

**Donna Independent School District**  
**3D Academy - TIP**  
**2021-2022 Targeted Improvement Plan**



**Superintendent:**  
**DCSI/Grant Coordinator:**

R. Castaneda  
Griselda Alvarez

**Principal:** Jaime Alvarez  
**ESC Case Manager:** Francene Phoenix  
**ESC Region:** 1

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Griselda Alvarez

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Dr. Aceves

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Jaime Alvarez

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# Data Analysis

## Domain 1

**Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

**Domain 1:** After reviewing the 2019 and 2021 Data Accountability Summary Reports, 3D's STAAR Achievement Component Score went from a 17 (2019) to a 13 (2021) showing a 4 point decrease. **The goal for 3D Academy is to achieve a component score of 15 in Domain 1.** The campus will accomplish this goal by providing supplementary Interventions during the school day and attaining the following performance scores:

Approaches: 35 Meets: 10 Masters:1

The CCMR component score increased from a 6 (2019) to a 29 (2021) showing a 23 point increase (91 scaled score). **The goal for the CCMR component score is to maintain the 29.**

3D Academy maintained an 85 component for the Graduation Rate (80 scaled score). **The goal is to maintain or improve the graduation scale score.**

The campus will focus on providing individual intervention plans and conducting bi-monthly progress monitoring data review PLC's to track and assess every student's academic progress to ensure we meet our goals (e.g. student achievement - Approaches, Meets and Masters, CCMR, & graduation rates). The final results will allow 3D to meet the State Accountability Standards and receive a 76 Student Achievement Score for Domain 1 .

## Domain 2A or 2B

**Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.**

Although we did not receive data, the campus will meet bi-monthly to track and assess student progress for all returning EOC testing students and subgroups. Domain 2 B does not apply to 3D Academy.

## Domain 3

**Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.**

After comparing the 2019 and 2021 data we found the following:

In 2019, 3D met 0/7 Academic Achievement indicators, 0/4 Graduation indicators, 0/1 Language Proficiency indicator, 0/6 Student Success indicators and 0/6 of the School Quality indicators for an overall score of 30. In 2021, 3D met 0/7 Academic Achievement indicators, 4/4 Graduation indicators and 0/6 Student Success Status indicators and 1/6 School Quality indicators. The campus obtained 5/23 targets. The goal is to earn 2 additional targets in the Student Achievement Category and 1 target in the Language Proficiency Category totaling 8/23 targets, giving the campus a 90% plus on Domain 3.

Meeting these additional targets means our campus will have to raise the TELPAS results from 25% (2019 data) to 40%, CCMR from 6% to 47% and improve the graduation rate from 59% to 90% (minimal rate of 67%). Impact: If these goals are met the campus will meet the federal accountability standards and will have a scale score of a 91.

To ensure our goals are met our campus will be providing targeted intervention services to support student performance at the Meets and/or Masters level. Furthermore, teachers will track student performance to ensure a targeted intervention plan is in place via bi-monthly progress monitoring PLC meetings.

## Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

**The focus subject areas for school year 2021-2022 are English I, English 11 (READING) and Algebra 1.** The staff will need to prioritize these focus areas in order to address the learning loss that occurred during the past year and a half. The students that failed the courses and/or did not pass their EOC will be provided with in-class supports and tutoring in order to support their individual student needs. Additionally, the campus has assigned a set number of students to each staff member to track during the Advisory Period. The staff will meet with students daily and monitor their academic progress bi-monthly with the Leadership Team.

**Rationale:** ELA and Math are the two areas the campus will focus on because between 2019 and 2021, English I students dropped 15% at the approaches level and 8% at the meets level. English II students dropped 5% at Approaches level and 4% at the Meets level. Both were at 0% at the masters level. Students in Algebra I dropped 35% at the Approaches level, 13% at the Meets, and 3% at the Masters level.

In 2019, 3D met 0/7 Academic Achievement indicators, 0/4 Graduation indicators, 0/1 Language Proficiency indicator, 0/6 Student Success indicators and 0/6 of the School Quality indicators for an overall score of 30. In 2021, 3D met 0/7 Academic Achievement indicators, 4/4 Graduation indicators and 0/6 Student Success Status indicators and 1/6 School Quality indicators. The campus obtained 5/23 targets.

