

Cityscape Schools
East Grand Preparatory
2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Fall Dashboard	Summer Dashboard	Campus Dashboard	Academic																								
6211 E Grand Ave Dallas, TX 75223 (214) 824-4747 Phone (214) 824-4447 Fax	School Population (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)		<table border="1"> <thead> <tr> <th>Count</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>835</td> <td>100%</td> </tr> <tr> <td>146</td> <td>17.48%</td> </tr> <tr> <td>84</td> <td>10.06%</td> </tr> <tr> <td>104</td> <td>12.46%</td> </tr> <tr> <td>78</td> <td>9.34%</td> </tr> <tr> <td>76</td> <td>9.10%</td> </tr> <tr> <td>67</td> <td>8.02%</td> </tr> <tr> <td>67</td> <td>8.02%</td> </tr> <tr> <td>83</td> <td>9.94%</td> </tr> <tr> <td>62</td> <td>7.43%</td> </tr> <tr> <td>68</td> <td>8.14%</td> </tr> </tbody> </table>	Count	Percent	835	100%	146	17.48%	84	10.06%	104	12.46%	78	9.34%	76	9.10%	67	8.02%	67	8.02%	83	9.94%	62	7.43%	68	8.14%
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Administration Administrator names are based on role ID reporting on the Fall 30090 staff records Principal Celia Sanchez Principal Emmanuel Trevino	Student Total Pre-Kindergarten Grade Kindergarten Grade 1st Grade 2nd Grade 3rd Grade 4th Grade 5th Grade 6th Grade 7th Grade 8th Grade																										

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)	Count	Percent
Gender		
Female	421	50.42%
Male	414	49.58%
Ethnicity		
Hispanic-Latino	707	84.67%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.12%
Black - African American	106	12.69%
Native Hawaiian - Pacific Islander	0	0.00%
White	14	1.68%
Two-or-More	7	0.84%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)	Count	Percent
Dyslexia	27	3.23%

Dyslexia	27	3.25%
Gifted and Talented	0	0.00%
Regional Day School Program for the Deaf	0	0.00%
Section 504	6	0.72%
Special Education (SPED)	76	9.10%
Bilingual/ESL		
Emergent Bilingual (EB)	522	62.52%
Bilingual	224	26.83%
English as a Second Language (ESL)	50	5.99%
Alternative Bilingual Language Program	180	21.56%
Alternative ESL Language Program	94	11.26%
Title I Part A		
Schoolwide Program	835	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	1	1.32%
Other health impairment	5	6.58%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	2	2.63%
Emotional disturbance	3	3.95%
Learning disability	28	36.84%
Speech impairment	26	34.21%
Autism	11	14.47%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%

Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	25	32.89%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	33	43.42%
Resource Room	18	23.68%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	0	0.00%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Staff Information (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)

	Count	Percent
Administrative Support	23	27.38%
Teacher	42	50.00%
Educational Aide	19	22.62%
Auxiliary	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 04/08/2024)

	Count	Percent
At-Risk	702	84.07%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	15	1.80%
Intervention Indicator	59	7.07%
Migrant	0	0.00%
Military Connected	1	0.12%
Transfer In Students	0	0%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	770	92.89%

Economic Disadvantage Total	770	92.22%
Free Meals	542	64.91%
Reduced-Price Meals	39	4.67%
Other Economic Disadvantage	189	22.63%
Homeless and Unaccompanied Youth		
Homeless Status Total	3	0.36%
Shelter	0	0.00%
Doubled Up	3	0.36%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	3	0.36%
Is Unaccompanied Youth	0	0.00%

← Campus : East Grand Preparatory Academy

Fall Dashboard		Summer Dashboard			Campus Dashboard		
Campus Student		Campus Staff			Ca		
Campus Student							
Campus	Fall			Summer			
	Snapshot Count	Transfer In Students	Eco Dis %	Eco Dis %	Homeless %	Total Refined ADA	Percent in Attendance
High Schools							
(057841001) - East Grand Preparatory Academy	835	0	92.22	89.41	0.55	701.87	93.84

Demographics Strengths

Teacher retention was high. - we had two teachers resign at the end of the 2023-2024 school year.

