

**CYCLE 3 90-DAY OUTCOMES (March-May)**

**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
<b>Essential Action</b>	4.1	5.1	5.3
<b>Desired Annual Outcome</b>	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.
<b>Desired 90-day Outcome</b>	100% of the teachers will lead PLC and Department meetings in the continuous refinement of the core area curriculum (3D modified Scope & Sequence and Data Tracking Profiles) to make sure students are making academic progress.	100% of the teachers will continue to use the PLC and Department meetings to collaborate, plan and model lessons, as well as, receive support and/or feedback from the instructional leadership team and their colleagues.	100% of the teachers through the PLC process will have identified student needs and adjusted the instruction to better prepare students for the Spring EOC exams.
<b>Barriers to Address During this Cycle</b>	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.	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.
<b>District Actions for this Cycle</b>	The district provides a data assessment platform to capture assessment data by item and student level.	The district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas .	District policies and practices support effective instruction in schools.
<b>District Commitment Theory of Action</b>	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 continue to provide students with targeted instructional support for upcoming EOC exams.	4.1, 5.1, 5.3	March 2021-May 2021	Lesson Plans	Teachers	Tutorial logs	Weekly	Significant Progress	Teachers will provide students with targeted instructional support for the STAAR EOC exams.

Teachers and administration will meet on a weekly basis to discuss student progress and needs.	5.1, 5.3	March 2021-May 2021	Eduphoria: Aware, Teacher Developed Formative and Summative Assessments	Teachers, Strategist, Master Teacher and Administrative Team	Student tracking profiles	every other week	Significant Progress	Leadership Team and consultant will meet with teachers on a weekly basis to discuss and assess student progress (attendance, CCMR, earned credits, assessment data review).
Continue to work with district personnel to find ways to ensure 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	CCMR requirements will be reviewed and monitored by the Leadership Team (Next step is embedded on line 17).
Teachers will be provided with instructional support from Ms. Gloria Cepeda (consultant) to improve instruction (data-driven).	5.1, 5.3	March 2021-May 2021	Consultant	Principal, DCSI	Agendas, Sign-in sheets	PLC Agendas/Sign-in Sheets, PLC Minutes	Met	
Departments will continue to meet weekly to collaborate, share, and discuss their lesson to better meet the needs of their students.	4.1, 5.1, 5.3	November 2020 - May 2021	Eduphoria Forethought/Strive	Teachers, Strategist	Agendas, Sign in Sheets and Minutes	weekly	Significant Progress	100% of the core area teachers, will meet weekly to collaborate, share, and discuss their lesson(s) to better meet the needs of the students.
Leadership team, Strategist and Master Teacher will continue to 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.	4.1, 5.3	March 2021-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	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.
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.	5.1	March-May	Attendance Reports	Campus Administration, Truancy Officer, Teachers, Attendance Clerk	Attendance Rate	Weekly	Significant Progress	Campus administration along with truancy officer will conduct home visits to address student attendance, student challenges, and provide them with options to attend school.
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.	5.1	February-May, 2021	Resilient Schools Support Program Modules	ED. Direction	Professional Development Reports thur Eduphoria	Monthly	Met	

