



IDEA Public Schools

Horizon Vista 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.

Strengthen Horizon Vista College Prep's instructional improvement cycle through consistent, data-driven PLCs, lesson internalization, instructional rehearsals, student-work analysis, and targeted coaching. The campus will prioritize accelerating Mathematics Growth, improving Mathematics Achievement, and increasing English Language Proficiency while sustaining stronger RLA outcomes. Teachers and leaders will establish student-level growth goals, identify priority learning gaps, implement targeted reteaching, and monitor progress by student group. Particular attention will be given to Hispanic, High Focus, and Emergent Bilingual students to improve performance across Domain 3: Closing the Gaps and support CSI exit.

Student Outcome Goals

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

IDEA Horizon Vista College Preparatory was identified for Comprehensive Support and Improvement (CSI) due to low performance in Domain 3: Closing the Gaps. In 2026, the campus earned an overall C rating (74), with a Closing the Gaps scaled score of 61 (D), below the school-type bottom-five-percent cutoff of 63. The campus's Closing the Gaps raw score declined from 64 in 2025 to 38 in 2026, representing a 26-point decrease.

Domain 1: Student Achievement

The campus earned a scaled score of 73 (C). Mathematics Achievement is the primary proficiency concern. In 2026, 27% of All Students achieved Meets or above against the 38% TEA target, a gap of 11 percentage points. Hispanic students achieved 26% against 35%, a 9-point gap, and High Focus students achieved 27% against 31%, a 4-point gap.

RLA Achievement was a relative strength. All Students achieved 57% against the 44% target, Hispanic students achieved 55% against 36%, and High Focus students achieved 54% against 32%. The campus must sustain these outcomes while increasing mathematics proficiency.

Domain 2: School Progress

The campus earned a scaled score of 79 (C), while Academic Growth earned a scaled score of 59 (F). Mathematics Growth represents the most significant instructional challenge. All Students achieved 50% against the 76% target, a 26-point gap. Hispanic students achieved 49% against 77%, a 28-point gap, while High Focus students achieved 53% against 75%, a 22-point gap.

RLA Growth was closer to expectations, with All Students achieving 67% against 69%, Hispanic students achieving 66% against 66%, and High Focus students achieving 66% against 64%. These results demonstrate the need to accelerate mathematics growth while protecting existing RLA performance.

Domain 3: Closing the Gaps

The campus earned a scaled score of 61 (D), resulting in CSI identification. Priority performance areas include Mathematics Achievement, Mathematics Growth, and English Language Proficiency. The campus earned zero of four available English Language Proficiency indicator points in 2026, with only 22% of eligible students demonstrating English language progress.

The decline in Closing the Gaps performance demonstrates that existing instructional practices have not produced sufficient achievement and growth across evaluated student groups. The

campus will prioritize increasing mathematics proficiency, accelerating growth for Hispanic and High Focus students, improving English language development, and monitoring Student Success to recover Domain 3 indicator points.

These priorities will guide the campus's turnaround plan and support sustained improvement toward CSI exit.

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

Weekly data-driven PLCs will prioritize Mathematics Achievement and Growth, the campus's greatest accountability gaps. Teachers and instructional leaders will analyze exit tickets, interim assessments, student work, and individual growth projections to identify priority standards and students requiring additional support. Using the Outcomes, Causes, Solutions (OCS) protocol, teams will identify underlying misconceptions, plan targeted reteaching, and reassess student mastery. Particular attention will be given to Hispanic and High Focus students, whose Mathematics Growth gaps are 28 and 22 percentage points, respectively.

Lesson-plan internalization, written feedback, and instructional rehearsals will strengthen Tier 1 instruction. Teachers will plan grade-level tasks, anticipate misconceptions, embed frequent checks for understanding, and incorporate accommodations and academic-language supports. Instructional leaders will observe classroom implementation, provide actionable feedback, and conduct follow-up coaching to mastery.

