

****

|  |
| --- |
| **DISTRICT IMPROVEMENT PLAN**  **2024-2025** |

****

**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.](https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769811843) 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 summer of 2024, 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 2023-2024 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 Ms. Shelby Tims, Executive Director of Human Resources); 2) **Student Learning** (chaired by Dr. Lisa Lovato, Chief Schools Officer); 3) **District Processes and Programs** (chaired by Ms. Elda Rojas, Superintendent); and 4) **Perceptions** (chaired by Dr. Billy Ferrell, Chief Officer of Climate, Culture, and Student Services). 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 both 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 District Education Improvement Council (**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
* iReady results for grades K-8
* The CIRCLE Progress Monitoring System results for Pre-Kindergarten grades
* Texas KEA for kindergarten
* TPRI/Tejas Lee for grades 1 and 2
* 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 2024-2025 DEIC’s names and specific role are outlined below:

Acevedo, Salvador – Teacher (EGP)

Austin, Kimberly, Asst. Principal (EGP)

Boggs, Brock, Director of Information Technology

Camacho, Gabriela – Director of Curriculum, Instruction, and Assessment

Duran, Jessica – Business Manager

Espino, Adriel – Middle School Student

Ferrell, Billy, Chief Officer of Climate, Culture, and Student Services

Harper, Eraina – Parent

Hernandez, Lybni – Middle School Student

Howard, Naima – Teacher (BP)

Lira, Dominga – Asst. Principal (BP)

Loaiza, Fernando – Asst. Principal for Middle School (EGP)

Lopez, Daisy – Middle School Student

Lopez, Felicia – Counselor (BP)

Lovato, Lisa, Chief of Schools Officer

Martinez, Mona – Parent

Miles, Lindsey – Teacher (EGP Middle School)

Miller, Norma – Community Member

Pajazetovic, Maria – Director of Early Childhood and Emergent Bilingual populations

Reed, James – Community Member

Rivas, Elisa – Middle School Student

Rizzuto, Christopher – Special Education Coordinator

Rodriguez, Angel – Teacher (EGP Middle School)

Rojas, Elda, Superintendent

Sanchez, Celia – Campus Principal (EGP)

Tims, Shelby, Executive Director of Human Resources

Treviño, Emanuel – Campus Principal (EGP – early childhood)

Wade, Clarencia – Campus Principal (BP)

Winn, Yvonne – Counselor (EGP)

For the sixth straight year, the DEIC was also tasked with reviewing last year’s DIP (2023-2024) 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** |
| **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. | **B** | During the 2023-2024 academic school year, many positive strides were made (and goals accomplished successfully) with respect to academic achievement. Teachers received training across core content and enrichment subjects through professional learning communities (PLC’s), grade level and PLC’s, professional development workshops/seminars, and district-led trainings on instructional techniques and pedagogical skills.  In reviewing our MAP data from this past year, there was a rise in the mean for individual teacher growth percentages (for the district) from 48 percent in 2021-2022 to 55 percent for 2022-2023 to 68 percent for the 2023-2024 academic school year. Further, 26 teachers scored above the 70th percentile in student growth average as compared to 13 teachers (last year) and only 1 teacher for the 2021-2022 academic school year. Finally, approximately 83 percent of our faculty scored 55 percent or higher in student growth average as compared to 50 percent last year and 33 percent two years ago.  For the second consecutive year, the district averaged a B rating from the state education agency, up from a D rating two years ago. The district averaged (in all subjects) 65 percent in Approaches, 35 percent in Meets, and 12 percent in Masters. This represents very little change from last year’s percentages of 65/31/8. Since the district’s goal in these categories is 90/60/30 (respectively), there is still room for academic improvement. The district saw marked improvement in the student growth percentages of our African American, White, and SPED students, whose numbers were below average two years ago.  With respect to the Prekindergarten program’s CIRCLE data, the Prekindergarten CIRCLE data for the 2023-2024 school year shows that students made more progress in early literacy skills than math. Operations has consistently been the lowest area in mathematics (for a third year in a row), which is not uncommon due to the developmental progress of skills in young children. Further, the district’s Kinder Readiness score for 2023-24 is at 62 percent, below the district’s goal of 65 percent, but higher than last year’s score of 51 percent.  For the third consecutive year, the district offered Foresight Summer Camp as a response to mitigating instructional loss due to the COVID pandemic and accelerating learning pathways for all grade levels. Once again, 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 for the camp participants. |
| **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. | **B+** | The district had a successful year with respect to recruiting high quality staff, both from attending state-wide university job fairs to hosting our own district job fairs throughout the spring and summer.  The district’s TIA program grew from two designees in 2021-22 to 14 designees for the current year. However, we still have veteran teachers in the district who do not possess state certification and several CERT participants who are still navigating their way to the state certification process.  One positive note: we are down to only three veteran teachers who do not have state certification status. |
| **Goal 3: Family and Community Involvement**  Members of both district and campus leadership team will maintain a positive image with all stakeholder groups  throughout the community. | **B+** | Cityscape continued utilizing social media (e.g., Facebook, Instagram) in order to communicate more fully with parents and the community-at-large this past year. School Status also remained as a communication tool with great success. Student attendance rose from 92 percent two years ago to 93.8 last year, due in large part to better communication with parents/guardians about state and district policies and regulations. 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. Through our Foresight Summer Camp, many local businesses and projects worked directly with our families including the Perot Museum, the Dallas Arboretum, the Hispanic Heritage Foundation, and the Ana Martinez Ballet Folklórico, and most recently, middle school students are eligible to participate in Cityscape’s Congressional Award Program (Washington D.C.) and the Presidential Service Award program is now made available for Cityscape’s elementary school students. |
| **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. | **A-** | The 7 Mindsets (Teaching Mindsets. Changing Lives.) was utilized with fidelity at every grade level in all three district buildings. District counselors performed admirably this past year and continued implementing important social/emotional policies and procedures (e.g., anti-bullying program, suicide prevention policies, TCHATT partnership with Children’s Hospital).  The PBIS behavioral management program is working well overall, and the number of disciplinary issues in our middle school program fell from the previous year, which can be attributed to the PBIS program and effective campus administrators working closely with the students and their families.  Cityscape has devoted much time and effort in a strong focus on youth leadership opportunities. From the Congressional Award Program for middle school students to the Presidential Service Award program for elementary students to strong Student Council programs at both campuses dedicated to school and community service to the National Junior Honor Society programs at both campuses celebrating scholarship, leadership, and citizenship, Cityscape is providing multiple opportunities for our students to develop the positive qualities of servant leadership. |
| **Goal 5: Facilities**  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. | **A/A-** | Each year, the DEIC divides this goal into two separate grades. For 2022-2023, the grade of “100 - Superior Achievement” was given to the superintendent (and the Finance team), 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.  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 they also were utilized during high traffic times on a daily basis. New safety policies and procedures were implemented for the district with a new Safety committee leading the way for regulatory compliance.  Safety security requirements are ever present and widening in both quantity and scope & sequence, and the district responded with CPI training for district/campus admin, behavior threat assessment trainings, and continued with the policy of closed (but unlocked) classroom doors during class time with students. Further, the district has designed and implemented safety strategies, such as Standard Response Protocol verbiage, weekly door sweeps, and created a model Emergency Operations Plan. |
| **Goal 6: Technology**  Integrated technology will be  implemented and used to increase  the effectiveness of student learning,  instructional strategies, and staff development. | **A** | The district has continued to ensure that 100 percent of all Cityscape students have their own Chromebook to use for all classes in grades K through 8, and every Pre-K classroom was outfitted with a class set. It is important to note that both Pre-K and Kindergarten students use tablets (not Chromebooks). 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 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 continue to keep our district at the forefront of technology and cybersecurity. |

