



House Bill 3 Annual goals

**Cityscape Schools Early Childhood Literacy and Mathematics
Proficiency Plans**

Revised: August 2024



Literacy

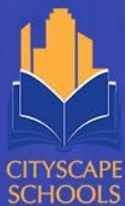


Early Childhood Literacy Progress Measure 1

The percent of PreK students that score On Track in Reading Phonological Awareness on CIRCLE will increase from 76% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	78%	80%	82%	84%

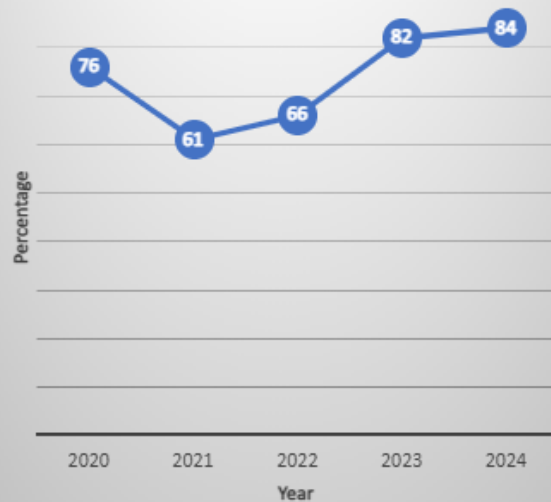


Progress Measure 1.1

Early Childhood Literacy Progress Measure 1.1: The percent of PreK students that score On Track in Reading Phonological Awareness on CIRCLE will increase from 76% to 84% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

Yearly Target Goal - Literacy





Campus Updates

Buckner Preparatory - Student count: 44; Rapid Letter: 60% On Track, 40% Needs Support. Rapid Vocabulary: 62% On Track, 38% Needs Support. Phonological Awareness Skills: 63% On Track, 37% Needs Support. Letras Rpidas: 83% On Track, 17% Needs Support. Vocabulario rapido: 58% On Track, 42% Needs Support. Conciencia fonologica: 65% On Track, 35% Needs Support. **Plans moving forward:** One-to-one coaching (district IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school professional development, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development.

**Campus Goal
Evaluation:
Slightly off track with
78%**

East Grand Preparatory - Student count: 83 ; Rapid Letter: 86% On Track, 14% Needs Support. Rapid Vocabulary: 77% On Track; 23% Needs Support. Phonological Awareness Skills: 48% On Track, 52% Need Support. Letras Rpidas: 67% On Track, 33% Need Support. Vocabulario Rapido: 84% On Track, 16% Needs Support. Conciencia fonologica: 50% On Track, 50% Needs Support. **Plans moving forward:** One-to-one coaching (district IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly curriculum PLCs and after-school professional development, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development.

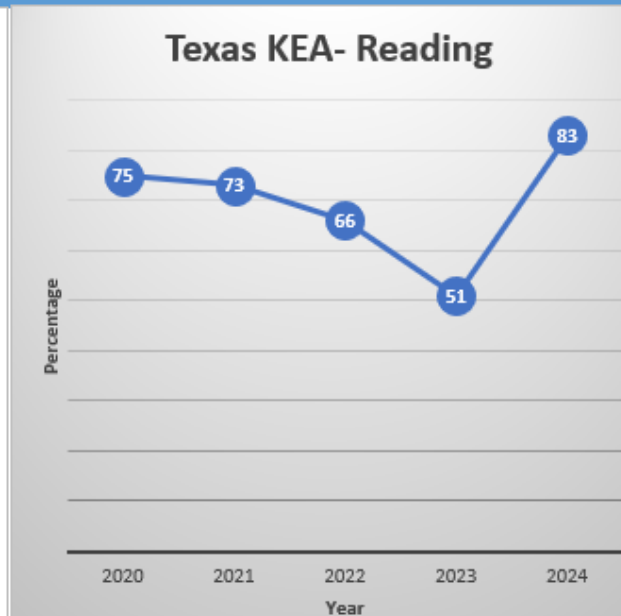
**Campus Goal
Evaluation:
On track with 86%**



Progress Measure 1.2

Early Childhood Literacy Progress Measure 1.2: The percent of K students that score on grade level or above on Texas-KEA will increase from 75% to 83% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.





