76% target for all students and improve High Focus Group mathematics academic growth from 46% toward the 75% target. Teachers will use ongoing assessment data to determine whether interventions are closing learning gaps and adjust supports accordingly.

Strategy 3: Establish a Data-Driven Progress-Monitoring System to Improve Mathematics Outcomes

The campus will implement a consistent progress-monitoring system that connects mathematics instructional practices to measurable scholar outcomes. Leaders will conduct weekly instructional-system checks to monitor PLC quality, lesson internalization, classroom observations, student-work analysis, exit-ticket results, and reteaching implementation. Biweekly reviews will monitor teacher proficiency and coaching-cycle completion, while monthly progress-to-goal meetings will examine mathematics achievement and growth data disaggregated by student group. Quarterly reviews will evaluate progress toward campus accountability goals and determine whether instructional adjustments are producing measurable improvements. RLA, Student Success, and English language proficiency will remain part of the broader accountability monitoring process. Student Outcome: Monitor progress toward the mathematics achievement target of 38% and academic growth target of 76%, including progress toward the High Focus Group targets of 31% in mathematics achievement and 75% in mathematics academic growth. The campus will also monitor its Closing the Gaps scaled score, which was 55 in 2026 compared with the bottom 5% cut point of 63, while

reviewing progress across all identified accountability indicators.

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

Progress will be monitored through weekly instructional-system checks, including PLCs, lesson internalization, classroom observations, exit-ticket sorts, student-work analysis, and targeted reteaching. Biweekly reviews will monitor teacher proficiency and coaching-cycle completion, while monthly progress-to-goal meetings will focus on mathematics achievement and academic growth, with results disaggregated by student group. Quarterly progress reviews will evaluate implementation and scholar outcomes to determine whether instructional strategies are producing the intended results. Student Outcome: Increase mathematics achievement from 27% toward the 38% target and mathematics academic growth from 49% toward the 76% target. For the High Focus Group, increase mathematics achievement from 25% toward 31% and mathematics academic growth from 46% toward 75%. Leaders will document progress, assign action steps, and adjust instructional supports, reteaching, and interventions when scholars are not making expected progress. RLA, Student Success, and English language proficiency will also be monitored to ensure the campus addresses all identified accountability indicators.

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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