



IDEA Public Schools

Monterrey Park 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 Monterrey Park will implement an intensive curriculum and instruction improvement strategy focused on strengthening instructional leadership, improving teacher effectiveness, and accelerating student achievement. The campus will establish consistent, data-driven instructional systems that include high-quality weekly PLCs, lesson internalization and rehearsal, lesson-planning clinics, instructional rounds, and frequent analysis of student work and assessment data. Leaders will identify priority standards, student misconceptions, and learning gaps to develop targeted reteach plans and interventions aligned to student needs. To strengthen implementation, leadership support will focus on coaching the principal and lead team, developing assistant principals and instructional leaders, monitoring instructional systems, and providing weekly professional development. Leaders will regularly review student performance data, teacher implementation, and progress toward campus goals to identify areas requiring additional support and make timely instructional adjustments. These actions will address the academic performance indicators that resulted in the campus's identification by establishing consistent, high-quality instructional practices, strengthening leadership capacity, and ensuring that instructional decisions are driven by student outcomes. The ultimate goal is to accelerate student growth, improve performance across tested content areas, and increase the campus's overall accountability rating.

Student Outcome Goals

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

IDEA Monterrey Park was identified for Comprehensive Support and Improvement (CSI) based on its 2026 Closing the Gaps domain score of 51, which falls below the bottom 5% cut point of 56. The campus was also identified for Targeted Support and Improvement (TSI) due to student group performance concerns across multiple accountability indicators. These indicators include Academic Achievement in Reading/Language Arts (RLA) and Mathematics, Academic Growth in RLA and Mathematics, Student Success (STAAR component only), and Progress in Achieving English Language Proficiency for Emergent Bilingual students. Student groups reflected in the accountability data include Hispanic students, economically disadvantaged students, Emergent Bilingual students, students receiving special education services, and continuously enrolled students. The campus must prioritize strengthening academic achievement and growth, improving STAAR performance, and accelerating English language proficiency to address the identified performance gaps.

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

Strategy 1: Strengthen the Instructional Improvement Cycle Through High-Quality PLCs

The campus will establish weekly PLCs focused on analyzing scholar outcomes, student work, priority standards, and misconceptions to identify learning gaps and develop targeted instructional responses. Leaders will complete weekly intellectual preparation by annotating lesson plans and internalizing upcoming lessons to facilitate high-quality side-by-side planning with priority teachers. Teachers will internalize and rehearse HQIM-aligned lessons, anticipate misconceptions, and implement targeted reteaching and Tier 1 adjustments based on scholar needs. During subsequent PLCs, teachers will analyze student work and assessment data to determine whether instructional adjustments improved mastery. These practices will directly support the campus goal of increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, while improving the percentage of scholars meeting annual growth goals from 40% to 78% in Math and 40% to 74% in ELA. Progress will be measured by 100% of teachers achieving proficient or higher in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, 80% of teachers being rated proficient in GET 1A and GET 1B, and 100% of leaders being rated “Meeting the Bar” on the LP Feedback System and Lesson Plan Feedback.

Strategy 2: Strengthen Tier 1 Instruction Through a Consistent Observation and Coaching Cycle

The campus will implement a consistent observation and coaching cycle to strengthen Tier 1 instruction and ensure teachers effectively implement HQIM-aligned lessons. Leaders will conduct regular lesson-plan reviews and classroom observations focused on instructional delivery, scholar engagement, checks for understanding, and anticipating and addressing misconceptions. Through side-by-side planning, actionable feedback, opportunities for practice, and follow-up observations, leaders will ensure teachers implement feedback and demonstrate growth in their instructional practice. Teachers will intentionally plan for High Focus Groups and Emergent Bilingual scholars by incorporating appropriate accommodations, language supports, and engagement strategies that increase access to grade-level instruction. This strategy will address gaps in Academic Achievement and Academic Growth in Math and ELA by improving the quality and consistency of classroom instruction, while strengthening teacher effectiveness, leadership capacity, and staff retention through job-embedded coaching and professional development. Progress will be measured by 80% of teachers being rated proficient in GET 3, 80% of identified coaching cycles demonstrating completion of the full observation, feedback, practice, and follow-up cycle, and 80% of leaders being rated “Meeting the Bar” on classroom diagnosing.