Buckner Preparatory - Student count: 50; ELR (English) - Letter names, Letter sounds & Blending: 45% On Track, 55% Needs Support. ELR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 48% On Track, 48% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal
Evaluation:
Off Track with 47%**

East Grand Preparatory - Student count 80; ELR (English) Letter names, Letter sounds & Blending: 52% On Track, 48% Needs Support. ELR (Spanish) Nombres de las letras, Nombres de los sonidos, Juntando sonidos: 58% On Track, 42% Needs Support. **Plans moving forward:** One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

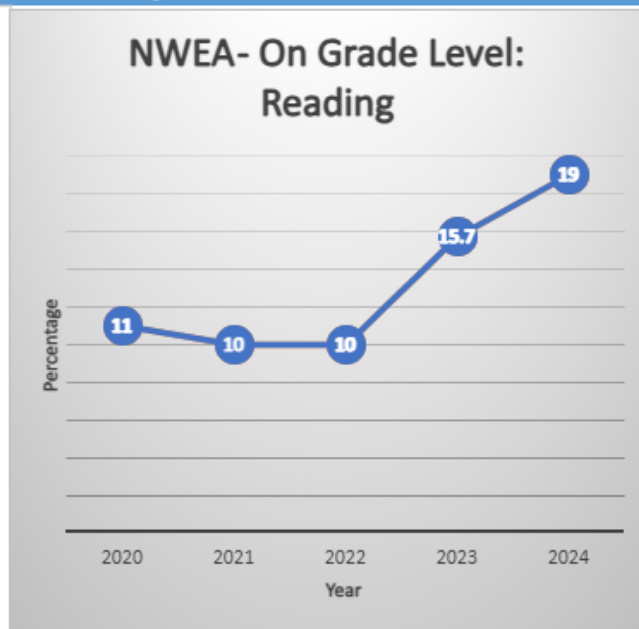
**Campus Goal
Evaluation:
Off Track with 55%**



Progress Measure 1.3

Early Childhood Literacy Progress Measure 1.3: The percent of 1st through 3rd grade students that score on grade level or above in Reading on Winter NWEA MAP test (Projected to STAAR Meets) will increase from 11% to 19% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

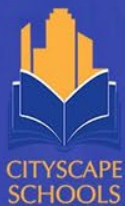




Closing the Gaps Student Groups

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled
2020	10%	13%	-	-	-	-	-	7%	13%	-	13%	13%
2021	3%	10%	*	-	-	-	-	2%	10%	-	6%	N/A
2022	4%	11%						16%	10%		15%	N/A
2023	15%	16%	*	-	-	-	-	*	16%	-	16%	N/A



Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 40% by June 2024.

Overall Goal
Evaluation:
Off Track

Campus Updates

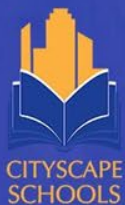
Buckner Preparatory- Student count: 31; Did not Meet Count: 7 , Percent: 35%; Approaches Count: 7, Percentage: 63%; Meets Count: 4, Percent: 30%; Masters Count: 2, Percent: 10%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, grade level specific supports through make-and-takes (for guided reading time), relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal
Evaluation:
Off Track (30% vs 40%)

East Grand Preparatory- Student count: 61; Did not Meet Count: 26, Percent: 40.7%; Approaches Count: 16, Percent: 56%; Meets Count: 11, Percent: 30%; Masters Count: 5, Percent: 10%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on guided reading, stations for guided reading, grade level specific supports through make-and-takes, relevant student friendly teaching (Learning and the Brain strategies), culturally relevant classroom libraries, TEA Reading Academies, SEL - 7 Mindsets.

Campus Goal
Evaluation:
Off Track (30% vs. 40%)

[HB 3 Board Goals and Plans 1.2023](#)



Literacy Campus Plans

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	19%	22%	-	-	-	-	-	12%	22%	-	22%	22%	19%
2021	21%	24%	-	-	-	-	-	14%	24%	-	24%	24%	21%
2022	23%	26%	-	-	-	-	-	16%	26%	-	26%	26%	23%
2023	25%	28%	-	-	-	-	-	18%	28%	-	28%	28%	25%
2024	27%	30%	-	-	-	-	-	20%	30%	-	30%	30%	27%