Student-level growth goals will be established and monitored throughout the year. Teachers will identify students requiring accelerated growth, implement targeted small-group instruction, and adjust intervention plans based on student performance. These actions will support improvement toward the mathematics growth targets of 76% for All Students, 77% for Hispanic students, and 75% for High Focus students identified in the campus planning scorecard.

To strengthen Mathematics Achievement, PLCs will prioritize increasing Meets and Masters performance through standards-aligned instruction, conceptual understanding, and targeted practice. The campus will work to close the 11-point Mathematics Achievement gap for All Students, the 9-point gap for Hispanic students, and the 4-point gap for High Focus students.

Emergent Bilingual students will receive explicit academic-language instruction, vocabulary development, structured student discourse, and opportunities to demonstrate understanding through speaking and writing. Teachers will integrate language supports into core instruction, while leaders monitor English language progress using TELPAS-aligned measures. The campus will work to increase English Language Proficiency from 22% in 2026 toward the 28% three-point target identified in its planning report.

Through consistent implementation of these instructional practices, the campus expects to improve first instruction, accelerate student growth, increase grade-level mastery, strengthen English language development, and recover available Closing the Gaps indicator points.

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

Progress on Horizon Vista College Preparatory's identified accountability indicators will be monitored through a structured district and campus monitoring system focused on

implementation quality and measurable student outcomes. Monitoring will prioritize Mathematics Achievement, Mathematics Growth, English Language Proficiency, and Student Success, with particular attention to Hispanic, High Focus, and Emergent Bilingual students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward turnaround goals and CSI exit. Leaders will review interim assessment results, student growth projections, English Language Proficiency progress, and disaggregated performance against TEA targets. Particular attention will be given to closing the 26-point Mathematics Growth gap for All Students, 28-point gap for Hispanic students, and 22-point gap for High Focus students. When progress is insufficient, leaders will identify root causes, adjust strategies, and establish measurable next steps.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with campus principals and the Vice President of Schools to review accountability indicators and implementation of turnaround strategies. Meetings will analyze achievement and growth by content area and student group, intervention effectiveness, implementation evidence, and barriers to progress. Leaders will assign time-bound actions and review their impact during subsequent meetings.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all accountability domains, with an intentional focus on Domain 3. Reports will include disaggregated RLA and Mathematics Achievement and Growth, English Language Proficiency, and Student Success. Leaders will compare actual performance against TEA targets, calculate gaps, and analyze trends. Priority monitoring will include Mathematics Achievement targets of 38% for All Students, 35% for Hispanic students, and 31% for High Focus students, along with Mathematics Growth targets of 76%, 77%, and 75%, respectively. English Language Proficiency will be monitored against the 28% three-point planning target.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor the quality of Tier 1 instruction and implementation of priority instructional practices. Ratings will reflect classroom observations, student engagement, checks for understanding, instructional rigor, and teacher implementation of feedback. Principals will provide actionable coaching and follow-up observations to verify coaching to mastery, prioritizing mathematics classrooms and instruction serving students with the greatest performance gaps.

Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly principal quick check focused on PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, or lesson-plan internalization. Quick checks will assess implementation quality and whether leaders are using student data to identify misconceptions, plan instructional responses, and monitor mastery. Results will guide principal coaching and district support.

Ongoing Student Work Analysis and Instructional Response: Campus leaders and teachers will analyze exit tickets, student work, classroom assessments, and growth data through weekly PLCs and instructional leadership meetings. Using the OCS protocol, teams will identify learning gaps, plan targeted reteaching, assign responsible staff, and establish reassessment timelines. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

CSI Exit Monitoring: District and campus leaders will monitor annual Closing the Gaps performance against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score. Leaders will track progress toward meeting TEA's two-year CSI exit criteria, ensuring that improvements in Mathematics Achievement, Mathematics Growth, English Language Proficiency, and Student Success contribute to sustained gains in Domain 3.

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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