



# DISTRICT IMPROVEMENT PLAN 2022-2023



## **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.

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 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 COMPREHENSIVE 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 of 2022, committee meetings took place to begin the process of self-assessment by reviewing and analyzing data on district, campus, and teacher performance; reflecting on current practices to determine focus areas for improvement; and increasing transparency, fairness, and rigor in district (as well as individual campus) academic and financial performance.

The purpose of the committee meetings was 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 2022-2023 academic school year. These district-wide planning teams organized data in four identified areas of focus. **The four committees were separated into the following categories:** 1) **Demographics** (chaired by Dr. Billy Ferrell, Chief Officer of Climate, Culture, and Student Services); 2) **Student Learning** (chaired by Ms. Elda Rojas, Deputy Superintendent/Chief Academic Officer); 3) **District Processes and Programs** (chaired by Mr. Leonard Brannon, Superintendent); and 4) **Perceptions** (chaired by Ms. Glenda Brannon, Chief Human Resources Officer). Each committee was comprised of district staff, campus staff, teachers, middle school students, parents, community members, special education personnel, and IT staff. Necessary quantitative data, such as student achievement results, enrollment counts, STAAR results, and dropout percentages (more data is detailed below) 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 each of the aforementioned committee subject areas (Demographics, Student Learning, District Processes & Programs, and Perceptions), 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.

The following specific data were used to verify the comprehensive needs assessment analysis by the DEIC:

### **Improvement Planning Data**

- District goals
- Quantifiable goals for student performance in reading and math
- Campus goals
- District Performance Objectives Summative Review from previous year
- Current and prior years' Campus Improvement Plan(s) and District Improvement Plan(s)
- District planning committees' meeting data/notes
- State and federal planning requirements

### **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Domain 1 – Student Achievement
- Domain 2 – Student Progress

- Domain 3 – Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

**Student Data: Assessments**

- State and federally required assessment information
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS ALT 2 results
- NWEA’s Measures of Academic Progress (MAP) results for grades K-8
- The CIRCLE Progress Monitoring System results for Pre-Kindergarten grades
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved Prekindergarten and Kindergarten assessment data

**Student Data: Student Groups**

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data
- Male/Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including discipline, progress and participation data
- At-risk/non-at-risk population including discipline, progress and participation data
- Emergent Bilingual data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data

- Response to Intervention (RtI) student achievement data
- Multi-tiered System of Supports (MTSS) data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Project Truancy data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student ratio
- State certified and high-quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation of professional development implementation and impact
- T-TESS data
- TEA's Teacher Incentive Allotment (TIA) results and data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

The 2022-2023 DEIC's names and specific role are outlined below:

Boggs, Brock, Director of Information Technology  
Brannon, Glenda, Chief Officer of Human Resources  
Brannon, Leonard, Superintendent  
Camacho, Gabriela – Director of Curriculum, Instruction, and Assessment  
Campos, Lorenzo – Middle School Student  
Ferrell, Billy, Chief Officer of Climate, Culture, and Student Services  
Griffin-Howard, DeAnna – Teacher (EGP Middle School)  
Hinojosa, Luis, Chief Officer of Finance  
Jones, Natica – Counselor (EGP)  
Lopez, Jose – Campus Principal (EGP – early childhood)  
Martinez, Mona – Parent  
Mendoza, Isabel – Teacher (EGP)  
Miller, Norma – Community Member  
Miranda, Aaliyah – Campus Principal (EGP)  
Novoa, Kimberly – Teacher (BP)  
Ortiz, Adriana – Parent  
Pajazetovic, Maria – Director of Early Childhood and Emergent Bilingual populations  
Paredes, Luis – Teacher (EGP Middle School)  
Reed, James – Community Member  
Rizzuto, Christopher – Special Education Coordinator  
Rojas, Elda, Deputy Superintendent/Chief Academic Officer  
Saldivar, Zaida, Chief of Schools Officer  
Taylor, La'Mauria – Middle School Student  
Tecuatl, David, Chief Officer of Operations  
Wade, Clarencia – Campus Principal (BP)  
Watson, Denzel – Middle School Student



For the fourth straight year, the DEIC was also tasked with reviewing last year’s DIP (2021-2022) and assigning a grade (A through F) for each of the six 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 into the current year. The six goals, their respective grades, and an explanation of the grade assignment are as follows:

Goal	Grade	Explanation/Justification
<p><b>Goal 1: Academic Achievement</b>            Each Cityscape student will be provided with engaging, relevant, and meaningful learning experiences, which foster the acquisition of the following 21<sup>st</sup> Century skills leading to student success (including at-risk students): collaboration, communication, creative thinking, critical thinking, information literacy, and problem-solving, ensuring the overall STAAR grade for the school will be no lower than an 80 at the end of the 2020-2021 academic school year.</p>	<p>C-</p>	<p>COVID (March 2020-2022) pandemic caused greater gap in academic achievement. To mitigate the learning loss, instructional leadership created synchronous and asynchronous pathways for students to receive continuity of instruction. Teachers received training across core content and enrichment subjects through professional learning communities (PLC’s) and curriculum meet-ups.</p> <p>In reviewing our MAP data from this past year, there was a rise in individual teacher growth percentages at EGP by an average of 14 percent. Further, our kindergarten classes (at both campuses) grew by approximately 20 percentage points and either tied or surpassed the NWEA national norm in both reading and math. First and second grade students also grew significantly in both reading and math.</p> <p>Despite COVID challenge, small gains were seen with STAAR data. While data shows more work is needed, plans for progress are underway with a restructuring of resources; such as addition of key academic leadership (e.g., CSO, Exec Principal, AP’s); transition to new math curriculum (Eureka, Carnegie) and creative curriculum for early childhood (Teaching Strategies’ The Creative Curriculum); complete revision of beginning teacher mentoring program; addition of the 7 Mindsets Social/Emotional curriculum for all grade levels and all campuses; and professional development geared for diverse student populations, including emergent bilinguals and students with special needs.</p>