EC Literacy Targeted Professional Development Plan

In a continued effort to close the achievement gap, Cityscape schools has set targeted SMART goals. To accelerate the learning High Quality Instructional Materias (HQJM) were provided for all grade levels starting with PK. The HQJM implementation plan was designed to help teachers strategize on implementation of Research Based Instructional Strategies (RBIS) during Professional Learning Community (PLC) time. By utilizing this format, teachers were able to focus on the internalization and rehearsal of the lessons as well as conduct data analysis for differentiated instruction planning. Teachers received lesson plans that were aligned across grade levels with targeted standards, while principals focused on action steps for planning, leading, and monitoring effective implementation. PreK has been trained by Region 10 on Teaching Strategies, curricular tools for all content areas. Teaching Strategies was selected because it is a comprehensive, research-based curriculum that includes inquiry, exploration, and discovery as the foundation for learning through seven thematic units. This curriculum targets academic, social emotional, and cognitive development. For Kinder through 8th grades SAVVAS was selected for HQJM. SAVVAS is aligned to research based instructional strategies, supports all students accessing grade-level content, and includes embedded assessments/progress monitoring aligned to lesson plans and scopes. Professional development on both curricular tools was given at the beginning of the 2022-2023 school year as well as on an ongoing basis throughout the school year. Cityscape specialized instructional coaches were able to provide one-on-one support and conducted targeted planning sessions with teachers. To have more impact, the Teaching and Learning division, in collaboration with administrators and coaches, tiered teachers for targeted support. As additional support, staff and teachers continued to engage in ongoing professional learning that is specific to their content area and instructional materials. Topics : Google Classroom and SAVVAS, Flipgrid, and Kahoot. Moreover, Cityscape teachers and instructional aides have been provided at least yearly formal, full-group professional development on the use of curricular and instructional resources for Literacy (TEKS Resource System, SAVVAS, Benchmark Phonics, Education Galaxy, Achieve 3000, I-Ready, Reading A-Z). Throughout the school year, PLC planning time was conducted every week for staff to connect with their grade level peers and to build staff capacity in lesson delivery and data analysis.

Teachers worked with horizontal and vertical teams to individualize lessons and assignments from adopted materials. Cityscape instructional coaches, as well as grade-level leaders, served as trainer-of-trainers for various learning opportunities such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.

PROFESSIONAL DEVELOPMENT IMPLEMENTED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years. Since 2017, Cityscape Schools has used the CLI Engage comprehensive professional development and assessment platform to train teachers and administer the CIRCLE for PK4 and Texas-KEA to assess Kindergarten readiness. Cityscape started the implementation of the TPRI and Tejas Lee assessments for 1st and 2nd grade during the 2020-2021 school year.

During the 2021-2022 school year, Cityscape Schools began a partnership with Southern Methodist University. The grant awarded included student vocabulary assessments, teacher training, direct coaching, and classroom resources for all kindergarten sections. The goal for this project was to develop students' vocabulary. During the 2022-2023 school year, Cityscape began a partnership with UT Health Houston-Children's Learning Institute (CLI). The grant and research includes resources, training, and coaching with a focus on vocabulary development for PreK.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	19%	22%	-	-	-	-	-	12%	22%	-	22%	22%	19%
2021	21%	24%	-	-	-	-	-	14%	24%	-	24%	24%	21%
2022	23%	26%	-	-	-	-	-	16%	26%	-	26%	26%	23%
2023	25%	28%	-	-	-	-	-	18%	28%	-	28%	28%	25%
2024	27%	30%	-	-	-	-	-	20%	30%	-	30%	30%	27%

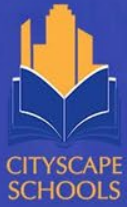
EC Literacy Targeted Professional Development Plan

