



DISTRICT IMPROVEMENT PLAN 2021-2022



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

Cityscape Schools, Inc. 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. Cityscape 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 Cityscape Schools, Inc. is grounded in the belief that every student can learn and that working together with parents, we can ensure success for each student.

INTRODUCTION

Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Cityscape Schools ISD utilizes a collaborative planning process including community and staff input to develop the district's education plan. District and campus plans are developed annually to be mutually supportive of the state goals and objectives under Education Code, Chapter 4.

In Cityscape Schools, the planning team is known as the **District Educational Improvement Committee (DEIC)** and the plan is known as the **District Improvement Plan (DIP)**. The Chief Officer of Culture and Climate for the district oversees the meeting procedures of the district-level planning and decision-making committee, and the Board of Directors annually approves the plan's recommendations.

Cityscape Schools, Inc. is a non-profit corporation that was established under the laws of the State of Texas on November 22, 2006. 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.

The district currently operates two campuses. East Grand Preparatory (EGP) opened in the fall of 2008 and was originally referred to as Reconciliation Scholar's Academy. It changed its name 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. It has approximately 1100 students in grades pre-kindergarten through eighth. For the 2021-2022 school year, the school will have an additional location for our pre-kindergarten program on Lindsley Avenue, a short walk from the main campus. The Lindsley location will house all 10 sections of the current pre-kindergarten program and will open in January 2022.

Buckner Preparatory (BP) began classes in the fall of 2019 and contains grades pre-kindergarten (3-year-olds) to fifth grade. It has approximately 300 students and is also located in East Dallas. While the demographics differ slightly from EGP, the overriding mission, vision, and philosophy are all the same.

As previously mentioned, the district'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 district'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 through district campuses in the face of pressure to compromise.

Cityscape students 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 Cityscape students. Courses are offered in every subject area (Reading, Language Arts, English/ESL, Writing, Mathematics, Science, Social Studies, Spanish, 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 3rd grade and above meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

District staff is made up of one superintendent, two deputy superintendents, seven chief officers (academics; culture, climate & student services; finance; human resources; operations; schools; and innovation/technology), two human resources employees, one director of curriculum, one early childhood director, three information technology employees, seven instructional coaches, one SPED coordinator, two counselors, two communications employees, and three finance/accounting employees.

The current staff at EGP is comprised of 3 principals, 1 assistant principal, 7 instructional coaches, 1 counselor, 1 campus registrar, 46 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 17% male and 83% female.

The current staff at BP is comprised of 1 principal, 1 assistant principal, 7 instructional coaches, 1 campus registrar, 12 teachers, 1 special education teacher, 10 paraprofessionals, 1 office staff, 1 clinic aide, and 1 custodian. The teaching staff is 100 percent female. The teaching staff is also 7% male and 93% female.

Cityscape uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing schoolwide programs as authorized under the provisions of Public Law 107-110, Section 1114. The district 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.

DISTRICT NEEDS ASSESSMENT

If a district has a campus that 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. Both East Grand Preparatory and Buckner Preparatory currently operate as Title I, Part A schoolwide campuses. A district with a campus that already operates a schoolwide program can use this planning process to update or revise its existing district improvement plan. An updated CNA, in particular, can help the district identify how its needs have changed over time.

The CNA is critical to planning and implementing a successful district-wide program. The purpose of the CNA is to identify your district'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 your district improvement plan.

During the spring and summer of 2021, 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.

Due to the COVID 19 pandemic, these committees *met virtually* to compare and contrast the data from last year to this year and create new goals, objectives, and key critical success factors for an improvement plan to address the 2021-2022 academic school year. These district-wide planning teams 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 district improvement plan to accurately and realistically address the key issues facing Cityscape Schools.

After the data was collected, organized, and analyzed from each of the four committees, the **DEIC** was formed to determine areas of priority and summarize the district's needs. The committee reviewed both strengths and weaknesses of the district 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 six 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 District Improvement Plan.

For the third straight year, the DEIC was also tasked with reviewing last year’s DIP (2020-2021) 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>Goal 1: Academic Achievement Each Cityscape student will be provided with engaging, relevant, and meaningful learning experiences, which foster the acquisition of the following 21st 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>C</p>	<p>While the STAAR assessment was mandated last year for grades 3 through 8, the Texas Education Agency stated they would not use the results to grade or rate a district. It was estimated across the state of Texas that, due to the pandemic, students lost an average of 8 months of learning. Scores dropped across the state dramatically, and Cityscape was not exempt from these grievous drops, as well. While some gains <i>were</i> made in student achievement on both the STAAR and MAP assessments, the percentage gains were inconsistent across the campus spectrum. Some grade levels, in particular, were troubling. However, the instructional team did a remarkable job through both face-to-face and virtual instruction, and when comparing our results with four area schools (similar in grade levels and Title 1 status), we outscored them in both reading and mathematics percentiles.</p>
<p>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.</p>	<p>B</p>	<p>Human Resources hired, trained, and provided onboarding for a plethora of new employees for the school year. Cityscape began the new year with every teaching position filled and in place. Professional activities were both plentiful and rewarding. The superintendent set a goal of every teacher obtaining their ESL or BTLPT certification. Further, as of January 2021, the teacher turnover rate was 17.02 percent (using the TAPR formula), which is a marked improvement over the past four years.</p>
<p>Goal 3: Family and Community Involvement Engage in timely and effective communication between school, parents, and community members (including family businesses, colleges & universities,</p>	<p>B</p>	<p>Much positive progress was made in the utilization of ParentSquare and Facebook in order to communicate more fully with parents and the community at large this past year. The district utilized a software program named SchoolStatus, which is</p>

