



IDEA Public Schools

Southeast 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

[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 Southeast College Preparatory will strengthen its instructional improvement cycle through consistent, data-driven PLCs, lesson internalization, instructional rehearsals, targeted reteaching, and real-time coaching. The campus will prioritize Mathematics Achievement, RLA and Mathematics Growth, Student Success, and English Language Proficiency while sustaining stronger RLA Achievement outcomes. Teachers and instructional leaders will analyze student work, identify priority misconceptions, implement targeted instructional responses, and monitor student-level growth goals. Leaders will use instructional rounds, lesson-plan feedback, and coaching to mastery to strengthen Tier 1 instruction, with intentional attention to Hispanic, African American, High Focus, and Emergent Bilingual students. The campus will also strengthen graduation and on-track monitoring to improve Student Achievement and support sustained improvement across all three accountability domains.

Student Outcome Goals

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

IDEA Southeast College Preparatory is identified for Comprehensive Support and Improvement (CSI) due to low performance in Domain 3: Closing the Gaps. In 2026, the campus received an overall D rating (68), with a Closing the Gaps raw score of 32 and scaled score of 56 (F).

Domain 1: Student Achievement

The campus earned a scaled score of 67 (D). STAAR Performance earned a component score of 39 and scaled score of 67. Mathematics Achievement is a primary concern. All Students achieved 31% Meets or above against the 38% interim target, a 7-percentage-point gap. Hispanic students achieved 30% against 35% (-5), and High Focus students achieved 30% against 31% (-1). African American students achieved 31% against 26%, exceeding the target by 5 points.

RLA Achievement was comparatively stronger. All Students achieved 46% against the 44% target (+2), Hispanic students achieved 43% against 36% (+7), African American students achieved 53% against 32% (+21), and High Focus students achieved 45% against 32% (+13). The campus must sustain these outcomes while accelerating mathematics proficiency.

The campus's Graduation Rate component score was 79.0, with a scaled score of 55. This indicates an additional need to strengthen graduation, credit completion, and on-track monitoring to improve Domain 1 performance.

Domain 2: School Progress

The campus earned a scaled score of 73 (C). Academic Growth earned a scaled score of 65 (D), while Relative Performance earned a scaled score of 73 (C). Academic Growth requires improvement, particularly in mathematics.

Mathematics Growth was 66% against the 76% target for All Students (-10), 65% against 77% for Hispanic students (-12), and 66% against 75% for High Focus students (-9). RLA Growth was 65% against 69% for All Students (-4), 64% against 66% for Hispanic students (-2), and 64% against 64% for High Focus students (at target).

These results demonstrate the need to accelerate mathematics growth and improve RLA growth while maintaining the campus's relative performance.

Domain 3: Closing the Gaps

The campus earned a raw score of 32 and scaled score of 56 (F). Academic Achievement earned 9 of 24 possible indicator points, Academic Growth earned 6 of 24, English Language Proficiency earned 2 of 4, and Student Success earned 3 of 16.

Student Success is a significant performance concern. The All Students STAAR component score was 39 against the 47 target, an 8-point gap. Hispanic students scored 39 against 42 (-3), while High Focus students met the target of 39. White students scored 29 against 58, although this group has a small tested population and requires careful interpretation.

English Language Proficiency also requires improvement. The campus's 2026 TELPAS progress rate was 25% against the 28% target, resulting in 2 of 4 available indicator points.

The campus's priority areas are increasing Mathematics Achievement, accelerating academic growth, improving Student Success across Approaches, Meets, and Masters, strengthening English Language Proficiency, and improving graduation-related outcomes. These priorities will guide the turnaround plan and support sustained progress toward CSI exit.

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

IDEA Southeast College Preparatory will implement a targeted instructional improvement cycle designed to increase Mathematics Achievement, accelerate academic growth, strengthen Student Success, and improve English Language Proficiency. The campus will prioritize high-quality Tier 1 instruction, weekly data-driven PLCs, lesson internalization and rehearsals, targeted reteaching, and coaching to mastery.

Strengthening Mathematics Achievement: Mathematics Achievement will be a priority across instructional planning, PLCs, and classroom coaching. Teachers will internalize standards-aligned lessons, anticipate misconceptions, plan rigorous tasks, and embed frequent checks for understanding. PLCs will analyze student work using the Mistake, Misconception, Action (MMA) protocol to identify learning gaps and determine targeted reteaching. Leaders will monitor progress toward the 2026 interim targets of 38% Meets or above for All Students, 35% for Hispanic students, and 31% for High Focus students. Particular attention will be given to closing the 7-percentage-point gap for All Students and the 5-point gap for Hispanic students.

Accelerating Academic Growth: Teachers and instructional leaders will establish student-level growth goals and identify students requiring accelerated progress in RLA and mathematics. Weekly PLCs will analyze exit tickets, interim assessment results, and student work to determine which students are on track to meet expected growth. Targeted small-group instruction, differentiated practice, and timely reteaching will address identified gaps. Mathematics Growth will receive the greatest attention, with a focus on closing the 10-point gap for All Students, 12-point gap for Hispanic students, and 9-point gap for High Focus

students. RLA Growth will also be monitored to move All Students and Hispanic students to their respective interim targets.