Strategy 3: Accelerate Scholar Growth Through Targeted Reteach, Intervention, and Scholar Support Systems

The campus will use scholar-level assessment data, student work, exit tickets, and progress-monitoring results to identify learning gaps and provide targeted reteaching, small-group

instruction, and interventions aligned to priority standards and individual scholar needs. Teachers will regularly adjust intervention groups based on mastery and growth data, while Emergent Bilingual scholars will receive intentional language development supports monitored through TELPAS and scholar-level performance data. High Focus Groups and scholars receiving additional academic support will be prioritized to ensure interventions address persistent performance gaps and accelerate progress toward grade-level expectations. The campus will also strengthen attendance and persistence systems by monitoring chronic absenteeism, identifying scholars at risk of disengagement, conducting timely family outreach, and implementing individualized supports to address barriers to consistent attendance and enrollment. Progress will be measured by 80% of teachers being rated proficient in GET 4, 100% of leaders being rated “Meeting the Bar” on leading exit-ticket sorts and huddles, 80% of leaders being rated “Meeting the Bar” on ILT, 64% of scholars demonstrating progress toward or meeting their annual Math growth goals, 69% of scholars demonstrating progress toward or meeting their annual ELA growth goals, 80% of scholars achieving at least 80% mastery on RLA and Math exit tickets, and 40% of Emergent Bilingual scholars demonstrating at least one level of composite growth on TELPAS. The campus will additionally monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence.

Strategy 4: Establish a Data-Driven Progress-Monitoring System to Ensure Implementation and Impact

The campus will establish a consistent data-driven progress-monitoring system through monthly Leadership Progress-Monitoring Meetings, quarterly Progress Toward Goals meetings, and a centralized campus tracker to evaluate implementation fidelity and scholar outcomes. Leaders will review school report cards, assessment and growth data, coaching trends, PLC evidence, ESF-aligned Quick Checks, attendance, chronic absenteeism, scholar persistence, and staff retention to determine whether improvement efforts are producing measurable results. Academic data will be disaggregated by student group to identify persistent gaps and ensure interventions address the needs of all scholars. When progress toward a goal stalls, leaders will identify root causes, assign clear next steps, and monitor corrective actions through subsequent leadership meetings. Progress will be measured by 80% of leaders being rated “Meeting the Bar” on data conversations, with the ultimate goal of achieving a C rating or higher in Domain 3: Student Achievement and a C rating or higher in Domain 2B: Student Growth by the end of the 2026–2027 school year. The campus will use this monitoring system to maintain progress toward increasing Math STAAR Meets to 45%, ELA STAAR Meets to 45%, Math growth goal attainment to 78%, and ELA growth goal attainment to 74% by Spring 2027, while monitoring chronic absenteeism, scholar persistence, and staff retention to ensure sustained campus improvement.

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

Weekly: Campus leaders will conduct PLCs to review exit tickets, student work, common assessment results, priority standards, and misconceptions to identify learning gaps and determine targeted reteaching and instructional adjustments. Leaders will monitor lesson internalization, lesson-plan feedback, classroom observations, and coaching cycles to ensure teachers implement HQIM-aligned instruction and respond to scholar needs. Instructional evidence will be used to monitor progress toward GET proficiency targets, including 100% of teachers achieving proficiency in GET 1A Strand 1 – Unit Scope and Strand 4 – Plan for Misconceptions, and 80% of teachers achieving proficiency in GET 1A, GET 1B, GET 3, and GET 4. Leaders will also review exit-ticket mastery, with a target of 80% of scholars achieving at least 80% mastery in RLA and Math, and adjust instruction and interventions when scholars do not demonstrate expected progress.

Biweekly: Campus leaders will review teacher proficiency data, coaching-cycle evidence, and implementation of instructional feedback to determine whether teachers are strengthening instructional practice and whether leaders are effectively supporting implementation. Reviews will focus on completion of the observation, feedback, practice, and follow-up cycle; the quality of classroom instruction; and the effectiveness of targeted reteaching and interventions. Leaders will monitor progress toward 80% of identified coaching cycles demonstrating completion of the full coaching cycle, 80% of leaders meeting the bar on classroom diagnosing, and established leader proficiency targets for lesson-plan feedback, exit-ticket sorts, instructional leadership team meetings, and data conversations. Scholar-level progress-monitoring data will also be reviewed to identify students requiring additional support and determine whether intervention groups and instructional responses need to be adjusted.

Monthly: Campus leaders will conduct Leadership Progress-Monitoring Meetings to review the centralized campus tracker, school report cards, assessment and growth data, PLC evidence, coaching trends, ESF-aligned Quick Checks, TELPAS results, attendance, chronic absenteeism, scholar persistence, and staff retention. Leaders will disaggregate academic data by student group, identify root causes when progress stalls, evaluate implementation fidelity, and assign corrective actions with clear ownership and follow-up dates. Progress will be monitored toward increasing Math STAAR Meets from 24% to 45% and ELA STAAR Meets from 17% to 45% by Spring 2027, increasing scholar growth goal attainment from 40% to 78% in Math and from 40% to 74% in ELA, and ensuring 40% of Emergent Bilingual scholars demonstrate at least one level of composite growth on TELPAS. Leaders will also monitor progress toward reducing chronic absenteeism to below 14% and strengthening scholar persistence and staff retention.

Quarterly Progress Toward Goals meetings will evaluate progress against academic and implementation targets and determine whether strategies require adjustment. The ultimate goal is to achieve a C rating or higher in Domain 3: Student Achievement and Domain 2B: Student Growth by the end of the 2026–2027 school year.

Additional Info

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

—