<p>and community organizations) to create positive partnerships with Cityscape Schools, which will ultimately assist in heightening student success.</p>		<p>designed to simplify communication between teachers and parents. At the height of the pandemic, district officials held weekly (virtual) Town Hall meetings, both in English and Spanish, which allowed two-way communication through a question-and-answer period each week. Superintendent Brannon ensured COVID and virtual learning documents were regularly updated on the district web site for employees, as well as parents, guardians, and students.</p>
<p>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.</p>	<p>B</p>	<p>Before the implementation of the Positive Behavior Interventions and Support (PBIS) system for school discipline, expulsions and referrals were at an all-time high. During the past two academic school years, program results have been impressive. Training was provided to all faculty at the beginning of the year, as well as follow-up training throughout the year, and as previously mentioned, the results showed fewer dismissals and fewer referrals. When students received referrals for disciplinary reasons, the principals spent 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. While there was an unfortunate lack in the provision of counseling services, administrators and faculty united to provide a healthy social/emotional environment throughout the school.</p>
<p>Goal 5: Facility Cityscape Schools 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.</p>	<p>A/B</p>	<p>Each year, the CIP committee divides this goal into two separate grades. For last year, the grade of “A” was given to the superintendent, Mr. Leonard Brannon, and CFO, Mr. Luis Hinojosa, who were 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 “B” was given for a marked improvement in safety guidelines (two years ago the score 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 some work</p>

		to be done in the area of creating a state-of-the-art facility conducive to all aspects of the learning environment.
<p>Goal 6: Technology Integrated technology will be implemented and used to increase the effectiveness of student learning, instructional strategies, and staff development.</p>	A	This past year was the first year we ensured that 100 percent of all Cityscape students had their own Chromebook to use for all classes and every other classroom was outfitted with a class set. Further, the May 3-8 STAAR exams were offered 100 percent online for the first time in the district’s history. Further, the IT department had the daunting task of ensuring that all students and staff had appropriate equipment, both virtual learners and face-to-face, in order to carry out all academic activities for the entire year. The IT department did all of this with positive attitudes and a smile and a huge debt is owed to these remarkable individuals who kept our district running smoothly throughout the pandemic.
<p>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.</p>	A	Now in its fourth year, the Dual Language program is running with fidelity and integrity. This past year, the campus offered meetings specifically for dual language parents, the goal of which was to create a more robust program for parents and families. The program is now running so well, the decision was made to list the program under the CIP Goal of academic achievement, as it no longer needed the special attention of a stand-alone goal with objectives.

For the current DIP 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 Cityscape Schools. Thus, the plan is subject to changes throughout the academic school year, approved by the superintendent, chief academic officer, or chief officer of culture, climate, and student services.

GOALS

Goal 1: Academic Achievement

Compared to state standards, both Cityscape campuses will meet or exceed state averages for each exam, each grade level, and each demographic group

Performance Objective 1: Improve the performance of all students to meet or exceed state averages as measured on state assessments.

Evaluation Data Sources 1: 2021 EOY iStation reading/math results; 2021 STAAR and TELPAS results; 2021 campus benchmark assessments; 2021 MAP assessment results; 2021 Achieve 3000/SmartyAnts results; 2021 CIRCLE assessment results for Pre-Kindergarten, and individual nine-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 Utilize district curriculum units with embedded high yield instructional strategies and higher order questioning to align curriculum and instructional resources in all K-8 classrooms throughout the district.	CAO, C&I Team, Instruction Coaches, Campus Administrators, and Teachers	Improved student performance on state and local assessments.	199			
Critical Success Factor 2 Using district data tracking systems, special education staff will create data monitoring folders and track student progress on district wide and campus assessments. Each nine weeks the special education instructional specialists will collaborate with the special education staff on each campus to review the data, create targeted tutoring groups, and develop intervention strategies for their students.	CAO, Campus Administrators, SPED Director, SPED Staff	Improved student performance on state and local assessments.	224 - IDEA			
Critical Success Factor 3 Utilize data analysis through district software and interim assessments to identify and track students' strengths weaknesses, and progress toward mastery.	CAO, C&I Team, Instruction Coaches, Campus Administrators, and Teachers	Improved student performance on state and local assessments.	199			

Critical Success Factor 4 Collaborate through weekly Professional Learning Communities (PLC) meetings with teachers utilizing PLC meeting protocol to align instruction, review data and improve teacher capacity and quality	CAO, C&I Team, Instructional Coaches, Campus Administrators, and Teachers	Improved student performance, quality of instruction and teacher capacity.	199			
Critical Success Factor 5 Utilize a TEKS tracking system (Eduphoria) that provides a continuous comparison of state to local assessment data by individual readiness standards to track progress towards approaches, meets and masters performance standards.	CAO, C&I Team, Instructional Coaches, Campus Administrators	Improved standard percentages across curriculum-based assessments, benchmarks, and state assessments.				
Critical Success Factor 6 Utilize interim assessments to project campus and student performance on state assessments and use data to suggest strategies to provide immediate intervention.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Campus Administrators	Improved student performance on curriculum-based assessments, benchmarks and state assessments. Improvement in quality and capacity of teachers.				
Critical Success Factor 7 Utilize outside consultants to assist the Instructional Coaches in providing enhanced levels of support for all district 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			
Critical Success Factor 8 Hire additional instructional coach to assist in providing enhanced support for all district 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.				
Critical Success Factor 9 Design and implement an enriching summer school program for students in all grade levels from kindergarten to 8 th grade.	CAO, Principals, Instructional Coaches, Literacy Coord., AP's, Teachers, Instructional Aides	Providing additional, targeted support for all students will increase their progress and achievement.				
Critical Success Factor 10 Provide students not meeting state standards with summer school extended learning opportunities.	CAO, Principals, Teachers	Providing additional, targeted support for students not meeting state standards will increase their progress and achievement.				
Critical Success Factor 11 HB 4545 establishes new requirements for schools implement accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). The new	Superintendent, CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Paraprofessionals, Outside Consultants, SPED dept., Instructional Aides, Teaching	Master scheduling and staffing patterns must be amended to ensure students receiving supplemental instruction during the school day are provided the same instructional opportunities as peers. Administrators may need to hire extra staff to supplement instruction or redesign master schedules to provide more flexibility for instruction through school day. In doing so, these targeted supports will	ESSER II & III			

statute, effective June 16, 2021, requires accelerated instruction to be implemented for students beginning with the 2021–2022 school year.	Aides	increase student progress and achievement.				
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Performance Objective 2: Strategically develop instruction for targeted populations including economic disadvantaged, special education, limited English proficient, 504, and Gifted/Talented

