IDEA Public Schools
Mesa Hills 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.

IDEA Mesa Hills College Preparatory will strengthen Tier 1 instruction and accelerate student outcomes through weekly data-driven PLCs, lesson internalization, instructional rehearsals, targeted intervention, and real-time coaching. The campus will use the Outcomes, Causes, Solutions (OCS) protocol to analyze student performance, identify root causes of learning gaps, and implement measurable instructional responses. Priority areas include accelerating Mathematics Growth, increasing Mathematics Achievement, improving RLA Growth, and strengthening Student Success outcomes while sustaining RLA Achievement. Leaders will prioritize Hispanic, White, High Focus, and Emergent Bilingual students based on the campus's accountability indicators and establish student-level goals to support sustained improvement in Domain 3 and CSI exit.

Student Outcome Goals

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

IDEA Mesa Hills College Preparatory is identified for Comprehensive Support and Improvement (CSI) based on low performance in Domain 3: Closing the Gaps. In 2026, the campus earned a Closing the Gaps raw score of 35 and scaled score of 59, below the school-type bottom-five-percent cutoff of 63.

Domain 1: Student Achievement

Mathematics Achievement is a priority performance area. In 2026, 31% of All Students met grade-level expectations against the 38% interim target, a 7-percentage-point gap. Hispanic students achieved 31% against 35% (−4), White students achieved 30% against 48% (−18), and High Focus students achieved 28% against 31% (−3).

RLA Achievement was a relative strength for most evaluated groups. All Students achieved 49% against the 44% target (+5), Hispanic students achieved 50% against 36% (+14), and High Focus students achieved 47% against 32% (+15). However, White students achieved 43% against 62%, a 19-point gap. The campus must sustain RLA proficiency gains while strengthening Mathematics Achievement and addressing the RLA performance gap for White students.

Domain 2: School Progress

Academic Growth represents the campus's greatest improvement opportunity. In 2026, Mathematics Growth was 55% against the 76% interim target for All Students (−21), 54% against 77% for Hispanic students (−23), 67% against 73% for White students (−6), and 53% against 75% for High Focus students (−22).

RLA Growth was also below interim targets across all four evaluated groups. All Students achieved 64% against 69% (−5), Hispanic students achieved 64% against 66% (−2), White students achieved 67% against 72% (−5), and High Focus students achieved 62% against 64% (−2). These results demonstrate the need to accelerate individual student growth, particularly in mathematics, while improving RLA growth outcomes.

Domain 3: Closing the Gaps

The campus earned only 2.2 of 32 possible Academic Growth indicator points and 10 of 32 Academic Achievement points in 2026. Student Success earned 6 of 16 possible points, while English Language Proficiency earned 3 of 4 component points overall. However, the campus's

three-year indicator history identifies a 2026 English Language Proficiency miss after stronger performance in 2025.

The three-year accountability pattern identifies persistent underperformance in Hispanic Mathematics Achievement, which earned 1, 0, and 0 points from 2024 through 2026. Mathematics Growth declined from 3 points in 2024 to 2 points in 2025 and 0 points in 2026. Student Success also requires targeted improvement, with missed 2026 indicators for White and Continuously Enrolled students.

The campus will prioritize recovering Academic Growth points, improving Mathematics Achievement, increasing performance across the full STAAR distribution, and strengthening English Language Proficiency to improve Domain 3 outcomes and support CSI exit.

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

Mesa Hills College Preparatory will implement a focused instructional improvement cycle designed to recover Academic Growth points, increase Mathematics Achievement, and improve Student Success outcomes. Interventions will be implemented through weekly PLCs, lesson internalization, instructional rehearsals, student-work analysis, targeted reteaching, and consistent leader coaching.

Strengthening Mathematics Growth: Mathematics Growth is the campus's greatest accountability opportunity, with only 2.2 of 32 possible Academic Growth indicator points earned in 2026. Teachers and leaders will establish student-level growth goals, identify students at risk of missing expected growth, and implement targeted instructional responses. Weekly PLCs will use the Outcomes, Causes, Solutions (OCS) protocol to examine assessment results and student work, identify the instructional or conceptual causes of underperformance, and determine specific reteaching and intervention actions. The campus will prioritize closing the Mathematics Growth gaps of 21 percentage points for All Students, 23 for Hispanic students, and 22 for High Focus students.

Increasing Mathematics Achievement: Lesson-plan internalization and instructional rehearsals will strengthen first instruction by ensuring teachers plan grade-level tasks, anticipate misconceptions, embed checks for understanding, and provide opportunities for students to explain mathematical reasoning. Teachers will use OCS analysis to identify priority standards, determine why students are not demonstrating mastery, and implement targeted reteaching. Leaders will monitor progress toward Mathematics Achievement targets of 38% for All Students, 35% for Hispanic students, 48% for White students, and 31% for High Focus students.

