



# CAMPUS 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**

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). In his inaugural address during this year's convocation, Superintendent Brannon specifically challenged the district to rise to an A rating for academic accountability for the 2021-2022 school year.

The current staff at EGP is comprised of 3 principals, 1 assistant principal, 6 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 also 17% male and 83% 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.

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.

These schoolwide planning teams met (virtually and face-to-face) and organized data in the identified areas of focus. Some of the necessary quantitative data, such as student achievement results, enrollment counts, the most recent STAAR results available, 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 address the key issues facing East Grand Preparatory both accurately and realistically.

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 third straight year, the CIP committee was also tasked with reviewing last year’s CIP (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 grade averages, 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>C</b></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 EGP 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><b>Goal 2: Staff High Quality</b> 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>B</b></p>	<p>Human Resources hired, trained, and provided onboarding for a plethora of new employees for the school year. EGP 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><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>B</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 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><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>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><b>Goal 5: Facility</b>  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.</p>	<p><b>A/B</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 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>A</b></p>	<p>This past year was the first year we ensured that 100 percent of all EGP 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>
<p><b>Goal 7: Dual Language Program (one- and two-way immersion)</b>   Improve student academic and socio-emotional</p>	<p><b>A</b></p>	<p>Now in its fourth year at EGP, 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</p>



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.		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.
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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 2021-2022 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: 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 Conduct regular data assessment meetings to monitor student progress and develop plans for early intervention	Superintendent, CAO, Principals, 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			
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, Principals, 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.				
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; principals; 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			
Critical Success Factor 4 Provide supplemental reading and math intervention services to at-risk students by highly qualified interventionists, including outside consultants.	CAO, Principals, 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			
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 to 40%.	Superintendent, CAO, Principals, 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 to 40 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, Principals, 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			
Critical Success Factor 7 Provide additional training and	Principals, AP's, Early Childhood Director;	Student results from the CIRCLE assessment instrument	Title I, Part A and SCE			

instructional support for Pre-K classrooms	Instructional Coaches, Literacy Coord;	will show readiness for kindergarten for both reading and mathematics.				
Critical Success Factor 8 Utilize Mentoring Minds to encourage critical thinking and STAAR preparation to increase academic performance for students in grades 3 through 8	CAO, Principals, 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			
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, Principals, 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,				
Critical Success Factor 10 Design and implement an enriching summer school program for students in all grade levels from kindergarten to 8 <sup>th</sup> 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 11 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 12 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 statute, effective June 16, 2021, requires accelerated instruction to be implemented for students beginning with the 2021–2022 school year.	Superintendent, CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Paraprofessionals, Outside Consultants, SPED dept., Instructional Aides, Teaching Aides	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 increase student progress and achievement.	ESSER II & III			

Performance Objective 2: Provide differentiated learning opportunities for 100 percent of students with identified special program needs, including special education, 504, EB, 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.				
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, Principals, Sunshine Committee, PTO	Providing an opportunity for students and staff to experience fun, active events promotes healthier life choices.				
Critical Success Factor 4 Provide pull-out time for both GT and differentiated classroom time to meet the needs of all GT students.	Principals, Curriculum & Instruction team, Classroom Teachers, CAO	Students develop and present projects to authentic audiences and develop real-world problem-solving skills 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, Principals, Classroom Teachers, TA's and IA's	Providing additional, targeted support for SPED/504 staff will increase students' progress and achievement.				
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.				
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.				