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 special education staff training through Region 10 in effective collaboration between general and special education educators. Training will provide special education department with a deep understanding of the significance of effective collaboration between general and special education teachers.	SPED Director, SPED Staff, Instructional Coaches, General Education Teachers	Improved student performance on state and local assessments.	224 - IDEA			
Critical Success Factor 2 Special education department will monitor student progress every grading period, collect progress data, and collaborate with the instructional coaches at the end of each grading period to review the data, adjust targeted tutorial groups, and develop intervention strategies to address deficits noted in the data review.	SPED Director, SPED Staff, Instructional Coaches, and Classroom Teachers	Improved student performance and progress on IEP's	224 - IDEA			
Critical Success Factor 3 Investigate and utilize programs designed for English Learners to improve the skills measured on TELPAS.	CAO, C&I Team, Instructional Coaches, Campus Administrators, Classroom Teachers	Improved student performance on TELPAS, specifically listening and reading	263 (Title III)			
Critical Success Factor 4 Provide training for dyslexia interventionists and special education	SPED Director, SPED Staff, Classroom Teachers	Improved student performance on reading scores for students with dyslexia	224 - IDEA			

staff to better provide for students identified with dyslexia.						
Critical Success Factor 5 Increase reading performance for students identified with dyslexia and/or reading disorders by providing students with specialized instruction.	SPED Director, SPED Staff, Classroom Teachers	Improved student performance on reading scores for students with dyslexia	224 - IDEA			
Critical Success Factor 6 Emergent Bilingual Program Assistant	CAO, Early Childhood Director/EB Compliance	Providing additional personnel for the Emergent Bilingual program will increase and improve quality time spent with departmental students, and therefore, increase student progress and achievement.	ESSER II & III			
Critical Success Factor 7 Remote Conferencing opportunities for all students, including Emergent Bilingual and SPED	Superintendent, CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Paraprofessionals, Outside Consultants, SPED dept., Instructional Aides, Teaching Aides, IT Dept.	Master scheduling and staffing patterns must be amended to ensure students receiving who meet the requirements for remote conferencing are provided the same instructional opportunities as peers. Administrators may need to hire extra staff to supplement instruction or redesign master schedules to provide more flexibility for instruction throughout the school day. In doing so, these targeted supports will increase student progress and achievement.	ESSER II & III			

Performance Objective 3: Develop, revise and implement district procedures that facilitate the district's instructional objectives

Evaluation Data Sources 3: Completed procedures (with manuals) and compliance with established procedures.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Continued use of the district developed guiding questions to steer decision-making process regarding testing decisions and instructional arrangements for special education students. Instructional specialists (C & I team) will also collect observational data to assist in the decision-making process.	CAO, C & I Team, SPED Director, Campus Administrators	Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance.	224 - IDEA			
Critical Success Factor 2 Special education staff will receive on-going training regarding writing appropriate Present Levels of	CAO, SPED Director, Special Education Staff	Improved alignment of goals and objectives to the PLAAFP statements	224 - IDEA			

Academic Achievement and Functional Performance (PLAAFP) statements to drive the creation of standard-based measurable goals and objectives.						
Critical Success Factor 3 Conduct regularly scheduled meetings between district and campus personnel to review upcoming curriculum units and data.	CAO, C & I Team, Campus Administrators, Teachers	Improvement of curriculum development processes and documents.				
Critical Success Factor 4 Review and revise all curriculum units as needed based on changes to state standards and student performance on state assessments.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director	Improvement in the quality of curriculum documents leading to improved student performance				
Critical Success Factor 5 Implement and maintain centralized internal policies and procedures for the purchase of district hardware and software and ensure forums for appropriate discussions regarding the selection and evaluation of technology.	Superintendent, CAO, COO, Director of IT, CFO, Campus Administrators	More effectively utilize district technology funding and improve the quality of technology available on campuses				
Critical Success Factor 6 Develop and implement processes to evaluate the use and effectiveness of instructional software programs	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Director of IT, Campus Administrators	Revised policies and procedures concerning the utilization of software programs and their effectiveness				
Critical Success Factor 7 Distribute chrome books to all students grades Pre-K 4 through 8 at both campuses	Superintendent; CAO, COO, CFO, Principal, IT Department	Staff and students will use Chrome books proficiently as tools for learning.	ESSER II & III			
Critical Success Factor 8 Continue to update the district technology infrastructure and technology equipment in use to ensure that all components are current (within a five-year lifecycle) and maintain an obsolescence plan to remove outdated technology	Superintendent, CAO, COO, Director of IT, CFO, Campus Administrators	Ensure that all equipment in use meets the needs of all campuses and facilities within the school district.				
Critical Success Factor 9 Develop a transition plan to administer all state assessments electronically by 2021-2022 school year.	Superintendent, CAO, COO, Director of IT, CFO, Campus Administrators, COCC	Improved student performance on state assessments through an online format				