Improving RLA Growth and Sustaining RLA Achievement: Although RLA Achievement is above interim targets for All Students, Hispanic students, and High Focus students, RLA Growth

remains below target across the evaluated groups. Teachers will use student-level reading and writing data, standards-aligned tasks, and OCS analysis to identify gaps in comprehension, analysis, and written responses. Instructional leaders will monitor targeted responses and reassess mastery. Additional attention will be given to White students, whose RLA Achievement was 19 percentage points below the interim target.

Strengthening Student Success: Teachers and leaders will monitor student performance across Approaches, Meets, and Masters rather than focusing exclusively on one performance threshold. PLCs will identify students positioned to move between performance levels, determine the instructional supports needed, and monitor movement through frequent assessments. This work will prioritize improving Student Success indicators for White and Continuously Enrolled students while increasing the campus's overall Student Success points.

Supporting Emergent Bilingual Students: Teachers will integrate explicit vocabulary instruction, academic-language development, structured student discourse, and differentiated scaffolds into Tier 1 instruction. Leaders will monitor English language development through TELPAS-aligned progress measures and use OCS to identify barriers to language growth and determine appropriate instructional responses.

Coaching and Implementation: APIs and instructional leaders will conduct frequent classroom observations, provide actionable feedback, and verify implementation through follow-up coaching. Principal and district monitoring will assess whether PLC decisions, lesson internalization, instructional rehearsals, and targeted interventions are improving student mastery and growth.

These interventions are expected to strengthen instructional quality, accelerate academic growth, improve grade-level proficiency, and increase the number of Closing the Gaps indicator points earned, supporting sustained progress toward CSI exit.

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

Progress on Mesa Hills College Preparatory's turnaround plan will be monitored through a structured district and campus accountability system focused on implementation quality, student outcomes, and progress toward CSI exit. Monitoring will prioritize Mathematics Growth, Mathematics Achievement, RLA Growth, Student Success, and English Language Proficiency, with disaggregated analysis for Hispanic, White, High Focus, Emergent Bilingual, and Continuously Enrolled students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward campus turnaround goals and CSI exit. Leaders will review student achievement, growth projections, English Language Proficiency, Student Success, and Domain 3 indicator performance. Particular attention will be given to

Mathematics Growth, where the campus earned only 2.2 of 32 possible points in 2026. Leaders will compare current results with interim targets, identify performance gaps, determine root causes, and establish measurable corrective actions.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with the principal and Vice President of Schools to review accountability performance and implementation of turnaround strategies. Meetings will examine Mathematics Achievement and Growth, RLA Growth, Student Success, and English Language Proficiency by student group. Leaders will inspect intervention effectiveness, OCS analysis, reteaching implementation, and coaching follow-through. Each meeting will result in assigned actions, timelines, and evidence required to demonstrate improvement.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all three accountability domains, with specific attention to Domain 3. Reports will include actual performance against TEA interim targets, subgroup gaps, student growth projections, and indicator-point opportunities. Priority monitoring will include Mathematics Growth targets of 76% for All Students, 77% for Hispanic students, and 75% for High Focus students, as well as Mathematics Achievement targets of 38%, 35%, and 31%, respectively. RLA Growth, Student Success, and English Language Proficiency will also be monitored to ensure improvement across the full accountability framework.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to assess the quality of Tier 1 instruction, student engagement, checks for understanding, instructional rigor, and targeted reteaching. Principals will provide actionable feedback and conduct follow-up observations to verify coaching to mastery. Mathematics instruction and classrooms serving students with the greatest growth gaps will receive intentional monitoring and support.

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, student-work analysis, or lesson-plan internalization. Quick checks will determine whether leaders are consistently implementing improvement mechanisms and using OCS to analyze student outcomes, identify causes of underperformance, and establish measurable instructional solutions. Findings will inform principal coaching, leadership development, and district support.

Weekly OCS Analysis and Instructional Response: Teachers and instructional leaders will analyze exit tickets, student work, interim assessment results, and growth trackers during weekly PLCs and ILTs. Using the Outcomes, Causes, Solutions protocol, teams will identify what students demonstrated, determine the instructional and learning causes of performance gaps, and establish targeted solutions. Teams will document reteaching plans, responsible staff, implementation timelines, and reassessment results. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

CSI Exit Monitoring: District and campus leaders will monitor Mesa Hills College Preparatory's annual Closing the Gaps scaled score against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score of 59. The campus will work to perform outside the bottom five percent and exceed its original identification score in 2027 to achieve CSI-Progress status, then sustain the required performance in 2028 to exit CSI. Annual accountability results, quarterly progress monitoring, and monthly implementation data will guide adjustments to the turnaround plan.

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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