**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 835 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 sections of the current pre-kindergarten program and partners with Head Start of Greater Dallas.

Buckner Preparatory (BP) began classes in the fall of 2019 and contains grades pre-kindergarten (3-year-olds) to seventh grade. It has approximately 394 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 3rd 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 2023-2024 school year was approximately 83 percent Hispanic, 15 percent African American, 1 percent White, and 1 percent American Indian, Hawaiian/Native Pacific, and Asian. Approximately 92 percent of our students were economically disadvantaged, 9 percent of our students received special education services, and approximately 60 percent of our students comprised of Emergent Bilingual (EB) learners. The student gender distribution was divided between 51.7 percent females and 48.3 percent males. The 2022-2023 average daily student attendance (ADA) rate for the district climbed to 93.8 (from 92.95 in 22-23), according to the PEIMS Summer Submission submitted by the district. While 93 percent is a respectable showing for the district’s ADA, the goal is to average 97 percent positive attendance daily.

Teacher attendance continues to be a concern in all three school buildings. Teachers are allotted 8 days they can utilize during the year for absences, but nearly 40 percent of teachers missed more than 8 days during the 2023-2024 school year. There are numerous studies on the negative effects of teacher absenteeism, including a 2014 study by the National Council on Teacher Quality (NCTQ), that reveal poor teacher attendance can be a significant challenge for a school district. Many studies have pointed to a significant correlation between poor teacher attendance and low student achievement, even when teachers miss fewer than 10 days a year.

**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 include girls volleyball, boys and girls basketball, boys and girls soccer, student council, the National Junior Honor Society, and math and art clubs. The district is planning to add a World Languages Club at both campuses for the 24-25 academic school year. The district has adopted the Positive Behavior Interventions and Supports (PBIS) program, which kept serious discipline problems at a very low percentage for the previous year. An active truancy prevention program aided in the district’s overall student attendance percentage throughout the year, even though the average daily attendance percentage is lower than desired. A large majority of teachers and staff provide caring support for all students, both in and out of the classroom.

Of particular note, Cityscape middle school students have the opportunity to work toward achieving the Congressional Award for Young Americans. The Congressional Award was established by the United States Congress to recognize initiative, service, and achievement in young people. This award acknowledges the setting (and meeting) of goals in four program areas: voluntary public service, personal development, physical fitness, and expedition/exploration. Based on time commitments to each of the areas, participants earn Bronze, Silver, or Gold Congressional Award Certificates, and Bronze, Silver, or Gold Congressional Award Medals.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** During the 2022-2023 school year, some student populations (African Americans, White, and SPED) struggled to perform and/or grow at the same pace as the overall student population. During our most recent school year, student growth improved for all student populations, but overall academic achievement can still be improved. The district’s most recent STAAR data for all subjects (2024) is 65 percent Approaches, 35 percent Meets, and 12 percent Masters. While the overriding goal is to improve assessment scores in all student populations, special attention must still be paid to our special population groups due to past inconsistencies.

