



IDEA Public Schools

Robindale 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.

The campus's overall improvement strategy is focused on strengthening the instructional systems and adult practices that ultimately drive student outcomes. The campus was identified for improvement based on gaps in student achievement, academic growth, and English language proficiency. The overall accountability rating was 74 (C), with Student Achievement at 73 (C), School Progress at 80 (B), and Closing the Gaps at 60 (D).

The campus will address these outcomes through a focused improvement strategy centered on high-quality curriculum implementation, instructional fidelity, teacher development, targeted academic intervention (HB1416), and a culture of accountability. The campus is implementing a new curriculum and will prioritize consistent use of high-quality instructional materials, lesson internalization, strong lesson delivery, and ongoing instructional coaching to ensure that the curriculum is implemented with fidelity across classrooms.

In addition, the campus will strengthen its academic block and targeted intervention systems to address unfinished learning and close student-specific gaps. Data will be used to identify students who need reteaching, intervention, or additional support, with a particular focus on students who are not demonstrating expected growth.

We recognize that the student outcome data are the result of several underlying factors, including inconsistent implementation of instructional systems, high teacher turnover, gaps in instructional coaching and follow-through, struggling campus ada percentages, and the need for stronger systems for monitoring and implementation. The improvement plan is designed not only to address the academic results but also to strengthen the systems and adult practices that produce those results. By improving curriculum fidelity, teacher capacity, instructional monitoring, intervention, and accountability, the campus expects to create more consistent classroom experiences and improve student outcomes over time.

Student Outcome Goals

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

The campus was identified for Comprehensive Support and Improvement (CSI) based on its performance in Domain 3: Closing the Gaps. The campus earned 37% of its possible points, resulting in a scaled score of 60 in this domain. The data indicate a need to improve outcomes for identified student groups across multiple accountability indicators.

Specific areas identified for improvement in Domain 3 include:

Academic Achievement: The campus earned 44% of its possible points in this section overall. In RLA, the campus earned 11 of 16 possible points (69%), while in Mathematics, it earned only 3 of 16 possible points (19%).

Academic Growth: The campus earned 35% of its possible points in this section overall. RLA earned 5 of 16 possible points (31%), and Mathematics earned 6 of 16 possible points (38%).

TELPAS/English Language Proficiency: The campus's 2026 TELPAS Progress Rate was 23%, compared to a target of 28%, resulting in no accountability points earned in this section.

Student Success/STAAR Component: The campus earned 6 of 16 possible points (38%) in this section.

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

Our campus will monitor progress on identified indicators through ongoing review of student performance data, instructional implementation, and progress towards our targets. Monitoring will be aligned to the specific gaps identified in Domain 3: Closing the Gaps, with targeted strategies designed to address the needs of each student group.

Academic Achievement: The campus earned 44% of available points in Academic Achievement (14 out of 32). While all students and the High Focus Group met the interim target in Reading/Language Arts, Math is still a significant area of need. No student group demonstrated expected growth in Math Academic Achievement. To address this gap, the campus will implement the new Math curriculum with fidelity, strengthen lesson internalization and rigorous instructional delivery, and use exit tickets, module assessments, and student-level data to identify unfinished learning. Teachers will provide targeted reteaching and intervention during the designated academic block (HB1416). Campus leaders will monitor implementation through classroom observations, lesson internalization feedback, assessment data, and regular reviews

of student progress toward interim targets.

Academic Growth: The campus earned 34% of available points in Growth Status (11 out of 32). Reading/Language Arts Growth remains a concern, with no growth demonstrated for All Students and Lowest Racial/Ethnic Group 1. Math Growth is also an area of need, with only minimal growth for All Students and the High Focus Group. The campus will monitor growth through student-level growth trackers, assessment results, and regular data meetings. Instructional coaching will focus on responding to identified learning gaps, strengthening instructional delivery, and adjusting reteach plans based on student performance. Leaders will conduct regular classroom observations and provide timely feedback to ensure that instructional adjustments are implemented and result in measurable student growth.

Student Success: The campus earned 38% of available points in Student Success (6 out of 16). All Students and Lowest Racial/Ethnic Group 2 did not demonstrate expected progress in this area. The campus will monitor STAAR performance across student groups and use interim assessments, classroom data, and student-level trackers to identify students who require additional support. Teachers will implement targeted interventions, monitor mastery of grade-level standards, and use the academic block to address unfinished learning. Campus leaders will review progress regularly and adjust instructional supports when students are not meeting interim targets.

English Language Proficiency: The campus earned 0% of available points in English Language Proficiency (0 out of 4), making this a critical area for improvement. The campus will strengthen monitoring of English learner progress toward English language proficiency through TELPAS data, ongoing progress checks, and intentional language supports embedded in content instruction. The K12 Summit program will be implemented during protected academic block time each week to provide students with structured opportunities to develop their English proficiency. Leaders will monitor participation, implementation, and student progress to determine whether additional supports or adjustments are needed.

CCMR: The campus will also monitor CCMR as a new area of focus, with a 30% target. Although this is the first year CCMR points will be collected for the campus, the performance of the 2026 graduating class indicates the potential to earn the available points in this category. The campus will verify student-level CCMR indicators, track progress toward readiness requirements, and monitor completion of applicable criteria to ensure that eligible student outcomes are accurately documented.

Across all indicators, campus leaders will use ongoing assessment data, classroom observations, instructional feedback, and student-level progress monitoring to evaluate the effectiveness of the improvement plan. Progress will be reviewed regularly, and strategies will be adjusted when evidence indicates that students or student groups are not meeting interim targets. This process will ensure that monitoring remains directly connected to the identified performance gaps and that instructional actions are producing measurable improvements in

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

Progress will be monitored through multiple levels of data and implementation monitoring. At the student level, teachers and leaders will use daily exit-ticket trackers, student growth trackers, assessment data, and intervention records to determine whether students are mastering the standards and demonstrating expected growth.

At the campus level, leadership will review district master student reports twice each week to monitor student performance, attendance, academic progress, and progress toward identified goals. The campus will also use Teachboost and instructional coaching data to monitor teacher development, implementation of curriculum and instructional practices, and the effectiveness of coaching and feedback cycles.

The campus will conduct a monthly PTG/data review to analyze progress toward campus and student level goals and determine whether instructional strategies or interventions need to be adjusted. Data will be broken down by subject, student group, and performance level to ensure that the campus is monitoring both overall performance and the performance of identified accountability groups.

Implementation of the improvement plan will also be monitored through monthly talent meetings, where leadership will review staffing, teacher turnover, vacancies, and assignments to identify how staffing and teacher capacity may be affecting student outcomes. Budget meetings will be used to monitor spending trends and ensure that resources are aligned to the identified instructional priorities.

Finally, the campus will use annual employee survey results and other staff monthly feedback resources to monitor organizational health, employee experience, and areas where additional leadership or systems support may be needed. This allows the campus to monitor not only the student outcomes but also the adult and organizational conditions that influence those outcomes.

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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