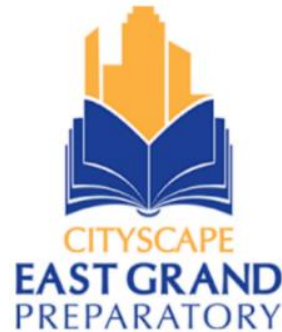




# CAMPUS IMPROVEMENT PLAN 2020-2021



## **VISION STATEMENT**

Our vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

## **MISSION STATEMENT**

East Grand Preparatory exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. East Grand Preparatory students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

## **PHILOSOPHY OF EDUCATION**

The philosophy of education at East Grand Preparatory is grounded in the belief that every student can learn and that working together with parents, we can ensure success for each student.

## INTRODUCTION

Cityscape Schools, Inc. is a non-profit corporation that was established under the laws of the State of Texas on November 22, 2006. It operates East Grand Preparatory (EGP), an open-enrollment charter school, which offers pre-kindergarten 3 through ninth grade classes and is located at 6211 E. Grand Ave. in Dallas, Texas. At the time of establishment, the charter school district was referred to as Reconciliation Scholar's Academy, Inc. In 2014, the entity changed its name to Cityscape Schools, Inc. The initial charter was granted in December 2007.

EGP opened in the fall of 2008 and was originally referred to as Reconciliation Scholar's Academy. However, it changed its name to East Grand Preparatory in 2014. The charter school is a twelfth generation open-enrollment charter school that its founders created to offer an oasis for at-risk children in the geographical area of East Dallas. It was strategically located so that it could be an information and opportunity center for families within the community.

As previously mentioned, the school's mission is to work in an educational partnership with families to provide a distinctive environment of educational opportunity for all children and young people in its community. Students are expected to have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

The school's vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society and the philosophy of education is grounded in the belief that *every* student can learn and that working together with parents, the district can ensure success for each student. The overriding goal is, in partnership with families, to meet the academic, intellectual, social, emotional, spiritual, physical, and creative needs of its students.

Cityscape Schools, Inc. attempts to meet the students' interpersonal needs by providing an opportunity to develop strong character, integrity, a commitment to community service, and a positive vision for the student's lives and for their community. Intellectual needs are meant to be satisfied by providing students with instruction across the full range of intellectual abilities: knowledge, comprehension, application, analysis, synthesis, and evaluation. Academic needs are met by assessing, placing, and providing educational services for all students accepted into the charter school. Social needs are met by providing students with opportunities to develop healthy relationships within the family, their peers, members of their community, and with society at large. Emotional needs are meant to be achieved by fostering a secure environment that creates and reinforces awareness within students that they are loved and respected. Physical needs are met through providing students with appropriate fitness activities. Creative needs are met through providing students with fine arts opportunities intended to awaken, cultivate and develop the student's talents, creative gifts, and abilities.

Ultimately, the district's goal for each Cityscape campus is to provide students with the opportunity to be well-prepared for success in college and other post-secondary opportunities. Set forth below are the core values stated or implied by the district's mission, vision, and philosophy:

- Families are charged with the primary responsibility for the comprehensive well-being of their children and the district must therefore work in partnership with the family.
- The greatest need of the students is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of the district is that all students are college bound.
- The district will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college.
- The district will provide students with developmentally appropriate instruction that addresses the spiritual, academic, intellectual, social, emotional, physical and creative needs of its students.
- All students have the potential to serve their community and their fellow man as leaders and role models.
- All students deserve a high-quality college bound education regardless of their zip code.

The expected student outcomes stated or implied by the district's vision, mission and philosophy is that students will:

- Model their lives after adults exhibiting wisdom, character and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis and evaluation.
- Develop healthy relationships.
- Know that they are loved and respected in all circumstances and by all faculty and staff.
- Recognize the human body as a temple with the implications this brings regarding health, fitness and lifestyle choices.
- Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.
- Remain faithful to the values learned at East Grand Preparatory in the face of pressure to compromise.

The students of EGP are the recipients of a well-balanced curriculum known as the Texas Essential Knowledge and Skills (TEKS). This curriculum's foundation is enriched by our instructional staff who promote understanding, facilitate the transfer of knowledge to new and different settings, and support differentiation to meet the needs of all EGP students. Courses are offered in every subject area (Reading, Language Arts, English/ESL, Writing, Mathematics, Science, Social Studies, Physical Education, Art, and Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, Title 1 Part A, Dual Language (one- and two-way) and Economically Disadvantaged. Our overriding goal is that all students in 3<sup>rd</sup> grade and above meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at EGP is comprised of 1 principal, 2 assistant principals, 2 instructional coaches, 1 counselor, 1 campus registrar, 39 teachers, 3 special education teachers, 5 paraprofessionals, 10 teacher's aides, 9 instructional aides, 1 clinic aide, 3 office staff, and 2 custodians. The teaching staff is also 21% male and 79% female.

EGP uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114. The campus conducted comprehensive needs assessment surveys at the end of last year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations.

## **CAMPUS NEEDS ASSESSMENT**

If a campus operates as a Title I, Part A schoolwide program, the comprehensive needs assessment (CNA) is the first step of a required, year-long planning process. A campus that already operates a schoolwide program can use this planning process to update or revise its existing campus improvement plan. An updated CNA, in particular, can help the campus identify how its needs have changed over time.

The CNA is critical to planning and implementing a successful schoolwide program. The purpose of the CNA is to identify a campus's educational strengths and the areas that need improvement. This will help prioritize the areas that most affect student achievement and guide the development of a campus improvement plan.

On May 16, 2019, four committee meetings took place simultaneously to begin the process of self-assessment by reviewing and analyzing data on campus and teacher performance; reflecting on current practices to determine focus areas for improvement; and increasing transparency, fairness, and rigor in campus academic and financial performance. Outside consultant, Ms. Denise Babb, spent time with each of the four groups to assure compliance with Every Student Succeeds Act (ESSA) requirements.

These schoolwide planning teams gathered together and organized data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, STAAR results, and dropout percentages were readily available and thoroughly analyzed. This data analysis was conducted to progress from gathering information to creating the following campus improvement plan to accurately and realistically address the key issues facing East Grand Preparatory.