		<p>Foresight Summer Camp was a response to mitigating COVID loss. Cityscape Schools added an additional 25 days of learning with a focus on academics embedded with enrichment and SEL activities. MAP results at the close of the camp reflected significant growth in both reading and math.</p> <p>2021-2022 district STAAR average for Domain II (School Progress) was 69, which is significantly higher than the previous year in the same domain. Although we did not reach the goal of 80, we identified key areas of need and have already begun strategic planning (i.e., reorganization of school leadership and instructional supports) to ensure greater success for the coming year.</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>C</b></p>	<p>Cityscape Schools has developed and implemented a strong recruiting program and traveled to multiple university job fairs across the state. Through MAP and CIRCLE testing, we saw small gains in academics. The district's TIA program grew from two designees in 2021 to eight designees for 2022. However, we employ more teachers than at any point in the district's history who do not have their state certification. Further, the district saw a rise in teacher attrition at the end of the year, which mirrors statewide and national results.</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 Cityscape Schools, which will ultimately assist in heightening student success.</p>	<p><b>A</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. School Status was also utilized as a communication tool with great success. Student attendance was higher than last year through better communication with families, district personnel educating parents and guardians about state attendance rules and regulations, and truancy tribunals. There were principal meetings with families every month, and a strong bilingual program, which included parent classes on nutrition, financial literacy, and the Latino Literacy Project. The district recruited students at local community fairs, such as Garibaldi Mercado, and every parent/guardian received a free membership to the Perot Museum.</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>The Chief Academic Officer and EGP counselor researched and selected 7 Mindsets (Teaching Mindsets. Changing Lives.) and implemented the new SEL curriculum during the final grading period of the 2021-2022 academic year. It was continued throughout the Foresight Summer Camp and will be utilized with fidelity at every grade level in the coming school year. EGP’s counselor performed admirably this past year and implemented several new policies and procedures (e.g., anti-bullying program, suicide prevention policies, partnership with Children’s Hospital). Also, during the 2021-2022 school year, the district partnered with organizations such as the College Ambassadors from TAMU, which included weekly college student “ambassadors” who worked with our students, while the <i>Compelling Why</i> provided workshops on key components on leadership development. Both programs will continue in to the 2022-2023 school year.</p> <p>While our PBIS behavioral management program is still working well overall, there was a small rise in disciplinary issues in our middle school program, which will be addressed during the 2022-2023 school year.</p>
<p><b>Goal 5: Facilities</b> 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><b>A/B</b></p>	<p>Each year, the DEIC divides this goal into two separate grades. For last year, the grade of “A” was given to the superintendent, Mr. Leonard Brannon, and Deputy Superintendent/CFO, Mr. Luis Hinojosa, who were responsible for exercising financial responsibility and compliance with state, federal and local laws, and supported the district with both reasonable and necessary expenditures to support the learning processes. This past year’s financial audit had no material weaknesses of any type.</p> <p>At both campuses, fire, lockdown, and inclement weather drills were conducted at regular intervals all school year and a majority of key stakeholders surveyed stated they now know what to do in the case of an emergency. The district ensured the presence of full-time on-site security on our campuses and off-duty Dallas police were utilized during high traffic times on a daily basis. For the coming school year, new safety policies and procedures will be</p>

		implemented for the district with a new Safety committee leading the way for regulatory compliance.
<b>Goal 6: Technology</b> Integrated technology will be implemented and used to increase the effectiveness of student learning, instructional strategies, and staff development.	<b>A</b>	For the second 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 and performed seamlessly. Finally, 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.

## DEMOGRAPHICS SUMMARY

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. During the 2021-2022 school year, the school opened an additional location for our pre-kindergarten program on Lindsley Avenue, a short walk from the main campus. The Lindsley location houses all 10 sections of the current pre-kindergarten program.

Buckner Preparatory (BP) began classes in the fall of 2019 and contains grades pre-kindergarten (3-year-olds) to sixth grade. It has approximately 350 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.

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 3<sup>rd</sup> grade and above meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The district's student population for 2021-2022 school year was approximately 83 percent Hispanic, 15 percent African American, 1 percent White, and less than 1 percent American Indian, Hawaiian/Native Pacific, and Asian. About 88 percent of our students were economically disadvantaged, 9 percent of our students received special education services, and approximately 55 percent of our students comprised of Emergent Bilingual (EB) learners. The student gender distribution was divided between 52.3 percent females and 47.7 percent males. The 2021-2022 average student attendance rate for the campus improved from the previous year (92 percent) to 95 percent.

### **Demographics Strengths**

The diverse population of our students and staff helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment. We have highly qualified bilingual teachers who add to the academic success of our students. Extra-curricular activities are growing at each campus with the addition of a National Junior Honor Society at each campus and two math clubs at Buckner Preparatory. The district has adopted the Positive Behavior Interventions and Supports (PBIS) program, which kept serious discipline problems at a very low percentage for the second year in a row, although we saw a rise in Tier 2 and Tier 3 incidents with our middle school students at East Grand Preparatory during the year. An active truancy prevention program aided in the district's overall student attendance percentage growing from 92 percent to 95 percent throughout the year. A large majority of teachers and staff provide caring support for all students, both in and out of the classroom.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Some student populations (current SPED students) struggle to perform and/or grow at the same pace as the overall student population. Only 22 percent of SPED students earned the category of "approaches" proficiency in the 2022 STAAR assessment; 8 percent met the requisite score; and only 5 percent earned mastery level.

Root Cause 1: Three SPED coordinators in one calendar year is concerning and too many contracted positions might hinder academic growth.

**Problem Statement 2:** Teacher attendance continues to be a district-wide concern (at both campuses). This, in turn, negatively affects the high financial cost of hiring substitute teachers, low academic performance on local and state assessments, and the probability of elevated disciplinary issues.

Root Cause : Lack of effective teacher-incentive strategies to reduce absenteeism

**Problem Statement 3:** High turnover in some areas of leadership and content/grade level teams.

Root Cause 3: Cityscape Schools is looking to improve its onboarding, mentoring, and staff retention programs, and offer sustained/cyclical professional development opportunities, as well as competitive salaries, for all.

**Problem Statement 4:** Student academic needs require teachers to build capacity at a faster rate, particularly in garnering state and ancillary certifications (e.g., bilingual, ESL, dyslexia).

Root Cause 4: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

**Problem Statement 5:** While the district did not see a significant rise in student referrals, middle school suspensions and expulsions were higher than desired during the 2021-2022 academic school year.

Root Cause 5: After learning at home during the COVID pandemic, middle school students showed particular lack of social/emotional skills after returning to the classroom.

## **STUDENT ACHIEVEMENT SUMMARY**

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.