Teachers with 11 or more years of experience - 13.4%

Teachers with Masters degree or higher - 27.8%

Total minority staff - 84.5%

Problem Statements Identifying Demographics Needs

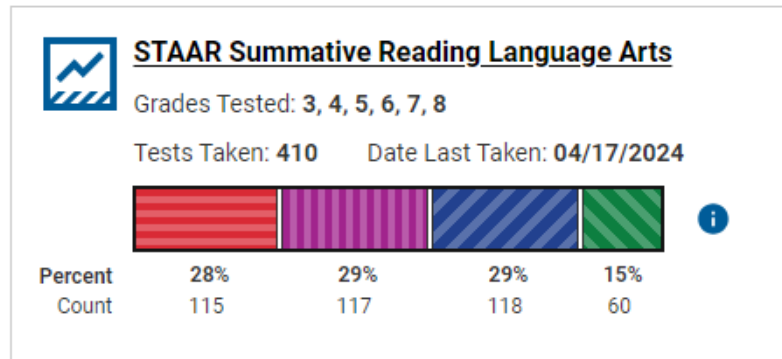
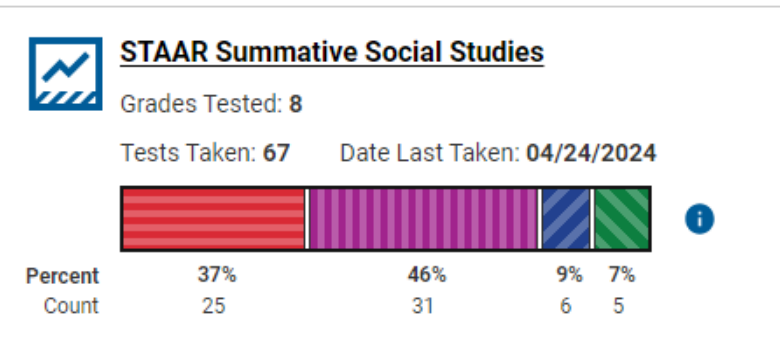
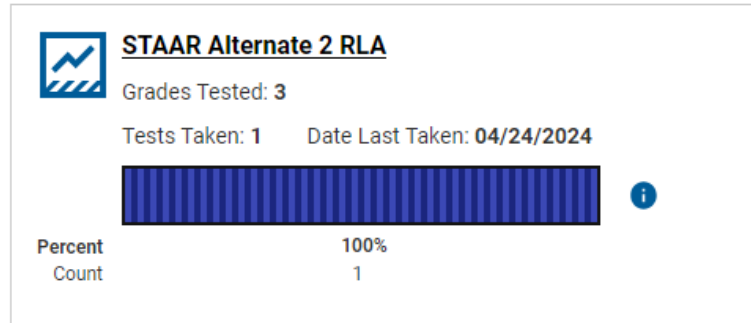
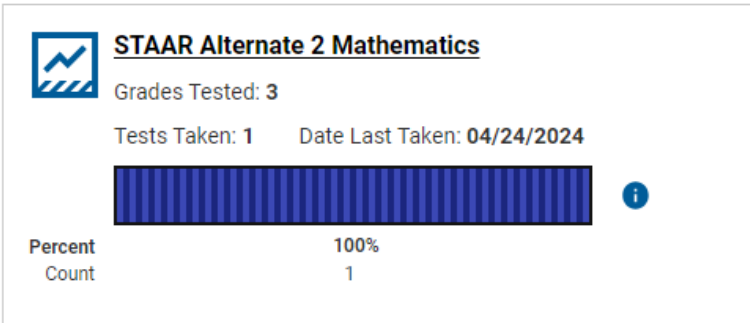
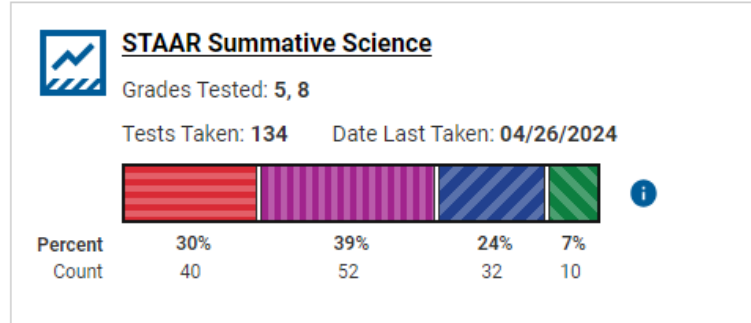
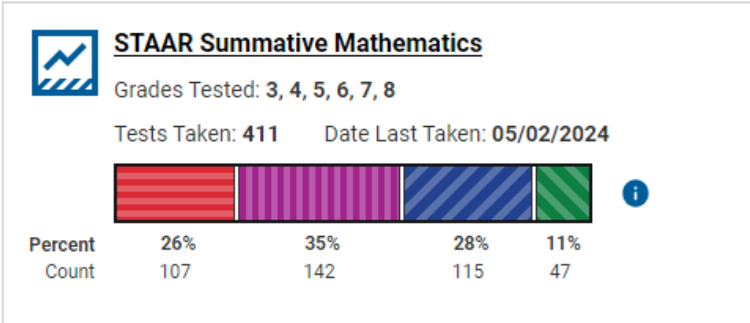
Problem Statement 1: During the 2023-2024 academic year, our school experienced a concerning attendance rate of 93.84%, highlighting a significant absenteeism problem. This alarming absenteeism rate negatively impacts student learning and overall school performance, indicating a growing issue that needs to be addressed. **Root Cause:** The troubling attendance rate of 93.84% during the 2023-2024 academic year could be socio-economic factors. These include transportation difficulties, family responsibilities, and a lack of access to basic necessities such as adequate nutrition and stable housing. These challenges can create barriers to regular school attendance, negatively impacting student learning and academic performance.