Critical Success Factor 10 Conduct targeted walk-throughs at district and campus levels, to monitor and promote effective instructional strategies.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Campus Administrators, COCC	Improvement in instructional strategies				
Critical Success Factor 11 Hire five additional instructional coaches to assist in providing enhanced support for all grade levels.	CAO, Principals, 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.	ESSER II & III			
Critical Success Factor 12 Design and implement a Supplemental Instructional (high-impact tutoring) program before and/ school, as well as embedded in the school day to meet HB4545 requirements. This program would be for all students, but particularly for those students who did not pass STAAR grades 3-8.	CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Paraprofessionals, Outside Consultants, SPED de Instructional Aides, Teaching Aides, IT Dept.	High-impact tutoring is offered to students in grades 3,5, and 8 who were not successful with STAAR in Reading and/or Math. 30 hours of high impact tutoring will be offered beyond regular time of instruction. Master scheduling and staffing patterns must be amended to ensure students receiving supplemental instruction during the school day are provided the same instructional opportunities as peers. Administrators may need to hire extra staff to supplement instruction or redesign master schedules to provide more flexibility for instruction throughout the school day. In doing so, these targeted supports will increase student progress and achievement.	ESSER II & III			

Performance Objective 4: Compared to state standards, both campuses will improve student achievement on state assessments by meeting or exceeding established targets.

Evaluation Data Sources 4: 2021 EOY iStation reading/math results; 2021 STAAR and TELPAS results (3-8); 2021 campus benchmark assessments (3-8); 2021 MAP assessment results (3-8); 2021 Achieve 3000 results

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Conduct student goal setting meetings to monitor progress towards meeting established growth targets based on student performance on local assessments	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	Student growth and improved student performance on state assessments.	199 – General Fund 211 - Title I			

Critical Success Factor 2 Assess reading and math by tracking student performance three times throughout the school year and incorporate strategic interventions based upon those assessment results	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	A decrease in percentage of students needing urgent interventions in reading and math.				
Critical Success Factor 3 Both campuses will have 60 percent or greater of third grade students reading on grade level by 2021-2022.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	An increase in 3rd grade students reading on grade level				

Performance Objective 5: Compared to state standards, both campuses will improve student progress toward academic growth by increasing the number of students who perform at the Meets and Masters level on state assessments by at least 10 percent.

Evaluation Data Sources 5: 2021 EOY iStation reading/math results; 2021 STAAR and TELPAS results (3-8); 2021 campus benchmark assessments (3-8); 2021 MAP assessment results (3-8); 2021 Achieve 3000 results

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Purposely design and implement high yield engaging lessons that differentiate and remediate content to include a variety of learners and ability levels focusing on increased learning time.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	Improved student performance and engagement, improved teacher capacity	199 – General Fund			
Critical Success Factor 2 Utilize data to monitor and assess student growth towards meeting or mastering grade level performance standards	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	Increased number of students meeting or mastering performance standards; increase in the number of students moving to a higher performance standard	199			
Critical Success Factor 3 Monitor student growth and provide intentional interventions on students' strengths to move toward or maintain Meets and Masters performance status on state assessments.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators	Improved student Meets and Masters performance on state assessments	199 Title I			
Critical Success Factor 4 Provide planning and training	CAO, C & I Team, Literacy Coordinator, Instructional	Increase teacher utilization of quality projects	199			

opportunities for teachers to provide quality projects for all grade levels.	Coaches, SPED Director, Campus Administrators				
Critical Success Factor 5 Design a comprehensive lesson planning template to be implemented district wide.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches	Improved lesson planning, delivery of learning experiences and better alignment between objectives and learning activities			

Performance Objective 6: Compared to state standards, both Cityscape campuses will close the learning gap for each student group on state assessments by meeting or exceeding established targets

Evaluation Data Sources 6: 2021 EOY iStation reading/math results; 2021 STAAR and TELPAS results (3-8); 2020 campus benchmark assessments (3-8); 2021 MAP assessment results (3-8); 2021 Achieve 3000 results

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Provide additional language acquisition support for EL students through web-based and/or computerized language based programs.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Early Childhood Director, Dual Language Teachers	Improved student performance on state and local performance	Title III			
Critical Success Factor 2 Develop a module for training bilingual/ESL teachers in instructional strategies designed to address the specific needs of EL students, including sheltered instruction and academic vocabulary.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Early Childhood Director, Dual Language Teachers, Campus Administrators	Improved teacher capacity instructing EL students, improved student performance on state assessments (TELPAS/STAAR) and student progression through language acquisition level	Title III			
Critical Success Factor 3 Identify low performing, economically disadvantaged students and targeted student groups for early targeted interventions.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Early Childhood Director, Dual Language Teachers, Campus Administrators, SPED Director	Improved student performance on state and local performance.	199			
Critical Success Factor 4 Strategically plan small group instructional opportunities for	CAO, C & I Team, Literacy Coordinator, Instructional	Improved student performance, increased number of students performing on or above grade level	211 – Title I			

students (K-8) that focus on differentiation based on students' needs and data	Coaches, SPED Director, Early Childhood Director					
Critical Success Factor 5 Design embedded remediation to address academic gaps spanning each respective campus	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, Early Childhood Director, Campus Administrators, SPED Director	Improved student performance and growth	211 – Title I			
Critical Success Factor 6 To build flexibility for COVID-19 response, Cityscape will utilize the Additional Days School Year (ADSY) program for the 2021-2022 school calendar. ADSY is a half-day formula funding for school systems that adds instructional days to any Texas elementary schools (PK-5). Funding for an ADSY program is available for those days beyond a minimum of 180, up to 210 total, specifically for grades prekindergarten through 5.	Superintendent, CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Outside Consultants, SPED dept., Instructional Aides, Teaching Aides, IT Dept.	ADSY addresses both summer and COVID learning loss, which can have a profound effect on students from low-income backgrounds. The cumulative impact of this learning loss has been shown to create a gap of up to three grade levels for low-income students by the fifth grade. Research shows that the impact of summer and COVID learning loss can be eliminated if academic instruction is offered for three to four hours a day for five to six weeks. The district has added 18 additional instructional days to the campus calendar for the ultimate reason to close achievement gaps.	ESSER II & III			

Performance Objective 7: 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.