This past spring of 2020, due to the restrictions caused by the COVID 19 pandemic, the four committees met virtually, but continued the data analysis to include pertinent data from the 2019-2020 academic school year. Once the data was collected, organized, and analyzed from each of the four committees, a Campus Improvement Plan (CIP) committee was formed to determine areas of priority and summarize the school’s needs. The committee reviewed both strengths and weaknesses of the school and its representative groups, created priorities from the findings, and began to address the needs through strategies and activities designed to improve student outcomes. These strategies and activities were ultimately divided into seven strategic goals, with each goal having several objectives and strategies for reformation and improvement in the current academic school year. These overarching goals are outlined in the following Campus Improvement Plan.

For the second year in a row, the CIP committee was also tasked with reviewing last year’s CIP (2019-2020) and assigning a grade (A through F) for each of the seven strategic goals, in order to gauge the plan’s effectiveness and determine which, if any, goals, objectives, and key strategies were completed during the last academic year and which should be reviewed, revised, and/or continued in to the current year. The seven goals, their respective grades, and an explanation of the grade assignment are as follows:

Goal	Grade	Explanation/Justification
<p><b>Goal 1: Academic Achievement</b> Each student at East Grand Preparatory (EGP) will be provided with engaging, relevant, and meaningful learning experiences, which foster the acquisition of the following 21<sup>st</sup> Century skills leading to student success (including at-risk students): collaboration, communication, creative thinking, critical thinking, information literacy, and problem-solving, ensuring the overall STAAR grade for the school will be no lower than an 80 at the end of the 2019-2020 academic school year.</p>	<p><b>B-</b></p>	<p>While gains <i>were</i> made in student achievement on the STAAR exam, the percentage gains were small, and the campus remained a D (64) in Domain One: Student Achievement. The campus did raise its overall score from a D to a C by earning a score of 72 percent, but there is much work to do to ensure all students are performing at grade level, as well as creating intervention plans for struggling students. The instructional team did a remarkable job through virtual classrooms after the COVID 19 pandemic struck in March 2020. EOY testing showed better-than-expected results in most grade levels for student growth and achievement.</p>
<p><b>Goal 2: Staff High Quality</b> Highly qualified and effective personnel will be</p>	<p><b>B+</b></p>	<p>Human Resources hired, trained, and provided onboarding for a total of 51 new employees for the new school year. EGP began the</p>

<p>recruited, trained, and retained, with educators keeping abreast of the development of creative and innovating techniques in instruction to optimize student engagement and learning.</p>		<p>new year with every teaching position filled and in place. Further, as of June 2020, the teacher retention rate was 85 percent, which is 11 points higher than last year's rate for EGP, which was 74 percent.</p>
<p><b>Goal 3: Family and Community Involvement</b> Engage in timely and effective communication between school, parents, and community members (including family businesses, colleges &amp; universities, and community organizations) to create positive partnerships with East Grand Preparatory, which will ultimately assist in heightening student success.</p>	<p><b>C</b></p>	<p>While some progress was made in the utilization of ParentSquare and Facebook in order to communicate more fully with parents and the community at large, there is still much work to be done in this area. The district purchased a software program named SchoolStatus, which is designed to simplify communication between teachers and parents. The school had a successful anti-bullying campaign, which included guest speakers from the community, a very well-attended Winter Carnival, and athletic competitions, which allowed community and family support for the school, but the PTO meetings, as well as the principal's morning meetings to chat with parents each month were both sparsely attended.</p>
<p><b>Goal 4: Social/Emotional</b> Students, staff, and parents will regard the school as safe and orderly while promoting a positive and supportive environment where all students can develop responsible behavior and treat others with respect.</p>	<p><b>B</b></p>	<p>Two years ago (by the end of the school year), 14 students had been dismissed for disciplinary reasons and referrals were at an all-time high. This past year, the campus adopted a new discipline system based on the Positive Behavior Interventions and Support (PBIS) and the results were impressive. Assistant Principal, Mr. Ken Dickerson, provided training to all faculty at the beginning of the year, as well as follow-up training throughout the year, and the results showed fewer dismissals and fewer referrals. When students were referred to the office for disciplinary reasons, the principals spend quality time with them and worked diligently with them, based on the PBIS principles, in conjunction with the child's parents, to focus on preventing the behavior from happening again vs. simply punishing the student for their behavioral issues.</p>
<p><b>Goal 5: Facility</b> East Grand Preparatory will exercise financial responsibility, and compliance with state and federal</p>	<p><b>A/C</b></p>	<p>Like last year, the CIP committee gave this goal two separate grades. The grade of "A" was given to the superintendent, Mr. Leonard Brannon, and CFO, Mr. Luis Hinojosa, who were</p>

<p>laws, to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning.</p>		<p>responsible for exercising financial responsibility and compliance with state, federal and local laws, and supported the campus with both reasonable and necessary expenditures to support the learning processes. This past year’s financial audit had no findings of any type, which is a first for our campus audits. A grade of “C” was given for a marked improvement in safety guidelines (last year’s scores was an F). Fire, lockdown, and inclement weather drills were conducted at regular intervals all school year and all key stakeholders surveyed stated they now know what to do in the case of an emergency. While a marked improvement was noted, there is still much work to be done in the area of creating a state-of-the-art facility conducive to all aspects of the learning environment.</p>
<p><b>Goal 6: Technology</b> Integrated technology will be implemented and used to increase the effectiveness of student learning, instructional strategies, and staff development.</p>	<p><b>B</b></p>	<p>This past year was the first year we ensured that 100 percent of all middle school students had their own Chromebook to use for all classes and every other classroom was outfitted with a class set. Further, we began to utilize more and more assessment software programs to continuously measure student performance as predictors of the STAAR exams. While academic gains were small, they were enough to raise the campus from an overall STAAR rating of D last year to a C this year. The coming year’s goal is to outfit 100 percent of all students with a Chromebook for academic utilization.</p>
<p><b>Goal 7: Dual Language Program (one- and two-way immersion)</b>  Improve student academic and socio-emotional resilience, build parental capacity, and increase professional learning opportunities for staff in language and literacy across all content areas, by implementing a comprehensive dual language program, while ensuring the program is run with fidelity and integrity.</p>	<p><b>A-</b></p>	<p>This past year, we had four sections of two-way dual language in our kindergarten program and two sections in our first-grade program. Next year, second grade will have its first two-way classes and the program is running with fidelity and integrity, as stated in our Dual Language goal. The grade of A- was given as an incentive to improve the parental capacity of the program. While the campus offered three parent meetings this past school year specifically for dual language parents, the goal is to create a more robust program for parents and families, which would include a parental advisory group and a dual language design team (including parents as team members). As the program grows each</p>



		year, the goal is to involve more parents and families as a much-needed component of any academic program.
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For the current CIP goals listed below, especially in the underlying objectives, strategies, and critical factors, all were written to fulfill the criteria of SMART goals. SMART is a popular acronym in any goal-setting process that enables a team to clarify ideas, focus efforts, use time and resources productively, and increase chances of achieving desired results. The acronym stands for Specific, Measurable, Achievable, Relevant, and Timely. Each goal in this document was created to be transparent, structured, and easily tracked.