Student Learning

Student Learning Summary

Performance Distribution, By Program: EAST GRAND PREPARATORY ACADEMY, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken





TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5, 6, 7, 8**

Tests Taken: **432** Date Last Taken: **03/21/2024**



Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
Spring 2024 STAAR Grade 5 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	5	STAAR 3-8 Spring 2024 Math	65	1655	 Percent: 11%, 34% Count: 7, 22
Spring 2024 STAAR Grade 3 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	3	STAAR 3-8 Spring 2024 Math	71	1421	 Percent: 38%, 31% Count: 27, 22
Spring 2024 STAAR Grade 8 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	8	STAAR 3-8 Spring 2024 Math	68	1852	 Percent: 25%, 28% Count: 17, 19
Spring 2024 STAAR Grade 6 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	6	STAAR 3-8 Spring 2024 Math	79	1715	 Percent: 19%, 48% Count: 15, 38
Spring 2024 STAAR Grade 7 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	7	STAAR 3-8 Spring 2024 Math	59	1738	 Percent: 46%, 25% Count: 27, 15
Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms	STAAR Summative	4	STAAR 3-8 Spring 2024 Math	66	1562	 Percent: 18%, 38% Count: 12, 25
Spring 2024 STAAR Spanish Grade 3 Mathematics Online and ASL Forms	STAAR Summative	3	STAAR 3-8 Spring 2024 Math	2	1275	 Percent: 100% Count: 2
Spring 2024 STAAR Spanish Grade 5 Mathematics Online and ASL Forms	STAAR Summative	5	STAAR 3-8 Spring 2024 Math	1	1538	 Percent: 100% Count: 1

Average Score and Performance Distribution, by Assessment: EAST GRAND PREPARATORY ACADEMY, 2023-2024

Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
Spring 2024 STAAR Grade 3 Reading Language Arts Online, ASL, and Proctored Administration Forms	STAAR Summative	3	STAAR 3-8 Spring 2024 RLA	61	1439	 Percent: 31%, 25% Count: 19, 15

	Spring 2024 STAAR Grade 6 Reading Language Arts Online, ASL, and Proctored Administration Forms	▼	STAAR Summative	6	STAAR 3-8 Spring 2024 RLA	79	1580	 Percent: 41% 24% Count: 32 19
	Spring 2024 STAAR Grade 4 Reading Language Arts Online, ASL, and Proctored Administration Forms	▼	STAAR Summative	4	STAAR 3-8 Spring 2024 RLA	60	1534	 Percent: 22% 35% Count: 13 21
	Spring 2024 STAAR Spanish Grade 4 Reading Language Arts Online and ASL Forms	▼	STAAR Summative	4	STAAR 3-8 Spring 2024 RLA	6	1405	 Percent: 50% 17% Count: 3 1
	Spring 2024 STAAR Grade 5 Reading Language Arts Online, ASL, and Proctored Administration Forms	▼	STAAR Summative	5	STAAR 3-8 Spring 2024 RLA	37	1591	 Percent: 19% 30% 24% Count: 7 11 5
	Spring 2024 STAAR Grade 7 Reading Language Arts Online, ASL, and Proctored Administration Forms	▼	STAAR Summative	7	STAAR 3-8 Spring 2024 RLA	58	1624	 Percent: 26% 34% Count: 15 20
	Spring 2024 STAAR Grade 8 Reading Language Arts Online, ASL, and Proctored Administration Forms	▼	STAAR Summative	8	STAAR 3-8 Spring 2024 RLA	68	1717	 Percent: 16% 28% 34% Count: 11 19 34
	Spring 2024 STAAR Spanish Grade 3 Reading Language Arts Online and ASL Forms	▼	STAAR Summative	3	STAAR 3-8 Spring 2024 RLA	12	1268	 Percent: 58% Count: 7
	Spring 2024 STAAR Spanish Grade 5 Reading Language Arts Online and ASL Forms	▼	STAAR Summative	5	STAAR 3-8 Spring 2024 RLA	29	1537	 Percent: 28% 28% Count: 8 8