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 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 reviewing our MAP data from this past year, there was a rise in individual teacher growth percentages at EGP by an average of 14 percent. Further, our kindergarten classes (at both campuses) grew by approximately 20 percentage points and either tied or surpassed the NWEA national norm in both reading and math. First and second grade students also grew significantly in both reading and math, between 13 and 20 percentage points.

STAAR data was particularly disappointing, although there were pockets of positive data. In ELAR Reading, East Grand Preparatory's third grade made significant gains in all three areas of measure (approaches, meets, and masters) from the previous year's results. Fifth grade at Buckner Preparatory scored a 71 percent in approaches and fifth grade at EGP made small gains in all three categories. Sixth grade at EGP made significant gains and eighth grade scored 81 percent approaches, 47 percent meets, and 25 percent masters. In SLAR Reading, BP's third grade made significant gains in every measured category. For Math, third grade made small gains at both campuses while BP's fifth grade scored a 65 percent in the approaches category. Finally, BP's Science scored a 53 percentile in the approaches category.

On the opposite side of the spectrum, ELAR Reading showed no significant gains for fourth grade in 2022 with BP falling by 16 percentage points. For SLAR Reading, fourth grade *approaches* fell by 80 percentage points at BP and *meets* fell by 100 percent. At EGP, SLAR Reading fifth grade's *approaches* fell by 66 percent. In Math, no significant gains were made for either campus's fourth grade student measurements, and both seventh and eighth grades fell from their 2021 results by small percentages. There was also no

significant growth for EGP’s fifth grade Science scores and EGP’s eighth grade Science scores fell significantly by 19 points (approaches), 16 points (meets) and 15 points (masters). Finally, EGP’s eighth grade US History scores fell by 32 points (approaches), 2 points (meets) and 2 points (masters).

With respect to the Prekindergarten program’s CIRCLE data, the Prekindergarten CIRCLE data for the 2021-2022 school year shows that students made more progress in math skills than reading. Operations is our lowest area in mathematics, which is not uncommon due to the developmental progress of skills in young children. For the coming year, we plan to focus on those developmentally appropriate activities to ensure that our children achieve a higher level of growth than the previous year. Even though the data for emergent literacy (Reading) shows growth, we will have to put more emphasis on the small group instructional activities to achieve a higher level of student mastery in those specific skills.

### **Student Learning Strengths**

A clear majority of Cityscape administrators, teachers, and staff truly believe in the mission, vision, and educational objectives of the district. They sincerely care about the students they serve and desire to make a positive difference in the lives of those students, their families, and the community in which they live. The district has strong academic leadership that is invested in providing the best academic tools for the benefit of Cityscape students and teachers. The district has recently hired a new Chief of Schools Officer, as well as an Executive Principal for East Grand Preparatory who both have proven records of turning low-performing schools around. The district is also revising the mentoring program to make better utilization of our instructional coaches and ensuring mentors spend more time with novice teachers (mentees) than last year. Further, the district has modified recruitment strategies to focus on high-need areas, such as content-certified

The district does takes great care to analyze data and from those results, instructional leaders cater the professional development activities not only to the general population, but specify the activities to go deeper into coaching specific teachers in both skill and content. Throughout the year, we conduct professional development and ensure coaching teachers in an ongoing activity. In August 2021, keynote speaker, Dr. Kathy Escamilla, spoke to the entire instructional staff on language acquisition. The district provides curriculum meet-ups where standards are unpacked, lessons rehearsed, and specific feedback is provided. Weekly Professional Learning Community meetings meet with fidelity in which instructional leaders analyze student achievement and data, and next steps in student learning and achievement are planned.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Some student populations (current SPED students) struggle to perform and/or grow at the same pace as the overall student population. Only 22 percent of SPED students earned the category of “approaches” proficiency in the 2022 STAAR assessment; 8 percent met the requisite score; and only 5 percent earned mastery level.



Root Cause 1: Three SPED coordinators in one calendar year is concerning and too many contracted positions might hinder academic growth.

**Problem Statement 2:** Teacher attendance continues to be a district-wide concern (at both campuses). This, in turn, negatively affects the high financial cost of hiring substitute teachers, low academic performance on local and state assessments, and the probability of elevated disciplinary issues.

Root Cause 2: Lack of effective teacher-incentive strategies to reduce absenteeism

**Problem Statement 4:** Student academic needs require teachers to build capacity at a faster rate, particularly in garnering state and ancillary certifications (e.g., bilingual, ESL, dyslexia).

Root Cause 4: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

**Problem Statement 6:** Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). Only 46 percent of students earned the category of “approaches” proficiency in the 2022 STAAR assessment; 19 percent met the requisite score; and only 7 percent earned mastery level.

Root Cause 6: Teacher attrition, teacher attendance, and the COVID pandemic all played a role in a small growth in assessment percentages for the 2021-2022 school year.

**Problem Statement 7:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are not well attended.

Root Cause 7: A lack of awareness and training on how parents and family members can become engaged and partner with the district toward their child’s academic success

## **PERCEPTIONS SUMMARY**

At Cityscape Schools, we have adopted the motto, “One Cityscape Family” to express our belief that we all come together as a family (administrators, teachers, staff, parents, community) for the salient reason of helping our students grow intellectually, socially, physically, and ethically. We believe that excellence is a purposeful act and not just a habit. We insist on high standards of excellence and expect nothing less from our students and staff. With a focus on servant leadership, our staff humbly serves our students, our students serve one another, and everyone makes an effort to serve the community.

It is through the contribution and active role of our parents and community partners, that makes Cityscape Schools an exceptional learning community. We encourage a collaborative, family atmosphere among our teachers and staff. Our first priority is

instruction, but we also like to make Cityscape Schools a great place to work and learn. We believe in valuing and acknowledging our students, teachers, and staff for their hard work and efforts by recognizing those with perfect attendance, honor roll achievements, and regular, tangible tokens of appreciation for our students, teachers, and staff.

Discipline policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, and bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to our district-wide PBIS and Restorative Practices model, although we saw a rise in Tier 2 and Tier 3 incidents with our middle school students at East Grand Preparatory during the past year.

During the 2021-2022 academic school year, the district adopted the 7 Mindsets curriculum at every campus for every grade level (Pre-K through 8). Each six weeks, teachers, staff, and students were exposed to a different mindset that allowed them to nurture and develop their social and emotional learning needs. Each campus will continue the 7 Mindsets curriculum throughout the 2022-2023 school year.

