CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campuses progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2021-2022 school year.

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

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

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

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

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.

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

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	Prioritized Focus Area 1.1, (Strong School Leadership & Planning)	5. 1 Effective Instruction	5.3 Data Driven Instruction
Rationale	Leadership team meeting agendas are vague and lack recorded meeting minutes and next steps. Finally, there is no evidence of instructional leaders using consistent, written protocols and processes to lead their teachers or grade-level teams or PLCs. 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.	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 instructional planning process, individually and in PLCs, to analyze data and identify trends has been absent.
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 by implementing consistent, written protocols and processes to ensure 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.	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	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.	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	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 85% of the seniors are on track to graduate.	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.
How will the campus build capacity in this area? Who will you partner with?	The leadership Team will meet weekly to calibrate to ensure teachers are being observed weekly and provided feedback. Weekly Administration meetings 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.	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. Additionally, the campus will continue to 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.	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 the year	Returning to face to face learning after COVID-19 and addressing the student learning gaps will be a challenge. This means that 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.	The greatest barriers and challenges will be to support teachers and students adjusting to the face to face learning after participating in Asynchronous (virtual) learning for over a year. Additionally, following the protocols regarding lesson plan development, data analysis and action plans will be challenging for teachers.	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.
District Actions for this Cycle	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.	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.
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.		

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 Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Teachers will provide students with targeted instructional support for the STAAR EOC exams.	5.1.5.3	August 2021	Lesson Plans	Teachers, Strategist, Dean	Benchmark Results, Failure Rate, Attendance Report, Credit Accrual report Tutorial logs	Weekly		
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).	5.1, 5.3	August 2021	PLC Agendas, Attendance Reports, Failure Reports, CCMR reports, Credit Accrual Report, Eduphoria:Aware, Teacher Developed Formative and Summative Assessments	Leadership Team, Counselor, Teachers, Strategist	Student tracking Progress reports	Weekly		
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.	5.1	August 2021	PLC Agendas, Lesson Plans, Eduphoria Forethought/Strive	Teachers, PLC Leaders and Strategist	Walkthrough Data with Feedback, Lesson Plan Feedback	Weekly		
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.	5.1,5.3	August 2021	Language Development Lessons and Lesson Plans	Leadership Team, Strategist, Master Teacher	PLC and Department Head Agendas, Lesson Plans	Weekly Lesson Plan		
Campus administration along with truancy officer will conduct home visits to address student attendance, student challenges, and provide them with options to attend school.	1.1	August 2021	Attendance Reports	Campus Administration, Truancy Officer, Teachers, Attendance Clerk	Attendance Rate	Weekly		
Campus instructional leaders will use consistent written protocols and processes to train teachers and lead PLC and Department Head Meetings.	1.1,5.1, 5.3	August 2021	PLC/Department Meeting Protocols, PLC Training Agendas	Leadership Team, PLC Leaders, Department Head Leader	PLC Agendas, Lesson Plans, Student Credit Accrual Report, Attendance Report and Failure Rate	Weekly Lesson Plans, Student Progress Reports every 3 weeks, Weekly Attendance Reports		
Campus instructional leaders and consultant will meet on a weekly basis to focus on student progress and formative data results.	1.1, 5.3	August 2021	Student Progress Reports (Attendance, Failure Rate, Credit Accrual Report	Principal,Consultant, Teachers, Strategist, and Counselor	Failure Rate, Attendance Rate, Student Progress report regarding Credit Accrual and Graduation Requirements	Weekly		
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.	1.1, 5.1, 5.3	August 2021	Teacher Observations with Feedback, Region 1 when applicable	Leadership Team, PLC Leaders and Department Heads	PLC Agendas, Walkthroughs with Feedback, Lesson Plans and Student Progress Reports	Monthly and as needed.		
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.	5.3	August 2021	Calendar, Counselor Reports regarding Credit Accrual, Failure Rate, CCMR report, and Daily Attendance	Leadership Team, Counselor, Teachers, Strategist	Student Credit Accrual Report, Senior Report on Track to Graduate, Credit Accrual Report and Attendance Report	Weekly		
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.	1.1, 5.1, 5.3	August 2021	PLC Protocols and Agendas, Student Formative and Summative Data	PLC Leaders, Instructional Team, Teachers, Department Head Leaders	Student Progress Report, Benchmark Results, Failure Rate and Attendance REport	Weekly		