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution
Spring 2024 STAAR Grade 8 Science Online, ASL, and Proctored Administration Forms	▼ STAAR Summative	8	STAAR 3-8 Spring 2024 Sci & SS	68	3900	 Percent: 21% 38% 32% Count: 14 26 22
Spring 2024 STAAR Grade 5 Science Online, ASL, and Proctored Administration Forms	▼ STAAR Summative	5	STAAR 3-8 Spring 2024 Sci & SS	65	3667	 Percent: 38% 40% Count: 25 26
Spring 2024 STAAR Spanish Grade 5 Science Online and ASL Forms	▼ STAAR Summative	5	STAAR 3-8 Spring 2024 Sci & SS	1	2928	 Percent: 100% Count: 1

Student Learning Strengths

63% of our eighth graders passed the 2024 Social Studies STAAR which is up from 44% on the 2023 STAAR.

5th Math had an 89% passing rate on STAAR.

8th Reading had an 84% passing rate on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: While the growth on STAAR was strong our overall passing rate needs to improve .Despite various interventions and support programs, indicating a pressing need for targeted strategies to enhance student understanding and performance on these critical assessments. **Root Cause:** The root cause of the consistently low percentage of students achieving mastery on STAAR from 2021 to 2023 appears to be a combination of insufficient alignment between the curriculum and STAAR standards, gaps in teacher professional development related to effective instructional strategies, and inadequate individualized student support.

School Processes & Programs

School Processes & Programs Summary

District Curriculum and Instruction team provides professional development to staff.

Instructional coaches, interventionists, counselor and campus administrators hold A-Team meetings to make strategic decisions and schedules.

Campus Administrators and Instructional Coaches lead grade level Look-forwards.

Communication to parents is provided through flyers and school status.

Communication to staff is provided through Group Me and email.

Technology is 1 to 1

Extracurricular Activities are available for middle school students: soccer, basketball, volleyball, and cheerleading

The school uses PBIS for school behavior and culture.

School Processes & Programs Strengths

Extracurricular activities help to motivate students and help create a positive school culture.

Look-forwards provide teachers guidance and time to practice upcoming TEKS before they are taught.

1 to technology allows for all students to have access to digital platforms to enhance learning