It is important to note that this improvement plan is considered a living document that will continue to be refined through dedication and commitment to serving the students and staff of East Grand Preparatory. Thus, this plan is subject to changes throughout the academic school year, approved by campus and/or district officials.

## GOALS

### Goal 1: Academic Achievement

**Each student at East Grand Preparatory (EGP) will be provided with engaging, relevant, and meaningful learning experiences, which foster the acquisition of the following 21<sup>st</sup> Century skills leading to student success (including at-risk students): collaboration, communication, creative thinking, critical thinking, information literacy, and problem-solving, ensuring the overall STAAR grade for the school will be no lower than an 80 at the end of the 2020-2021 academic school year.**

Performance Objective 1: Analyze individual student data to ensure that students are performing at grade level and making progress for the 2020-2021 academic school year. Identify students who are not performing at grade level and determine need for intervention plans.

Evaluation Data Sources 1: 2020 EOY iStation reading/math results; 2019 STAAR and TELPAS results; 2020 campus benchmark assessments; 2020 MAP assessment results; 2020 Achieve 3000/SmartyAnts results; 2020 CIRCLE assessment results for Pre-Kindergarten, and individual six-week class grades.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Conduct regular data assessment meetings to monitor student progress and develop plans for early intervention	Superintendent, CAO, Principal, AP's, Instructional Coaches, Literacy Coord., Early Childhood Director; Classroom teachers	Conducting monthly reviews of student data/progress and making/updating intervention plans will increase overall student progress and achievement.	Title I	<input checked="" type="checkbox"/>		
Critical Success Factor 2 Continue utilization of the five Components of Reading framework in grades K-2, including guided, shared, and independent reading.	Superintendent, CAO, Principal, AP's, Instructional Coaches, Literacy Coord., Early Childhood Director; Classroom teachers	Implementing a formal plan for various reading structures provides multiple opportunities for students to master reading skills.		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Implement intensive writing instruction for all fourth and seventh grade students to sharpen writing skills prior to STAAR.	Instructional Coaches; Fourth and seventh grade teachers; principal; AP's; CAO; Literacy Coord.	Fourth and seventh grade students will perfect their writing skills and perform to full potential on the STAAR writing test. This year's goal is that STAAR results will rise by 10 percent over last year's scores by 10 percent.	Title I	<input checked="" type="checkbox"/>		
Critical Success Factor 4 Provide supplemental reading and math intervention services to at-risk students by highly qualified interventionists, including outside consultants.	CAO, Principal, AP's, Instructional Coaches, Literacy Coord., Early Childhood Director; Classroom teachers	Providing additional, targeted academic support for students will increase their progress and achievement.	Title I	<input checked="" type="checkbox"/>		
Critical Success Factor 5 The percentage of 4 <sup>th</sup> through 6 <sup>th</sup> grade students who meet or master grade level in reading will increase from 31% to 40%.	Superintendent, CAO, Principal, Instructional Coaches, Literacy Coord., Early Childhood Director; Director of Human Resources; Chief Officer Culture/Climate (COCC)	Fourth through sixth grade students' performance on the STAAR reading will increase by 9 percent during the current academic year.				
Critical Success Factor 6 Provide highly qualified and experienced teachers to increase 4 <sup>th</sup> through 6 <sup>th</sup> grade performance in reading and math on the STAAR.	Superintendent, CAO, Principal, Instructional Coaches, Literacy Coord., Early Childhood Director; Director of Human Resources; Chief Officer Culture/Climate	Fourth through sixth grade students' performance on both the STAAR reading and mathematics will increase by 9 percent during the current academic year.	Title I, Part A	<input checked="" type="checkbox"/>		
Critical Success Factor 7 Provide additional training and instructional support for Pre-K classrooms	Principal, AP's, Early Childhood Director; Instructional Coaches, Literacy Coord.	Student results from the CIRCLE assessment instrument will show readiness for Kindergarten for both reading and mathematics.	Title I, Part A and SCE	<input checked="" type="checkbox"/>		
Critical Success Factor 8 Utilize Mentoring Minds to encourage critical thinking and STAAR preparation to increase	CAO, Principal, Instructional Coaches, Literacy Coord., Classroom teachers; Reading Instructors; AP's	Student results on common assessments, MAP, Istation, Achieve 3000, common assessments, and STAAR will increase by five percent for every grade level (3-8).	Title II, Part A	<input checked="" type="checkbox"/>		

academic performance for students in grades 3 through 8						
Critical Success Factor 9 Utilize TestHound, a web-based system, designed to increase the efficiency and the accuracy of the coordination of standardized tests, including STAAR.	CAO, Principal, Instructional Coaches, Literacy Coord., AP's, COCC	TestHound allows for district level management and <i>improved</i> oversight of all test coordination processes and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, reporting, etc. for the coming school year,		<input checked="" type="checkbox"/>		
Critical Success Factor 10 Design and implement an enriching school program for students in all grade levels from kindergarten to 8 <sup>th</sup> grade.	CAO, Principal, Instructional Coaches, Literacy Coord., AP's, Teachers, Instructional Aides	Providing additional, targeted support for all students will increase their progress and achievement.		<input checked="" type="checkbox"/>		

Performance Objective 2: Provide differentiated learning opportunities for 100 percent of students with identified special program needs, including special education, 504, EL and GT; also provide co-curricular enrichment opportunities for all EGP students.