Each campus has developed an active Parent Teacher Organization (PTO) with monthly meetings and events, with a specific emphasis on increasing parental attendance and involvement. Monthly "Donuts and Dialogue" meetings were held at each campus (led by the principal) and other parental engagement events such as Unity Day, Red Ribbon Week, Family Volunteer Day, Thanksgiving luncheon, Holidays Around the World, Literacy Night, Pre-K Holiday Sing-Along, Father & Daughter Sweetheart dance, Black History Living Wax Museum, Middle School Prom, and Read Across America Day all took place during the past school year.

Each campus has also developed and implemented a weekly newsletter to communicate weekly events for teachers and staff. The school's website and social media platforms, as well as our school messenger system, parent newsletter, school-wide emails, and Tuesday folders were also utilized to communicate school events for parental and community involvement and to ensure ongoing and regular communication between home and school.

### **Perceptions Strengths**

The district developed active partnerships with the Perot Museum, the Children's Theater, and the Anita Martinez Ballet Folklórico, which allowed our students and their families an abundance of learning opportunities outside of the traditional classroom. Extracurricular activities grew with the addition of National Junior Honor Societies at each campus. At East Grand Preparatory, both the boys' and girls' soccer teams made district play-off games with the boys making it to the second round of five. This was a first for the district in any sport.

The district has strong parental support for both teachers and administrators with active PTOs at each campus. The majority of teachers and staff are sincere and truly care about the students and each other. Students love their teachers and administrators and state that they feel supported and comfortable while at school.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 5:** While the district did not see a significant rise in student referrals, middle school suspensions and expulsions were higher than desired during the 2021-2022 academic school year.

Root Cause 5: After learning at home during the COVID pandemic, middle school students showed particular lack of social/emotional skills after returning to the classroom.

**Problem Statement 7:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students' academic success are not well attended.

Root Cause 7: A lack of awareness and training on how parents and family members can become engaged and partner with the district toward their child's academic success

## **DISTRICT PROCESSES AND PROCEDURES SUMMARY**

Cityscape Schools has designated staff who travels throughout the United States and Puerto Rico in an effort to recruit high quality educators and staff to serve our students and community. This past spring, the team traveled to university job fairs at the University of Texas at Brownsville, the University of Texas at McAllen, Texas A & M University at Laredo, The University of North Texas at Denton, Texas Woman's University at Denton, The University of Puerto Rico at Rio Piedras, Texas A & M University in San Antonio, The University of Texas in Tyler, San Angelo University, Sam Houston State University in Killeen, and various virtual job fairs across the country. All potential hires are screened by the Human Resources department before being offered an interview. Candidates are interviewed by a panel consisting of district administrators, campus administrators, teachers, and instructional coaches. The district also held two job fairs internally to interview local candidates on Saturdays and during evening hours. The district offers \$9000 to those teacher candidates who possess a bilingual certification through the Texas Education Agency and \$3000 to those with an ESL certificate. This year, the district raised the new teacher salary to be more competitive in the local market and offered a signing bonus of \$3000 for all new teachers to the district.

The Curriculum and Instruction team, led by the Chief Academic Officer, begins planning for professional development activities during the spring and summer prior to the academic school year. Activities are chosen based on student assessment data and always with the overriding focus to improve student learning by providing meaningful opportunities that are aligned with the Texas Essential Knowledge and Skills (TEKS). Cityscape Schools believes that professional development for all staff is critical to improving student achievement. Further, the learning opportunities should be differentiated, collaborative, and based on research-proven practices.

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Therefore, Cityscape Schools has developed and implemented a comprehensive multi-threat district. Districts are required to develop a district-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration, and other emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, our comprehensive safety plan helps school officials identify and respond to potential emergencies. Planning, conducting drills and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to emergency response planning. Beyond the district-wide safety plan, each individual campus has developed their own campus safety plan and the district is currently applying for a grant that would enable the district to provide multiple safety cameras, alarms, and public announcement systems throughout each individual campus. Also, the district employs full-time safety officers, as well as off-duty Dallas police officers during high-traffic times like morning arrival, afternoon dismissal, and special events.

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 3<sup>rd</sup> grade and above meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The district places high importance on the utilization of technology for students, parents, and staff. Students are not afraid of technology and are generally engaged when using it. Cityscape teachers have taken the lead in the area of technology and are teaching their students how to use it and, in turn, are learning more themselves. The implementation of the 21st Century Learning skills makes the need for and use of technology skills a necessity. During this past school year, every student in the district between grades kindergarten and 8 had access to their own Chrome Book. Further, technology classes were taught by a paraprofessional at both campuses and included the use of applications like I-Station, Smarty Ants, and Achieve 3000. If there was any doubt, the recent COVID pandemic cemented the idea that technology must play a vital role in the teaching and learning process for all students.

Student achievement is our highest priority at Cityscape Schools. When a teacher struggles to consistently plan and deliver effective instruction, corrective actions such as coaching and system supports are put in place to ensure immediate growth and development. Weekly curriculum planning sessions utilizing the TEKS Resource System, are held for each grade level in which the state standards and performance assessments are unpacked, and instructional ideas reviewed. Campus-level teaching and learning expectations are also provided each six weeks for the staff. Teachers have been trained in utilizing expected levels of growth through guided reading and literacy stations. The expected levels of growth allow teachers to monitor the reading progress and growth of their students. A dedicated guided reading time is built into each grade level's schedule. Resources are shared and made available to teachers through Share Point. Guided reading binder checks are conducted to review running record data in order to track the expected levels of growth of students. The same expectations and procedures are also implemented for guided math and math workstations.

As previously stated, the district emphasizes teaching and learning. We place the highest priority on student achievement and instruction. All barriers and/or distractions that would have a negative impact on student learning is minimized and eliminated. We strive to ensure that little to no instructional time is lost during the school day. In order to combat the significant learning gaps that existed during the COVID pandemic and address the needs of the students, after-school tutoring began in October of 2019. During tutorials, students receive small group instruction and interventions in reading and math each day for at least forty-five minutes. Instructional staff is also assigned to specific grade levels in order to assist with students during small group instruction. Critical thinking strategies are utilized to reinforce, explore, expand, or extend student literacy through reading, writing, speaking, listening, and word study, while also allowing students to actively construct meaning using cognitive processes.

The district has invested sizable funds to partner with Project Education, a customizable data management platform and consulting services for special populations, emergent bilingual population, MTSS, and truancy. Project Education's customizable platform will help answer critical needs as our district works to rebound from the disruptions of the COVID-19 pandemic and other unprecedented socioeconomic stressors. These solutions present our teachers and administrators with the actionable data needed to make informed decisions and drive student success.

