



IDEA Public Schools

Donna 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.

DEA Donna Academy's overall improvement strategy focuses on strengthening instructional quality, accelerating student achievement and growth, and ensuring that every student receives the targeted support necessary to succeed. In response to the campus's accountability performance, the school will implement a systematic, data-driven improvement process that prioritizes high-quality Tier 1 instruction, targeted interventions, effective progress monitoring, and increased leadership accountability.

The campus will prioritize improving performance in Domain 3: Closing the Gaps, while strengthening Domain 1: Student Achievement and Domain 2a: Academic Growth. Instructional leaders will work collaboratively with teachers to identify gaps in student learning, analyze assessment data, monitor instructional implementation, and adjust teaching practices based on student outcomes.

The improvement strategy will include consistent implementation of the curriculum, standards-aligned lesson planning, daily checks for understanding, exit ticket analysis, flexible small-group instruction, and targeted interventions for students who have not demonstrated mastery. Professional learning communities (PLCs) will focus on identifying misconceptions, planning reteach opportunities, examining student work, and developing actionable next steps. The campus will also strengthen supports for emergent bilingual students and students receiving special education services to ensure that instructional decisions address the specific needs of these student groups.

Campus leaders will establish clear expectations for instructional coaching, classroom observations, data tracking, and follow-through. Progress will be monitored through a structured cycle of planning, implementation, analysis, and adjustment to ensure that instructional practices lead to measurable improvements in student achievement and growth.

Student Outcome Goals

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

Based on the 2025–2026 accountability data provided, the campus's primary area of concern is Domain 3: Closing the Gaps, which received a scaled score of 51. The data indicate a need to strengthen outcomes across the accountability measures that contribute to closing performance gaps for student groups.

The campus's reported accountability results include the following:

Overall State Rating: 68

Domain 1 – Student Achievement: Raw score of 39; scaled score of 67

Domain 2a – Academic Growth: Raw score of 58; scaled score of 63

Domain 2b – Relative Performance: Raw score of 96; scaled score of 75

Domain 3 – Closing the Gaps: Raw score of 8; scaled score of 51

Domain 3 – Academic Achievement: 28

Domain 3 – Growth: 0

Domain 3 – TELPAS: 0

Domain 3 – STAAR component: 0

The results identify Domain 3 as the most significant performance concern, with additional opportunities to improve overall student achievement and academic growth. Although Domain 2b demonstrates a relative strength compared with the other domains, the campus must translate instructional efforts into stronger student outcomes, particularly for student groups whose performance contributes to Closing the Gaps.

The campus will use these results to prioritize student-group performance, academic growth, reading and mathematics achievement, emergent bilingual progress, and other applicable accountability indicators.

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

IDEA Donna Academy will implement evidence-based instructional practices and targeted interventions designed to address learning gaps, strengthen Tier 1 instruction, and improve student outcomes across accountability domains.

High-quality Tier 1 instruction: Teachers will consistently deliver standards-aligned lessons with clear learning objectives, explicit modeling, guided practice, checks for understanding, and independent practice. Instructional leaders will conduct classroom observations and provide actionable coaching to strengthen lesson delivery, student engagement, and alignment between instruction and grade-level standards. These practices are expected to improve Domain 1 achievement and support student growth in Domain 2a.

Data-driven instruction and exit ticket analysis: Teachers will collect and analyze daily exit tickets to identify misconceptions, determine mastery, and plan immediate instructional responses. During PLCs, teachers will examine student work, identify trends across student groups, and develop reteach and enrichment plans. Instructional leaders will monitor implementation and ensure that data analysis results in measurable changes to instruction.

Targeted small-group instruction and MTSS: Students will receive targeted support based on identified academic needs through flexible small groups, intervention blocks, and the campus's Multi-Tiered System of Supports (MTSS). Student progress will be reviewed regularly to determine whether interventions are effective or require adjustment. This approach will address unfinished learning, accelerate mastery of priority standards, and improve achievement for students who are not yet meeting grade-level expectations.

Targeted reading and mathematics interventions: The campus will use curriculum-aligned resources, assessment data, and student performance trends to provide targeted reading and mathematics instruction. Teachers will prioritize prerequisite skills, standards identified through assessment analysis, and opportunities for students to demonstrate mastery. Tutoring and other supplemental supports will be aligned to documented student learning gaps, with required service minutes tracked to ensure consistent implementation.