Problem Statements Identifying School Processes & Programs Needs

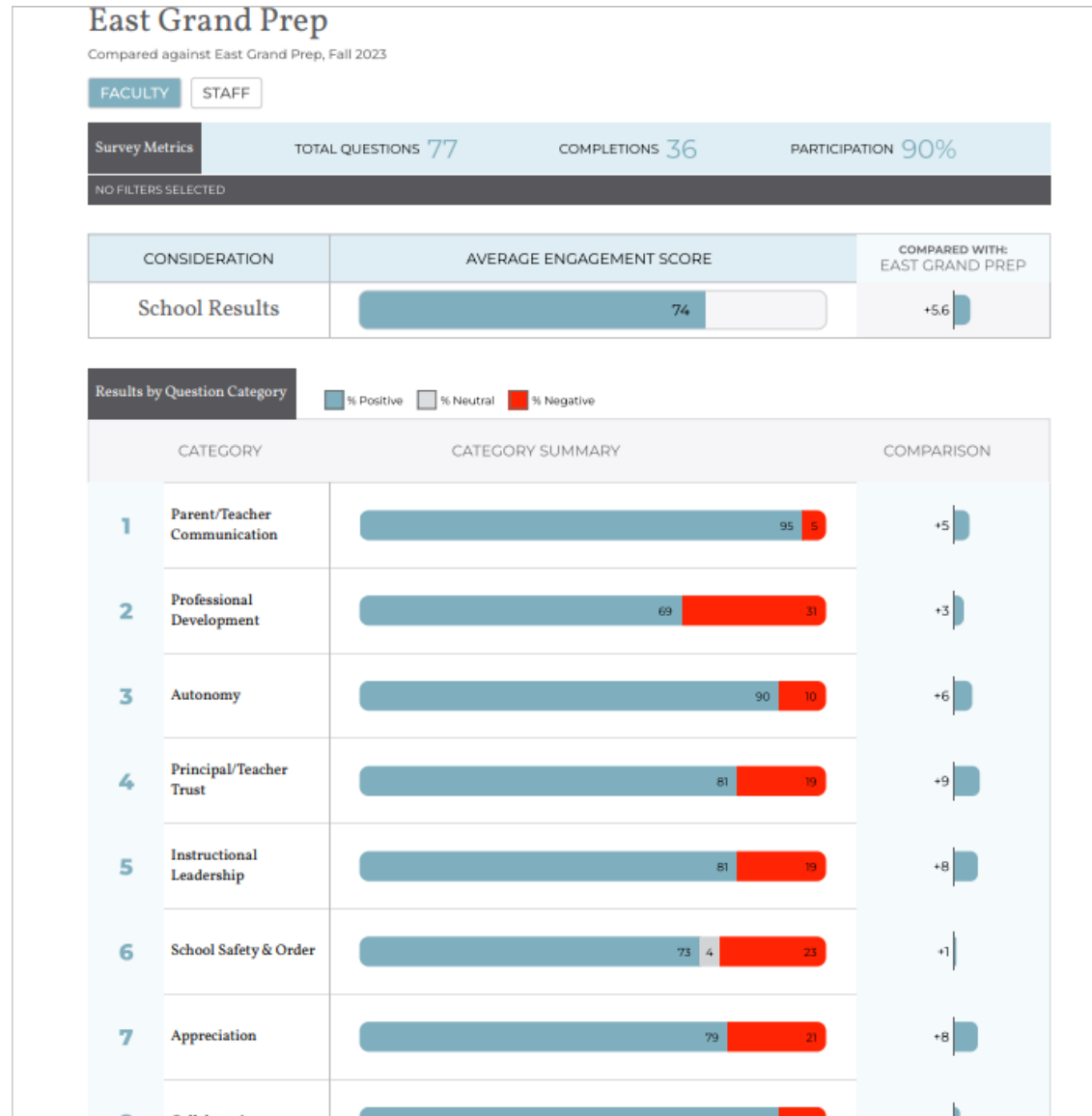
Problem Statement 1: Most professional development for teachers is planned and delivered by district or campus administrators. Our staff survey showed that teachers would like more input in professional development and would also like to have more opportunities to lead the campus. **Root Cause:** A strong process was not in place to communicate with lead teachers over needs throughout the school year.

Perceptions

Perceptions Summary

Upbeat survey for staff given at the end of the 2023-2024 school year.

