



IDEA Public Schools

Spears Academy

2026-2027 Turnaround 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 Turnaround Plan, in accordance with [TEC §39A.104](#), 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 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.104](#), 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.103](#) and [TEC §39A.104](#), 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

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) [§§39A.104](#) and [39A.055](#), the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

[Spears Academy- TAP Stakeholder Feedback.pdf](#)

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

\$125,000 - contracted services for small group tutorials and intervention
\$30,600 - Teacher Collaboration Teacher Agreements for facilitating PD
\$12,369 - Teacher Training Pay for K-5 RLA & Math Teachers
\$33,090 - Regional Training Pay for PLCs and Transform Academics Training

Curriculum and Instruction

How many instructional days are included in the 2026-2027 calendar?

173

Student Outcome Goals

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

Spears Academy has received an overall D rating for the past four years (2023- 63%, 2024- 67%, 2025- 64%, 2026- 63%). Domain 1, student achievement, received an F, 58%.

The data for the past four years shows 3rd math at meets in 2023 at 18%, 2024 at 25%, 2025 at 26% and in 2026 at 38%. This is an 8% gap when compared to 3rd grade Math state data. 3rd reading at meets in 2023 was at 38%, 2024 at 31%, 2025 at 25%, and in 2025 at 41%. Even though there is progress in 3rd Reading, there is an 11% gap compared to the state.

4th Math data shows in 2023 at meets 12%, 2024 at 16%, 2025 at 22% and in 2026 19%. 4th math has decreased and is 31% below the state average. 4th Reading data shows in 2023 at meets 37%, 2024 at 31%, 2025 at 36% and in 2026 29%. 4th reading has also decreased and is 25% below the state average.

5th Math data shows in 2023 at meets 22%, 2024 at 23%, 2025 at 21% and in 2026 23%. There has not been much growth across the different years and there is currently a 26% gap compared to the state. 5th Reading data shows in 2023 at meets 41%, 2024 at 41%, 2025 at 43% and in 2026 39%. 5th Reading has decreased slightly and stands 21% below the state average.

Annual growth data for Spears Academy in 2026 shows out of 474 total exams combined in both Math and RLA, 201 earned a point meaning showed growth, 59 stayed the same, while 214 received 0 points meaning they regressed.

There are significant gaps and targeted supports needed in RLA Achievement, Math Achievement, Math Growth and Student Success. Specifically, the indicators of school improvement include RLA Achievement for our Hispanic population, Economically Disadvantage, Emergent Bilingual students, and Continuously Enrolled. Another indicator is In Math Achievement where the targeted student groups are Hispanic, Economic Disadvantage, and Emergent Bilinguals. The targeted group in Academic Growth for Mathematics are Continuously Enrolled students. Another indicator is Student Success for Hispanic, Economically Disadvantage, Emergent Bilinguals, and Continuously Enrolled. These results demonstrate a need to strengthen core instruction while providing targeted academic supports to accelerate achievement and close persistent performance gaps for identified student groups.

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

The evidence-based interventions included in the turnaround plan are designed to improve RLA Achievement, Mathematics Achievement, Mathematics Academic Growth, and Student Success by strengthening Tier 1 instruction and implementing intentional, data-driven Tier 2 reteach and intervention.

Weekly Lesson Internalization PLCs will support teachers in developing a deeper understanding of instructional content and proactively planning for the needs of high-focus student groups. Teachers will have protected time to work with an administrator and their peers for one hour weekly. Administrators facilitating the PLC will follow a campus created agenda that is vetted by the regional leadership team. Campus leadership will be rated once a month by a regional leadership member to provide strengths and areas of opportunities to enhance PLCs. Both general education teachers and Special Education teachers will be expected to attend the weekly PLCs.

During lesson internalization, teachers will anticipate student misconceptions, plan effective engagement strategies, identify appropriate scaffolds and accommodations for Emergent Bilingual students, and develop intentional monitoring plans to check for understanding throughout instruction.

Lesson rehearsals will allow teachers to practice critical components of upcoming lessons and receive actionable feedback from instructional leaders and peers before delivering instruction to students. This process will strengthen instructional delivery, questioning, checks for understanding, and teachers' ability to respond to student misconceptions in real time.

Student work analysis and data dives will enable teachers and leaders to identify patterns in student errors, determine the underlying misconceptions or unfinished learning contributing to those errors, and develop targeted reteach plans. Teachers will use the results to provide differentiated small-group instruction and targeted Tier 2 support to students who have not yet demonstrated mastery.

These interventions are expected to improve the quality and responsiveness of Tier 1 instruction, increase student mastery of grade-level content, accelerate academic growth, and reduce achievement gaps among Hispanic, Economically Disadvantaged, Emergent Bilingual, and Continuously Enrolled students.

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

Progress will be monitored through a multi-tiered system of student outcome monitoring, instructional implementation checks, teacher coaching, and leadership accountability. Monitoring will occur at weekly, twice-monthly, and monthly intervals to ensure that leaders can identify gaps quickly and adjust supports based on evidence. If milestones and goals are not being met, root causes will be analyzed and adjustments will be made accordingly. The impact of each measure will be evaluated for evidence of increased student outcomes. Weekly, principals and assistant principals will conduct Instructional Leadership Team (ILT) meetings to discuss student data specific to each teacher. Coaching plans will be developed as needed for teachers to provide them with intentional side-by-side coaching as necessary. Principal managers (VP of Schools) will provide monthly feedback to principals on the effectiveness of the weekly ILT meetings. If the principal is not "meeting the bar", she will receive side-by-side coaching from her manager. Teachers will participate in weekly data dives with their managers to review student work, unit assessment data, and to create a reteach plan as necessary. PLCs will occur weekly giving teachers an opportunity to collaborate with peers while reviewing data, internalizing lessons, and rehearsing upcoming lessons. Managers will keep a data tracker to monitor progress. Trackers will drill down to Hispanic, Economically Disadvantage students, and Emergent Bilinguals for both Math and RLA. Teachers will receive two ratings per month in a combination of lesson plan feedback, culture, student ownership, or using data. The ratings will provide written feedback of strengths, area of growth, and next steps. Teachers rated below proficient will receive side-by-side coaching from their manager. Monthly, the district will provide each campus with a school report card to monitor progress and track improvement over time.

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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