Root Cause 1: One of the most significant challenges is meeting the individual needs of students with different learning styles and abilities. Cityscape Schools must create a learning environment that is inclusive and accommodating to all students, regardless of background, race, or academic ability.

**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, 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:** While the average student attendance grew from 92 percent in the 2022-2023 school year to 93.8 percent in the 2023-2024 school year, the district ADA goal is 97 percent. There are still too many students who achieve truancy status and remain truant throughout the school year. Students who are not in school will not receive the ultimate academic benefit of being present for all teacher-led instruction.

Root Cause 3: The district must create a culture in which strong attendance is the “norm,” as well as minimize any and all obstacles to strong student attendance.

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

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

**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 3rd 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 the mean for individual teacher growth percentages (for the district) from 48 percent in 2021-2022 to 55 percent for 2022-2023 to 68 percent for the 2023-2024 academic school year. Further, 26 teachers scored above the 70th percentile in student growth average as compared to 13 teachers (last year) and only 1 teacher for the 2021-2022 academic school year. Finally, approximately 83 percent of our faculty scored 55 percent or higher in student growth average as compared to 50 percent last year and 33 percent two years ago.

For the second consecutive year, the district averaged a B rating from the state education agency, up from a D rating two years ago. The district averaged (in all subjects) 65 percent in Approaches, 35 percent in Meets, and 12 percent in Masters. This represents very little change from last year’s percentages of 65/31/8. Since the district’s goal in these categories is 90/60/30 (respectively), there is still room for academic improvement. The district saw marked improvement in the student growth percentages of our African American, White, and SPED students, whose numbers were below average two years ago.

STAAR data reflected about 20 percent growth in students meeting Approaches performance targets, 12 percent growth in meeting Meets performance targets and 1 percent growth in meeting Masters performance targets. In ELAR Reading at East Grand Preparatory, fourth, fifth, and eighth grade made significant gains in all three areas of measure (approaches, meets, and masters) from the previous year’s results. In Math, East Grand Preparatory saw significant gains in grades four through eight. Buckner Preparatory saw significant increases in third and fourth grade Reading and Math performance and 6th grade Reading performance. East Grand Preparatory double-digit gains in both fifth and eighth grade Science, and US History. Buckner Preparatory saw a decrease of 18 percent on their 5th grade Science performance.

The lack of consistency in performance across grade levels and student groups indicates a need to ensure that students are interacting with HQIM materials that are differentiated based on student needs. To impact the percentage of students performing at Meets and Masters levels, we need to ensure that students are receiving rigorous instruction that is aligned to the end of year assessments. It is also important that we prepare students to test online and expose them to the online question types of the STAAR assessment.

With respect to the Prekindergarten program’s CIRCLE data, the Prekindergarten CIRCLE data for the 2023-2024 school year shows that students made more progress in early literacy skills than math. Operations has consistently been the lowest area in mathematics (for a third year in a row), which is not uncommon due to the developmental progress of skills in young children. For the coming school year, we plan to focus on those developmentally appropriate practices and activities to ensure that our students achieve a higher level of growth than the previous year. Even though the data for emergent literacy (Reading) shows considerable growth from the previous year, we will continue to emphasize small group instruction and developmentally appropriate hands on activities to achieve a higher level of student mastery in those specific skills. We will also provide professional development that focuses on small group differentiation for math and reading during early August.

**Student Achievement (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. Our academic administrators are led by Dr. Lisa Lovato, Chief Schools Officer, who oversees an executive principal, two campus principals, and three assistant principals. These leaders have worked tirelessly (along with the rest of the district/campus management team) in turning the academic performance of the district around, culminating in the district earning a B for the past two years in state accountability scores. Also, the district has modified recruitment strategies to focus on high-need areas, such as content-certified teachers in all grade levels and bilingual certified teachers for our dual language program.

During the past year, the district took great care to analyze student assessment data and from those results, instructional leaders catered the professional development activities not only to the general population, but specified the activities to go deeper into coaching specific teachers in both skill and content. Throughout the year, we conducted professional development and ensured coaching teachers was an ongoing activity. In August 2023, keynote speaker, Dr. Elena Izquierdo, spoke to the entire instructional staff on “Dual Language/Bilingual Education: Through the Years.” The district provided curriculum meet-ups where standards were unpacked, lessons rehearsed, and specific feedback was provided. Weekly Professional Learning Community meetings met with fidelity in which instructional leaders analyzed student achievement and data, and next steps in student learning and achievement were planned.

**Problem Statements Identifying Student Achievement and Student Learning Needs**

**Problem Statement 1:** During the 2022-2023 school year, some student populations (African Americans, White, and SPED) struggled to perform and/or grow at the same pace as the overall student population. During our most recent school year, student growth improved for all student populations, but overall academic achievement can still be improved. The district’s most recent STAAR data for all subjects (2024) is 65 percent Approaches, 35 percent Meets, and 12 percent Masters. While the overriding goal is to improve assessment scores in all student populations, special attention must still be paid to our special population groups due to past inconsistencies.