**Student group:** Our campus will target are our EL (emergent bilinguals). The goal is to provide our EL students with the needed supports to ensure they move up one proficiency level and in turn perform better in their reading and math EOC exams. **Impact:** By assisting this subgroup our campus will be able to meet 2 additional targets (reading & math) in the Student Achievement Category and 1 target in the Language Proficiency Category totaling 8 indicators. This in turn, will move the campus out of Comprehensive Rating and help us obtain a scaled score of a 91.

**Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?**

3D Academy will focus on ensuring that all of the following targets/outcomes are met for our EL students currently within the ESL program and/or being monitored:

Reading : 29%      Math: 40%      English Language Proficiency Status: 36%

After reviewing and comparing the 2019 results to the 2021 results our EL subgroup made some growth and scored as follows: Reading EL's 2% (stayed the same), Math: EL's 11% to 13%, English Language Proficiency status: 23% to 38% (did not meet target due to insufficient students testing).

The campus will focus on improving the passing percentage rate of our emergent bilingual (EL) population for both English I, English II, and Algebra at the approaches, meets, and masters levels. By raising the percent of EL students meeting these marks (29-Reading & 40 - Math) the campus will meet the goal and attain two targets (2/7) within academic achievement and one additional target in the Language Proficiency Status. This will result with our campus meeting accountability by earning a component score of 15 with an overall scaled score of 76 in Domain 1 and a 91 scaled score in Domain 3.

The Goal for the CCMR component is to maintain the 29 (scaled score of 91) and the goal for the Graduation Rate is to maintain an 85 (scaled score of an 80) for the Graduation Rate.

The campus will focus on providing individual intervention plans and conducting bi-monthly progress monitoring data review PLC's to track and assess the progress for the Approaches, Meets and Masters Goals.



# Essential Actions

**Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.**

**Implementation Level: Planning for Implementation**

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Implementation Level: Planning for Implementation**

**Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

**Implementation Level: Planning for Implementation**

**Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.**

**Implementation Level: Planning for Implementation**

**Essential Action 5.1: Effective classroom routines and instructional strategies.**

**Implementation Level: Planning for Implementation**

**Essential Action 5.3: Data-driven instruction.**

**Implementation Level: Planning for Implementation**

# Cycles

## Cycle 1 - (Sept – Nov)

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** Our team meeting agendas are vague and lack recorded meeting minutes and next steps. Furthermore, there are no written policies or protocols for our grade level PLC's. Implementation of these best practices would build capacity among the campus leadership teams and create structured systems that would have a positive and sustainable impact on teachers and student learning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The leadership Team will calibrate to ensure teacher observations and feedback are aligned. The Leadership Team will meet with staff during PLC time every two weeks. The discussions will focus on student progress, student behavior, lesson delivery, pacing, etc. Student Progress Reports will be shared with leadership team and teachers after each 3 week reporting period. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will communicate the importance of Priority Focus 1.1 with all stakeholders and ask for feedback to create buy in. The implementation of consistent, written protocols and processes will ensure that the protocols have a positive and sustainable impact on teachers and student learning. In addition, the goals will posted and shared on the campus web site, parent meetings and campus newsletter.

**Desired Annual Outcome:** 100% of the PLC and Department Heads Leaders will follow the protocols delineated by the Leadership Team to ensure that both formative and summative data is used to plan Lessons that will impact student progress.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to develop a strong leadership team. I

**Desired 90-day Outcome:** Train 100% of the leadership team on the PLC protocols, and how to use both formative and summative data to plan for instruction and impact the 1st semesters student credit accrual report so that at a minimum 50% of the seniors are on track to graduate by November. Moreover, leadership team will in turn train the dept. heads so that they may assist the teachers. The Leadership Team and Consultant will meet during PLC bi-monthly to assess student progress.

**District Actions:** The district will provide a data assessment platform to capture assessment data by item and student level within 2-3 days after assessment has been administered.

