



IDEA Public Schools

La Joya 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

[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.

IDEA La Joya Academy will implement an intensive curriculum and instruction improvement strategy focused on accelerating student achievement in Reading Language Arts (RLA) and Mathematics, strengthening Tier 1 instructional practices, and establishing consistent systems of intervention and progress monitoring. This strategy directly addresses the campus's identified academic performance gaps, including students performing below grade level and achievement disparities among special populations, particularly Emergent Bilingual (EB) students and students receiving special education services.

The campus will prioritize high-quality, TEKS-aligned instruction through intentional lesson internalization, effective instructional delivery, student engagement strategies, and differentiated supports. Campus leaders will strengthen instructional coaching cycles, Professional Learning Communities (PLCs), data-driven planning, and targeted teacher development to improve instructional effectiveness and accountability. Additionally, the campus will strengthen its Multi-Tiered System of Supports (MTSS) through targeted interventions, frequent student progress monitoring, and timely instructional adjustments based on student performance.

Progress will be monitored through classroom observations, instructional coaching data, student assessment results, intervention trackers, and regular leadership data reviews. These coordinated efforts will increase instructional consistency, close achievement gaps, and improve student academic outcomes while establishing sustainable systems for continuous campus improvement.

Student Outcome Goals

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

IDEA La Joya Academy's 2025–2026 state accountability results identified significant performance needs in Student Achievement (57/F) and School Progress (69/D), contributing to an overall campus rating of 69/D. STAAR performance reflected low academic proficiency, with only 31% of students achieving Meets Grade Level and 10% achieving Masters Grade Level across all tested subjects. Mathematics (26% Meets) and Science (22% Meets) represented the greatest academic achievement gaps.

Additionally, Closing the Gaps performance (75/C) revealed areas requiring targeted improvement, including Academic Achievement (42% of points earned), Student Success (25%), and English Language Proficiency (0%). These indicators highlight the need to accelerate academic achievement and growth, strengthen performance across student groups, and increase English language proficiency among Emergent Bilingual students. The campus will prioritize intensive Tier 1 instructional improvements, differentiated academic interventions, and consistent MTSS progress monitoring to address these identified performance gaps.

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

IDEA La Joya Academy will implement evidence-based interventions aligned to its Comprehensive Needs Assessment (CNA), Campus Improvement Plan (CIP), and TEA LIFT Grant to improve Student Achievement, School Progress, and Closing the Gaps accountability indicators. Through the LIFT Grant, the campus will strengthen implementation of High-Quality Instructional Materials (HQIM) and instructional leadership capacity through TEKS-aligned lesson internalization, lesson rehearsals, targeted professional development, and data-driven instructional coaching. Campus leaders will strengthen Professional Learning Communities (PLCs), weekly exit-ticket analysis, and instructional feedback cycles to improve Tier 1 instructional delivery, student engagement, and grade-level mastery.

The campus will also implement a unified Multi-Tiered System of Supports (MTSS), providing targeted Tier 2 and Tier 3 interventions, differentiated small-group instruction, and progress monitoring every three weeks. Biweekly MTSS data reviews will guide instructional adjustments for students performing below grade level, including Emergent Bilingual (EB) and Special Education students. Targeted English Language Development (ELD) instruction, informed by TELPAS proficiency data, will accelerate language acquisition across listening, speaking, reading, and writing.

Additionally, campus leaders will monitor instructional implementation and intervention effectiveness through GET-aligned observations, coaching cycles, student assessment data, intervention trackers, and quarterly fidelity checks. Attendance interventions, PBIS systems, and family engagement will further support student participation and maximize instructional time. Collectively, these strategies are expected to increase STAAR Meets and Masters performance, accelerate academic growth, strengthen English Language Proficiency, and close student achievement gaps. By June 2027, the campus aims to increase the percentage of students meeting annual academic growth targets from 32% to 63%, while building sustainable instructional and leadership systems that improve student outcomes.

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

IDEA La Joya Academy will implement a systematic progress-monitoring process aligned to its Campus Improvement Plan (CIP), Comprehensive Needs Assessment (CNA), and TEA LIFT Grant initiatives to evaluate improvements in Student Achievement, School Progress, and Closing the Gaps accountability indicators.

Student academic progress will be monitored through weekly exit-ticket analysis, biweekly assessments, interim assessments, STAAR-aligned benchmarks, and student mastery trackers to measure growth in Reading Language Arts, Mathematics, and Science. Biweekly MTSS meetings and progress monitoring every three weeks will evaluate the effectiveness of Tier 2 and Tier 3 interventions, particularly for Emergent Bilingual (EB), Special Education, and students performing below grade level. TELPAS proficiency data and ongoing language-development assessments will monitor EB students' progress in listening, speaking, reading, and writing.

Instructional implementation will be monitored through weekly lesson internalization reviews, lesson rehearsals, GET-aligned classroom observations, coaching cycles, and PLC data reviews. Through the TEA LIFT Grant, campus leaders will monitor the fidelity of High-Quality Instructional Materials (HQIM) implementation and instructional leadership practices, using observation evidence, teacher coaching trackers, and student performance outcomes to identify instructional gaps and adjust support.

The Principal, Assistant Principals of Instruction, and Grade Team Leaders will conduct regular data reviews and quarterly implementation fidelity checks to evaluate progress toward established campus goals, including increasing students meeting annual academic growth targets from 32% to 63% by June 2027. Attendance, behavior, and family engagement data will also be reviewed to identify barriers to student learning. Findings will inform timely instructional adjustments, targeted professional development, intervention modifications, and leadership accountability measures to ensure continuous improvement in student outcomes.

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

[LJAC_Additional_Info.docx](#)