In the summer of 2020, the district was accepted into the Teacher Incentive Allotment (TIA) program because of its positive impact on both *recruitment* and *retention* of high-performing teachers. Two goals of the TIA are to provide incentive pay to highly effective teachers and to attract and retain effective teachers especially in rural and high-poverty level schools. (Cohort C) and is currently collecting data to be analyzed in the summer of 2021. The district's plan is equally divided between student growth percentages (through the CIRCLE assessment for Pre-K teachers and the MAP assessment for teachers in kindergarten classes through the eighth grade) and teacher observation data (through the T-TESS observation in domains 2 and 3). There is a prerequisite attendance component in which an instructor cannot miss a certain amount of days in order to earn a TIA designation, no matter their data on student growth or teacher observation. For the first year, the district submitted two teachers for designations, and both were approved through the Texas Education Agency. At the end of the most recent school year, the district will submit approximately ten teachers to the state agency for their data to be reviewed and, hopefully, to earn a designation status based on the aforementioned plan requirements.

The district has adopted the Positive Behavioral Interventions and Supports (PBIS) program to promote a more positive, equitable, and safe learning environment in which students and teachers perform to their highest capabilities. PBIS is an evidence-based, three-tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. According to campus administrators, after implementing the PBIS program, disciplinary referrals dropped significantly across all grade levels. Another district program implemented in the spring of 2022 was the 7 Mindsets program in an effort to promote self-awareness, self-management, social awareness, relationship skills and responsible decision-making. This program is the result of a three-year study designed to uncover how many people found happiness, success, meaning, and purpose in life. The program is implemented for all grade levels at all Cityscape campuses. Finally, the district has implemented an anti-bullying program for our middle school students through the STOPit Anonymous Reporting System, which allows individuals to anonymously report safety, misconduct, or compliance concerns to help others or connect with a crisis counselor from the STOPit program for further assistance. This coming year will be the first year the STOPit program will be utilized at Buckner Preparatory as they begin their middle school program in the fall 2022.

### **District Processes and Procedures Strengths**

The district developed active partnerships with the Perot Museum, the Children's Theater, and the Anita Martinez Ballet Folklórico, which allowed our students and their families an abundance of learning opportunities outside of the traditional classroom. Extracurricular activities grew with the addition of National Junior Honor Societies at each campus. At East Grand Preparatory, both the boys' and girls' soccer teams made district play-off games with the boys making it to the second round of five. This was a first for the district in any sport.

The district has strong parental support for both teachers and administrators with active PTOs at each campus. The majority of teachers and staff are sincere and truly care about the students and each other. Students love their teachers and administrators and state that they feel supported and comfortable while at school.

The district's TIA program garnered much success during the 2021-2022 school year. TEA approved the district's petition to include Science teachers for the 2022-2023 plan, joining existing reading, math, and Pre-K teachers at all grade levels. Initial data shows that the district will likely nominate 10 teachers for TIA designation for this past year: 2 as Exemplary designees and 6 as Recognized designees.

## **Problem Statements Identifying District Processes and Procedures Needs**

**Problem Statement 2:** Teacher attendance continues to be a district-wide concern (at both campuses). This, in turn, negatively affects the high financial cost of hiring substitute teachers, low academic performance on local and state assessments, and the probability of elevated disciplinary issues.

Root Cause 2: Lack of effective teacher-incentive strategies to reduce absenteeism

**Problem Statement 3:** High turnover in some areas of leadership and content/grade level teams.

Root Cause 3: Cityscape Schools is looking to improve its onboarding, mentoring, and staff retention programs, and offer sustained/cyclical professional development opportunities, as well as competitive salaries, for all.

## **Priority Problem Statements**

After performing their due diligence and a thorough analysis of all the data presented through the comprehensive needs assessment process, the DEIC created the following “priority problem statements” in an effort to more narrowly focus on issues needing the district’s attention in the coming academic school year. It is from these statements, that each District Improvement Plan overriding goal, performance objective, and critical success factor is created.

**Problem Statement 1:** Some student populations (current SPED students) struggle to perform and/or grow at the same pace as the overall student population. Only 22 percent of SPED students earned the category of “approaches” proficiency in the 2022 STAAR assessment; 8 percent met the requisite score; and only 5 percent earned mastery level.

Root Cause 1: Three SPED coordinators in one calendar year is concerning and too many contracted positions might hinder academic growth.

Problem Statement 1 Area: Student Learning; Demographics

**Problem Statement 2:** Teacher attendance continues to be a district-wide concern (at both campuses). This, in turn, negatively affects the high financial cost of hiring substitute teachers, low academic performance on local and state assessments, and the probability of elevated disciplinary issues.

Root Cause 2: Lack of effective teacher-incentive strategies to reduce absenteeism

Problem Statement 2 Area: Demographics; Student Learning; and District Processes and Programs

**Problem Statement 3:** High teacher turnover is a concern, which mirrors statewide and national teacher attrition problems. Our goal is to increase teacher retention to 80 percent by the beginning of the next academic school year.

Root Cause 3: The district is reviewing key issues, such as onboarding, mentoring, and compensation policies for all teachers.

Problem Statement 3 Area: Demographics; District Processes and Programs

**Problem Statement 4:** Student academic and linguistic needs require teachers to build capacity at a faster rate, particularly in obtaining required state certifications (e.g., bilingual, ESL).

Root Cause 4: The academic needs of the students are impacted by language needs and influenced by low socio-economic status.

Problem Statement 4 Area: Demographics; Student Learning

**Problem Statement 5:** While the district did not see a significant rise in student referrals, middle school suspensions and expulsions were higher than desired during the 2021-2022 academic school year.

Root Cause 5: After learning at home during the COVID pandemic, middle school students showed particular lack of social/emotional skills after returning to the classroom.

Problem Statement 5 Area: Demographics; Perceptions

**Problem Statement 6:** Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). Only 46 percent of students earned the category of “approaches” proficiency in the 2022 STAAR assessment; 19 percent met the requisite score; and only 7 percent earned mastery level.

Root Cause 6: Teacher attrition, teacher attendance, and the COVID pandemic all played a role in a small growth in assessment percentages for the 2021-2022 school year.