Evaluation Data Sources 2: Data for special programs student performance and progress on state and local assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Provide weekly enrichment time to include co-curricular choices for students such as art, music, sports, cheerleading, student govt, and other creative/academic activities.	CAO, COCC, Coaches / Sponsors, CFO, Principals, AP's	Providing opportunities for students to experience a variety of interests and activities enhances their overall educational experience and provides opportunities for them to apply their knowledge in a new way.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Design and implement more extracurricular choices for students in the primary grade levels. Parents have requested more opportunities for the younger children to engage in more creative and academic activities similar to those in grades 4 through 8.	CAO, COCC, Coaches / Sponsors, CFO, Principals, AP's	Providing opportunities for younger students to experience a variety of interests and activities enhances their overall educational experience and provides opportunities for them to apply their knowledge in a new way, just as it does for students in upper primary and middle school.				
Critical Success Factor 3 Continue to promote healthy lifestyles for staff and students.	Superintendent, Principal, Sunshine Committee, PTO	Providing an opportunity for students and staff to experience fun, active events promotes healthier life choices.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Provide pull-out time for both GT and	Principal, Curriculum & Instruction team, Classroom	Students develop and present projects to authentic audiences and develop real-world problem-solving skills		<input checked="" type="checkbox"/>		

differentiated classroom time to meet the needs of all GT students.	Teachers, CAO	within differentiated activities.				
Critical Success Factor 5 Provide rich and full professional development opportunities for all staff involved with SPED, 504, and/or GT students.	CAO, C & I team, SPED Director, Principal, Classroom Teachers, TA's and IA's	Providing additional, targeted support for SPED/504 staff will increase students' progress and achievement.		<input checked="" type="checkbox"/>		
Critical Success Factor 6 Hire one additional SPED instructor, occupational Therapist, and .5 extra speech therapist	CAO, Director of Human Resources, Principals, SPED Director	Providing additional personnel for SPED/504 will increase and improve quality time spent with departmental students and, therefore, increase student progress and achievement.		<input checked="" type="checkbox"/>		
Critical Success Factor 7 Utilize a data warehousing system, Edugence, to manage EL students and the entire LPAC Process.	CAO, Director of Human Resources, Principals, SPED Director	Edugence will provide a more comprehensive workflow enabled LPAC framework to manage the process, collect data, monitor progress, communicate with parents and provide reports to the campus community.		<input checked="" type="checkbox"/>		

Performance Objective 3: Develop effective, differentiated lessons for students to increase connections between real-world experiences and authentic classroom instruction.

Evaluation Data Sources 3: Lesson design; lesson plans

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Implement updated TEKS revisions and EGP curriculum frameworks in planning instruction	CAO, Principal, AP's, Instructional Coaches, classroom teachers	Providing opportunities for students to experience a variety of interests and activities enhances their overall educational experience and provides opportunities for them to apply their knowledge in a new way.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Conduct one formal teaching observation (utilizing the T-TESS observation program) for each teacher with a scheduled pre- and post-conference with observer.	CAO, Principal, AP's, Instructional Coaches, classroom teachers	Providing an opportunity for students and staff to experience fun, active events promotes healthier life choices.				
Critical Success Factor 3 Increase the use of expository writing in all content areas to emphasize cross-curricular writing integration	CAO, C & I team, Principal, Instructional Coaches, AP's, Classroom Teachers	Students develop and present projects to authentic audiences and develop real-world problem-solving skills within differentiated activities.		<input checked="" type="checkbox"/>		

Critical Success Factor 4 Provide richer SPED and 504 departments, with more full-time employees to meet the needs of all SPED and 504 students.	CAO, Principal, SPED Director, Counselor	Providing additional, targeted support for SPED/504 students will increase their progress and achievement.	SPED State Allotment	<input checked="" type="checkbox"/>		
Critical Success Factor 5 Provide rich and full professional development opportunities for all staff involved with SPED, 504, and/or GT students.	CAO, Principal, SPED Director, C & I Team, AP's, Counselor, Classroom Teachers, TA's and IA's	Providing additional, targeted support for SPED/504 staff will increase students' progress and achievement.	IDEA-B	<input checked="" type="checkbox"/>		
Critical Success Factor 6 Utilize outside consultants to assist the Instructional Coaches in providing enhanced levels of support for all EGP grade levels.	CAO, Principal, AP's, Instructional Coaches; Reading Interventionists, Classroom Teachers	Utilization of the reading interventionists in addition to the instructional techniques in the classroom will increase reading achievement scores on both local and state assessments.	Title I, SCE	<input checked="" type="checkbox"/>		
Critical Success Factor 7 Hire additional instructional coach to assist in providing enhanced support for all EGP grade levels.	CAO, Principal, AP's, Instructional Coaches, Director of Human Resources	Providing additional, targeted support for teachers of all grade levels will increase instructional quality, thus, increase student progress and achievement.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Performance Objective 4: Provide quality resources and educational materials to enhance the learning and teaching environment.

Evaluation Data Sources 3: Supplemental digital online components (e.g., Achieve 3000, Istation, SmartyAnts, Fast ForWord, Learning A to Z), course textbooks, classroom materials and resources, library resources, and ancillary learning materials

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Host meeting with instructional staff to discuss and, ultimately, choose the ancillary learning materials for the different grade levels for the 2020-2021 academic school year.	CAO, Principal, AP's, C & I Team, Instructional Coaches, Teachers	Providing opportunities for teachers to be included and have a voice in selecting their own learning resources and ancillary materials for the coming academic year. Teachers who have input in the selection of their own materials will be more likely to utilize them. This, in turn, will benefit the students as the recipients of better planning, teaching, and assessment strategies.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Provide a myriad of online resources for both student and teacher benefit. These include, but are not limited to: TEKS Resource System, Achieve 3000, MAP, Istation, SmartyAnts,	Superintendent, CAO, Principal, AP's, Instructional Coaches, Literacy Coordinator Teachers	Utilization of these online resources and programs provides a creative way for students to learn, in addition to being convenient, cost-effective, and customizable to fit each student's individual learning needs.		<input checked="" type="checkbox"/>		

Fast ForWord (Scientific Learning), Seesaw, CIRCLE, Learning A to Z, and Education Galaxy.						
Critical Success Factor 3 Host virtual online resources fair for instructional staff to preview and, ultimately, choose the resources that will provide virtual assistance and assessments for the 2020-2021 school year.	CAO, C & I team, Principal, AP's, Instructional Coaches, Literacy Coordinator, SPED Director, Teachers	This type of fair provides opportunities for teachers to be included and have a voice in selecting their own assessment and instructional resources. Teachers who have input in their materials/resources/textbooks will be more likely to utilize those resources, which will benefit the students as recipients of better planning, teaching, and assessment strategies.		<input checked="" type="checkbox"/>		

## Goal 2: Staff High Quality

**Highly qualified and effective personnel will be recruited, trained, and retained, with educators keeping abreast of the development of creative and innovating techniques in instruction to optimize student engagement and learning.**

Performance Objective 1: Provide professional learning opportunities for teachers through coaching, on-campus professional development activities and workshops, and collaboration with administration and support staff.