In a continued effort to close the achievement gap, Buckner Preparatory was selected to participate in the Effective Schools Framework (ESF) Targeted Improvement Plan. As part of the action plan, Buckner Preparatory created SMART goals that included data analysis, observation protocols, feedback and coaching, and lesson delivery follow-ups. In addition, High Quality Instructional Materias (HQJM) were provided for all grade levels starting with PK. The HQJM implementation plan was designed to help teachers strategize on implementation of Research Based Instructional Strategies (RBIS) during Professional Learning Community (PLC) time. By utilizing this format, teachers were able to focus on the internalization and rehearsal of the lessons as well as conduct data analysis for differentiated instruction planning. Teachers received lesson plans that were aligned across grade levels with targeted standards, while principals focused on action steps for planning, leading, and monitoring effective implementation. PreK has been trained by Region 10 on Teaching Strategies, curricular tools for all content areas. Teaching Strategies was selected because it is a comprehensive, research-based curriculum that includes inquiry, exploration, and discovery as the foundation for learning through seven thematic units. This curriculum targets academic, social emotional, and cognitive development. For Kinder through 8th grades SAVVAS was selected for HQJM. SAVVAS is aligned to research based instructional strategies, supports all students accessing grade-level content, and includes embedded assessments/progress monitoring aligned to lesson plans and scopes. Professional development on both curricular tools was given at the beginning of the 2022-2023 school year as well as on an ongoing basis throughout the school year. Cityscape specialized instructional coaches were able to provide one-on-one support and conducted targeted planning sessions with teachers. To have more impact, the Teaching and Learning division, in collaboration with administrators and coaches, tiered teachers for targeted support. As additional support, staff and teachers continued to engage in ongoing professional learning that is specific to their content area and instructional materials. Topics : Google Classroom and SAVVAS, Flipgrid, and Kahoot. Moreover, Cityscape teachers and instructional aides have been provided at least yearly formal, full-group professional development on the use of curricular and instructional resources for Literacy (TEKS Resource System, SAVVAS, Benchmark Phonics, Education Galaxy, Achieve 3000, I-Ready, Reading A-Z). Throughout the school year, PLC planning time was conducted every week for staff to connect with their grade level peers and to build staff capacity in lesson delivery and data analysis.

Teachers worked with horizontal and vertical teams to individualize lessons and assignments from adopted materials. Cityscape instructional coaches, as well as grade-level leaders, served as trainer-of-trainers for various learning opportunities such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.

PROFESSIONAL DEVELOPMENT IMPLEMENTED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years. Since 2017, Cityscape Schools has used the CLI Engage comprehensive professional development and assessment platform to train teachers and administer the CIRCLE for PK4 and Texas-KEA to assess Kindergarten readiness. Cityscape started the implementation of the TPRI and Tejas Lee assessments for 1st and 2nd grade during the 2020-2021 school year.

During the 2021-2022 school year, Cityscape Schools began a partnership with Southern Methodist University. The grant awarded included student vocabulary assessments, teacher training, direct coaching, and classroom resources for all kindergarten sections. The goal for this project was to develop students' vocabulary. During the 2022-2023 school year, Cityscape began a partnership with UT Health Houston-Children's Learning Institute (CLI). The grant and research includes



Mathematics



Early Childhood Math Progress Measure 1

The percent of PreK students that score On Track on the Math Overall Measure on EOY CIRCLE will increase from 84% to 92% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
84%	86%	88%	90%	92%



Progress Measure 2.1

Early Childhood Math Progress Measure 2.1: The percent of PreK students that score On Track on the Math Overall Measure on EOY CIRCLE will increase from 84% to 92% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.





Buckner Preparatory - Student count: 44; Rote counting: 35% On Track, 65% Needs Support. Shape naming: 67% On track, 33% Needs Support. Number Discrimination 86% On Track, 14% Needs Support. Number naming: 74% On Track, 26% Needs Support. Shape discrimination: 73% On Track, 27% Needs Support. Counting sets: 52% On Track, 48% Needs Support. Operations: 23% On Track, 77% Needs Support. **Plans moving forward:** One-to-one coaching (district IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets)

**Campus Goal Evaluation:
Off track with 73%**

East Grand Preparatory - Student count: 83; Rote counting: 70% On Track, 30% Needs Support. Shape naming: 88% On Track, 12% Needs Support. Number discrimination: 85% On Track, 15% Needs Support. Number naming: 76% On Track, 24% Needs Support. Shape discrimination: 87% On Track, 13% Needs Support. Counting sets: 77% On Track, 23% Needs Support. Operations: 41% On Track, 59% Needs Support. **Plans moving forward:** One-to-one coaching (district IC & direct teacher supervisor), guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:
Slightly off track with 88%**