Root Cause 1: One of the most significant challenges is meeting the individual needs of students with different learning styles and abilities. Cityscape Schools must create a learning environment that is inclusive and accommodating to all students, regardless of background, race, or academic ability.

**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, 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:** While the average student attendance grew from 92 percent in the 2022-2023 school year to 93.8 percent in the 2023-2024 school year, the district ADA goal is 97 percent. There are still too many students who achieve truancy status and remain truant throughout the school year. Students who are not in school will not receive the ultimate academic benefit of being present for all teacher-led instruction.

Root Cause 3: The district must create a culture in which strong attendance is the “norm,” as well as minimize any and all obstacles to strong student attendance.

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

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

**Problem Statement 5:** Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). While 65 percent of students earned the category of “approaches” proficiency in the 2023 STAAR assessment only 35 percent met the requisite score, with only 12 percent earning mastery level.

Root Cause 5: Teacher attrition, teacher attendance, and the COVID pandemic all played a role in a small growth in assessment percentages for the 2022-2023 school year.

**Problem Statement 6:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are still not well attended.

Root Cause 6: 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 pulls together 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 would 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, and we saw a decrease 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 ever grade level (Pre-K through 8). Each nine 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 continued the 7 Mindsets curriculum throughout the most recent school year, and both campuses performed at an admirable level of fidelity to the curriculum.

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 Spring Dance, 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.

As previously mentioned, Cityscape middle school students have the opportunity to work toward achieving the Congressional Award for Young Americans. The Congressional Award was established by the United States Congress to recognize initiative, service, and achievement in young people. This award acknowledges the setting (and meeting) of goals in four program areas: voluntary public service, personal development, physical fitness, and expedition/exploration. Based on time commitments to each of the areas, participants earn Bronze, Silver, or Gold Congressional Award Certificates, and Bronze, Silver, or Gold Congressional Award Medals.

**Perceptions Strengths**

The district has developed active partnerships with the Perot Museum, the Children’s Theater, the Dallas Arboretum, and the Anita Martinez Ballet Folklórico, which has allowed our students and their families an abundance of learning opportunities outside of the traditional classroom. Extracurricular activities grew with the addition of sporting activities at Buckner Prep through a local recreation center. At East Grand Preparatory, both the boys’ and girls’ soccer teams made district play-off games (for the second year in a row). The 8th grade graduation ceremony in May was well-attended by students and families who expressed positive sentiment about their time as Cityscape students.

The district has favorable 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 3:** While the average student attendance grew from 92 percent in the 2022-2023 school year to 93.8 percent in the 2023-2024 school year, the district ADA goal is 97 percent. There are still too many students who achieve truancy status and remain truant throughout the school year. Students who are not in school will not receive the ultimate academic benefit of being present for all teacher-led instruction.

Root Cause 3: The district must create a culture in which strong attendance is the “norm,” as well as minimize any and all obstacles to strong student attendance.

**Problem Statement 6:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are still not well attended.

Root Cause 6: 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 has traveled 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 year, the team traveled to university job fairs at the University of Texas at Rio Grande, 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 three internal job fairs to interview local candidates on Saturdays and during evening hours. The district offers $10,000 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 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 3rd 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, My Reading Academy and Lee Lee, My Math Academy, and Achieve 3000. If there was any doubt, the infamous 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 SPED, 504, 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-performingteachers. 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. 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 has 14 TIA designees on staff and for the 2023-2024 school year, will submit nine teachers to the state agency for their data to be reviewed and, hopefully, to earn a (new) 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](https://www.pbis.org/pbis/why-implement-pbis) 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.

During the 2022-2023 school year, Cityscape Schools created a program that offers both degreed and non-degreed participants the pathway to teacher certification in Texas: *Cityscape Empowering Rising Teachers* (CERT). In the program, job-embedded training is coupled with classroom-style coursework, and participants are able to work in-field while completing the program requirements. Acceptance into this program is through an application process, and upon acceptance, program participants are assigned to available teacher-intern positions within the district. Both degreed and non-degreed participants complete 5 courses through Cityscape Schools for a total of 15 college credit hours. Further, all participants also complete 8 modules through a partnership with Teachworthy, an alternative certification provider for the state of Texas, for a total of 10 college credit hours. This partnership is paid for by Cityscape Schools. Non-degreed participants will then have to complete their remaining hours for a bachelor’s degree in education through a partnership with Indiana Wesleyan University (IWU). Once the Cityscape courses are completed and at least 50 percent of the Teachworthy program is complete, participants may begin taking IWU courses, the cost of which is also paid by Cityscape. An individual course plan is created to help each non-degreed participant complete the necessary coursework for graduation. Upon graduating from IWU with a bachelor’s degree, as well as completion of all CERT and Teachworthy requirements, the participant will begin the requisite certification examinations necessary to become a certified teacher in the state of Texas. Degreed participants may begin their certification examinations after completion of the Cityscape courses and at least 50 percent of the Teachworthy program is complete. Support is provided at all stages in the process through a program advisor, instructional coaches, and the participant’s campus principal. Cityscape administrators believe that successfully completing all programmatic components will help CERT participants build a strong foundation for a worthwhile career in education.