Parent survey will be given at the BOY and EOY

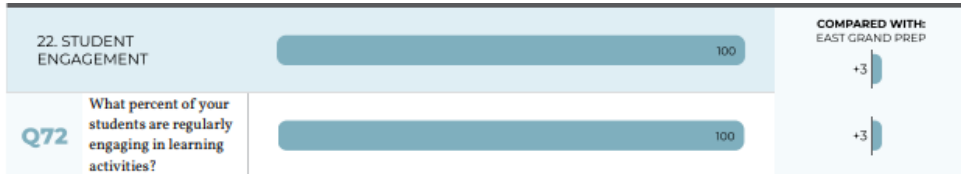


8	Collaboration	90	10	+2
9	Work/Life Balance	91	9	+8
10	Resources & Facilities	64	36	+1

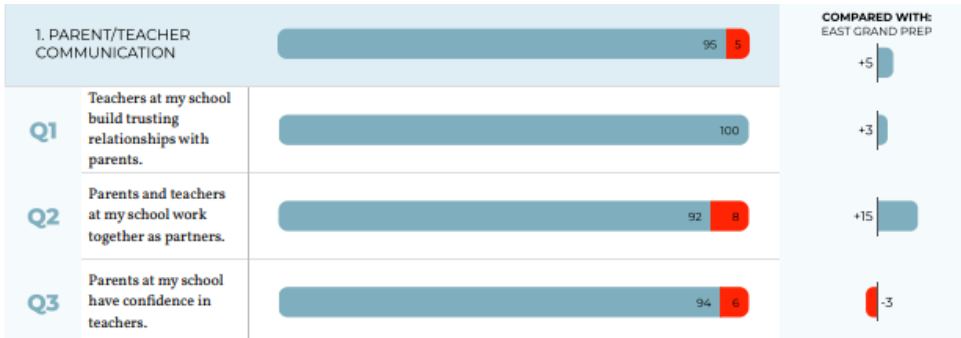
11	Self-Efficacy	94	6	+1
12	Evaluation	75	25	+4
13	Teacher Voice & Leadership	71	29	+12
14	Recruitment, Hiring & Onboarding	72	28	-1
15	Compensation & Career Path	69	31	+3
16	Belonging & Wellbeing	89	11	+6
17	Diversity	83	17	-3
18	Equity	94	6	+4
19	Inclusion	89	11	+5
20	Cultural Competence	66	34	-2
21	Care & Commitment	93	7	-3
22	Student Engagement	100	0	+3

Perceptions Strengths

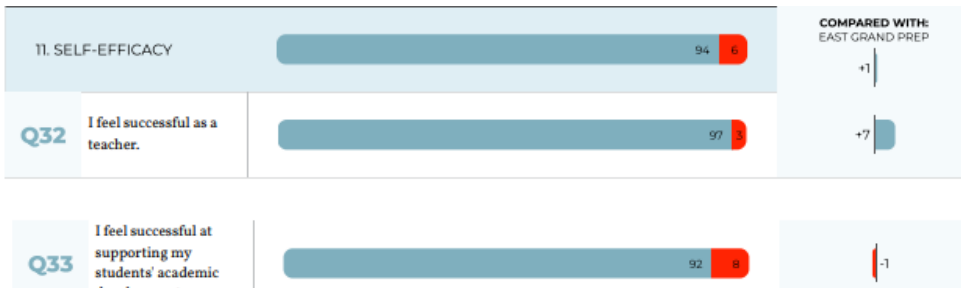
Student Engagement



Parent Teacher Communication

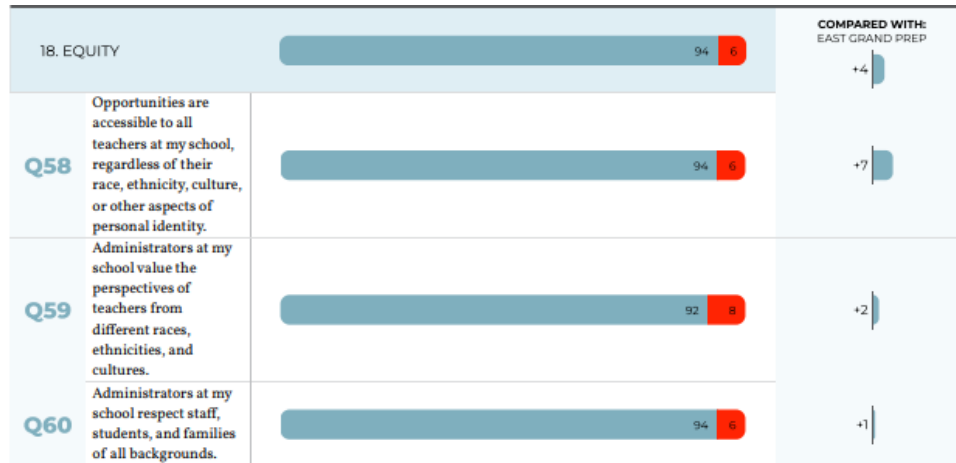


Self-Efficacy





Equity



Problem Statements Identifying Perceptions Needs

Problem Statement 1: In recent surveys conducted within our school, 53% of the respondents indicated that "we do not discuss issues of race, ethnicity, and culture at my school." This significant feedback highlights a pressing need to address and integrate discussions on these critical topics into our school's culture and curriculum. **Root Cause:** The school may have a historical context or tradition of avoiding controversial or sensitive topics, including race, ethnicity, and culture. This can create a climate where such discussions are not normalized or encouraged.

