



IDEA Public Schools

Rise 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 identifying learning gaps, monitoring student growth, and making timely instructional adjustments. Through weekly, high-quality PLCs, teachers will analyze student outcomes and work, identify priority gaps, internalize and rehearse aligned instructional materials, and collaboratively plan targeted instructional responses. Teachers will implement targeted reteaches and interventions to address identified learning gaps and accelerate outcomes for High Focus Groups and Emergent Bilingual students.

IDEA Rise Academy will place particular emphasis on improving mathematics and reading achievement, accelerating academic growth, and increasing English language proficiency. Instructional leaders will prioritize lesson plan feedback, classroom observations, and student work analysis to strengthen Tier I instruction and ensure instructional adjustments are responsive to the needs of students who are not demonstrating expected academic progress.

Student Outcome Goals

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

IDEA Rise Academy was identified for Comprehensive Support and Improvement (CSI) based on its 2026 accountability performance, earning an overall score of 48 (F) and a Closing the Gaps scaled score of 30 (F). The campus earned zero points across all Closing the Gaps indicators.

Domain 1: Student Achievement (54, F)

- STAAR Performance component score of 28.
- All Students achieved 25% Meets Grade Level and 10% Masters Grade Level.
- Reading achievement was 33% Meets compared to the 46% target.
- Mathematics achievement was 19% Meets compared to the 49% target.
- High Focus Groups achieved 29% Meets in reading compared to the 37% target and 17% Meets in mathematics compared to the 42% target.

Domain 2: School Progress (56, F)

- Academic Growth component score of 50, scaled to 56.
- Reading academic growth was 57%, below the 64% target.
- Mathematics academic growth was 42%, below the 69% target.
- High Focus Groups demonstrated 54% reading growth compared to the 61% target and 41% mathematics growth compared to the 66% target.
- The campus did not earn academic growth indicator points.

Domain 3: Closing the Gaps (30, F)

- Academic Achievement: 0 of 32 points.
- Academic Growth: 0 of 32 points.
- English Language Proficiency: 0 of 4 points.
- Student Success: 0 of 16 points.
- TELPAS progress declined from 41% in 2025 to 16% in 2026, falling below the 40% target.
- Student Success STAAR component score was 28 compared to the All Students target of 47, with High Focus Groups earning 26 compared to the target of 40.

These results demonstrate the need to strengthen grade-level instruction, improve student growth, and implement targeted instructional responses for student groups performing below accountability targets.

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 anticipation of student misconceptions. This will strengthen Tier I instruction and increase student access to grade-level content, particularly in reading and mathematics.

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. Teachers will analyze student work and assessment outcomes to identify priority standards, determine misconceptions, and plan targeted reteaching and interventions.

Student work analysis will guide instructional responses designed to increase Meets Grade Level performance and accelerate academic growth. Particular emphasis will be placed on mathematics achievement and growth, where the campus demonstrated significant gaps, as well as reading achievement for High Focus Groups.

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

These interventions will strengthen the connection between instructional planning, lesson delivery, student mastery, and timely instructional response to accelerate outcomes across the identified accountability indicators.

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

- Quarterly Progress Toward Goals Meetings: The district will conduct quarterly Progress Toward Goals meetings to assess progress toward turnaround goals, evaluate the effectiveness of strategies, and determine necessary adjustments. Particular emphasis will be placed on mathematics and reading achievement, academic growth, High Focus Group performance, and English language proficiency.
- Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement will meet monthly with the principal and Vice President of Schools to review implementation progress, analyze evidence, identify barriers, and establish time-bound action steps aligned to the campus's priority accountability indicators.
- Monthly School Report Cards: The campus will receive monthly school report cards that include performance across all accountability domains and disaggregated results for student subpopulations. These data will be used to identify trends, monitor progress toward achievement and growth targets, and determine where additional support or intervention is needed.
- Twice-Monthly School Status Boost Ratings: School Status Boost ratings for teachers will occur twice each month based on classroom observations, teacher feedback, and clearly defined action steps. The principal will enter ratings and ensure coaching to mastery occurs, with particular attention to instructional practices supporting student growth and achievement.
- Monthly ESF-Aligned Quick Checks: The Vice President of Schools and Vice President of School Improvement will complete at least one monthly quick check for the campus principal focused on a priority implementation indicator, such as PLCs, ILTs, instructional rounds, SWAMs/student-work analysis, and/or lesson plan internalization. Results will be used to identify trends, provide targeted coaching, and adjust campus and district support. These monitoring mechanisms will ensure that implementation is consistently evaluated, instructional adjustments are made in response to student performance, and campus leadership remains accountable for improving the indicators that resulted in CSI identification.

Additional Info

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

—