

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
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.
Desired 90-day Outcome	By the end of cycle 2, instructional leadership team will ensure that 100% of the scope and sequences for core subjects is in place, that the Year at a Glance (YAG's) is aligned to fit 3D's Academy's non-traditional schedule and teachers are completing action plans. The corrective action plans will identify conceptual and procedural gaps, and will include plans and practices to reteach.	By the end of Cycle 2, 100% of the teachers will practice discussing their lessons within meetings and make adjustments based on feedback, student needs, or shared ideas. Teachers will use assessment data to target their instruction, provide support, and prepare their students for the Spring EOC exams.	By the end of Cycle 2, 100% of the teachers (through the PLC process) will have identified a effective way of properly assessing and identifying their student needs and will adjust their instruction to prepare their students for the Fall & Spring EOC exams.
Barriers to Address During this Cycle	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.	The integration of technology along with our teachers' understanding of it, might become a barrier during our virtual department meetings. Furthermore, safety protocols and teachers' fears to the present pandemic may keep us from modeling face to face lessons.	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.
District Actions for this Cycle	The district provide access to assessments aligned to the standards and the expected level of rigor.	The district provides schools with access to student academic, behavioral, and on-track to graduate data (present and historical).	The district has effective systems for identifying and supporting struggling learners.
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.		

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will include opening and closing activities, and pacing throughout the lesson plan. The lesson plan will include a daily warm-up and differentiated instruction for the special programs. Also, lesson plans will be standardized across all content areas, and smart goals will be added. The expectation will be that plans be more detailed where another teacher can pick up the plan and use it effectively.	4.1, 5.1	November 2020-May 2021	District Developed YAG, Lesson Plan Non-Negotiables,	Teachers, CLT, Strategist	Lesson Plans with Feedback and/or PLC and Department Head Minutes	Weekly Lesson Plans, PLC/ Department Head Agenda, Sign-in Sheets and Minutes	Some Progress	Staff will continue to submit their lesson plans following the guidelines and expectations in place.

Campus leadership team will review lesson plans weekly for alignment to the state standards/ scope & sequence; and, will provide teachers with feedback during their department meeting. Administrative team will conduct weekly walkthroughs to ensure alignments between the teachers' lesson plans and their instruction.	4.1, 5.1	November 2020-May 2021	Eduphoria Forethought/Strive	Administration Team	Walkthrough Reports	Weekly entries	Some Progress	Campus leadership team will continue to review lesson plans weekly for alignment to the state standards/ scope & sequence; and, will provide teachers with feedback during their department meeting. Administrative team will continue to conduct weekly walkthroughs to ensure alignments between the teachers' lesson plans and their instruction is in place.
Teachers will continue to provide students with targeted supports for upcoming EOC exams (i.e. EOC Camps).	4.1, 5.1, 5.3	November 2020-May 2021	Lesson Plans	Teachers	Tutorial logs	Weekly	Some Progress	Teachers will continue to provide students with targeted supports for upcoming EOC exams (i.e. EOC Camps).
Campus leadership team and staff will develop and implement incentives that will encourage students to want to participate in the face to face teaching and learning and improve attendance thus impacting student progress.	5.1, 5.3	December 2020	Attendance Incentive Student Plan	Campus Leadership Team, Teachers	Agendas, Sign in Sheets and Minutes	December 2020	Some Progress	Campus will continue to implement incentives that will encourage students to want to participate in the face to face teaching and learning.
PLC's time will be used to track student progress and develop options for students to close their instructional gaps, meet state standards, and attain their academic goals.	4.1, 5.1,5.3	November 2020 - May 2021	Eduphoria: Aware, Teacher Developed Formative and Summative Assessments	Teachers, Strategist and Master Teacher	Agendas, Sign in Sheets and Minutes	Student Tracking profiles,	Some Progress	PLC's time will continue be used to track student progress and develop options for students to close their instructional gaps, meet state standards, and attain their academic goals.
Develop and work with district personnel to find ways to support and ensure that students meet their CCMR requirements.	4.1, 5.1, 5.3	December 2020-May 2021	CCMR Tracking Form	Central Office Staff, Administrative Team	Agendas and Minutes	Spring Semester (monthly)	Some Progress	Continue to develop and work with district personnel to support and ensure that students meet their CCMR requirements.
Leadership team, Strategist and Master Teacher will work with staff to brainstorm ideas on how to integrate lessons that promote language development and writing skills thus impacting the percentage of students moving up one level on TELPAS.	4.1, 5.3	December 2020-May 2021	Language Development Lessons and Lesson Plans	Leadership Team, Strategist, Master Teacher	PLC and Department Head Agendas, Lesson Plans	Weekly Lesson Plan	Some Progress	Campus and district strategist will continue to work with staff in promoting language development.
Teachers will be provided with instructional support from Ms. Gloria Cepeda (consultant) to improve instruction (data-driven).	5.1, 5.3	November 2020 - May 2021	Consultant	Principal, DCSI	Agendas, Sign-in sheets	PLC Agendas/Sign-in Sheets, PLC Minutes	Some Progress	Staff will meet with consultant and principal weekly during PLC to review student data and monitor student graduation completion requirements.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	3D Academy has met the 90-Day Outcomes. 100% of the staff completed and continues to update the scope and sequences, and the Year at a Glance (YAG's). Also, 100% of the teachers are meeting and make instructional adjustments based on feedback, student needs, or shared ideas. Teachers discuss assessment data in order to better prepare their students for the Spring EOC exams.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>English II was the only core area that met their Cycle 2 Goals. Even though English I, Algebra I, and US History did not meet the Cycle 2 goals, when compared to the 2019 results, the campus is on target to meet the 2019 base results. The campus continues to struggle with student participation and engagement on a daily basis.</p>	
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>The campus will continue to work with all of Cycle 2's action steps. The COVID 19 pandemic has resulted in a lack of student involvement due to economical hardships, difficulties with remote instruction, and/or parents' fears for their children's safety. This has resulted in an increase in student absences and/or minimal student participation/engagement within their courses.</p>	<p>Campus administration along with truancy officer will conduct home visits to address any parent concerns, student challenges, and provide them with options to increase student participation. Additionally, the District is providing all staff with RSSP modules to assist with technology concerns teachers might have and the campus Master teacher is assisting with technology supports as needed.</p>