Evaluation Data Sources 7: Comprehensive Dual Language Plan; Language Action Plans;

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Continue the district's Dual Language Immersion Program plan with fidelity	CAO, Director of Curriculum, Early Childhood Director, Dual language teachers, Principals, AP's, C & I team	Key stakeholders will fully understand the non-negotiable elements of the program, and the research rationale for the program's characteristics.				

for all program components. for student parents, teachers, administrators, and community members	Aides					
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			
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.				
Critical Success Factor 4 Create a strong biliteracy vertical and horizontal curricular alignment	CAO, Director of Curriculum Instructional coaches, principals, AP's, dual language faculty, C & I team	Increase opportunities for language acquisition in both targeted languages				
Critical Success Factor 5 Provide multiple opportunities for professional development, such as collaborative biweekly learning opportunities and team meetings, focusing on effective dual language teaching strategies and practices.	CAO, Director of Curriculum Instructional coaches, principals, AP's, dual language faculty, Early Child Director, C & I team, SPED coordinator	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 biliteracy levels, as well as higher scores on standardized assessments.				

Goal 2: Staff High Quality

The district will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all Cityscape students.

Performance Objective 1: Develop highly qualified and effective staff through on-going professional development

Evaluation Data Sources 1: Schedule of 2021-2022 professional development activities and workshops; 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

<p>Critical Success Factor 1 Require all new teachers to the profession to attend the “New Teacher Academy” where professional development will be provided in the following areas: -classroom management -effective instructional strategies -lesson plan implementation -assessments -working with students from poverty</p>	<p>CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers</p>	<p>Improved student performance and teacher capacity</p>	<p>199</p>			
<p>Critical Success Factor 2 Offer staff development in the areas of: -industry certifications -data analysis (monitoring performance through data and using data to drive instruction -differentiated instruction -classroom management -small group instruction -dual language (one-way and two-way) -TEKS analysis & implementation -T-TESS -sheltered instruction -TIA</p>	<p>CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers</p>	<p>Improved student performance and teacher capacity</p>	<p>199</p>			
<p>Critical Success Factor 3 Investigate multiple avenues of delivering staff development including online course work, with peer-based and trainer led instruction for all district staff</p>	<p>CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers, Director of IT, and IT Department</p>	<p>Improved student performance and teacher capacity by giving teachers a wider network of professional development opportunities</p>	<p>199</p>			
<p>Critical Success Factor 4 The district will develop a plan for the implementation of the Reading Academy for teachers and principals.</p>	<p>CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers</p>	<p>Completion of Reading Academy by all K-3 teachers and administrators by 2022-2023</p>	<p>199</p>			
<p>Critical Success Factor 5 Encourage and support current district instructional staff to obtain additional training for ESL, bilingual, GT, and Google certifications.</p>	<p>CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers</p>	<p>Students will benefit both in and out of the classroom as more teachers become certified in specializations.</p>				
<p>Critical Success Factor 6 District will recruit, hire, and train a new Chief of Schools position to assist principals in managing and maintaining an effective campus environment.</p>	<p>Superintendent, CAO, CSO, Principals, AP’s Teachers, aides</p>	<p>More support for principals from an experienced administrator will aide in improved climate, culture, instruction, personnel management, and a more secure school environment.</p>	<p>ESSER II & III</p>			

Critical Success Factor 7 District will recruit, hire, and train a counselor for each campus. The counselors will assist with student counseling needs, MTSS, 504's, and social-emotional educational activities	COCC, CAO, Principals	School counselors play an important role in ensuring that students have excellent educational experiences. They are part of our school support team who provide essential social-emotional support in addition to academic support.	ESSER II & III			
Critical Success Factor 8 The district will provide for three Principal positions at East Grand Prep instead of the traditional "one principal." One principal will serve the Pre-kinder Program and govern the Early Childhood Center at Lindsley; one principal will oversee grades Kinder through 5; and the third principal will lead our middle school program.	Superintendent, CAO, CSO, Principals, AP's, Teachers, Aides, Para's	Dividing the leadership duties will enable each principal to dedicate more time to instructional and managerial needs. Assisted by the CSO, they will have more time to set realistic goals and assist in their fruition.	ESSER II & III			
Critical Success Factor 9 Federal funds Manager		Position to be determined (as of September 2021)	ESSER 40%, Title 1 20% 420 40%			
Critical Success Factor 10 The district will hire a recruiting specialist who will take over all aspects of recruiting teachers for the current and approaching academic year.	Superintendent, Chief Officer of Human Resources	Some of the benefits and advantages of having an in-house recruiter include creating and maintaining contact with hiring managers and other recruitment professional consulting with human resource dept. about the district's hiring needs, budgets, and benefits; producing employment ads; and conducting interviews with potential hires.	ESSER 50% 420 50%			

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 university job fairs, Puerto Rico, and/or TJN (and other local media).	Superintendent; CAO, Chief Officer of Human Resources; COCC	Employing a diverse, well-balanced, and highly qualified faculty to better serve and educate our students.	Title II for EL teachers			
Critical Success Factor 2 Hire highly qualified staff that meet all	Superintendent; CAO, Chief Officer of Human	Employing a diverse, well-balanced, and highly qualified faculty.	199			

