CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	Donna ISD	Campus Name	3D Academy	Superintendent	Dr. Azaiez	Principal	Jaime Alvarez
District Number	108902	Campus Number	000000006	District Coordinator of School Improvement (DCSI)	Ms. Ofelia Alvarez	ESC Number	1
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, 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.	Ms. Ofelia Alvarez November 2, 2020
Principal Supervisor * Only necessary if the DCSI is NOT the Principal supervisor.	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI 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.	Dr. Azaiez. November 2, 2020
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (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.	Jaime Alvarez November 2, 2020
Board Approval Date		

DATA ANALYSIS

Using your accountability data from 2019 (see link in Column G), and any relevant student achievement data from 2019-2020, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html

Data Analysis Questions	What accountability goals for each Domain has your campus set for the 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: 70% Rationale: After analyzing the 2019 STAAR results and keeping in mind the impact that Covid 19 has had on our District, the campus' goal will be to maintain the STAAR Achievement scores from 2019.
		Domain 2: N/A
		Domain 3: The campus goal is to raise the TELPAS results from 26% to 40%, CCMR from 6% to to 47% and improve the graduation rate from 59% to 90% (minimal rate of 67%).
	What changes in student group and subject performance are included in these goals?	Domain 1: The campus will focus on improving the passing percentage rate of our ELL population for both English I and English II at the Approaches state standard.
		Domain 2: N/A
		Domain 3: 3D Academy will focus on the EL subgroup for English I and English II at the Meets/Masters State Standard and will work on improving our EL students' proficiency levels.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	The campus has set the CCMR goal at 47% and the Graduation rate at 90%.

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	2 - Planning for Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	2 - Planning for Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: https://texasesf.org/vetted-programs/

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: https://texasesf.org/framework/

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	The campus is using the district developed scope and sequences and Year at a Glance (YAG's) with modifications in order to fit 3D Academy's non-traditional schedule. During the August Staff Development, teachers worked on unpacking the standards, identifying conceptual and procedural gaps, planning and practices to reteach and write a corrective plan of action to fit the students needs and schedule. Due to COVID 19, teachers will have to focus on the areas of need for each student retaking the EOC.	The ESF Diagnostic report indicates that even though 88% of the lesson plans included a daily objective, 38% of the objectives did not include a measurable student outcome. Additionally, the lesson plans did not show evidence of reteaching nor reassessment of concepts not mastered by students.	PLC meetings are scheduled on a weekly basis, however in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration is not in place. Also, a corrective instruction action planning process, individually and in PLCs, to analyze data and identify trends has been absent.

How will the campus build capacity in this area? Who will you partner with?	The department heads along with the core area teachers are modifying the scope and sequence to fit the 3D Academy's adopted calendar and have develop a standardized lesson plan that will support the campus instructional needs. Due to Covid 19, teachers are having to continue to make instructional changes because students are receiving Virtual Instruction vs. face to face. Also, a schedule has been developed to allow administration to give teachers feedback on their lesson plans and instruction with ample time to make changes. The campus will continue to partner with Region 1.	Capacity will be built by providing the teachers the necessary tools (student data and core area scope and sequence), time, and support needed to develop quality lesson plans . The campus will continue to partner with Region 1.	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 campus will continue to partner with Region 1.
Barriers to Address throughout this year	Due to COVID 19, virtual Instruction has lead to minimal teacher-student contact and has become a barrier that our campus will need to overcome. In addition, extenuating circumstances, have forced some of our students to join the workforce to support their family during these trying times.	COVID 19 has caused many of our students to be fearful and has resulted in synchronous instruction being the main method of lesson delivery. This, coupled with the lack of student resources, has contributed to a high number of student absences which has limited our ability to provide students with the needed supports.	Student absences may limit the effectiveness our teachers' attempts to assist struggling students and/or our teachers ability to properly assess their students. This along with the challenges of transitioning our students back on campus to resume face to face instruction are barriers we will need to overcome.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	The Leadership Team will coordinate with the core area teachers during PLC to support the development of the curriculum Scope and Sequence needed to impact student academic success. Teachers will need to make student contact on a daily basis to ensure additional support is available to all students. Instructional modifications will need to be made in order to ensure student academic success.	The Leadership Team will meet with teachers individually and/or during PLC to review and discuss how the lesson plans are aligned to the scope and sequence, as well as, how the daily objectives are aligned to the standards. In addition, ILT will confirm that the objectives are written in measurable outcomes. Buy-in will be created by involving teachers in this process, providing time to hear their concerns, and providing them with support and feedback.	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	Instructional leadership team will lead PLC meetings from **100% to 50%** and provide support to the teachers in the development of curriculum (Scope and Sequence, Data analysis, reteaching plans, and instructional resources) to ensure student progress.	Teachers will use PLC meetings **100% of the time** to collaborate, plan, and practice parts of their lessons (at least know & show charts, objectives, and exit tickets) and receive support and/or feedback from the instructional leadership team leading meetings. Additionally, the leadership team will create a safe environment so that teachers are receptive to suggestions made and lesson plan adjustments as per feedback.	Instructional Leadership team will use the PLC meetings **100% of the time** 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.
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.		