Critical Success Factor 8 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 9 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 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, Principals, 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.				
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, Principals, 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, Principals, Instructional Coaches, AP's, Classroom Teachers	Students develop and present projects to authentic audiences and develop real-world problem-solving skills within differentiated activities.				
Critical Success Factor 4 Provide richer SPED and 504	CAO, Principals, SPED Director, Counselor	Providing additional, targeted support for SPED/504 students will increase their progress and achievement.	SPED State Allotment			

departments, with more full-time employees to meet the needs of all SPED and 504 students.						
Critical Success Factor 5 Provide rich and full professional development opportunities for all staff involved with SPED, 504, and/or GT students.	CAO, Principals, 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			
Critical Success Factor 6 Utilize outside consultants to assist the Instructional Coaches in providing enhanced levels of support for all EGP grade levels.	CAO, Principals, 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 7 Hire five additional instructional coaches to assist in providing enhanced support for all EGP 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 8 Design and implement a supplemental Instructional (high-impact tutoring) program before and/or after school, as embedded in the school day to meet HB4545 requirements. This program will 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 department, 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 may be amended to ensure students receiving supplemental instruction during the school day are provided the same instructional opportunities as peers. Administrative 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, targeted supports will increase student progress and achievement.	ESSER II & III			

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

Evaluation Data Sources 4: 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	CAO, Principals, AP's, C & I Team, Instructional Coaches,	Providing opportunities for teachers to be included and have a voice in selecting their own learning	ESSER II & III			

to discuss and, ultimately, choose the ancillary learning materials for the different grade levels for the 2021-2022 academic school year.	Teachers	resources and ancillary materials (including digital curricular tools) 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.				
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, Fast ForWord (Scientific Learning), Seesaw, CIRCLE, Learning A to Z, and Education Galaxy.	Superintendent, CAO, Principals, 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.				
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, Principals, 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.				
Critical Success Factor 4 To build flexibility for COVID-19 response, EGP 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.	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			
Critical Success Factor 5 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.	ESSER II & III			

Performance Objective 5: 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 5: Comprehensive Dual Language Plan; Language Action Plans;

Summative Evaluation 5:

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 for all program components. for student parents, teachers, administrators, and community members	CAO, Director of Curriculum, Early Childhood Director, Dual language teachers, Principals, AP's, C & I team Aides	Key stakeholders will fully understand the non-negotiable elements of the program, and the research rationale for the program's characteristics.				
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 Childhood 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

**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 2021-2022 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 Continue Mentoring program for the 2021-2022 academic school year. Teachers with less than two years of experience will be mentored by an experienced teacher chosen by campus and district administrators. Principals may also assign a mentor to an experienced teacher who showed little student growth or struggled with classroom management	COCC, COA, Principals, 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 aide in improved overall teacher retention, improvement in new teachers' instructional strategies and classroom management, and improved student growth and assessment measurements.				
Critical Success Factor 2 Selected dual language 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 3 Implement extended time every other Wednesday for professional development and training activities so that instructors can collaboratively develop and enhance lesson plans; analyze student data; and hone their instructional techniques through professional development training.	CAO, Principals; 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.				

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, Principals; 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 ??			
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, principals, 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. The T-TESS is also utilized for 50 percent of the district's formula for the Teacher Incentive Allotment				
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, Principals, 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.				
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.				
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 2021-2022 academic school year.	Superintendent, CAO, COCC, Director of Human Resources, Principals, AP's Teachers	EL students will specifically benefit (both in and out of the classroom) as all teachers become certified in language acquisition specializations.				
Critical Success Factor 9 All K-3 teachers, including special education teachers, and principals are required to complete the HB 3 Reading Academies by 2023. This includes literacy specialists who see K-3 students in small groups and K-3 departmentalize teachers. Cityscape will begin the second cohort in the 2021-2022 academic school year	CAO, Literacy Coordinator, Early Childhood Coord, Teachers, Principals, COCC	During training sessions, teachers and principals will increase their knowledge of the science of teaching reading to support a student's ability to decode words, understand spoken language, and improve reading comprehension.	Title I			
Critical Success Factor 10 District will recruit, hire, and train a new	Superintendent, CAO, CSO, Principals, AP's	More support for principals from an experienced administrator will aide in improved climate, culture,	ESSER II & III			

Chief of Schools position to assist principals in managing and maintaining an effective campus environment.	Teachers, aides	instruction, personnel management, and a more secure school environment.				
Critical Success Factor 11 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 12 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 13 Federal funds Manager		Position to be determined (as of September 2021)	ESSER 40%, Title 1 20% 420 40%			
Critical Success Factor 14 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, 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.				