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Leadership Team and consultant will meet with teachers Bi-monthly during PLC to review student progress (attendance, failure rate, CCMR, earned/pending credits, assessment data review). Additionally, 100% of the PLC meetings will be for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Data with Feedback, Lesson Plan Feedback and Bi-weekly Progress Reports</p> <p><b>Person(s) Responsible:</b> Principal, Consultant, Teachers, Dean and Strategist</p> <p><b>Resources Needed:</b> Student Tracking Progress Reports (attendance report, failure rate, senior potential list, student credit accrual report) PLC Agendas, Eduphoria: Aware, and Teacher Developed Formative and Summative Assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 1, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 2 Details	Reviews
<p><b>Action Step 2:</b> Campus Strategist will track and work with staff to integrate lessons that promote language development and writing skills thus impacting the percentage of students moving up one level on TELPAS.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Data with Feedback, Lesson Plan Feedback and Bi-weekly Progress Reports</p> <p><b>Person(s) Responsible:</b> Principal, Consultant, Teachers, Dean and Strategist</p> <p><b>Resources Needed:</b> Student Tracking Progress Reports (attendance report, failure rate, senior potential list, student credit accrual report) PLC Agendas, Eduphoria: Aware, and Teacher Developed Formative and Summative Assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus administration along with truancy officer will conduct home visits to address student attendance, student challenges, and provide them with options to attend school.</p> <p><b>Evidence Used to Determine Progress:</b> Truancy Recovery List, Attendance Report and Failure Rate.</p> <p><b>Person(s) Responsible:</b> Campus Administration, Truancy Officer, Teachers, Attendance Clerk</p> <p><b>Resources Needed:</b> Attendance Report and Failure Rate Report</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Leadership Team will focus on improving the PLC leaders, and Department Head's leadership skills through regularly scheduled job-embedded professional development that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p> <p><b>Evidence Used to Determine Progress:</b> PLC and Department Head Agendas, Lesson. Plans with Feedback, Walkthroughs with feedback data and Staff Development Agendas</p> <p><b>Person(s) Responsible:</b> Leadership Team, Strategist, Department Heads, PLC leaders and Consultant</p> <p><b>Resources Needed:</b> Teacher Walkthroughs with Feedback, Lesson Plan Feedback</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Develop a calendar to monitor seniors credit accrual , attendance, and CCMR points on a bi-monthly basis to allow students to complete graduation requirements every trimester but must be STAAR assessment, CCMR and credit-IGC complete.</p> <p><b>Evidence Used to Determine Progress:</b> Student Credit Accrual Report, Senior Report on Track to Graduate, Credit Accrual Report and Attendance Report</p> <p><b>Person(s) Responsible:</b> Leadership Team, Counselor, Teachers, Strategist</p> <p><b>Resources Needed:</b> Calendar, Counselor Reports regarding Credit Accrual, Failure Rate, CCMR report, and Daily Attendance</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The Leadership Team will need to be consistent (follow PLC/Department Meeting Calendar) with their roles and responsibilities as well as the established PLC protocols in order to support teachers and impact student performance and progress.

**What specific action steps address these challenges?:** The leadership team will need to be consistent with their roles and responsibilities as well as the established PLC protocols in order to support teachers and impact student performance and progress. Action Steps 1, 2, 4 and 5 address the challenge listed.

**Cycle 1 - (Sept – Nov)**

**2. Essential Action 5.3: Data-driven instruction.**

**Implementation Level:** Planning for Implementation

**Rationale:** 100% of the teachers will meet by core area with leadership team once every two weeks to review attendance and failure rate, graduation (credit accrual), CCMR and academic student progress.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will build capacity by continuing to have teachers use a corrective instructional action planning process (individually and in PLCs) to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. The teachers will also be meeting with the Leadership Team every other week to ensure academic student progress is accomplished. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will work collaboratively with teachers during weekly department meetings, as well as, every other week during PLCs to communicate the expectations and structures that need to be followed in analyzing data and developing a plan of action.

**Desired Annual Outcome:** The Instructional Leadership team will use the PLC and departments 100% of the time for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams, attendance reports and failure reports), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to establish strong data-driven instructional practices using a high-quality curriculum with a year long scope and sequence aligned to the TEKS, and will improve the quality of lesson plans, instruction, as well as, the frequency & quality of formative assessments.