national, state, and local guidelines.	Resources; COCC; Campus Administration					
Critical Success Factor 3 Provide salary increase to bring district staff at or above the market for each position.	Superintendent, CFO, Chief Officer of HR, HR Director Campus Administration	Attract high quality staff to Cityscape Fill high need areas Retain staff to keep them in district	199			
Critical Success Factor 4 Provide mentors for new teachers and create a new teacher support group	CAO, COCC, C & I Team, Mentors, New classroom teachers, Campus Administration	Smoother transition of new staff, particularly from another country, to school policies and procedures; increased rapport between staff and administration.	199			
Critical Success Factor 5 Reward staff with for their faithful service with an end-of year stipend during the pandemic	Superintendent, CFO, Chief Officer of HR, HR Director Campus Administration	Improved staff/teacher retention	199			
Critical Success Factor 6 Honor staff (at each campus) for exceptional performance through in leadership, teaching, and attendance annually.	Superintendent, CFO, Chief Officer of HR, HR Director Campus Administration	Improved staff/teacher retention	199			
Critical Success Factor 7 Seek and garner TEA approval for Teacher Incentive Allotment (TIA) program to financially reward high-performing teachers in grades K-8.	Superintendent, CFO, Chief Officer of HR, CAO, COCC	Improved staff/teacher retention	TIA funding provided by TEA			
Critical Success Factor 8 Teacher/Staff Retention bonus	Superintendent, CFO	Superintendent implemented this bonus to retain employees in a very difficult job market with so many educational employees leaving industry	ESSER II & III			

Goal 3: Family and Community Involvement

Members of the district leadership team will maintain a positive image with all stakeholder groups throughout the community.

Performance Objective 1: Improve communication and collaboration throughout the school community.

Evaluation Data Sources 1: Number of parents involved in PTO, campus events, social media pages, and community outreach projects.

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 district 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, Classroom 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.	Title I Title III			
Critical Success Factor 2 Utilize ParentSquare, Skyward, Instagram, Twitter, Facebook, and other online resources to communicate district and campus activities and solicit feedback, when appropriate.	Superintendent; CAO, DOO, IT Department, Principal, IT Director	Stronger relationships will be formed between parents / guardians and district staff, and participation in school events will potentially increase.	199			
Critical Success Factor 3 Expand district parent trainings, communication, and involvement focusing on improving student performance.	Superintendent, CAO, COIT, COCC, Campus Admin	Improved student performance	199			
Critical Success Factor 4 Provide community resources that can assist teachers to engage and motivate students	Principal, AP's, Counselor; Classroom teachers	Increased student involvement, engagement, and community awareness.	199			
Critical Success Factor 5 Recognize student success in a more timely manner via social media and district meetings.	CAO, Campus Admin, COCC, Classroom Teachers, COIT	Increased participation from the students being honored in timely recognition in front of community members.	199			
Critical Success Factor 6 Continue and expand community partnerships and collaboration on district committees and boards	CAO, COCC, COIT, IT Department, Communications Department	Continued partnership with community members	199			
Critical Success Factor 7 Promote National Charter Schools Week in May 2021	Superintendent, CAO, COCC	Increased parent participation	199			
Critical Success Factor 8 Increase positive news stories in the local newspapers	CAO, COCC, COIT, IT Department, Communications Department	Increased positive media in local community and increased pride from students, parents, staff, and community members	199			
Critical Success Factor 9 Improve communication and inclusivity from the district to new families/students	Superintendent, CAO, Campus Admin, COIT, Communications Dept.	Improved relationships with district officials and new families to the district	199			
Critical Success Factor 10 Increase communication with parents of special education and 504 students through a parent newsletter, parent workshops, and district web page.	CAO, SPED Director, Counselor, COIT, Communications Dept. IT Department	Increase in parent feedback and participation in attendance at district workshops and on local committees	199			
Critical Success Factor 11 The campus will contract with Project Truancy, a customizable web-based program, that will allow campus admin	Superintendent, COCC, Principals, AP's, Teachers, Consultants, Attendance Clerks	The ultimate goal of this truancy program is to build relationships and change campus culture to benefit both students and families.	Title I			

to respond and track attendance issues quickly and effectively. Trigger alerts will let campus personnel know when a student has accumulated a predetermined number of unexcused absences and pre-populates the required forms with critical information to save time. Reports and dashboard graphs will give campus the ability to see trends by grade level, student circumstances, and intervention plans as well as celebrate positive gains from the truancy program						
Critical Success Factor 12 Hire and train district nurse to lead health services for both district campuses	Superintendent, COCC, Clinic Aides, District Nurse	School nurses influence student health and wellness by providing care and education. Healthy children learn better and can perform at their best. When school nursing jobs are adequately staffed, teachers can concentrate on the learning environment without worrying about health issues.	Region 10			

Goal 4: Social/Emotional

The district will provide resources and both campuses will implement programs to appropriately address the psychological, social and behavioral needs of Cityscape students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows Cityscape’s diverse student population to perform successfully.

Evaluation Data Sources 1: Discipline records, including ISS, OSS, and after school detention records

Summative Evaluation 1:

Strategy Description	Monitor	Strategy’s Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Provide ongoing trainings to administrators and staff to improve classroom management, bully and violence prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs	COCC, COA, Counselor, Early Childhood Director, Campus Administrators, Classroom teachers	Improved student behavior and improved teacher capacity to teach more effectively, which leads to improved student performance	199			

Critical Success Factor 2 Continue the implementation of the district's PBIS program that provides positive behavior reinforcement as well as provides on-going communication with parents	COCC, COA, Counselor, Early Childhood Director, Campus Administrators, Classroom teachers	Improved student behavior and an increase in communication with parents.	199; Title I			
Critical Success Factor 3 Develop and implement a transition plan for students returning to home campuses after completing an OSS assignment.	COCC, COA, Counselor, Early Childhood Director, Campus Administrators, Classroom teachers	Improved behavior of students returning after assignment and decreased recidivism rates.				

Performance Objective 2: The district will provide resources and both Cityscape campuses will implement programs to appropriately address the psychological, social and behavioral needs of all Cityscape students. The success of such programs to be measured by a reduction in bullying incidents and a decrease in student discipline referrals.