Critical Success Factor 2 Hire highly qualified staff that meet all national, state, and local guidelines.	Superintendent; CAO, Director of Human Resources; COCC	Research shows that employing a diverse, well-balanced, highly qualified faculty will pay off in improved student academic growth and social-emotional well-being for students and staff				
Critical Success Factor 3 Providing worthwhile professional development opportunities for staff to serve all students to the highest level possible	CAO, Principals; Instructional Coaches; Director of Curriculum, AP's, C & I Team; Teachers, Instructional Aides, Teaching Aides, Early Childhood Director, SPED Coordinator, Counselor	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, as well as teacher efficacy.				
Critical Success Factor 4 Continue Mentoring program for the 2021-2022 academic school year. Teachers with less than two years of experience will be mentored by an experienced teacher chosen by campus and district administrators. Principals may also assign a mentor to an experienced teacher who showed little student growth or struggled with classroom management	COCC, COA, Principals, 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 teacher will aide in improved overall teacher retention, improved new teachers' instructional strategies and classroom management, and improved student growth and assessment measurements.				
Critical Success Factor 5 Teacher turnover rate will fall below 15 percent at the end of the 2021-2022 academic school year.	COCC, Director of Human Resources, Principals, AP's, Instructional Coaches, C & I team, COA, Mentor Teachers, Counselor	Smoother transition of new staff to school policies and procedures; increased rapport between staff and administration; longevity in career and district ensures a stronger team, which leads to fulfillment of academic and instructional goals				
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, Principals, AP's, Instructional Coaches, C & I team	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.				
Critical Success Factor 7 All campus teachers (grades Pre-K through 8 <sup>th</sup> ) will participate in TEA's Teacher Incentive Allotment (TIA) program.	Superintendent, CAO, COCC, Director of Human Resources, Principals, 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			
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

**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, Principals, 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.				
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, Principals, Campus Registrar	Stronger relationships will be formed between parents / guardians and school staff, and participation in school events will potentially increase.				
Critical Success Factor 3 Conduct daily communication to all parents/guardians of students (including attendance) via SchoolStatus	Principals, 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.				
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> .	Principals, AP's, Counselor Classroom teachers	Increased parental and community involvement, engagement, and awareness.				
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.				

<p>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 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</p>	<p>Superintendent, COCC, Principals, AP's, Teachers, Consultants, Attendance Clerks</p>	<p>The ultimate goal of this truancy program is to build relationships and change campus culture to benefit both students and families.</p>	<p>Title I</p>			
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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; COVID rapid testing kits for staff and students logs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factor 1 Continue the recruitment and formalized training of volunteers to provide campus assistance in front office and teachers' workroom.</p>	<p>Principal, Office Manager, Front Office staff</p>	<p>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.</p>				
<p>Critical Success Factor 2 Increased community presence on campus with PTO members and volunteers.</p>	<p>Principal, Office Manager, CIT</p>	<p>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.</p>				
<p>Critical Success Factor 3 Hire and train district nurse to lead health services for both district campuses</p>	<p>Superintendent, COCC, Clinic Aides, District Nurse</p>	<p>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 adequately staffed, teachers can concentrate on the learning environment without worrying about health issues.</p>	<p>Region 10</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.**

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, Principals, 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 2 Provide online access (through STOPit) for reporting suspected bullying and other inappropriate behavior seen at school or at home.	COCC, Middle School 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, Principals, AP’s, teachers, Counselor	Students will gain skills to appreciate diversity, resolve conflict, and communicate effectively regarding differences in others.				
Critical Success Factor 4 Celebrate October as anti-bullying month	Superintendent, COA, COCC, Principals, 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.				
Critical Success Factor 5 Invite guest speaker on anti-bullying strategies	COCC, Counselor, principals	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.				
Critical Success Factor 6 District will recruit, hire, and train	COCC, CAO, Principals	School counselors play an important role in ensuring that students have excellent educational experiences.	ESSER II & III			

a counselor for each campus. The counselors will assist with student counseling needs, MTSS, 504's, and social-emotional educational activities		They are part of our school support team who provide essential social-emotional support in addition to academic support.				
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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 2: Faculty meeting/Professional Development agenda(s) and sign-in sheets; discipline records

