



IDEA Public Schools

La Joya 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

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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 La Joya College Prep's overall improvement strategy for the 2026–2027 school year is centered on strengthening Tier I instruction, implementing effective data-driven instructional practices, accelerating student academic growth, and ensuring equitable learning opportunities for all scholars.

Following our 2025–2026 accountability results, in which our campus earned an overall accountability rating of 60 (D) and a Domain 3: Closing the Gaps scaled score of 40, we identified the need to strengthen instructional systems that directly impact student achievement, academic growth, and performance across student groups.

Our campus improvement strategy is aligned to our Campus Improvement Plan (CIP) and prioritizes the following:

1. Data-Driven Instruction (DDI): Strengthening daily exit ticket implementation, analysis of student misconceptions, instructional adjustments, and targeted reteaching through structured Exit Ticket Huddles and progress-monitoring systems.
2. Rigorous Tier I Instruction: Strengthening lesson internalization, TEKS alignment, instructional exemplars, student engagement, and cognitive rigor through instructional coaching, professional development, and classroom walkthroughs.
3. Targeted Academic Interventions: Implementing differentiated instructional support for scholars demonstrating academic gaps, with particular attention to students receiving Special Education and Emergent Bilingual services.
4. Attendance and Student Persistence: Strengthening MTSS processes, attendance interventions, family engagement, and student accountability to increase access to consistent, high-quality instruction.
5. Leadership Development and Instructional Accountability: Leveraging LIFT, regional instructional support, coaching cycles, and campus leadership monitoring to ensure consistent implementation of instructional expectations.

Through these interconnected strategies, IDEA La Joya College Prep is committed to improving academic outcomes, closing achievement gaps, strengthening instructional effectiveness, and progressing toward exiting school improvement identification.

Student Outcome Goals

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

IDEA La Joya College Prep was identified for school improvement based on its 2025–2026 Texas Accountability results, with the primary area of concern being Domain 3: Closing the Gaps.

The campus earned an overall accountability rating of 60 (D), with the following domain scores:

- Domain 1: Student Achievement — 62
- Domain 2: School Progress — 69
- Domain 3: Closing the Gaps — 40

The Domain 3 scaled score of 40 highlights significant opportunities to improve student academic achievement, academic growth, English Language Proficiency, and student success indicators across evaluated student groups.

Our Domain 3 component results identified the following areas of concern:

- Academic Achievement: 12.5 out of 50 component points
- Academic Growth: 0 component points
- English Language Proficiency: 0 component points
- Student Success: 0 component points

Additional performance indicators informing our improvement strategy include RLA Meets performance of 42%, Mathematics Meets performance of 27%, RLA academic growth of 53%, Mathematics academic growth of 63%, and TELPAS progress of 20%.

These results demonstrate the need for a comprehensive instructional improvement strategy that prioritizes rigorous Tier I instruction, academic growth, language development, targeted student interventions, and consistent progress monitoring.

Our campus has established a 2026–2027 Domain 3 scaled-score target of at least 70, with the goal of improving outcomes for all evaluated student groups and progressing toward exiting school improvement identification.

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

IDEA La Joya College Prep is implementing evidence-based instructional interventions aligned

to the performance gaps identified in our 2025–2026 accountability results, particularly Domain 3: Closing the Gaps.

1. Data-Driven Instruction and Exit Ticket Huddles

Our campus is implementing structured Exit Ticket Huddles, daily formative assessments, and data analysis protocols to identify student misconceptions and respond through targeted reteaching. Teachers and instructional leaders utilize exit ticket trackers and the Exit Ticket Plus dashboard to monitor mastery of grade-level TEKS and adjust instruction based on student performance. These interventions are intended to improve RLA and Mathematics academic achievement and growth by ensuring instructional decisions are driven by evidence of student learning.

2. Strengthening Rigorous Tier I Instruction

Our campus prioritizes lesson internalization, instructional exemplars, TEKS alignment, purposeful student engagement, and cognitive rigor. Through instructional coaching cycles, classroom walkthroughs, lesson rehearsals, and professional development, teachers receive ongoing feedback and support to strengthen the quality of first instruction. Our instructional priorities include increasing student cognitive lift, incorporating think-alouds, strengthening peer engagement, and ensuring students demonstrate mastery independently. These practices are intended to improve overall STAAR achievement and academic growth across grade levels.