**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 had significant progress or met 6/8 action steps within Cycle 3. 100% of the staff completed and continue to update the scope and sequences, and the Year at a Glance (YAG's). Also, 100% of the teachers are meeting and making instructional adjustments based on feedback, student needs, or shared ideas. Teachers discuss assessment data during PLC or department meetings in order to better prepare their students for the Spring EOC exams. 3D Academy met 6/8 action steps due to the consistent planning and data analysis that occurred during the weekly Department Head meetings.
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<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>3D Academy did not meet the performance goals for Cycle 3 as per the May 28, 2021 STAAR results received. The trends and/or patterns indicate the following:</p> <ul style="list-style-type: none"> <li>• 4/56 (7%) students passed the English I EOC at the Approaches Level</li> <li>• 9/58 (16%) of the students passed the English II EOC at the Approaches Level and 3/58 (3%) passed at the Meets Level</li> <li>• 6/23 (26%) of the students passed the Algebra I EOC at the Approaches level</li> <li>• 2/16 (13%) of the students passed the Biology EOC at the Approaches Level</li> <li>• 15/51 (29%) of the students passed the Social Studies EOC at the Approaches Level, 10/51 (20%) met the Meets and 2/51 (4%) met the Masters level.</li> </ul> <p>The campus did not meet the goals because the students participated minimally in virtual learning. Many of the students began working to help their parents support the family. Even though the campus administration along with the truancy officer and teachers conducted home visits to address any parent concerns, student challenges, and provide them with options to increase student participation, the challenge to increase student participation and engagement remained.</p>
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	Carryover Action Steps	New Action Steps
<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>3D ACADEMY will continue to work on the following action steps under Prioritized Areas 5. 1 Effective Instruction and 5.3 Data Driven Instruction for school year 2021-2022:</p> <ul style="list-style-type: none"> <li>• Teachers will provide students with targeted instructional support for the STAAR EOC exams.</li> <li>• Leadership Team and consultant will meet with teachers on a weekly basis to discuss and assess student progress (attendance, CCMR, earned credits, assessment data review ).</li> <li>• 100% of the core area teachers, will meet weekly to collaborate, share, and discuss their lesson(s) to better meet the needs of the students.</li> <li>• 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.</li> <li>• Campus administration along with truancy officer will conduct home visits to address student attendance, student challenges, and provide them with options to attend school.</li> </ul>	<p>3D Academy will implement the following new action steps/key practices under <b>Prioritized Focus Area 1.1</b>, (Strong School Leadership &amp; Planning):</p> <ul style="list-style-type: none"> <li>• Campus instructional leaders will use consistent written protocols and processes to lead their PLC and Department Head Meetings.</li> <li>• Campus instructional leaders and consultant will meet on a weekly basis to focus on student progress, and formative data results.</li> <li>• Principal will focus on improving the Leadership Team's, 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.</li> </ul> <p>The campus will also work on the following two actions under Prioritized area 5.3:</p> <ul style="list-style-type: none"> <li>• Develop a calendar to monitor seniors credit accrual, attendance, and CCMR points on a weekly basis to allow students to complete graduation requirements every trimester but must be STAAR assessment, CCMR and credit-IGC complete.</li> <li>• Instructional Leadership team will continue to 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.</li> </ul>

**END OF YEAR REFLECTION**

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
<b>Essential Action</b>	4.1 High Quality Curriculum	5.1. Effective instruction: Objective Driven Daily lesson Plans with formative assessments	5.3. Effective Instruction: Data Driven Instruction.
<b>Desired Annual Outcome</b>	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.
<b>Did the campus achieve the desired outcome? Why or why not?</b>	3D Academy did meet the desired outcome of having teachers develop their own curriculum (Scope and Sequence and Year at a Glance) aligned to the Alternative Campus student needs and calendar. Teachers met during PLC to review the formative and summative assessment results to ensure the instruction was targeted and supported the students instructional needs. This Prioritized Focus area has been met.	The staff did meet during PLC to collaborate and plan virtually. The campus will need to continue to work on this desired outcome because due to the Covid 19 and the low student attendance and participation the focus switched to trying to have students complete their graduation requirements.	The Instructional Leadership Team did use the PLC meetings to analyze data and plan for instruction but not 100% of the time because the campus attendance and student participation/engagement dropped drastically. The focus had to switch to <b>TEACHERS CALLING, MAKING HOME VISITS AND</b> asking students to come into campus to complete their graduation requirements (credits/exams/projects). Teachers had to modify their curriculum and lesson plans to address the needs of the students. Many of the 3D Academy students had to work to support their families financial needs during the Covid 19 crises.