Evaluation Data Sources 1: Schedule of 2020-2021 professional development activities and workshops (both Region 10 and in-house); attendance rosters for all professional development activities; and certificates for all training, workshops, and/or professional development activities attended.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Create and implement a program similar to TEA's Mentor Program Allotment for 2020-2021 school year. Teachers with two years or less of experience will be mentored by an experienced teacher chosen by campus and district administrators	Superintendent, COCC, COA, Principal, AP's, C & I team, Literacy Coac Childhood Director, Mentor Teachers, Beginning Teachers with less than two years of experience in the classroom	More support for beginning teachers from an experience mentor will aide in improved overall teacher retention, improvement in new teachers' instructional strategies and classroom management, and improved student growth and assessment measurements.	TEA's Mentor Program Allotment	<input checked="" type="checkbox"/>		
Critical Success Factor 2 Selected dual language teachers, along with instructional leadership, will attend	CAO, instructional coache literacy coordinator, dual language faculty	Instructional staff and two dual language senior instructors will learn from experts in the dual language field on the latest research, information, and		<input checked="" type="checkbox"/>		

<i>La Cosecha</i> , the nation's largest conference on dual language		instructional best practices, as they relate to emerging bilingual and biliteracy programs.				
Critical Success Factor 3 Implement extended time every other Wednesday for professional development and training activities so that instructors collaboratively develop and enhance lesson plans; analyze student data; and hone their instructional techniques through professional development training.	CAO, Principal; Instructional Coaches; Literacy Coord. Teachers, Instructional Aides, Teaching Aides, Early Childhood Director	Implementation of biweekly professional development for all teachers, including PD on instructional techniques in the classroom will greatly aide in our effort to increase achievement scores on both local and state assessments.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Membership in many of Region 10's cooperative services provides free professional development opportunities for campus administrators, teachers, and staff in a variety of subject matters.	CAO, Principal; Instructional Coaches; Literacy Coord. Teachers, Instructional Aides, Teaching Aides, Early Childhood Director, AP's	A review of the literature suggests that sound Professional development programs provide happier Instructional staff and better prepared students. This Could have a positive effect on student academic growth and improved assessment scores.	Title ??	<input checked="" type="checkbox"/>		
Critical Success Factor 5 Introduce, train, and implement the Texas Teacher Evaluation & Support System (T-TESS) as the campus's formal teaching observation tool.	CAO, principal, AP's, COCC, teachers	T-TESS captures the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.		<input checked="" type="checkbox"/>		
Critical Success Factor 6 Encourage and support current instructional staff to obtain additional training for ESL, bilingual, GT, and Google certifications.	CAO, COCC, AP's, Principal, Instructional Coaches, Early Childhood Director, IA's, and TA's	Students will benefit both in and out of the classroom as more teachers become certified in specializations.		<input checked="" type="checkbox"/>		
Critical Success Factor 7 Partner with Southern Methodist University instructors to formally evaluate all Pre-K through second grade instructors in the CLASS Teacher evaluation tool	CAO, Early Childhood Director, Pre-K and Kindergarten teachers, Pre-K Instructional Aides	By analyzing trends, tracking strengths & weaknesses, and identifying opportunities for professional growth, teachers will improve in their interactions with their students to cultivate supportive, structured, and engaging classroom experiences.		<input checked="" type="checkbox"/>		
Critical Success Factor 8 All teachers will be required to possess Either a bilingual state certification or an ESL certification by the end of the 2020-2021 academic school year.	Superintendent, CAO, COCC, Director of Human Resources, Principal, AP's Teachers	EL students will specifically benefit (both in and out of the classroom) as all teachers become certified in language acquisition specializations.		<input checked="" type="checkbox"/>		

Performance Objective 2: Attract and retain highly qualified, experienced, and effective teachers.

Evaluation Data Sources 2: Teacher qualifications; data from Skyward on teacher longevity; data from formal teaching observation forms.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Recruit highly qualified staff from local, state, or national university job fairs, Puerto Rico, and/or TJN (and other local media).	Superintendent; CAO, Director of Human Resources; COCC	Employing a diverse, well-balanced, and highly qualified faculty to better serve and educate our students.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Hire highly qualified staff that meet all national, state, and local guidelines.	Superintendent; CAO, Director of Human Resources; COCC	Employing a diverse, well-balanced, and highly qualified faculty.		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Providing worthwhile professional development opportunities for staff to serve all students to the highest level possible	CAO, Principal; Instructional Coaches; Literacy Coordinator; Teachers, Instructional Aides, Teaching Aides, Early Childhood Director	Implementation of biweekly professional development for all teachers, including PD on instructional techniques in the classroom will greatly aid in our effort to increase achievement scores on both local and state assessments, as well as teacher efficacy.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Participate in Mentor Program for the 2020-2021 school year. Teachers with two years or less of experience will be mentored by an experienced teacher chosen by campus admin	Superintendent, COCC, COA, Principal, AP's, C & I team, Mentor Teachers, Beginning Teachers with less than two years of experience in the classroom	More support for beginning teachers from an experienced mentor will aid in improved overall teacher retention, improvement in new teachers' instructional strategies and classroom management, and improved student growth and assessment measurements.	TEA's MPA Funds (HB 3)	<input checked="" type="checkbox"/>		
Critical Success Factor 5 Retention of classroom teachers will increase from 85% to 87% at the end of the 2020-2021 academic year.	COCC, Director of Human Resources, Principal, AP's, Instructional Coaches, Literacy Coordinator, COA	Smoother transition of new staff to school policies and procedures; increased rapport between staff and administration.				
Critical Success Factor 6 Attract, hire, train, and retain qualified bilingual and ESL instructors to fulfill state requirements as well as meet the academic needs of EL students	COA, COCC, Director of Human Resources, Principal, AP's, Instructional Coaches, Literacy Coordinator,	Students, especially English learners, will benefit both in and out of the classroom as the district employs more teachers who are certified in language acquisition specializations.		<input checked="" type="checkbox"/>		
Critical Success Factor 9 All campus teachers (grades Kinder through 8 <sup>th</sup> ) will participate in TEA's Teacher Incentive Allotment (TIA) program.	Superintendent, CAO, COCC, Director of Human Resources, Principal, AP's, Teachers	Highly effective teachers who score high in their T-TESS observation, as well as show substantive student growth percentages, can earn one of three distinctions (Recognized, Exemplary, and Master) and a salary increase of up to \$32,000.	TEA's TIA funds	<input checked="" type="checkbox"/>		