3. Targeted Support for Special Education and Emergent Bilingual Scholars

Our campus is strengthening implementation of individualized accommodations, language supports, visual scaffolds, graphic organizers, sentence stems, and differentiated instructional strategies. Teachers are expected to incorporate these supports consistently throughout daily instruction rather than solely during assessments. Additionally, our campus is implementing TELPAS-focused instruction through KSummit 12 and designated academic learning blocks to strengthen students' listening, speaking, reading, and writing proficiency. These interventions are intended to improve performance across evaluated student groups and increase English Language Proficiency outcomes.

4. Leadership Coaching, LIFT, and Regional Support

IDEA La Joya College Prep is leveraging LIFT, Region One support, campus professional development, and instructional coaching cycles to strengthen instructional leadership and teacher effectiveness. Our leadership team participates in classroom observations, feedback cycles, instructional planning, and data-driven conversations to ensure consistent implementation of campus instructional priorities. These supports are intended to strengthen instructional consistency and accelerate student achievement and growth.

5. MTSS, Attendance, and Student Persistence

Recognizing that consistent attendance directly impacts access to instruction, our campus is strengthening its Multi-Tiered System of Supports (MTSS), chronic absenteeism interventions, family engagement, and attendance accountability systems. Our interventions include weekly grade-level attendance outreach, targeted support for chronically absent scholars, home visits, attendance incentives, and ongoing review of students requiring additional intervention. These efforts are intended to increase instructional access and support stronger academic outcomes.

Through these coordinated interventions, IDEA La Joya College Prep is working toward the following 2026–2027 performance targets:

- Domain 3 Closing the Gaps: 40 to at least 70
- RLA Meets: 42% to 53%
- Mathematics Meets: 27% to 48%
- RLA Academic Growth: 53% to 75%
- Mathematics Academic Growth: 63% to 80%
- TELPAS Progress: 20% to 35%

Our goal is to ensure that improvement strategies result in measurable student outcomes, stronger instructional practices, and sustained academic growth.

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

IDEA La Joya College Prep will monitor progress toward its identified accountability indicators through a comprehensive system of instructional data analysis, leadership accountability, classroom observations, and ongoing review of student performance.

1. Daily and Weekly Instructional Data Monitoring

Teachers and instructional leaders will utilize daily exit tickets, Exit Ticket Huddles, Exit Ticket Plus dashboards, and campus data trackers to monitor student mastery of grade-level standards. Instructional leaders will analyze student misconceptions, identify trends in performance, and ensure teachers implement targeted reteaching and instructional adjustments.

2. Campus Data Board and Leadership Accountability

Our campus leadership team will maintain a campus data board to monitor academic performance, instructional implementation, and progress toward accountability targets. Through weekly instructional leadership meetings and tactical planning sessions, leaders will analyze trends, identify performance gaps, and establish measurable next steps with clear

ownership and follow-through.

3. Instructional Coaching Cycles and Classroom Observations

Instructional leaders will monitor Tier I instruction through classroom walkthroughs, coaching cycles, lesson internalization reviews, and GET-aligned instructional observations. Observation data will be used to evaluate the implementation of instructional priorities, including student engagement, cognitive rigor, differentiation, and instructional responsiveness. Coaching feedback and subsequent observations will provide evidence of progress in teacher instructional practices.

4. District and Regional Progress Monitoring

Our campus will leverage district accountability reports, School Boost data, regional instructional support, and accountability monitoring systems to evaluate progress toward Domain 3 indicators. Regional support teams will provide ongoing observations, coaching, and feedback to strengthen campus implementation and instructional effectiveness.

5. Student Group Performance Monitoring

Campus leaders will review disaggregated academic performance data for evaluated student groups, with particular attention to Special Education and Emergent Bilingual scholars. Progress will be monitored through academic assessments, instructional data, intervention documentation, and TELPAS preparation and proficiency measures. This process will allow leadership to identify disparities in achievement and adjust interventions when student groups are not demonstrating sufficient growth.

6. Attendance and MTSS Monitoring

Attendance and persistence will be monitored through daily ADA reviews, chronic absenteeism trackers, grade-level attendance data, and biweekly MTSS meetings. Leadership will review the effectiveness of family outreach, attendance interventions, and individualized student supports to address barriers impacting access to instruction.

7. Continuous Improvement and CIP Alignment

The leadership team will routinely review progress toward CIP goals and Domain 3 performance targets. When monitoring data indicates that an intervention is not producing the intended results, campus leaders will identify root causes, adjust implementation, provide additional coaching or support, and document the next steps.

Through consistent monitoring, accountability, and instructional adjustments, IDEA La Joya College Prep will work toward measurable improvements in student achievement, academic

growth, English Language Proficiency, and Closing the Gaps performance.

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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