**District Processes and Procedures Strengths**

The district developed active partnerships with the Perot Museum, the Children’s Theater, the Dallas Arboretum, 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 favorable 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 continued to garner much success during the 2023-2024 school year. TEA approved the district’s plan (once again) that includes all existing reading, math, science, and Pre-K teachers at all grade levels. Initial data shows that the district started the current year with 14 designees and expects to add several new pending designees by the submission date of October 2024.

**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:** While the average student attendance grew from 92 percent in the 2022-2023 school year to 93.8 percent in the 2023-2024 school year, the district ADA goal is 97 percent. There are still too many students who achieve truancy status and remain truant throughout the school year. Students who are not in school will not receive the ultimate academic benefit of being present for all teacher-led instruction.

Root Cause 3: The district must create a culture in which strong attendance is the “norm,” as well as minimize any and all obstacles to strong student attendance.

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

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

**Problem Statement 6:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are still not well attended.

Root Cause 6: 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

**Priority Problem Statements**

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

**Problem Statement 1:** During the 2022-2023 school year, some student populations (African Americans, White, and SPED) struggled to perform and/or grow at the same pace as the overall student population. During our most recent school year (2023-2024), student growth improved for all student populations, but overall academic achievement can still be improved. The district’s most recent STAAR data for all subjects (2024) is 65 percent Approaches, 35 percent Meets, and 12 percent Masters. While the overriding goal is to improve assessment scores in all student populations, special attention must still be paid to our special population groups due to past inconsistencies.

Root Cause 1: One of the most significant challenges is meeting the individual needs of students with different learning styles and abilities. Cityscape Schools must create a learning environment that is inclusive and accommodating to all students, regardless of background, race, or academic ability.

Problem Statement 1 Areas: Demographics, Student Achievement

**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, 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 Areas: Demographics; Student Achievement; and District Processes and Programs

**Problem Statement 3:** While the average student attendance grew from 92 percent in the 2022-2023 school year to 93.8 percent in the 2023-2024 school year, the district ADA goal is 97 percent. There are still too many students who achieve truancy status and remain truant throughout the school year. Students who are not in school will not receive the ultimate academic benefit of being present for all teacher-led instruction.

Root Cause 3: The district must create a culture in which strong attendance is the “norm,” as well as minimize any and all obstacles to strong student attendance.

Problem Statement 3 Areas: Demographics; Student Achievement; Perceptions; and District Processes and Programs

**Problem Statement 4:** Retention/Recruitment/Student academic and linguistic needs require teachers to build capacity at a faster rate, particularly in obtaining required state certifications (e.g., bilingual, ESL, Science of Teaching Reading). The district’s CERT program will soon be in its third year, and the participants must complete all requirements in a timely manner and begin to successfully complete their state certification examinations at a faster rate.

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

Problem Statement 4 Areas: Demographics; Student Achievement; and District Processes and Programs

**Problem Statement 5:** Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). While 65 percent of students earned the category of “approaches” proficiency in the 2023 STAAR assessment only 35 percent met the requisite score, with only 12 percent earning mastery level.

Root Cause 5: Teacher attrition, teacher attendance, and the COVID pandemic all played a role in a small growth in assessment percentages for the 2022-2023 school year.

Problem Statement 5 Areas: Student Achievement

**Problem Statement 6:** Although campus events and activities are traditionally well-attended by parents and families, family engagement activities that directly correlate to students’ academic success are still not well attended.

Root Cause 6: 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 6 Areas: Perceptions; Student Achievement; 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: 2024 EOY iStation reading/math