Emergent bilingual student supports: Teachers will incorporate language objectives, structured academic discourse, explicit vocabulary instruction, and opportunities for students to practice academic language across content areas. TELPAS-related data and ongoing classroom assessments will inform targeted language development supports. These practices are intended to strengthen English language proficiency and improve access to grade-level instruction.

Special education and student-group supports: Teachers and instructional leaders will analyze achievement and growth data for students receiving special education services and other identified student groups. Instruction will incorporate appropriate accommodations, specially designed instruction, progress monitoring, and targeted reteaching based on student needs. Collaboration among general education teachers, special education staff, and campus support

personnel will help ensure that students receive appropriate and consistent support.

Leadership coaching and professional development: Campus leaders will use classroom observation evidence, coaching documentation, and student performance data to identify trends in instructional practice and determine professional learning needs. Coaching cycles will include a clear action step, modeling or practice, implementation, and follow-up observation. This approach will build teacher capacity and promote consistent implementation of effective instructional practices across the campus.

Collectively, these interventions are expected to improve the quality and consistency of instruction, accelerate academic growth, reduce achievement gaps, and strengthen performance on the indicators contributing to campus identification.

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

IDEA Donna Academy will monitor progress through a structured system of data analysis, instructional monitoring, coaching, and leadership accountability. The campus will use established meeting structures to evaluate implementation, measure student progress, and make timely adjustments when strategies are not producing the expected results.

Student achievement and growth monitoring: Campus leaders and teachers will review available assessment data, including STAAR results, interim assessments, curriculum-based assessments, exit tickets, and other applicable measures. Data will be disaggregated by grade level, subject, student group, and identified academic need. Progress toward campus goals will be reviewed during PLCs and leadership meetings to determine whether students are demonstrating mastery and meeting expected growth targets.

Progress monitoring for identified student groups: The campus will monitor achievement and growth for student groups contributing to Closing the Gaps, including emergent bilingual students and students receiving special education services, as applicable to the official identification indicators. TELPAS-related progress, reading and mathematics performance, and intervention outcomes will be reviewed to identify gaps and determine whether additional support is necessary.

Instructional implementation monitoring: Instructional leaders will conduct regular classroom observations, lesson-plan reviews, and checks of student work. Leaders will look for evidence of standards-aligned instruction, explicit modeling, checks for understanding, appropriate student tasks, targeted small-group instruction, and instructional adjustments based on assessment results. Observation evidence will inform coaching conversations and follow-up actions.

PLC and intervention monitoring: PLCs will review exit ticket results, identify misconceptions,

plan reteaching, and evaluate the impact of instructional adjustments. MTSS meetings will review student response to interventions and determine whether supports should continue, change, or intensify. Tutoring participation and required service minutes will be documented and monitored to ensure that planned interventions are implemented consistently.

Leadership accountability and documentation: Campus leaders will maintain documentation of coaching topics, professional learning, instructional action steps, and follow-up evidence. This documentation will help identify patterns across classrooms, recognize effective practices, and determine where additional coaching or professional development is needed.

The campus will use the following monitoring cycle:

Daily: Review exit tickets, checks for understanding, student engagement, and evidence of mastery to inform immediate instructional adjustments.

Weekly: Review classroom implementation, coaching follow-through, assessment trends, intervention delivery, and student progress during established instructional planning structures.

Biweekly: Review students receiving MTSS support, evaluate intervention effectiveness, and determine appropriate next steps.

Monthly: Review campus-level performance trends, student-group outcomes, implementation evidence, and progress toward improvement goals with the leadership team.

Each assessment cycle: Compare benchmark and interim assessment results with prior performance, identify areas of improvement or continued concern, and adjust instructional priorities and interventions accordingly.

The principal and instructional leadership team will review progress against measurable targets and the official accountability indicators identified in the improvement plan. When progress is insufficient, the team will conduct a root-cause analysis, identify implementation barriers, assign clear next steps, and establish follow-up dates. This continuous improvement cycle will ensure that monitoring results in meaningful action rather than simply documenting performance.

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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