### Goal 3: Family and Community Involvement

**Engage in timely and effective communication between school, parents, and community members (including family businesses, colleges & universities, and community organizations) to create positive partnerships with East Grand Preparatory, which will ultimately assist in heightening student success.**

Performance Objective 1: Effectively communicate school news and events to parents, staff, and the community-at-large.

Evaluation Data Sources 1: ParentSquare; White Rock Community newspaper; up-to-date signage on school property; mail-outs; hand-outs; Skyward; SchoolStatus; Facebook

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Implement both a Title I and Title III family engagement meeting to communicate school policies and procedures and introduce new school-wide systems to parents and guardians.	Superintendent, CAO, COCC, Principal, AP's, Early Childhood Director, Teachers	Streamlined processes for parents/guardians to both understand and implement; will highlight the importance of family engagement as a core area to promote school readiness and overall success.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Utilize ParentSquare, Skyward, Facebook and other online resources to communicate school activities and general information, and solicit feedback when appropriate.	Superintendent; CAO, DOO, IT Department, CIT, Principal, Campus Registrar	Stronger relationships will be formed between parents / guardians and school staff, and participation in school events will potentially increase.		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Conduct daily communication to all parents/guardians of students (including attendance) via SchoolStatus	Principal, AP's, Campus Registrar; Classroom teachers	Student coursework and daily attendance percentages will increase as parents/guardians are informed of policies and procedures regarding coursework, homework, & attendance.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Schedule monthly parent engagement meetings to increase awareness on school policies, procedures, and upcoming events, as well as reinforce strong parenting skills for children grades Pre-K – 8 <sup>th</sup> .	Principal, AP's, Counselor; Classroom teachers	Increased parental and community involvement, engagement, and awareness.		<input checked="" type="checkbox"/>		
Critical Success Factor 5 Review, distribute, and implement Parent/Teacher/Student Compact with fidelity.	CAO, Principals, AP's, COCC, Parents, Teachers, and Students	Student coursework and daily attendance percentages will increase as parents and teachers "contract" with students to be informed of policies and procedures regarding coursework, homework, & attendance.		<input checked="" type="checkbox"/>		

Performance Objective 2: Develop collaborative relationships with parents and community members to promote a safe, school environment.

Evaluation Data Sources 2: Attendance rosters and agenda(s) for volunteer training; PTO meeting agenda(s); schedule of visits from local agencies.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Continue the recruitment and formalized training of volunteers to provide campus assistance in front office and teachers' workroom.	Principal, Office Manager, Front Office staff	Increased volunteerism will foster positive relationships between parents/guardians and the staff. The presence of fathers and other positive male role models will also contribute to a safer school environment.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Increased community presence on campus with PTO members and volunteers.	Principal, Office Manager, CIT	Again, increased volunteerism will foster positive relations between parents/guardians and the staff. The presence of fathers and other positive male role models will also contribute to a safer school environment.		<input checked="" type="checkbox"/>		

**Goal 4: Social/Emotional**

**Students, staff, and parents will regard the school as safe and orderly while promoting a positive and supportive environment where all students can develop responsible behavior and treat others with respect.**

Performance Objective 1: Provide professional learning opportunities for students, parents, and staff to recognize, correct, and prevent bullying at East Grand Preparatory.

Evaluation Data Sources 1: Bullying report data; bullying prevention plan; student/teacher evaluations on guest speaker

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Counseling office will create and execute a bullying prevention plan for all grade levels	COCC, Principal, Counselor, teachers	Students will learn to recognize what bullying is, to take corrective action if they see or hear it, and to take active steps to prevent it from happening in the first place by gaining appreciation for differences in others.		<input checked="" type="checkbox"/>		

Critical Success Factor 2 Provide online access (through STOPit) for reporting suspected bullying and other inappropriate behavior seen at school or at home.	COCC, Principal, Counselor, teachers, COO	To provide yet another established avenue to report suspected bullying				
Critical Success Factor 3 Plan and execute a Unity Day (October 25) to promote kindness and anti-bullying strategies as part of a schoolwide plan.	COCC, COA, Principal, AP's, teachers, CIT	Students will gain skills to appreciate diversity, resolve conflict, and communicate effectively regarding differences in others.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Critical Success Factor 4 Celebrate October as anti-bullying month	Superintendent, COA, COCC, Principal, AP's, teachers, parents, students	Through open communication with parents, school staff, other adults in the community, research shows that bullying behaviors can be stopped over time. During the month of October, the expected impact of dedicating to anti-bullying is to build a safe school environment and create a community-wide bullying prevention strategy.		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Invite guest speaker on anti-bullying strategies	COCC, Counselor, principal	After listening to an outsider speak on the subject, the expected result is for students to be empowered by learning about positive character traits, such as honesty, respect, responsibility, and self-esteem.		<input checked="" type="checkbox"/>		

Performance Objective 2: Increase number of teachers and staff trained in positive discipline strategies including restorative discipline; and expand implementation of positive behavior interventions and supports (PBIS).