**Desired 90-day Outcome:** 100% of the teachers through the Advisory Period will monitor their assigned students in order to identify their student needs, regarding graduation requirements, CCMR completion and STAAR Assessment completion and needs. By the end of the first cycle at least 50% of the students will be on track

**District Actions:** The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas .

Step 1 Details	Reviews
<p><b>Action Step 1:</b> Teachers will provide students with targeted instructional support for the STAAR EOC exams in the area of ELA, Math, Biology and US History.</p> <p><b>Evidence Used to Determine Progress:</b> Benchmark results, Failure rate, Attendance Report , Credit Accrual report, tutorial logs.</p> <p><b>Person(s) Responsible:</b> Teachers, Strategist and Dean</p> <p><b>Resources Needed:</b> STAAR Prep resources, Student identified needs from Item analysis completed and lesson plans</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 2 Details	Reviews
<p><b>Action Step 2:</b> Leadership Team and consultant will meet with teachers Bi-monthly during PLC to review student progress (attendance, failure rate, CCMR, earned/pending credits, assessment data review). Additionally, 100% of the PLC meetings will be for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.</p> <p><b>Evidence Used to Determine Progress:</b> Walkthrough Data with Feedback, Lesson Plan Feedback and Bi-weekly Progress Reports</p> <p><b>Person(s) Responsible:</b> Principal, Consultant, Teachers, Dean and Strategist</p> <p><b>Resources Needed:</b> Student Tracking Progress Reports (attendance report, failure rate, senior potential list, student credit accrual report) PLC Agendas, Eduphoria: Aware, and Teacher Developed Formative and Summative Assessments</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 3 Details	Reviews
<p><b>Action Step 3:</b> Campus Strategist will track and work with staff to integrate lessons that promote language development and writing skills thus impacting the percentage of students moving up one level on TELPAS.</p> <p><b>Evidence Used to Determine Progress:</b> PLC and Department Head Agendas, Lesson Plan Feedback and Walkthroughs with feedback data,</p> <p><b>Person(s) Responsible:</b> Leadership Team, Strategist, Department Heads</p> <p><b>Resources Needed:</b> Language Developed Lessons, Lesson Plans and EL Student Progress Reports</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Weekly - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

Step 4 Details	Reviews
<p><b>Action Step 4:</b> Leadership Team will focus on improving the PLC leaders, and Department Head's leadership skills through regularly scheduled job-embedded professional development that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.</p> <p><b>Evidence Used to Determine Progress:</b> PLC and Department Head Agendas, Lesson. Plans with Feedback, Walkthroughs with feedback data and Staff Development Agendas</p> <p><b>Person(s) Responsible:</b> Leadership Team, Strategist, Department Heads, PLC leaders and Consultant</p> <p><b>Resources Needed:</b> Teacher Walkthroughs with Feedback, Lesson Plan Feedback</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>
Step 5 Details	Reviews
<p><b>Action Step 5:</b> Develop a calendar to monitor seniors credit accrual , attendance, and CCMR points on a bi-monthly basis to allow students to complete graduation requirements every trimester but must be STAAR assessment, CCMR and credit-IGC complete.</p> <p><b>Evidence Used to Determine Progress:</b> Student Credit Accrual Report, Senior Report on Track to Graduate, Credit Accrual Report and Attendance Report</p> <p><b>Person(s) Responsible:</b> Leadership Team, Counselor, Teachers, Strategist</p> <p><b>Resources Needed:</b> Calendar, Counselor Reports regarding Credit Accrual, Failure Rate, CCMR report, and Daily Attendance</p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> September 1, 2021 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> November 30, 2021</p>	<p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p>

**What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle?:** The limited number of students participating in face to face instruction along with student absences may limit the effectiveness our teachers' attempts to assist struggling students and/or our teachers ability to properly assess and identify their students' needs. Additionally, the constant influx of students.....

**What specific action steps address these challenges?:** Actions steps 1, 2, 3 and 4 address the challenges. They are : 1. Teachers will provide students with targeted instructional support for the STAAR EOC exams in the area of ELA, Math, Biology and US History.

2. Leadership Team and consultant will meet with teachers Bi-monthly during PLC to review student progress (attendance, failure rate, CCMR, earned/pending credits, assessment data review). Additionally, 100% of the PLC meetings will be for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.

3. Campus Strategist will track and work with staff to integrate lessons that promote language development and writing skills thus impacting the percentage of students moving up one level on TELPAS.