results; 2024 STAAR and TELPAS results; 2024 campus benchmark assessments; 2024 MAP assessment results; 2024 Achieve 3000 results; 2024 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, Instructional  Coaches, CSO,  Campus  Administrators, and Teachers. | Improved student performance on  state and local assessments. | 199 |  |  |  |
| **Critical Success Factor 2**  Using district data tracking systems, the 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, Instructional 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,  Curriculum Director,  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 1416 establishes  requirements for schools implementing  accelerated instruction for  students who fail to achieve  approaches or higher on  two consecutive  assessments in the same  subject area on the State of  Texas Assessments of  Academic Readiness  (STAAR). The statute  requires accelerated  instruction to be  implemented for students  for the 2024–2025 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 the 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  differentiate and remediate  content to include a variety  of learners and ability levels focusing on increased  learning time. | CAO, C & I Team,  Curriculum Director Instructional  Coaches, SPED  Coordinator,  Campus  Administrators,  CSO | Improved student performance and  engagement, improved teacher  capacity | 199 –  General  Fund |  |  |  |
| **Critical Success Factor 12**  Utilize data to monitor and assess  student growth towards  meeting or mastering grade  level performance  standards | CAO, C & I Team,  Curriculum Director Instructional  Coaches, SPED  Coordinator, 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,  Curriculum Director Instructional  Coaches, SPED  Coordinator,  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 high  quality projects for all  grade levels. | CAO, C & I Team,  Curriculum Director Instructional  Coaches, SPED  Coordinator,  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,  Curriculum Director Instructional  Coaches, CSO | Improved lesson planning, delivery  of learning experiences and better alignment between objectives  and learning activities |  |  |  |  |
| **Critical Success Factor 16**  Provide adaptive learning  technologies (e.g., STMath  Zearn, Reading A-Z,  iReady, Education  Galaxy, Achieve 3000,  Mathia, Benchmark for  Phonics, Haggerty, Reading Academy and Math  Academy) | CAO, CSO, CIA,  Early Learning  Director, Principals,  AP’s, Teachers, Instructional Aides | Increase student proficiency in  TEKS using adaptive learning  technology in targeted  performance objectives |  |  |  |  |
| **Critical Success Factor 17**  *All in Learning* 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  Interventionists | 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 Coord., 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 Coord., 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 related  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 |  |  |  |
| **Critical Success Factor 7**  Project Education for SPED,  EBs, and Truancy, and  MTSS | CAO, COCC, CSO,  Early Childhood  Director, SPED  Coordinator, Principals,  Teachers, Instructional  Aides, Teacher Aides | Expand data-driven practices  for the ultimate benefit of  improved academic  performance |  |  |  |  |
| **Critical Success Factor 8**  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 the decision-making  process regarding testing  decisions and instructional arrangements for special  education students.  Instructional specialists will  also collect observational  data to assist in the  decision-making process. | CAO, C & I Team,  SPED Coord.,  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 Coord.,  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 state  standards and student  performance on state  assessments. | CAO, C & I Team,  Curriculum Director, Instructional  Coaches, SPED  Coord., CSO | Improvement in the quality of curriculum documents  leading to improved student performance |  |  |  |  |
| **Critical Success Factor 5**  Implement and maintain  centralized internal policies  and procedures for the  purchase of district hardware  and software and ensure  forums for appropriate  discussions regarding the  selection and evaluation of  technology. | Superintendent,  CAO, COO,  Director of IT, CFO, Campus  Administrators | More effectively utilize district technology funding and  improve the quality of  technology available on  campuses |  |  |  |  |
| **Critical Success Factor 6**  Develop and implement  processes to evaluate the use  and effectiveness of  instructional software  programs | CAO, C & I Team,  Curriculum Director, Instructional  Coaches, SPED  Coord., 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 K through  8 at both campuses | Superintendent;  CAO, COO, CFO,  Principal,  IT Department | Staff and students will use  Chromebooks 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,  Curriculum Director, 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/or after  school, as well as embedded  in the school day to meet HB  1416 requirements. This  program would be for all  students, but particularly  for those students who did  not pass STAAR grades 3-8. | CAO, CSO,  Principals, AP’s, Instructional  Coaches, Teachers,  Teaching and  Learning dept., Paraprofessionals,  Outside Consultants,  SPED dept.,  Instructional Aides, Teaching  Aides, IT Dept. | High-impact tutoring is offered  to students in grades  3 through 8 who were not  successful with STAAR in  Reading and/or Math. 30 hours  of high impact tutoring will be  offered beyond regular time of  instruction. Master scheduling  and staffing patterns  must be amended to ensure  students receiving  supplemental instruction during  the school day are provided the  same instructional opportunities  as peers. Administrators may  need to hire extra staff to  supplement instruction or  redesign master schedules to  provide more flexibility for  instruction throughout the  school day. In doing so, these  targeted supports will increase  student progress and  achievement. | ESSER II  & III |  |  |  |
| **Critical Success Factor 12**  Partner with Head Start to  Promote school readiness at  Early Childhood Center | Superintendent,  CAO, CSO, Early  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: 2024 EOY iStation reading/math results; 2024 STAAR and TELPAS results (3-8); 2024 campus benchmark assessments (3-8); 2024 MAP assessment results (3-8); 2024 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  Coord.,  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  at various times throughout the  school year and incorporate strategic interventions based upon  those assessment results | CAO, C & I Team,  Literacy  Coordinator,  Instructional  Coaches, SPED  Coord.,  Campus  Administrators,  CSO | A decrease in percentage of  students needing urgent  interventions in reading and  math. |  |  |  |  |
| **Critical Success Factor 3**  Both campuses will have 70  percent or greater of third  grade students reading on  grade level by 2024-2025. | CAO, C & I Team,  Literacy  Coordinator,  Instructional  Coaches, SPED  Coord.,  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: 2024 EOY iStation reading/math results; 2024 STAAR and TELPAS results (3-8); 2024 campus benchmark assessments (3-8); 2024 MAP assessment results (3-8); 2024 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,  Curriculum Director, 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,  Curriculum Director, 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  and targeted interventions. | CAO, C & I Team,  Curriculum Director,  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**  Cityscape will continue to utilize the Additional Days School Year (ADSY) program for the 2024-2025 school calendar. ADSY is a half-day formula funding for school systems that adds instructional days to any Texas elementary schools (PK-5). Funding for an ADSY program is available for those days beyond a minimum of 180, up to 210 total, specifically for grades prekindergarten through 5. | Superintendent, CAO,  CSO, Principals, AP’s, Instructional Coaches,  Teachers, Teaching  and Learning dept.,  Outside Consultants,  SPED dept.,  Instructional Aides,  Teaching  Aides, IT Dept. | ADSY addresses both summer and COVID learning loss, which can have a profound effect on students from low-income backgrounds. The cumulative impact of this learning loss has been shown to create a gap of up to three grade levels for low-income students by the fifth grade. Research shows that the impact of summer and COVID learning loss can be eliminated if academic instruction is offered for three to four hours a day for five to six weeks. The district has added 18 additional instructional days to the campus calendar for the ultimate reason to close achievement gaps. | ESSER II  & III |  |  |  |