Summative Evaluation 2:

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 discipline system based on positive behavior interventions and strategies (PBIS).	COCC, COA, Counselor, Principals, 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.				
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, Principals, Instructional Coaches, Early Childhood Director; AP's Classroom teachers	Improved student behavior				
Critical Success Factor 3 Create a positive referral system for middle school students in which teachers will post positive behavioral traits of all students on the Student Honors Board who excel in exemplary practices.	Counselor, COCC, Middle School Principal, AP's, classroom teachers	Implementation of this restorative discipline plan will result in improved student behavior.				
Critical Success Factor 4 Provide more cocurricular and extra-curricular activities in which wider range of students can actively participate.	COCC, COA, Principals, 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 2020-2021 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, Principals, 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				
Critical Success Factor 2 Ensure safety and preparedness of students/staff on campus through regularly scheduled (monthly) drills.	Chief of Operations, Principals, AP’s, Early Childhood Director; Classroom teachers	Teachers, students, and staff will be prepared to respond in emergency situations.				
Critical Success Factor 3 Develop, implement, and train parents, students, and all staff in arrival and dismissal procedures for revised “COVID” system.	Superintendent, COO, Principals, 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.				
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, Principals, AP’s, classroom teachers	Consistent implementation of up-to-date emergency response strategies.				
Critical Success Factor 5 Employ full-time (bonded) security guard through local company	Superintendent, COO, Principals	Increased vigilance and observation of students and staff as well as expedient assistance for distressed students and/or staff.				
Critical Success Factor 6 Develop, implement, and train parents, students, and all staff in COVID-19 policies and procedures according to federal and state guidelines.	Superintendent, COO, CAO, COCC, Principals	Providing up-to-date information about district policies regarding COVID-19 procedures will educate parents, students, and staff and lessen likelihood of pandemic spreading throughout district buildings.				

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, Principals	Balanced budget				
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.				

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, Principals, AP's, Instructional Coaches, Director of Curriculum, Early Childhood Director, Classroom teachers, Instructional Aides	Continued availability of appropriate instructional materials				
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, Director of Curriculum, Early Childhood Director, Classroom teachers, COCC	Continued availability of appropriate instructional materials for STAAR readiness				

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, Principals, AP's, Classroom teachers	Students identified as at-risk will receive additional support				
Critical Success Factor 2 Allocate Title I 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, Principals, AP's, Classroom teachers, Counselor	Students identified as homeless and/or migrant will receive additional support.	Title I			
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 Coordinator, Principals	Special education students will receive more individual instruction time, which will contribute to higher scores on local and state assessments.				

Performance Objective 5: Provide a continued focus on maintenance management in accordance with established good practices.

Evaluation Data Sources 5: Budget items; optimized operating costs; 2020-2021 energy bills

Summative Evaluation 5:

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	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	ESSER II & III			

and facilities are cooled/heated in an efficient and healthy manner.		longer, lowering costs and lowering the risk of breakdown.				
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: 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, Principals IT Department	Staff and students will use Chrome books proficiently as tools for learning.	ESSER II & III			
Critical Success Factor 2 Technology department will provide access to on-going training and tech support for all teachers, students, and staff.	CAO, COO, Principals, 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 IT department to better use and understand the potential of technology tools for teacher	CAO, COO, Principals, AP's, IT Department	Teachers and staff will use technology tools effectively carry out professional tasks.				

and professional work (e.g., Google Classroom, Google Meet).						
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 Principals, COO, AP' 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.				
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 Principals, DOO, AP' 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 6 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. 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, EGP 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.*

## **2021-2022 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. Leonard Brannon – superintendent  
Ms. Vaneza Dominguez – community member  
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. Aibeth Laugisch – 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  
Dr. Angeline Williams-Jackson – special education