



IDEA Public Schools

Southeast 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 through weekly data-driven PLCs, lesson internalization and rehearsal, student-work analysis, targeted reteaching, and real-time coaching. Leaders will prioritize mathematics achievement, RLA and mathematics growth, Student Success, and English Language Proficiency, with student-level targets and intentional supports for Hispanic, Economically Disadvantaged, Emergent Bilingual (EB), and Continuously Enrolled students.

Student Outcome Goals

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

IDEA Southeast Academy is identified for Comprehensive Support and Improvement (CSI) based on low performance in Domain 3: Closing the Gaps. The campus received an overall F rating (54) in 2026.

Domain 1: Student Achievement. Mathematics Achievement is the most significant proficiency concern. All Students achieved 21% against the 49% TEA target (-28 percentage points); Hispanic students achieved 20% against 44% (-24); High Focus students achieved 21% against 42% (-21); and African American students achieved 26% against 33% (-7). RLA Achievement was 33% against 46% for All Students (-13), 30% against 39% for Hispanic students (-9), and 32% against 37% for High Focus students (-5). African American students exceeded the RLA target, achieving 42% against 34% (+8).

Domain 2: School Progress. Academic Growth remains a significant area for improvement. RLA Growth was 49% against 64% for All Students (-15), 45% against 62% for Hispanic students (-17), and 47% against 61% for High Focus students (-14). Mathematics Growth was 48% against 69% for All Students (-21), 44% against 61% for African American students (-17), 49% against 68% for Hispanic students (-19), and 48% against 66% for High Focus students (-18). These results demonstrate insufficient progress toward grade-level expectations.

Domain 3: Closing the Gaps. The campus's three-year indicator matrix demonstrates recurring performance gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual Current and Monitored, and Continuously Enrolled students. Mathematics Achievement, Mathematics Growth, Student Success, and English Language Proficiency are priority indicators. The 2026 matrix shows missed indicators across multiple student groups, including zero points in English Language Proficiency and widespread missed Mathematics Achievement, Mathematics Growth, and Student Success indicators.

These results establish the campus's turnaround priorities: increase mathematics proficiency, accelerate academic growth in RLA and mathematics, improve English language proficiency, and strengthen Student Success outcomes to improve Domain 3 performance and support CSI exit.

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

Weekly data-driven PLCs will strengthen Tier 1 instruction and accelerate achievement and growth in RLA and mathematics. Teachers and instructional leaders will analyze standards-aligned exit tickets, interim assessment results, and student work using the Mistake, Misconception, Action (MMA) protocol to identify learning gaps, determine root causes, and plan targeted instructional responses. Teachers will implement reteaching, reassess student mastery, and adjust intervention groups based on student performance.

Mathematics PLCs will prioritize grade-level rigor, conceptual understanding, and student performance at Meets and Masters, particularly for Hispanic and High Focus students. RLA and mathematics teachers will establish student-level growth goals and monitor students at risk of not meeting expected growth. The campus will prioritize closing the 2026 Mathematics Achievement gaps of 28 percentage points for All Students and 24 percentage points for Hispanic students, along with Mathematics Growth gaps of 21 and 19 percentage points, respectively.

Lesson-plan internalization, written feedback, and instructional rehearsals will strengthen first instruction by ensuring teachers anticipate misconceptions, plan checks for understanding, incorporate appropriate accommodations, and provide opportunities for meaningful student discourse. APIs and content coaches will conduct classroom observations, provide real-time feedback, and verify implementation through follow-up coaching to mastery.

Emergent Bilingual students will receive explicit academic-language supports, including vocabulary development, structured speaking and writing opportunities, and differentiated instructional scaffolds. Leaders will monitor English language development through TELPAS-aligned progress measures. Additionally, teachers and leaders will analyze performance across Approaches, Meets, and Masters to strengthen Student Success outcomes.

For the 2027 accountability cycle, the campus will prioritize meeting the current three-point interim targets, including Mathematics Achievement of 49% for All Students, 44% for Hispanic students, and 42% for High Focus students, and Mathematics Growth of 69%, 68%, and 66%, respectively. The campus will use these targets to establish measurable instructional goals and monitor the effectiveness of interventions throughout implementation.

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

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward CSI exit and identified accountability indicators. Leaders will analyze RLA and Mathematics Achievement and Growth, English Language Proficiency, Student Success, and disaggregated performance for Hispanic, Economically Disadvantaged, EB, Continuously Enrolled, and High Focus students. When progress is insufficient, leaders will

identify root causes, adjust strategies, and establish measurable next steps.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with principals and the Vice President of Schools to review indicator-level performance, turnaround implementation, intervention effectiveness, and barriers to progress. Leaders will assign time-bound corrective actions and verify implementation and impact during subsequent meetings.

Monthly School Report Cards: Campuses will receive monthly report cards reflecting performance across all accountability domains, with specific attention to Domain 3 indicators contributing to CSI identification. Reports will compare actual performance against TEA targets, calculate subgroup gaps, and monitor monthly trends. Southeast Academy will prioritize the 2026 Mathematics Achievement gaps of 28 percentage points for All Students and 24 for Hispanic students, along with Mathematics Growth gaps of 21 and 19 points, respectively. Results will determine where additional intervention and leadership support are needed.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor Tier 1 instruction, student engagement, checks for understanding, instructional rigor, and targeted reteaching. Principals will provide actionable feedback, prioritize teachers serving students with the greatest performance gaps, and conduct follow-up observations to verify coaching to mastery.

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, SWAMs/student-work analysis, or lesson-plan internalization. Quick checks will assess implementation quality and whether leaders use student data to identify misconceptions, plan instructional responses, and monitor mastery. Findings will guide targeted principal coaching and district support.

Weekly Student Work Analysis and Instructional Response: Campus leaders and teachers will analyze exit tickets, student work, assessment results, and growth trackers through PLCs and ILTs. Using the MMA protocol, teams will identify misconceptions, determine targeted reteaching, assign responsible staff, and establish reassessment timelines. Follow-up data will determine whether students achieved mastery or require additional support.

CSI Exit Monitoring: District and campus leaders will monitor annual Closing the Gaps performance against the applicable bottom-five-percent cutoff and the campus's original identification-year scaled score. Progress will be evaluated through the two-year CSI exit requirement, including sustained performance outside the bottom five percent and improvement above the original identification score. Monitoring results will inform adjustments to the turnaround plan throughout implementation.

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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