4. LEADERSHIP TEAM will focus on improving the PLC leaders, and Department Head's leadership skills through regularly scheduled job-embedded professional development that are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

5. Develop a calendar to monitor seniors credit accrual , attendance, and CCMR points on a bi-monthly basis to allow students to complete graduation requirements every trimester but must be STAAR assessment, CCMR and credit-IGC complete.

## Cycle 2 - (Dec – Feb)

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** Our team meeting agendas are vague and lack recorded meeting minutes and next steps. Furthermore, there are no written policies or protocols for our grade level PLC's. Implementation of these best practices would build capacity among the campus leadership teams and create structured systems that would have a positive and sustainable impact on teachers and student learning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The leadership Team will calibrate to ensure teacher observations and feedback are aligned. The Leadership Team will meet with staff during PLC time every two weeks. The discussions will focus on student progress, student behavior, lesson delivery, pacing, etc. Student Progress Reports will be shared with leadership team and teachers after each 3 week reporting period. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will communicate the importance of Priority Focus 1.1 with all stakeholders and ask for feedback to create buy in. The implementation of consistent, written protocols and processes will ensure that the protocols have a positive and sustainable impact on teachers and student learning. In addition, the goals will be posted and shared on the campus web site, parent meetings and campus newsletter.

**Desired Annual Outcome:** 100% of the PLC and Department Heads Leaders will follow the protocols delineated by the Leadership Team to ensure that both formative and summative data is used to plan Lessons that will impact student progress.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to develop a strong leadership team. I

**Desired 90-day Outcome:** Train 100% of the teachers on the PLC protocols, and how to use both formative and summative data to plan for instruction and impact the 1st semesters student credit accrual report so that at a minimum 75% of the seniors are on track to graduate by February 2022. The Leadership Team and Consultant will meet during PLC bi-monthly to assess student progress.

**District Actions:** The district will provide a data assessment platform to capture assessment data by item and student level within 2-3 days after assessment has been administered.



## Cycle 2 - (Dec – Feb)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** 100% of the teachers will meet by core area with leadership team once every two weeks to review attendance and failure rate, graduation (credit accrual), CCMR and academic student progress.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will build capacity by continuing to have teachers use a corrective instructional action planning process (individually and in PLCs) to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. The teachers will also be meeting with the Leadership Team every other week to ensure academic student progress is accomplished. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will work collaboratively with teachers during weekly department meetings, as well as, every other week during PLCs to communicate the expectations and structures that need to be followed in analyzing data and developing a plan of action.

**Desired Annual Outcome:** The Instructional Leadership team will use the PLC and departments 100% of the time for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams, attendance reports and failure reports), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to establish strong data-driven instructional practices using a high-quality curriculum with a year long scope and sequence aligned to the TEKS, and will improve the quality of lesson plans, instruction, as well as, the frequency & quality of formative assessments.

## Cycle 3 - (Mar – May)

### 1. Essential Action 1.1: Develop campus instructional leaders with clear roles and responsibilities.

**Implementation Level:** Planning for Implementation

**Rationale:** Our team meeting agendas are vague and lack recorded meeting minutes and next steps. Furthermore, there are no written policies or protocols for our grade level PLC's. Implementation of these best practices would build capacity among the campus leadership teams and create structured systems that would have a positive and sustainable impact on teachers and student learning.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The leadership Team will calibrate to ensure teacher observations and feedback are aligned. The Leadership Team will meet with staff during PLC time every two weeks. The discussions will focus on student progress, student behavior, lesson delivery, pacing, etc. Student Progress Reports will be shared with leadership team and teachers after each 3 week reporting period. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will communicate the importance of Priority Focus 1.1 with all stakeholders and ask for feedback to create buy in. The implementation of consistent, written protocols and processes will ensure that the protocols have a positive and sustainable impact on teachers and student learning. In addition, the goals will be posted and shared on the campus web site, parent meetings and campus newsletter.

**Desired Annual Outcome:** 100% of the PLC and Department Heads Leaders will follow the protocols delineated by the Leadership Team to ensure that both formative and summative data is used to plan Lessons that will impact student progress.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to develop a strong leadership team. I

**Desired 90-day Outcome:** Train 100% of the teachers on the PLC protocols, and how to use both formative and summative data to plan for instruction and impact the 1st semesters student credit accrual report so that at a minimum 95% of the seniors are on track to graduate by May 2022. The Leadership Team and Consultant will meet during PLC bi-monthly to assess student progress.