Improving Student Success: The campus will strengthen instructional responses across the full STAAR performance distribution, including Approaches, Meets, and Masters. Teachers will identify students positioned to advance between performance levels and develop targeted instructional plans. PLCs will analyze performance by standard and student group, while leaders monitor whether reteaching and interventions result in increased mastery. This work will prioritize increasing the All Students STAAR component score from 39 toward the target of 47 and improving Hispanic student performance from 39 toward 42.

Strengthening English Language Proficiency: Teachers will incorporate explicit vocabulary instruction, structured academic discourse, language objectives, and differentiated scaffolds into daily instruction. Emergent Bilingual students will receive opportunities to practice listening, speaking, reading, and writing in academic contexts. Leaders will monitor TELPAS-aligned progress measures and provide targeted instructional support to students not demonstrating sufficient language development. The campus will prioritize increasing English Language Proficiency from 25% toward the 28% interim target.

Improving Graduation and Student Achievement Outcomes: Campus leaders will strengthen systems for monitoring student credit accumulation, course performance, graduation eligibility, and on-track status. Students identified as off track will receive individualized support, including academic intervention, credit recovery where appropriate, and regular progress monitoring. This work will address the campus's Graduation Rate scaled score of 55 and strengthen overall Student Achievement performance.

Coaching and Implementation: APIs and instructional leaders will conduct daily instructional rounds, provide actionable feedback, and implement tight-loop coaching to mastery. Leaders will verify that teachers consistently use assessment data, student-work analysis, lesson internalization, and targeted instructional responses to improve student outcomes.

These interventions are expected to increase grade-level mastery, accelerate academic growth, improve English language development, strengthen Student Success and graduation outcomes, and recover available Closing the Gaps indicator points to support CSI exit.

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

IDEA Southeast College Prep's turnaround plan will be monitored through a structured district and campus accountability system focused on implementation quality, measurable student outcomes, and sustained progress toward CSI exit. Monitoring will prioritize Mathematics Achievement, RLA and Mathematics Growth, Student Success, English Language Proficiency, and graduation-related outcomes, with disaggregated analysis for Hispanic, African American,

High Focus, and Emergent Bilingual students.

Quarterly Progress Toward Goals (PTG) Meetings: The district will conduct quarterly PTG meetings to evaluate progress toward campus turnaround goals and CSI exit. Leaders will review achievement and growth projections, interim assessment results, English Language Proficiency, Student Success, graduation indicators, and Domain 3 performance. Particular attention will be given to recovering Academic Achievement, Academic Growth, and Student Success indicator points. When progress is insufficient, leaders will identify root causes, adjust strategies, and establish measurable corrective actions.

Monthly Leadership Progress-Monitoring Meetings: District Coordinators of School Improvement (DCSIs) will meet monthly with the principal and Vice President of Schools to review accountability performance and implementation of turnaround strategies. Meetings will analyze RLA and Mathematics Achievement and Growth, Student Success, English Language Proficiency, and graduation-related indicators. Leaders will inspect intervention effectiveness, lesson-plan feedback, MMA analysis, targeted reteaching, and coaching follow-through. Each meeting will result in assigned actions, timelines, and evidence required to demonstrate improvement.

Monthly School Report Cards: The campus will receive monthly report cards reflecting performance across all three accountability domains, with particular attention to Domain 3. Reports will include student-group performance, actual results against interim targets, growth projections, and indicator-point opportunities. Priority monitoring will include Mathematics Achievement targets of 38% for All Students and 35% for Hispanic students, Mathematics Growth targets of 76% and 77%, respectively, and Student Success targets of 47 for All Students and 42 for Hispanic students. English Language Proficiency will be monitored against the 28% interim target. Leaders will use these reports to additional instructional and leadership required.

Twice-Monthly School Status Boost Ratings: School Status Boost ratings will occur twice monthly to monitor Tier 1 instructional quality, student engagement, checks for understanding, academic rigor, and targeted reteaching. Principals will provide actionable feedback and conduct follow-up observations to verify coaching to mastery. Mathematics classrooms and teachers serving students with the greatest growth and achievement gaps receive intentional monitoring and support.

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, student-work analysis, or lesson-plan internalization. Quick checks will assess whether leaders are consistently implementing improvement mechanisms and using student performance data to identify misconceptions, determine instructional responses, and verify mastery. Findings guide principal coaching, leadership development, and district support.

Student Work Analysis and Instructional Response: Teachers and instructional leaders will analyze exit tickets, student work, assessment results, and growth trackers through weekly PLCs and ILTs. Using the MMA protocol, teams will identify mistakes, determine underlying misconceptions, and establish targeted instructional actions. Teams will document reteaching plans, responsible staff, implementation timelines, and reassessment results. Follow-up data will determine whether students demonstrated mastery or require additional intervention.

Graduation and On-Track Monitoring: Campus leaders and counselors will review student credit accumulation, course performance, attendance, and graduation eligibility monthly, with more frequent follow-up for students identified as at risk. Individualized support plans will be implemented and monitored to improve graduation-related outcomes and strengthen Domain 1 performance.

CSI Exit Monitoring: District and campus leaders will monitor Southeast College Prep's annual Closing the Gaps scaled score against the applicable bottom-five-percent cutoff and the campus's original CSI identification-year scaled score. The campus will work to perform outside the bottom five percent for two consecutive years and earn a Closing the Gaps scaled score above its original identification-year score. Annual accountability results, quarterly PTG meetings, and monthly implementation data will inform adjustments to the turnaround plan.

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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