



IDEA Public Schools

Rio Vista 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.

Strengthen the campus instructional improvement cycle by establishing a consistent, data-driven system for sustaining academic growth, increasing grade-level achievement, and preventing reidentification for school improvement. Through weekly, high-quality PLCs, teachers will analyze student outcomes and work, identify priority learning gaps, internalize and rehearse aligned instructional materials, and collaboratively plan targeted instructional responses. Teachers will implement targeted reteaches and interventions to accelerate outcomes for High Focus Groups, Emergent Bilingual students, and student groups demonstrating persistent performance gaps.

IDEA Rio Vista Academy will prioritize improving reading and mathematics achievement, strengthening reading academic growth, and increasing English language proficiency while sustaining the progress made in mathematics growth. Instructional leaders will leverage lesson plan feedback, classroom observations, and student work analysis to strengthen Tier I instruction and ensure instructional adjustments are responsive to student needs. These efforts will support the campus's transition from a C to a B while maintaining performance above federal school improvement identification thresholds.

Student Outcome Goals

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

IDEA Rio Vista Academy earned an overall accountability score of 76 (C) in 2026, improving from 75 (C) in 2025. The campus is no longer identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support (ATS). Having previously been identified for ATS in 2025, the campus will continue monitoring historically underperforming student groups and accountability indicators to prevent reidentification while improving its overall rating to a B.

Domain 1: Student Achievement (69, D)

STAAR Performance component score of 40.

Reading achievement was 43% Meets compared to the 46% target for All Students.

Mathematics achievement was 38% Meets compared to the 49% target for All Students.

Hispanic students achieved 38% Meets in mathematics compared to the 44% target.

High Focus Groups achieved 37% Meets in mathematics compared to the 42% target.

Student Achievement remains the campus's lowest-performing accountability domain.

Domain 2: School Progress (78, C)

Academic Growth component score of 69, scaled to 78.

Reading academic growth was 60%, below the 64% target.

Hispanic students demonstrated 60% reading growth compared to the 62% target.

High Focus Groups demonstrated 58% reading growth compared to the 61% target.

Mathematics academic growth was 77%, exceeding the 69% target, demonstrating an area of strength that must be sustained.

Domain 3: Closing the Gaps (71, C)

Academic Achievement: 12 of 24 points.

Academic Growth: 9 of 24 points.

English Language Proficiency: 0 of 4 points.

Student Success: 3 of 12 points.

TELPAS progress was 36%, below the 40% target and a decline from 40% in 2025.

The All Students STAAR component score was 40 compared to the Student Success target of 47.

Hispanic students and High Focus Groups earned a STAAR component score of 40 and 39, respectively, compared to targets of 41 and 40.

Although Rio Vista Academy exited federal school improvement identification, continued attention is needed in mathematics achievement, reading academic growth, English language proficiency, and Student Success. These indicators represent the greatest opportunities to strengthen accountability performance, prevent reidentification, and move the campus from a C to a B.

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

Through lesson plan feedback, teachers will receive timely, actionable feedback to ensure they are purposefully planning for High Focus Groups and Emergent Bilingual students through appropriate accommodations, engagement strategies, intentional pacing, and identification of student misconceptions. Particular emphasis will be placed on mathematics, where All Students achieved 38% Meets compared to the 49% target.

PLCs will provide leaders and teachers opportunities to internalize and rehearse lessons prior to instruction, ensuring teachers deliver strong first instruction and are prepared to address anticipated learning gaps. Student work analysis will guide teachers in identifying priority standards, diagnosing misconceptions, and planning targeted reteaching to improve grade-level mastery and academic growth.

In reading, teachers will establish and monitor student-level growth goals, analyze student performance, and implement targeted instructional responses to address gaps among Hispanic students and High Focus Groups. In mathematics, teachers will sustain effective instructional practices contributing to strong academic growth while increasing the percentage of students achieving Meets Grade Level.

For Emergent Bilingual students, teachers will integrate language objectives, structured academic discourse, vocabulary development, and linguistic supports into daily instruction to strengthen English language proficiency and improve TELPAS progress.

These interventions will strengthen instructional planning, lesson delivery, and student mastery while ensuring that the campus sustains its progress and accelerates performance toward a B accountability rating.

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

federal school improvement.

These monitoring mechanisms will ensure that Rio Vista Academy sustains its exit from federal school improvement identification, strengthens student outcomes, and maintains a clear trajectory toward earning a B accountability rating.

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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