Evaluation Data Sources 1: Faculty meeting/Professional Development agenda(s) and sign-in sheets; discipline records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Create, implement, and train staff in new discipline system based on positive behavior interventions and strategies (PBIS).	COCC, COA, Counselor, Principal, Instructional Coaches, Early Childhood Director; AP's, Classroom teachers	Better behavior in students gives teachers more time to concentrate on academics, and increases parent satisfaction in disciplinary procedures and policies.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Utilize data of campus referrals to update individualized behavior plans, as well as campus behavioral policies and procedures.	COCC, COA, Counselor, Principal, Instructional Coaches, Early Childhood Director; AP's Classroom teachers	Improved student behavior		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Create a positive referral system for	Counselor, COCC, Principal, AP's,	Implementation of this restorative discipline plan will result in improved student behavior.		<input checked="" type="checkbox"/>		

middle school students in which teachers will post positive behavioral traits of all students on the Student Honors Board who excel in exemplary practices.	classroom teachers					
Critical Success Factor 4 Provide more cocurricular and extra-curricular activities in which a wider range of students can actively participate.	COCC, COA, Principal, AP's, classroom teachers	Multiple studies show that participation in extracurricular activities has a positive correlation between students and improved behavior, better grades, school completion, success as adults, and social skills.				

### Goal 5: Facility

**East Grand Preparatory will exercise financial responsibility, and compliance with state and federal laws, to ensure well planned, reasonable and necessary expenditures to support facilities and programs for teaching and learning.**

Performance Objective 1: Provide a continued focus on conducting regular safety procedures; reviewing and revising procedures as appropriate.

Evaluation Data Sources 1: Schedule of 2019-2020 safety drills; Drill log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Train staff in the most updated safety processes, involving staff and students for implementation of best practices.	Chief of Operations, Principal, AP's, Early Childhood Director; Classroom teachers	Teachers, students, and staff will be trained in best response strategies for fire, tornado, lock down, and other emergency situations		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Ensure safety and preparedness of students/staff on campus through regularly scheduled (monthly) drills.	Chief of Operations, Principal, AP's, Early Childhood Director; Classroom teachers	Teachers, students, and staff will be prepared to respond in emergency situations.		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Develop, implement, and train parents, students, and all staff in arrival and dismissal procedures for revised "COVID" system.	Superintendent, COO, Principal, AP's, Early Childhood Director; Classroom teachers	Implementation of an expedient and safe arrival/dismissal program will provide more available time for classroom teaching and educational activities for students.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Build collaborative relationships with local law enforcement agencies for the implementation of comprehensive school response protocols for emergencies.	Superintendent, COCC, COO, Principal, AP's, classroom teachers	Consistent implementation of up-to-date emergency response strategies.		<input checked="" type="checkbox"/>		

Critical Success Factor 5 Hire full-time (bonded) security guard through local company		Increased vigilance and observation of students and staff as well as expedient assistance for distressed students and/or staff.		<input checked="" type="checkbox"/>		
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Performance Objective 2: Create a school budget, which will not exceed current allocations to address instructional needs.

Evaluation Data Sources 2: Campus budget

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Estimate expenditures based on previous year's spending and campus obligations.	Superintendent, Chief Officers, Principal	Balanced budget		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Bi-weekly meetings with the administrative leadership team to discuss expenditures, items to be purchased, and general budgetary concerns.	Administrative Leadership Team	More communication between administrative leaders at EGP will better lead to a balanced budget.		<input checked="" type="checkbox"/>		

Performance Objective 3: Provide instructional materials for all content and grade levels to address 100 percent of the Texas Essential Knowledge and Skills (TEKS).

Evaluation Data Sources 3: Instructional materials; TEKS; campus budget

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Strategically use campus instructional budget for teacher-requested academic materials	Superintendent, CAO, CFO, Principal, AP's, Instructional Coaches, Literacy Coordinator, Early Childhood Director, Classroom teachers, Instructional Aides	Continued availability of appropriate instructional materials		<input checked="" type="checkbox"/>		

Critical Success Factor 2 Examine and purchase instructional materials to increase resources for teacher to address STAAR requirements.	Superintendent, CAO, CFO, Principal, AP's, Instructional Coaches, Literacy Coordinator, Early Childhood Director, Classroom teachers, COCC	Continued availability of appropriate instructional materials for STAAR readiness		<input checked="" type="checkbox"/>		
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Performance Objective 4: Provide consistent support for students who qualify for special programs through allocation of federal, state, and local funds, while meeting program requirements.

Evaluation Data Sources 4: Special programs budget items

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Allocate state and federal funds for all at-risk programs using equitable formula distributions to effectively serve the students by need and priority.	Superintendent, CAO, CFO, COCC, Principal, AP's, Classroom teachers	Students identified as at-risk will receive additional support		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Allocate Title 1 federal funds to serve those students identified as homeless and/or migrant. Focus of funds to ensure increasing levels of academic progress and increased graduation rates for homeless students.	Superintendent, CAO, CFO, COCC, Principal, AP's, Classroom teachers	Students identified as homeless and/or migrant will receive additional support.	Title I	<input checked="" type="checkbox"/>		
Critical Success Factor 3 Create and outfit a separate designated room in which a special education program can be delivered to a student or students with a disability, individually or in a small group.	Superintendent, CAO, DOO, SPED Director, Principal	Special education students will receive more individual instruction time, which will contribute to higher scores on local and state assessments.		<input checked="" type="checkbox"/>		

## Goal 6: Technology

### Integrated technology will be implemented and used to increase the effectiveness of student learning, instructional strategies, and staff development

Performance Objective 1: East Grand Preparatory will provide 100 percent of staff and students with appropriate access to technology to increase learning and achievement.