Priority Problem Statements

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: Improve student achievement on STAAR from 79% to 83% by May 2025

High Priority





HB3 Goal

Evaluation Data Sources: Student achievement on Domain one will be measured by the April STAAR tests

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade Level Lookforwards, Lookbacks, and Vertical Alignment Meetings</p> <p>Strategy's Expected Result/Impact: Holding weekly PLCs and vertical alignment improves content knowledge and best teaching practices over upcoming standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Subject leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Student Achievement Celebrations</p> <p>Strategy's Expected Result/Impact: Celebrating student achievements will boost students' intrinsic motivation to excel academically and personally. Recognitions and rewards will encourage students to set higher goals and take ownership of their learning journey. Regular recognition of academic achievements will create a culture of excellence, inspiring students to strive for better grades and higher performance in standardized tests.</p> <p>Staff Responsible for Monitoring: Campus administrators and grade level chairs.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Goal setting meetings with students</p> <p>Strategy's Expected Result/Impact: This strategy aims to enhance student accountability, improve academic performance, and foster a growth-oriented school culture. Regular goal-setting meetings will encourage students to take ownership of their learning and personal development. Students will feel more invested in their learning journey, as they see their progress and achievements reflected in their goal-setting plans.</p> <p>Staff Responsible for Monitoring: Campus administrators and teachers.</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: After school and Saturday Tutoring Strategy's Expected Result/Impact: Tutoring during non school hours will allow for additional time for teachers to target instruction towards academic gaps. Staff Responsible for Monitoring: Teachers and Campus Administrators Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 1: Improve Student Achievement

Performance Objective 2: Improve K-2 Reading performance percentile from 61st percentile to 65th percentile by May 2025

High Priority

Evaluation Data Sources: Student Achievement on MAP will be measured using May MAP test.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Achievement Celebrations</p> <p>Strategy's Expected Result/Impact: Celebrating student achievements will boost students' intrinsic motivation to excel academically and personally. Recognitions and rewards will encourage students to set higher goals and take ownership of their learning journey. Regular recognition of academic achievements will create a culture of excellence, inspiring students to strive for better grades and higher performance in standardized tests.</p> <p>Staff Responsible for Monitoring: Campus administrators and grade level chairs.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade level Lookforward, Lookback, and Vertical Alignment PLCs</p> <p>Strategy's Expected Result/Impact: Holding weekly PLCs and vertical alignment improves content knowledge and best teaching practices over upcoming standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Subject Leads</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: After School and Saturday tutoring</p> <p>Strategy's Expected Result/Impact: Tutoring during non school hours will allow for additional time for teachers to target instruction towards academic gaps.</p> <p>Staff Responsible for Monitoring: Teacher and Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Improve Student Achievement

Performance Objective 3: Improve K - 2 Math performance percentile from 53rd percentile to 60th percentile by May 2025

Evaluation Data Sources: Student achievement percentile will be measured using May MAP test.

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Achievement Celebrations</p> <p>Strategy's Expected Result/Impact: Celebrating student achievements will boost students' intrinsic motivation to excel academically and personally. Recognitions and rewards will encourage students to set higher goals and take ownership of their learning journey. Regular recognition of academic achievements will create a culture of excellence, inspiring students to strive for better grades and higher performance in standardized tests.</p> <p>Title I: 2.4, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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Goal 2: Improve Staff Capacity


Performance Objective 1: Foster continuous improvement on professional growth by leveraging staff expertise to provide training sessions based on the needs assessment survey findings.

Evaluation Data Sources: We will measure growth using the End of Year Upbeat surveys from 2024 and 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: By conducting regular needs assessment surveys, we will identify key areas for development and tailor training sessions to address these specific needs led by teachers with proven expertise.</p> <p>Strategy's Expected Result/Impact: Staff members will acquire new skills and knowledge aligned with their identified needs, enabling them to perform their roles more effectively and efficiently. Providing targeted training sessions based on staff expertise and needs assessment surveys will demonstrate the organization's commitment to employee development, fostering higher levels of engagement and satisfaction.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Facilitating strategic planning meetings with content leaders. These collaborative sessions will focus on aligning objectives and resources to ensure effective planning during Vertical PLCs.</p> <p>Strategy's Expected Result/Impact: Strategic planning meetings with content leaders will ensure alignment of objectives across vertical PLCs, promoting coherence and consistency in instructional approaches. Through focused discussions and analysis of data during planning meetings, staff will make informed decisions to address instructional needs and student learning gaps, driving continuous improvement in teaching and learning.</p> <p>Staff Responsible for Monitoring: Campus administrators and content lead teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 2: Improve Staff Capacity


Performance Objective 2: Establish an inclusive process that actively involves faculty and staff in developing, review, and implementation of school policies, procedures and instructional pacing by May 2025.