Performance Objective 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 |
| **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 | CAO, Director of Curriculum,  Early Childhood  Director, Dual  language teachers,  Principals, AP’s,  C & I team, Aides,  CSO | Key stakeholders will fully  understand the non-negotiable  elements of the program, and the  research rationale for the  program’s characteristics. |  |  |  |  |
| **Critical Success Factor 2**  Required attendance for all academic staff for dual  language training, both  one-way and two-way. | 100 percent of  instructional  staff | Longitudinal research studies  show that successful dual  language programs have the highest levels of academic achievement  for their students in the United  States. Students in dual language programs score higher on state/  national tests than any other type  of program. | Title III |  |  |  |
| **Critical Success Factor 3**  Some teachers, along with instructional  leadership, will attend  various workshops,  seminars, and  professional development  activities | CAO, instructional  coaches,  curriculum director,  dual language faculty | Instructional staff selected by  principals and district admin will  learn from experts in the dual  language field on the latest  research, information, and  *instructional* best practices, as  they relate to emerging  bilingual and biliteracy programs. |  |  |  |  |
| **Critical Success Factor 4**  Create a strong biliteracy  vertical and horizontal  curricular alignment | CAO, Director of Curriculum,  Instructional coaches,  principals, AP’s,  dual language faculty,  C & I team, CSO | Increase opportunities for  language acquisition in both  targeted languages |  |  |  |  |
| **Critical Success Factor 5**  Provide multiple  opportunities for  professional development, such as  collaborative biweekly  learning opportunities and  team meetings, focusing  on effective dual language  teaching strategies and  practices. | CAO, Director of Curriculum,  Instructional coaches,  principals, AP’s,  dual language faculty,  Early Childhood  Director, C & I team,  SPED coordinator,  CSO | Professional development  Activities for all dual language  teachers, including PD on  instructional techniques for a  dual language classroom will  greatly aide in the 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 2024-2025 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  -classroom management  -small group instruction  -dual language (one-way  and two-way)  -TEKS analysis & implementation  -T-TESS  -sheltered instruction  -TIA | CAO, C & I Team,  Director of Biliteracy,  Early Childhood  Director,  Campus Admin,  Classroom  Teachers, CSO,  COCC | Improved student performance  and teacher capacity | 199 |  |  |  |
| **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 Dept,  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 | 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 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  ***each*** campus. The  counselors will assist with  student counseling needs,  MTSS, 504’s, and  social-emotional  educational activities | COCC, CAO,  Principals | School counselors play an important role in ensuring that students have excellent educational experiences.  They are part of our school support team who provide essential social-  emotional support in addition to  academic support. | ESSER II  & III |  |  |  |
| **Critical Success Factor 8**  The district will recruit,  hire, and train an  Executive Principal and two Assistant Principal positions  at East Grand Prep. 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 CFO  to ensure compliance  with federal programs is  met with fidelity | Superintendent, CFO, Chief  Officer of Human  Resources | Position to be determined (in  2024-2025 school year) | 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,  Deputy Superintendent  Executive Director  of Human Resources | Some of the benefits and  advantages of having an in-house recruiter include creating and  maintaining contacts with hiring managers and other recruitment professionals; consulting with  human resource dept. about the  district’s hiring needs, budgets,  and benefits; producing  employment ads; and conducting interviews with potential hires. | ESSER 50%  420 50% |  |  |  |

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

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

Summative Evaluation 2:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy  Description | Monitor | Strategy’s Expected  Result/Impact | Funding  Source | Formative Reviews | | |
| Nov | Feb | May |
| **Critical Success Factor 1**  Recruit highly qualified  staff from local university  job fairs, Puerto Rico, and/  or TJN (and other local  media). | Superintendent; CAO,  Chief Officer of Human  Resources; COCC | Employing a diverse, well-balanced, and highly  qualified faculty to better serve and educate our students. | Title II for  EL  teachers |  |  |  |
| **Critical Success Factor 2**  Hire highly qualified staff  that meet all 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) for 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’s 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, COCC | 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 | TIA funding  provided by  TEA |  |  |  |
| **Critical Success Factor 9**  Maintain *Cityscape Empowering Rising Teachers* (CERT)  program that offers both  degreed and non-degreed participants the pathway to  teacher certification in  Texas. In the program, job-embedded training is  coupled with classroom-style coursework, and participants  are able to work in-field  while completing the program requirements. | Superintendent, Dep.  Sup., CSO, COCC,  Principals, CERT  faculty, CERT  participants | District will “grow our own”  certified teachers, which  will have a positive impact on  teacher recruitment and  retention, as well as allowing participants to begin a  worthwhile career in education. |  |  |  |  |