Evaluation Data Sources 1: Technology inventory

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Sources	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Provide one-to-one access for all students to a Chrome book	Superintendent; CAO, COO, CFO, Principal, IT Department	Staff and students will use Chrome books proficiently as tools for learning.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Technology department will provide access to on-going training and tech support for all teachers, students, and staff.	CAO, COO, Principal, IT Department	Technology will pave the road to academic efficiency for students and staff.		<input checked="" type="checkbox"/>		
Critical Success Factor 3 Teachers/IA's will collaborate with the IT department to better use and understand the potential of technology tools for teacher and professional work (e.g., Google Classroom, Google Meet).	CAO, COO, Principal, AP's, IT Department	Teachers and staff will use technology tools effectively carry out professional tasks.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Strategically invest the campus instructional budget in updated technology tools that will provide for more effective 21 <sup>st</sup> century approaches to teaching and learning.	Superintendent; CAO, Principal, COO, AP's, CFO, Instructional Coaches, Literacy Coach, Classroom teachers	Increased availability of appropriate and <i>up to date</i> technology needs, as well as technology-related services for alternative instructional models, such as remote instruction.		<input checked="" type="checkbox"/>		
Critical Success Factor 5 Provide technology software and equipment for student utilization (e.g., Istation/Achieve 3000, Stemscope, Fast ForWord, Learning A to Z)	Superintendent; CAO, Principal, DOO, AP's, Instructional Coaches, Literacy Coord, Classroom teachers	Students will have increased accessibility to reading and mathematics software, resulting in grade-level readiness for 70 percent of students.	Title I, Part A \$	<input checked="" type="checkbox"/>		

**Goal 7: Dual Language Program (one- and two-way immersion)**

**Improve student academic and socio-emotional resilience, build parental capacity, and increase professional learning opportunities for staff in language and literacy across all content areas, by implementing a comprehensive dual language program, while ensuring the program is run with fidelity and integrity.**

Performance Objective 1: East Grand Preparatory will implement the TEA Chapter 89 required guidelines ensuring all Dual Language Immersion (DLI) students develop linguistic fluency and literacy in English and Spanish in Pre-Kindergarten through 5<sup>th</sup> grade.

Evaluation Data Sources 1: Comprehensive Dual Language Plan; Language Action Plans;

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Create a Dual Language Immersion Program plan to outline program components for students, parents, teachers, administrators, and community members	CAO, Dr. Hector Rivera from Texas A & M University, Literacy Coach, C & I team, dual language teachers	Key stakeholders will fully understand the non-Negotiable elements of the program, and the research rationale for the program's characteristics.		<input checked="" type="checkbox"/>		
Critical Success Factor 2 Required attendance for all academic staff for dual language training, both one-way and two-way.	100 percent of instructional staff	Longitudinal research studies show that successful dual language programs have the highest levels of academic achievement for their students in the United States. Students in dual language programs score higher on state/national tests than any other type of program.	Title III	<input checked="" type="checkbox"/>		
Critical Success Factor 3 Some teachers, along with instructional leadership, will attend <i>La Cosecha</i> , the nation's largest conference on dual language.	CAO, instructional coaches, literacy coordinator, dual language faculty	Instructional staff and two dual language senior instructors will learn from experts in the dual language field on the latest research, information, and instructional best practices, as they relate to emerging bilingual and biliteracy programs.		<input checked="" type="checkbox"/>		
Critical Success Factor 4 Create a strong biliteracy vertical and horizontal curricular alignment	CAO, literacy coordinator, Instructional coaches, principal, AP's, dual language faculty, C & I team	Increase opportunities for language acquisition in both targeted languages		<input checked="" type="checkbox"/>		
Critical Success Factor 5 Provide multiple opportunities for professional development, such as collaborative biweekly learning	CAO, literacy coordinator, Instructional coaches, principal, AP's, dual language faculty	Implementation of biweekly professional development for all dual language teachers, including PD on instructional techniques for a dual language classroom will greatly aide in our effort to increase student		<input checked="" type="checkbox"/>		



opportunities and team meetings, focusing on effective dual language teaching strategies and practices.		biliteracy levels, as well as higher scores on standardized assessments.				
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## SUMMARY

This plan is in direct alignment with Texas Commissioner of Education Mike Morath’s four priorities that were established through the Texas Education Agency’s strategic plan: 1) recruiting, supporting, and retaining teachers and principals; 2) building a foundation of reading and math; 3) connecting high school to career and college; and 4) improving low-performing schools. EGP administrators believe that fidelity to Commissioner Morath’s four priorities, as well as our own strategic improvement plan, will increase transparency, fairness, and rigor in both our academic and financial performance; ensure compliance with local, state, and federal legislation, policies, and procedures; and strengthen our organizational foundations, such as climate and culture, community partnerships, and resource efficiency.

Within the context of its mission, East Grand Preparatory is committed to provide a challenging and supportive environment, at the highest standards, for all faculty, staff, and students to realize their potential and develop the skills and flexibility to contribute in a rapidly changing world.

Strategic planning is recognized as a significant institutional process for enhancing the knowledge, understanding and skills of all key players. It is our fervent hope that this plan will play an important role in contributing to an optimal environment for effective teaching, administration, and technical activities. In this way, such development is an integral form of organizational learning throughout the entire spectrum of what is East Grand Preparatory.

### IMPORTANT NOTES:

- 1) Element 3.1 of the Texas Education Agency’s Title I, Part A Schoolwide Program Elements Validation Guidance Document (2018-2019) states that “...parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.”

Thus, a copy of this plan in its current and most updated status will be placed in the Assistant Superintendent’s office at all times and readily made available to parents and family members of any East Grand Preparatory student.

- 2) Element 2.3 of the Texas Education Agency’s Title I, Part A Schoolwide Program Elements Validation Guidance Document (2018-2019) states that “...the campus must indicate languages in which the CIP is provided.”

While the CIP is written and published in English, Spanish translators will be provided to parents and family members of any East Grand Preparatory student upon request.

*Este documento está disponible en español.*

### **2020-2021 CIP COMMITTEE**

Many thanks to the Campus Improvement Plan (CIP) planning committee for their tireless dedication to not only this improvement process, but to East Grand Preparatory and the students we serve:

- Ms. Mary Ann Boyer – pupil services personnel
- Mr. James Bridges – student
- Ms. Glenda Brannon – community member
- Mr. Juan Diego Cortes – student
- Mr. Ken Dickerson – assistant principal
- Dr. Billy Ferrell – chief officer of culture and climate
- Ms. Norma Gomez Fuentes – teacher
- Mr. David Johnson – business/industry representative
- Ms. Lisa Johnson – special education
- Dr. Aaliyah Miranda – principal
- Ms. Cintia Orona – parent
- Ms. Xochi Ramirez – dual language teacher
- Ms. Elda Rojas – chief academic officer
- Mr. David Tecuatl – technical assistance provider