Evaluation Data Sources 2: Bullying report data; bullying prevention plan; student/teacher evaluations on guest speakers; decreased number of student discipline referrals and incidents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Provide on-going collaboration with campus assistant principals and counselors and develop alternatives to traditional discipline assignments	COCC, Campus Admin, Classroom Teachers, Counselor	Decrease in both in and out of school suspensions and discipline referrals.				
Critical Success Factor 2 Integrate positive behavior supports through PBIS training	COCC, Campus Admin, Classroom Teachers, Counselor	Increase in the utilization of positive behavior supports resulting in improved student behavior				
Critical Success Factor 3 Counseling office will create and execute a bullying prevention plan for all grade levels for each campus	COCC, 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.				
Critical Success Factor 4 Provide online access (through STOPit) for reporting suspected bullying and other inappropriate behavior seen at school or at home.	COCC, Counselor, teachers, DOO	To provide yet another established avenue to report suspected bullying				
Critical Success Factor 5 Plan and execute a Unity Day (October	COCC, COA, principal, AP's, teachers	Students will gain skills to appreciate diversity, resolve conflict, and communicate effectively regarding				

25) to promote kindness and anti-bullying strategies for each district camp		differences in others.				
Critical Success Factor 6 Celebrate October as anti-bullying month	Superintendent, COA, COCC, Principal, AP's, teachers, parents	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.				
Critical Success Factor 7 District will recruit, hire, and train a counselor for each campus. The counselors will assist with student counseling needs, MTSS, 504's, and social-emotional educational activities	COCC, CAO, Principals	School counselors play an important role in ensuring that students have excellent educational experiences. They are part of our school support team who provide essential social-emotional support in addition to academic support.	ESSER II & III			

Performance Objective 3: Assist students in the identification of individual interests and skills.

Evaluation Data Sources 3: Increased participation in extracurricular activities and interest surveys.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Continue to educate 8th grade students regarding endorsement options and related career pathways to meet House Bill 3 requirements as students are building their four-year plan.	Counselor, COCC, COA, Campus Admin, Classroom Teachers	Improved level of confidence and future expectations by students in creation of four-year plan utilizing interest and career inventory surveys	199			
Critical Success Factor 2 Provide training opportunities for middle school students in leadership and career interest.	COCC, Campus Admin, Classroom Teachers, Club Sponsors	Improved self-esteem and confidence in students who Are provided leadership opportunities through venues such as sports, student government, and club activities.	199			
Critical Success Factor 3 Feature our students and their unique talents and skills in a variety of ways at each respective campus through social media and on-site bulletin boards.	COCC, Campus Admin, Club Sponsors, Communications Dept.	Increased positive promotion of programs and students	199			
Critical Success Factor 4 Increase the enrollment of students in all extracurricular programs, when possible	COCC, Campus Admin, Club Sponsors	Increase number of students in extracurricular activities.	199			

Critical Success Factor 5 Continue and increase public performance exhibitions (by students) to promote community outreach	COCC, Campus Admin, Club Sponsors, COIT, Communications Dept.	Increased positive promotion of programs and students	199			
Critical Success Factor 6 Produce videos for publication on social media, the website and electronic newsletter to promote the extracurricular programs.	COCC, Campus Admin, Club Sponsors, COIT, Communications Dept.	Increased interest in extracurricular activities through growing numbers	199			

Performance Objective 4: Increase student attendance, improve graduation rates and decrease number of truancy referrals.

Evaluation Data Sources 4: Attendance rate, completion rates, truancy dockets

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Monitor list of high-risk attendance issues and make recommendations to campuses for future action.	COCC, Registrar, Campus Admin, Attendance Clerks	Improvement in student attendance	199			
Critical Success Factor 2 Conduct warning meetings in conjunction with local Justice of the Peace (or court representatives) for students approaching levels that warrant court action.	COCC, Registrar, Campus Admin, Attendance Clerks	Decrease in court filings and improved student attendance	199			
Critical Success Factor 3 Each campus will develop and implement a campus-wide attendance plan aimed to improve overall attendance. Plan should include interventions, consequences, and incentives.	COCC, Registrar, Campus Admin, Attendance Clerks	Improvement in student attendance				
Critical Success Factor 4 Investigate methods to improve communication with parents regarding the importance of good school attendance in conjunction with the distribution of student report cards.	COCC, Registrar, Campus Admin, Attendance Clerks	Improvement in student attendance				
Critical Success Factor 5 Continue to monitor student attendance each 9 weeks through student data management software, targeting students	COCC, Registrar, Campus Admin, Attendance Clerks, IT Department	Improvement in student attendance				

with habitual absences. File truancy charges when deemed appropriate.						
Critical Success Factor 6 The campus will contract with Project Truancy, a customizable web-based program, that will allow campus admin to respond and track attendance issues quickly and effectively. Trigger alerts will let campus personnel know when a student has accumulated a predetermined of unexcused absences and pre-populates required forms with critical information to time. Reports and dashboard graphs will give campus the ability to see trends by grade level, student circumstances, and intervention plans as well as celebrate positive gains from the truancy program	Superintendent, COCC, Principals, AP's, Teachers Consultants, Attendance Clerks	The ultimate goal of this truancy program is to build relationships and change campus culture to benefit both students and families.	Title I			

Goal 5: Facilities

Cityscape Schools, Inc. 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 safe and secure environment in each campus that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources 1: Schedule of 2021-2022 safety drills; drill logs, reduced referrals, reduced student accidents, and increased participation in school functions

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.	Superintendent, COO, COCC, Campus Administration	Teachers, students, and staff will be trained in best response strategies for fire, tornado, lock down, and other emergency situations				
Critical Success Factor 2 Ensure safety and preparedness of	Superintendent, COO, COCC, Campus Administration, classroom	Teachers, students, and staff will be prepared to respond in emergency situations.				