**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 social media (e.g.,  Instagram, Twitter,  Facebook), Skyward, 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 assist teachers to engage  and motivate students | Principal, AP’s,  Counselor;  Classroom teachers,  CSO | Increased student involvement, engagement, and  community awareness. | 199 |  |  |  |
| **Critical Success Factor 5**  Recognize student success in  a more timely manner via  social media and district  meetings. | CAO, Campus  Admin, COCC,  Classroom  Teachers, COIT,  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, Communications  Department, CSO | Continued partnership with  community members | 199 |  |  |  |
| **Critical Success Factor 7**  Promote National Charter  Schools Week in May 2024 | 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, Communications  Department | Increased positive media in  local community and  increased pride from students,  parents, staff, and  community members | 199 |  |  |  |
| **Critical Success Factor 9**  Improve communication and inclusivity from the district  to new families/students. | Superintendent, CAO, 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  Cityscape personnel know  when a student has  accumulated a predetermined  number of unexcused  absences and pre-populates  the required forms with  critical information to save  time. Reports and dashboard  graphs will give 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 campus clinic  aides to lead health services  for both district campuses | Superintendent,  COCC,  Clinic Aides | 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 Congressional  Award student leadership  Program for grades 6-8 | CAO, CSO,  COCC,  Principals,  Teachers | Successful completion of program  will result in increased leadership  and character traits and a sense of  service to school and community. |  |  |  |  |
| Implement the Presidential  Service Award program for  Elementary school students | CAO, CSO,  COCC,  Principals,  Teachers | Successful completion of program  will result in increased leadership  and character traits and a sense of  service to school and community. |  |  |  |  |

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 e  stablished avenue to report  suspected bullying |  |  |  |  |
| **Critical Success Factor 5**  Plan and execute a Unity  Day (October 31, 2024) 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, and  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 a month to anti-  bullying is to build a safe  school environment and create  a community-wide bullying  prevention strategy. |  |  |  |  |
| **Critical Success Factor 7**  District will recruit, hire,  and train a counselor for  ***each*** campus. The  counselors will assist with  student counseling needs,  MTSS, 504’s, and  social-emotional  educational activities | COCC, CAO,  Principals | School counselors play an  important role in ensuring that  students have excellent educational experiences. They are part of  our school support team who  provide essential social-emotional support in addition to  academic support. | ESSER II  & III |  |  |  |
| **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 |  |  |  |  |
| **Critical Success Factor 9**  Implement partnership with Children’s Hospital  TeleBehavioral (TCHATT)  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 Congressional Award  student leadership program | CAO, CSO, COCC,  Principals, Teachers | Successful completion of  program will result in increase  in secondary and post-secondary readiness for leadership | 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. | COCC, Campus  Admin,  Club Sponsors | Increase number of students in extracurricular activities. | 199 |  |  |  |
| **Critical Success Factor 5**  Continue and increase public performance and 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 |  |  |  |  |
| **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  number of unexcused  absences and pre-  populates the required forms  with critical information to  save 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 | Superintendent,  COCC,  Principals, AP’s,  Teachers,  Consultants,  Attendance  Clerks | The ultimate goal of this truancy program is to build relationships  and change campus culture to  benefit both students and  families. | Title I |  |  |  |

**Goal 5: Facilities**

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

Performance Objective 1: Provide a safe and secure environment at each Cityscape campus that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources 1: Schedule of 2024-2025 safety drills; drill logs, reduced referrals, reduced student accidents, and increased participation in school functions

Summative Evaluation 1:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy  Description | Monitor | Strategy’s Expected  Result/Impact | Funding  Source | Formative Reviews | | |
| Nov | Feb | May |
| **Critical Success Factor 1**  Train staff in the most  updated safety processes,  involving staff and students  for implementation of best  practices. | Superintendent,  DOO,  COCC, Campus  Administration,  CSO | Teachers, students, and staff  will be trained in best  response strategies for fire,  tornado, lock down, and other  emergency situations |  |  |  |  |
| **Critical Success Factor 2**  Ensure safety and  preparedness of students/  staff on each campus through  regularly scheduled (monthly)  drills. | Superintendent,  DOO,  COCC, Campus  Administration,  classroom  Teachers, CSO | Teachers, students, and staff  will be prepared to respond  in emergency situations. |  |  |  |  |
| **Critical Success Factor 3**  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 4**  Continuation of the use of  the Centegix CrisisAlert  system, 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 5**  Provide security and/or 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 6**  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; 2022-2023 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, one can  significantly lower the risk of  equipment failing, giving  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  energy 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  Source | Formative Reviews | | |
| Nov | Feb | May |
| **Critical Success Factor 1**  Provide one-to-one access  for all district students in  grades K through 8 to a Chromebook; and  Pre-Kindergarten to a set of  classroom tablets | Superintendent; CAO,  DOO, Campus Admin,  IT Department | Staff and students will use Chromebooks proficiently  as tools for learning and  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 better  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 to  carry out professional tasks. |  |  |  |  |
| **Critical Success Factor 4**  Provide adaptive technology  software and equipment for  student utilization | Superintendent;  CAO, Campus  Admin, DOO, Instructional  Coaches,  Curriculum Director  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 24-25 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. Formative reviews will occur as well as a summative review at the end of the year (June 2025). 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.

1. 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 disponsible en español.***