Problem Statement 6 Areas: Student Learning

**Problem Statement 7:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are not well attended.

Root Cause 7: A lack of awareness and training on how parents and family members can become engaged and partner with the district toward their child’s academic success

Problem Statement 7 Areas: Perceptions; Student Learning; District Processes & Programs

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: 2022 EOY iStation reading/math results; 2022 STAAR and TELPAS results; 2022 campus benchmark assessments; 2022 MAP assessment results; 2022 Achieve 3000/SmartyAnts results; 2022 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, CSO, 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, COCC, 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, CSO, 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, CSO, 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, CSO, 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, CSO, 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 Region 10, as well as individualized tutors, to increase reading and math performance	Title I, SCE			
Critical Success Factor 8 Provide additional instructional Support through tutoring and coaching for critical needs areas.	CAO, CSO, 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 Continue with ADSY Foresight Summer Camp	CAO, Principals, Instructional Coaches, AP's, Teachers, CSO	Providing additional, targeted support for all students will increase their progress and achievement.				
Critical Success Factor 10 HB 4545 establishes requirements for schools implement accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR). The statute requires accelerated instruction to be implemented for students for the 2022–2023 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 throughout school day. In doing so, these targeted supports will increase student progress and achievement.	ESSER II & III			
Critical Success Factor 11 Purposely design and implement high yield engaging lessons that	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director,	Improved student performance and engagement, improved capacity	199 – General F			

differentiate and remediate content to include a variety of learners and ability levels focusing on increased learning time.	Campus Administrators, CSO					
Critical Success Factor 12 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, CSO	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 13 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, CSO	Improved student Meets and Masters performance on state assessments	199 Title I			
Critical Success Factor 14 Provide planning and training opportunities for teachers to provide quality projects for all grade levels.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators, CSO	Increase teacher utilization of quality projects	199			
Critical Success Factor 15 Design a comprehensive lesson planning template to be implemented district wide.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, CSO	Improved lesson planning, delivery of learning experiences and better alignment between objectives and learning activities				
Provide adaptive learning technologies (e.g., Istation, Reading A-Z, iReady, Empowering Writers, Achieve 3000)	CAO, CSO, CIA, Early Learning Director, Principals, AP's, Teachers, Instructional Aides	Increase student proficiency in TEKS using adaptive learning technology in targeted performance others				
<i>All in Learning</i> software to easily identify learning gaps and more Fully engage students to ensure students meet their annual growth measures	CAO, CSO, CIA, Early Learning Director, Principals, AP's, Teachers, Tutoring from Retired Teachers	Increase performance and accountability in all assessment domains for students grades K-8				

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 in effective collaboration between general and special education educators Training will provide special education department with a deeper understanding of the significance of effective collaboration between general and special education teachers.	SPED Director, SPED Staff, Instructional Coaches, General Education Teachers, COCC	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 leaders 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, COCC	Improved student performance and progress on IEP's	224 - IDEA			
Critical Success Factor 3 Investigate and utilize programs designed for Emergent Bilinguals 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 staff to better provide for students identified with dyslexia.	SPED Director, SPED Staff, Classroom Teachers, COCC	Improved student performance on reading scores for students with dyslexia	224 - IDEA			
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, COCC	Improved student performance on reading scores for students with dyslexia	224 - IDEA			
Critical Success Factor 6 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			
Project Education for SPED, EB, and MTSS	CAO, COCC, CSO, Early Childhood Director, SPED Coordinator, Principals,	Expand data-driven practices for the ultimate benefit of improved academic performance				

	Teachers, Instructional Aides Teacher Aides					
Include Amplio, Esperanza supports for identified students and respective teachers	CAO, CSO, SPED Coordinator, Early Childhood Director, Dyslexia teachers	Improved student performance on local and state assessments				

Performance Objective 3: Develop, revise and implement district initiatives 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, COCC, CSO	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 Academic Achievement and Functional Performance (PLAAFP) statements to drive the creation of standard-based measurable goals and objectives.	CAO, SPED Director, Special Education Staff, COCC	Improved alignment of goals and objectives to the PLAAFP statements	224 - IDEA			
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, CSO	Improvement of curriculum development processes and documents.				
Critical Success Factor 4 Review and revise all curriculum units as needed based on changes to	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, CSO	Improvement in the quality of curriculum documents leading to improved student performance				

state standards and student performance on state assessments.						
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, CSO	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 Administer all local and state assessments electronically at both campuses	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, CSO	Improvement in instructional strategies				
Critical Success Factor 11 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	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	ESSER II & III			

for those students who did not pass STAAR grades 3-8.		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.				
Partner with Head Start to promote school readiness at Early Childhood Center	Superintendent, CAO, CSO, E Childhood Director, Early Childhood Principal, Teachers IA's and TA's	Improved overall academic and social-emotional performance of pre-kindergarten students				

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

Evaluation Data Sources 4: 2022 EOY iStation reading/math results; 2022 STAAR and TELPAS results (3-8); 2022 campus benchmark assessments (3-8); 2022 MAP assessment results (3-8); 2022 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, CSO	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, CSO	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 2022-2023.	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Campus Administrators, CSO	An increase in 3rd grade students reading on grade level				

Performance Objective 5: Compared to state standards, both Cityscape campuses will close the learning gap for each student group on state assessments by meeting or exceeding established campus targets

Evaluation Data Sources 5: 2022 EOY iStation reading/math results; 2022 STAAR and TELPAS results (3-8); 2022 campus benchmark assessments (3-8); 2022 MAP assessment results (3-8); 2022 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 Provide additional language acquisition support for EB 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 EB 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, CSO	Improved student performance on state and local performance.	199			
Critical Success Factor 4 Strategically plan small group instructional opportunities for students (K-8) that focus on differentiation based on students' needs and data	CAO, C & I Team, Literacy Coordinator, Instructional Coaches, SPED Director, Early Childhood Director, CSO	Improved student performance, increased number of students performing on or above grade level	211 – Title I			
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, CSO	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	Superintendent, CAO, CSO, Principals, AP's, Instructional Coaches, Teachers, Teaching	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	ESSER II & III			



<p>(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.</p>	<p>and Learning dept., Outside Consultants, SPED dept., Instructional Aides, Teaching Aides, IT Dept.</p>	<p>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.</p>				
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Performance Objective 6: 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 6: Comprehensive Dual Language Plan; Language Action Plans;

Summative Evaluation 6:

Strategy Description	Monitor	Strategy’s Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
<p>Critical Success Factor 1 Continue the district’s Dual Language Immersion Program plan with fidelity for all program components. for students, parents, teachers, administrators, and community members</p>	<p>CAO, Director of Curriculum, Early Childhood Director, Dual language teachers, Principals, AP’s, C &amp; I team Aides, CSO</p>	<p>Key stakeholders will fully understand the non-negotiable elements of the program, and the research rationale for the program’s characteristics.</p>				
<p>Critical Success Factor 2 Required attendance for all academic staff for dual language training, both one-way and two-way.</p>	<p>100 percent of instructional staff</p>	<p>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.</p>	<p>Title III</p>			
<p>Critical Success Factor 3 Some teachers, along with instructional leadership, will attend <i>La Cosecha</i>, the nation’s largest conference on dual language.</p>	<p>CAO, instructional coaches, literacy coordinator, dual language faculty</p>	<p>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.</p>				
<p>Critical Success Factor 4 Create a strong biliteracy vertical and</p>	<p>CAO, Director of Curriculum, Instructional coaches,</p>	<p>Increase opportunities for language acquisition in both targeted languages</p>				

horizontal curricular alignment	principals, AP's, dual language faculty, C & I team, CSO					
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, CSO	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
Critical Success Factor 1 Require all new teachers to the profession to attend the "New Teacher Academy" where research-based professional development will be provided	CAO, CSO, COCC, Early Childhood Director, Director of C & I, Coaches New Teachers, Principals	Improved student performance and teacher capacity	199			
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	CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers, CSO, COCC	Improved student performance and teacher capacity	199			

-classroom management -small group instruction -dual language (one-way and two-way) -TEKS analysis & implementation -T-TESS -sheltered instruction -TIA						
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	CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers, Director of IT, and IT Department, CSO	Improved student performance and teacher capacity by giving teachers a wider network of professional development opportunities	199			
Critical Success Factor 4 The district will continue implementation of plan for the implementation of the Reading Academy for teachers and principals.	CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers	Completion of Reading Academy by all K-3 teachers and administrators by 2022-2023	199			
Critical Success Factor 5 Encourage and support current district instructional staff to obtain additional training for ESL, bilingual, GT, and Google certifications.	CAO, C & I Team, Director of Biliteracy, Early Childhood Director, Campus Admin, Classroom Teachers, COCC, CSO	Students will benefit both in and out of the classroom as more teachers become certified in specializations.				
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.	Superintendent, CAO, CSO, Principals, AP's Teachers, aides	More support for principals from an experienced administrator will aide in improved climate, culture, instruction, personnel management, and a more secure school environment.	ESSER II & III			
Critical Success Factor 7 District will recruit, hire, and train a counselor for <i>each</i> 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 recruit, hire, and train an Executive Principal and two Assistant Principal positions at East Grand Prep instead of the previous year's three principal positions. The two AP positions will be divided by primary grades and middle school grades.	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 The district will hire a new CFO to ensure compliance with federal programs is met fidelity	Superintendent, CFO, Chief Officer of Human Resources	Position to be determined (as of September 2022)	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%			
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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 national, state, and local guidelines.	Superintendent; CAO, Chief Officer of Human Resources; COCC; CSO, Campus Administration	Employing a diverse, well-balanced, and highly qualified faculty.	199			
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 support for new teachers to maximize instructional outcomes	CAO, COCC, C & I Team, Mentors, New classroom teachers, Campus Administration	Equity in instructional programming offered to students and the development of efficacy in order to ensure success	199			
Critical Success Factor 5 Reward staff with for their faithful service with an annual stipend	Superintendent, CFO, Chief Officer of HR, HR Director, Campus Administration	Improved staff/teacher retention	199			
Critical Success Factor 6 Continue to honor staff (at each campus) exceptional performance in leadership, teaching, and attendance annually.	Superintendent, CFO, Chief Officer of HR, HR Director, Campus Administration, CSO	Improved staff/teacher retention	199			

Critical Success Factor 7 Continue implementation of TEA Teacher Incentive Allotment (TIA) program to financially reward high-performing teachers in grades Pre-K through 8 in ELAR, Math, and Science.	Superintendent, CFO, Chief Officer of HR, CAO, COC	Improved staff/teacher retention	TIA funding provided by TEA			
Critical Success Factor 8 Provide TIA designees with local stipend Upon confirmation of TEA designation.	Superintendent, CFO	Superintendent implemented this bonus to retain high-performing teachers in a very difficult job market	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, CSO	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, School Status and other online resources to communicate district and campus activities and solicit feedback, when appropriate.	Superintendent; CAO, DOO, IT Department, Principal, IT Director, CSO	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, CSO	Improved student performance	199			
Critical Success Factor 4 Provide community resources that can	Principal, AP's, Counselor; Classroom teachers, CSO	Increased student involvement, engagement, and community awareness.	199			

assist teachers to engage and motivate students						
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, CSO	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, Communicatic Department, CSO	Continued partnership with community members	199			
Critical Success Factor 7 Promote National Charter Schools Week in May 2022	Superintendent, CAO, COCC, CSO	Increased parent participation	199			
Critical Success Factor 8 Increase positive news stories in the local newspapers	CAO, COCC, COIT, IT Department, Communicatic 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, CSO, 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 district will contract with Project Truancy, a customizable web-based program, that will allow district and campus administrators to respond and track attendance issues quickly and effectively. Trigger alerts will let Citysca personnel know when a student has accumulated a predetermined number of unexcused absences and pre-populates the required forms with critical information at time. Reports and dashboard graphs will give leadership 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			
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.				