students/staff on campus through regularly scheduled (monthly) drills.	teachers					
Critical Success Factor 3 Develop, implement, and train parents, students, and all staff in arrival and dismissal procedures for revised COVID 19 system.	Superintendent, COO, COCC, Campus Administration, classroom teachers	Implementation of an expedient and <i>safe</i> arrival/dismissal program will provide more available time for classroom teaching and educational activities for students.	COVID funding			
Critical Success Factor 4 Create an avenue to improve direct student communication related to bullying self-harm, suicide, and school threats.	COCC, Counselor, Campus Administrators, Classroom Teachers	Increased student communication related to safety and security.	Special funding for anti-bullying (See CFO)			
Critical Success Factor 5 Implementation of the use of the Share911 app which allows teachers and staff to quickly report emergencies from their cell phone or mobile device.	Superintendent, COO, IT Director, Campus Administration, classroom teachers	Improve student and staff safety and security				
Critical Success Factor 6 Add additional law enforcement officers to current staff so that each campus has an officer assigned. Provide officers with equipment needed to provide security for their respective campus.	Superintendent, COO, Campus Administration	Improve student and staff safety and security				
Critical Success Factor 7 Implement monthly safety tips on social media, the district website and electronic newsletters to help facilitate safe and secure campuses and facilities for community, parents, students and staff.	Superintendent, COO, COIT, IT Director, Communications Dept.	Improve student and staff safety and security				

Performance Objective 2: Create a district budget, which will not exceed current allocations to address instructional needs.

Evaluation Data Sources 2: District 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 district obligations.	Superintendent, CAO, CFO, COCC, Principals, Special Projects Coordinator	Balanced district budget				
Critical Success Factor 2 Bi-weekly meetings with the administrative	Administrative Leadership Team	More communication between administrative district leaders will better lead to a balanced budget.				

leadership team to discuss expenditures, items to be purchased, and general budgetary concerns.						
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Performance Objective 3: Provide a continued focus on maintenance management in accordance with established good practices.

Evaluation Data Sources 3: Budget items; optimized operating costs; 2020-2021 energy bills

Summative Evaluation 3:

Strategy Description	Monitor	Strategy’s Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 The district will ensure that all campus HVAC units are running effectively, air vents are properly cleaned and maintained and facilities are cooled/heated in an efficient and healthy manner.	Superintendent, COO, Principals, AP’s, teachers Facility maintenance	Arguably, the most important benefit of preventive maintenance is lengthened lifespan of assets. Keeping your equipment in good condition allows it to run longer, lowering costs and lowering the risk of breakdown.	ESSER II & III			
Critical Success Factor 2 The district will ensure that each campus practice effective preventive maintenance to facilitate minimum failures and quick repairs.	Superintendent, COO, Principals, AP’s, teachers Facility maintenance	Proactively scheduling maintenance, you can significantly reduce the risk of your equipment failing, giving you peace of mind as a facilities leader.				
Critical Success Factor 3 District, on behalf of each campus, will make a concerted effort on improvement maintenance for better maintainability and efficiency.	Superintendent, COO, Principals, AP’s, teachers Facility maintenance	Along with lasting longer, equipment that sees routine preventive maintenance also runs more efficiently, which also leads to decreased unplanned downtime and promotes health and safety to students and staff.				

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: Cityscape Schools, Inc. 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 district students in grades Pre-K 4 through 8 to a Chromebook	Superintendent; CAO, DOO, Campus Admin, IT Department	Staff and students will use Chromebooks proficiently as tools for learning; improved student performance				
Critical Success Factor 2 District IT department will provide access to on-going training and tech support for all teachers, students, and staff.	CAO, DOO, Campus Administrators, IT Department	Technology will pave the road to academic efficiency for students and staff.				
Critical Success Factor 3 Teachers/IA's will collaborate with the district's IT department to use and understand the potential of technology tools for teacher and professional work (e.g., lesson plans, data analysis, record-keeping, assessment).	CAO, DOO, Campus Administrators, IT Department, Classroom Teachers	Teachers and staff will use technology tools effectively carry out professional tasks.				
Critical Success Factor 4 Provide technology software and equipment for student utilization (e.g., Istation/Achieve 3000, Stemscope, FastForward, Learning A to Z)	Superintendent; CAO, Campus Admin, DOC, 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			
Critical Success Factor 5 Provide 100 percent online venue for STAAR and other district assessments.	CAO, COCC, CSO, Director of Curriculum, Principals, AP's, Teachers, SPED Coordinator	Online testing allows for teachers and students to receive test scores earlier, allowing for more timely teacher and student reflection. Online testing occurs within an extended testing window, allowing districts to flexibly schedule testing with minimal impact to student instruction.				

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. Cityscape 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, Cityscape Schools, Inc. 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 to 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 Cityscape Schools.

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 Chief Officer of Culture and Climate’s office at all times and readily made available to parents and family members of any Cityscape 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 DIP is provided.”

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

Este documento está disponible en español.

DISTRICT EDUCATIONAL IMPROVEMENT COMMITTEE (DEIC)

Many thanks to the District Improvement Plan (DIP) planning committee for their tireless dedication to not only this improvement process, but to Cityscape Schools and the students we serve:

Ms. Mary Ann Boyer – pupil services personnel
Mr. Leonard Brannon – superintendent
Ms. Vaneza Dominguez – community member
Ms. Eleanor Fajardo-Smith - teacher
Dr. Billy Ferrell – chief officer of culture and climate
Ms. Farren Garcia – teacher
Ms. Marissa Gorrostieta – student
Mr. Luis Hinojosa – deputy superintendent; chief financial officer
Ms. Phillip Ledesma – assistant principal
Mr. Frank Mendoza – business/industry representative
Dr. Aaliyah Miranda – principal
Ms. Cintia Orona – parent
Ms Karissa Ramirez – student
Ms. Xochi Ramirez – dual language teacher
Ms. Elda Rojas – deputy superintendent; chief academic officer
Mr. David Tecuatl – technical assistance provider
Ms. Clarencia Wade - principal
Dr. Angeline Williams-Jackson – special education