Evaluation Data Sources: We will measure growth using the End of Year Upbeat survey from 2024 and 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: By actively involving grade level chairs, who represent different perspectives, we can ensure a comprehensive approach that considers diverse viewpoints and experiences. Develop a systematic approach for soliciting input from faculty and staff at various stages of policy development.</p> <p>Strategy's Expected Result/Impact: Through the implementation of this inclusive policy development strategy, we anticipate a transformative shift in our school's governance dynamics, fostering a culture of collaboration, inclusion, transparency, and ownership to shape our collective success.</p> <p>Staff Responsible for Monitoring: Campus administrators and grade level chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Actively involve content leads in the creation of the IPC and the Assessment Calendar.</p> <p>Strategy's Expected Result/Impact: Allowing content leads from various grade levels to help create the calendars allows for strategic pacing for data meetings to ensure that we are addressing all instructional gaps found in data. This also ensures that all standards are taught before testing.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Content Leads, Instructional Coaches.</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Improve Staff Capacity

Performance Objective 3: To foster an inclusive and supportive campus environment that actively addresses and celebrates diversity promoting understanding and respect for all races, ethnicities, and cultures.

Evaluation Data Sources: We will measure growth using the End of Year Upbeat survey from 2024 and 2025

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement mandatory diversity training programs for faculty, and staff focused on cultural competency, unconscious bias, and intercultural communication.</p> <p>Strategy's Expected Result/Impact: EGP can create an environment where diversity is not only acknowledged but celebrated, and where all individuals feel valued, respected, and supported which will enhance professional relationships among staff and have a positive effect on students social - emotional development.</p> <p>Staff Responsible for Monitoring: Campus administrators, staff</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate diversity and promote a culture of inclusivity through campus-wide events and heritage months by getting input from teachers to create meaningful activities where students and staff can participate.</p> <p>Strategy's Expected Result/Impact: By creating inclusive spaces for dialogue, celebration, and collaboration, we can strengthen community cohesion and forge meaningful connections across lines of difference, fostering a sense of belonging and collective identity.</p> <p>Staff Responsible for Monitoring: Campus administrators and staff.</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 3: Improve Campus Culture


Performance Objective 1: Increase parent participation in school events, academic programs, and decision making processes.

Evaluation Data Sources: We will measure growth using BOY and EOY parent survey.

Strategy 1 Details	Reviews			
<p>Strategy 1: To increase the number of school wide events for students and their families we are creating committees to plan Math, Reading, and Science nights.</p> <p>Strategy's Expected Result/Impact: Increase of parent participation in school events by 20% from the BOY to the EOY based on parent survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will ensure that parents have the opportunity to have input in their students education through through the use of the Coffee with the Principal ,PTO meetings, and Middle School informational nights.</p> <p>Strategy's Expected Result/Impact: Parent satisfaction of how administrators allowing parents to help with decision making will increase by _____% based on the BOY and EOY parent survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To celebrate and inform families of all that is happening at EGP we will communicating through a variety of methods, (School Status, Handouts, Monthly Newsletter)</p> <p>Strategy's Expected Result/Impact: Increase awareness of all school events and celebrations by 20% on Parent Survey from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 3: Improve Campus Culture





Performance Objective 2: To improve student behavior and foster a positive school culture we will implement and enhance our PBIS system aiming for a 10% increase positive behavior referrals and 15% reduction in behavior referrals by the end of the 2024-2025 school year.

Evaluation Data Sources: We will measure growth using the BOY and EOY parent survey as well as Skyward behavior reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Positive Referral System will be used to increase the number of positive notes and calls</p> <p>Strategy's Expected Result/Impact: The number of positive calls and notes home will increase by a minimum of 10% based on BOY and EOY parent surveys</p> <p>Staff Responsible for Monitoring: Teacher, Aides, Campus Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance Incentives</p> <p>Strategy's Expected Result/Impact: Student attendance will improve from _____% to _____% therefore increasing instructional minutes.</p> <p>Staff Responsible for Monitoring: Front office clerks, Campus Administrators,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve Campus Culture

Performance Objective 3: To boost staff morale we will implement celebrations aimed at fostering a positive work environment.

Strategy 1 Details	Reviews			
<p>Strategy 1: Wellness Wednesday- Once a month we will hold morale boosting activities</p> <p>Strategy's Expected Result/Impact: Keeping staff morale high will result in positive increase on staff survey and teacher retention</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Wellness Wednesday- Once a month we will hold staff celebrations.</p> <p>Strategy's Expected Result/Impact: Celebrating teacher achievement will encourage teacher growth and support teacher retention.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				