**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 district-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 an effective restorative practices program for identified students	COCC, COA, Counselor, Early Childhood Director, Campus Administrators, Classroom teachers	Improved behavior of students returning after assignment and decreased recidivism rates.				
Critical Success Factor 4 Implement the Journeys college & career student leadership program	CAO, CSO, COCC, Principals, Teachers	Successful completion of program will result in increase in college and career readiness				

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 District will provide collaboration with campus administration 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 District will assist in creating and executing 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 19, 2022) to promote kindness and anti-bullying strategies for each district campus	COCC, COA, principal, AP's, teachers	Students will gain skills to appreciate diversity, resolve conflict, and communicate effectively regarding 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 <i>each</i> campus. The counselors will assist with student	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	ESSER II & III			



counseling needs, MTSS, 504's, and social-emotional educational activities		academic support.				
Critical Success Factor 8 District will purchase and train district and campus staff to implement the 7 Mindsets SEL curriculum for all grade levels at both campuses.	CAO, CSO, Counselor, Principals, Teachers, CSO	Create a culture where students are thriving, teachers are motivated, and leaders are guiding a positive and engaged school community				
Implement partnership with Children's Hospital TeleBehavioral program for outside counseling and therapy services (telephonic case management and four therapy sessions)	CAO, COCC, Counselors, Principals, Teachers	Improved additional support to assist school counselors in supporting children's mental and emotional health needs				

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 considering their future 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 Implement the Journeys college & career student leadership program	CAO, CSO, COCC, Principals, Teachers	Successful completion of program will result in increase in college and career readiness	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 student participation in all extracurricular programs, when possible. Includes the implementation of athletic activities for grades 4-6 at Buckner Prep for the 2022-2023 school year	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, CSO	Improvement in student attendance	199			
Critical Success Factor 2 Conduct warning meetings in conjunction with local truancy tribunals for students approaching truancy 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, CSO	Improvement in student attendance				
Critical Success Factor 4 Investigate methods to improve communication with parents regarding the importance of good school attendance	COCC, Registrar, Campus Admin, Attendance Clerks, CSO	Improvement in student attendance				
Critical Success Factor 5 Continue to monitor student attendance each 9 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate.	COCC, Registrar, Campus Admin, Attendance Clerks, IT Department, CSO	Improvement in student attendance				

<p>Critical Success Factor 6 The district will contract with Project Truancy, a customizable web-based program, that will allow district and campus administrators to respond and track attendance issues quickly and effectively. Trigger alerts will let Cityscape 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 administrators 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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**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 at each Cityscape 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
<p>Critical Success Factor 1 Train staff in the most updated safety processes, involving staff and students for implementation of best practices.</p>	<p>Superintendent, COO, COCC, Campus Administration, CSO</p>	<p>Teachers, students, and staff will be trained in best response strategies for fire, tornado, lock down, and other emergency situations</p>				
<p>Critical Success Factor 2 Ensure safety and preparedness of students/staff on each campus through regularly scheduled (monthly) drills.</p>	<p>Superintendent, COO, COCC, Campus Administration, classroom Teachers, CSO</p>	<p>Teachers, students, and staff will be prepared to respond in emergency situations.</p>				

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 Continuation 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 As needed, provide law enforcement officers and equipment so that each campus has a safe and secure environment	Superintendent, COO, Campus Administration, CSO	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, CSO	Balanced district 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 district leaders will better lead to a balanced budget.				

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, CSO	Teachers and staff will use technology tools effectively carry out professional tasks.				
Critical Success Factor 4 Provide adaptive technology software and equipment for student utilization	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.				

## **Schoolwide and Targeted Assistance Title I Elements**

### **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

#### **1.1: Comprehensive Needs Assessment**

A Comprehensive Needs Assessment was conducted in order to help identify strengths and areas of improvement. The CNA will also help to prioritize the areas that most affect student achievement and guide the development of the District Improvement Plan.

### **ELEMENT 2. SWP DISTRICT IMPROVEMENT PLAN (DIP)**

#### **2.1: District Improvement Plan developed with appropriate stakeholders**

With the assistance of the DEIC, the District Improvement Plan was organized and created to address the key issues facing Cityscape Schools. Adequate documentation will be maintained through the use of sign-in sheets and meeting agenda notes.

#### **2.2: Regular monitoring and revision**

As previously stated, with the assistance of the DEIC, the District Improvement Plan was organized and created to address the key issues facing Cityscape Schools. Key stakeholders involved in the process included teachers, administrators, community and business representatives, district leaders, special education teachers and staff, information technology staff, middle school students, and parents. The District Improvement team will meet in November, February, and May (throughout the 22-23 school year) and ultimately in June (after important assessment data has been received) to review the DIP and to ensure that adequate progress occurs and is being monitored. For the coming year, the district is researching changing formats to utilize the Plan4Learning software. This will ensure progress monitoring and adequate documentation. Formative reviews will occur as well as a summative review at the end of the year (June 2023). Adequate documentation will be maintained through the use of sign-in sheets and meeting agenda notes. Communication regarding information within the DIP and its progress, will be consistently provided in an understandable language and uniform format throughout the year for parents and all key stakeholders.

#### **2.3: Available to parents and community in an understandable format and language**

Communication regarding information within the DIP and our progress, will be consistently provided in an understandable language and uniform format throughout the year for parents and all key stakeholders.

## **2.4: Opportunities for all children to meet state standards**

District-wide strategies have been provided within the DIP that will provide opportunities for all children to meet the state's levels of student academic achievement standards.

## **2.5: Increased learning time and well-rounded education**

District-wide methods and instructional strategies that strengthen the academic program in the individual campuses; increase the amount of and quality of learning time; and help provide an enriched and accelerated curriculum have been provided for all students to meet the state's levels of student academic achievement standards.

## **2.6: Address needs of all students, particularly at-risk**

District-wide methods and instructional strategies that strengthen the academic program in the school; increase the amount of and quality of learning time; and help provide an enriched and accelerated curriculum have been provided for all children to meet the state's levels of student academic achievement standards.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

For each respective campus, an advisory council comprised of parents, community members, teachers, and administrators will meet to design an implementation process for the parent and family engagement policy. Meetings will be held at a time convenient to parents to discuss and update the individual school's engagement policy.

Communication with parents will be consistent throughout the year in the form of letters, parent notices, flyers, student progress reports, conferences, parent meetings, and through the district's school-to-home communication tool: School Status and Parent-Square. Information will be provided in an understandable and uniform format, as often as possible, in a language parents understand. Campus staff are mandated to monitor student progress, as well as discuss any concerns or problems. Adequate documentation will be maintained through the use of the school-to-home school communicator (Tuesday Folders) and email/text message blast.

### **3.2: Offer flexible number of parent involvement meetings**

- Parent Involvement Opportunities
- Monthly Parent Meetings



- Parent Volunteer Program
- PTO (Parent, Teacher Organization)
- Fall/Spring Parent/Teacher Conference
- Scheduled Meetings throughout the year with teacher, before/after school, or during teacher's conference period
- School Programs (Talent Show, Fall Festival, Storybook Parade, etc.)

### **General Parent Training/ Building Capacity**

- State academic content standards
- State student academic achievement standards
- State local academic assessments including alternate assessments,
- The requirements of Title I, Part A
- How to monitor student progress
- How to work with educators

## 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.*