**District Actions:** The district will provide a data assessment platform to capture assessment data by item and student level within 2-3 days after assessment has been administered.

## Cycle 3 - (Mar – May)

### 2. Essential Action 5.3: Data-driven instruction.

**Implementation Level:** Planning for Implementation

**Rationale:** 100% of the teachers will meet by core area with leadership team once every two weeks to review attendance and failure rate, graduation (credit accrual), CCMR and academic student progress.

**Who will you partner with?:** Other

**How will you build capacity in this Essential Action?** The campus will build capacity by continuing to have teachers use a corrective instructional action planning process (individually and in PLCs) to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. The teachers will also be meeting with the Leadership Team every other week to ensure academic student progress is accomplished. The campus will continue to partner with Region 1.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** The Leadership Team will work collaboratively with teachers during weekly department meetings, as well as, every other week during PLCs to communicate the expectations and structures that need to be followed in analyzing data and developing a plan of action.

**Desired Annual Outcome:** The Instructional Leadership team will use the PLC and departments 100% of the time for the sole purpose of analyzing student data (gathered from teacher created assessments, benchmark, EOC Exams, attendance reports and failure reports), identifying student needs, and making adjustments to the teachers' lessons to help address identified areas of need.

**District Commitment Theory of Action:** If the district provides the instructional leadership team with regular coaching on the implementation of data driven instruction and provides the training for data collection, supports the principals by protecting their time dedicated to instructional leadership and allows them the authority to create conditions for school success (removing barriers), ensures teachers have access to high-quality curriculum which includes formative assessment for students at 3D Academy, provides teachers with a system to gather data to identify what TEKS students are struggling with, and provides teachers with data within a two days span, then 3D Academy will be able to establish strong data-driven instructional practices using a high-quality curriculum with a year long scope and sequence aligned to the TEKS, and will improve the quality of lesson plans, instruction, as well as, the frequency & quality of formative assessments.

**Desired 90-day Outcome:** 100% of the teachers through the Advisory Period will monitor their assigned students in order to identify their student needs, regarding graduation requirements, CCMR completion and STAAR Assessment completion and needs. By the end of the third cycle at least 95% of the students will be on track to graduate with their cohort.

**District Actions:** The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas .

**Cycle 4 - (Jun – Aug)**

Student Data																			
Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
								2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal		
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results	
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	19	16	78	District Created Benchmark	10		Other	20		25		
			All	All	Reading	Meets	STAAR	6	5	78	District Created Benchmark	5		Other	7		10		
			All	All	Reading	Masters	STAAR	0	0	78	District Created Benchmark	1		Other	1		2		
			All	All	Mathematics	Approaches	STAAR	68	36	70	District Created Benchmark	34		Other	50		68		
			All	All	Mathematics	Meets	STAAR	13	9	70	District Created Benchmark	3		Other	6		13		
			All	All	Mathematics	Masters	STAAR	3	0	70	District Created Benchmark	1		Other	2		3		
			All	All	Science	Approaches	STAAR	67	29	71	District Created Benchmark	34		Other	50		67		
			All	All	Science	Meets	STAAR	8	0	71	District Created Benchmark	3		Other	5		8		
			All	All	Science	Masters	STAAR	0	0	71	District Created Benchmark	1		Other	1		1		
			All	All	Writing	Approaches	STAAR												
			All	All	Writing	Meets	STAAR												
			All	All	Writing	Masters	STAAR												
			11th	All	Social Studies	Approaches	STAAR	75	45	96	District Created Benchmark	45		Other	55		75		
			11th	All	Social Studies	Meets	STAAR	20	29	96	District Created Benchmark	7		Other	14		20		
11th	All	Social Studies	Masters	STAAR	5	6	96	District Created Benchmark	2		Other	3		5					
2. Domain 3	Focus 1	Academic Achievement	All	ELL	Reading	NA	STAAR	12	2	78	District Created Benchmark	9		Other	20		29		
	Focus 2	Academic Achievement	All	ELL	Mathematics	NA	STAAR	11	30	71	District Created Benchmark	20		Other	30		40		
	Focus 3	English Language Proficiency	All	ELL	Reading	NA	TELPAS	25	38	78	District Created Benchmark	20		Other	30		40		

# Addendums