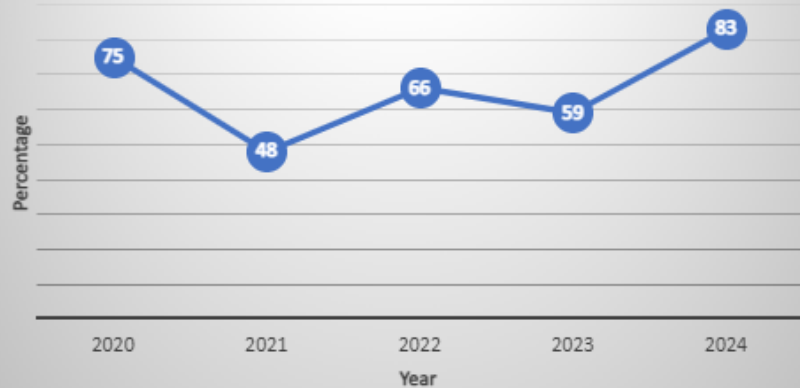


Progress Measure 2.2

Early Childhood Math Progress Measure 2.2: The percent of K students that score on grade level or above on Math Texas-KEA will increase from 75% to 83% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

Yearly Target Goal - Literacy





Campus Updates

Buckner Preparatory - **Student count: 50**; Math skills: 55% On Track, 45% Needs Support. Plans moving forward: One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly curriculum meet-ups and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:
Off track with 54%**

East Grand Preparatory - **Student count: 80**; Math skills: 63% On Track, 37% Needs Support. Plans moving forward: One-to-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, emphasis on developmentally appropriate practices, grade level specific supports through make-and-take training sessions, culturally relevant classroom libraries and Social Emotional Development (7 Mindsets).

**Campus Goal Evaluation:
Off track with 63%**

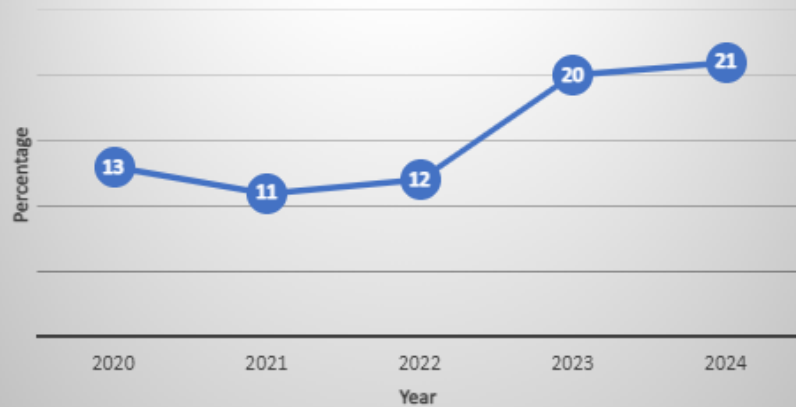


Progress Measure 2.3

Early Childhood Math Progress Measure 2.3: The percent of 1st through 3rd grade students that score on grade level or above in Math on Winter NWEA MAP test (Projected to STAAR Meets) will increase from 13% to 21% by June 2024.

This section describes the current status of the progress measure providing graphable data in comparison to the yearly targets and a break down of data showing the progress of each student group represented in the closing the gaps domain.

On Grade Level -NWEA Math





Closing the Gaps Student Groups

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	10%	13%	-	-	-	-	-	5%	13%	-	13%	13%	N/A
2021	6%	12%	*	-	-	-	-	15%	12%	-	9%	N/A	N/A
2022	3%	14%						12%	14%		11%	N/A	N/A
2022	20%	20%	*	-	-	-	-	*	20%	-	20%	N/A	N/A



Board Outcome Goal Progress Monitoring Report

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 35% to 41% by June 2024.

Overall Goal Evaluation:
Off Track

Campus Updates

Buckner Preparatory- Student count: 31; Did not Meet Count: 10, Percent: 32.3%; Approaches Count: 11, Percentage: 70%; Meets Count: 9, Percent: 33%; Masters Count: 1, Percent: 3%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, manipulatives available in every classroom, guided math, relevant student friendly teaching (Learning and the Brain strategies), SEL and 7- Mindsets.

Campus Goal Evaluation:
Off Track (33% vs. 41%)

East Grand Preparatory- Student count: 58; Did not Meet Count: 31, Percent: 43.7%; Approaches Count: 28, Percentage: 55%; Meets Count: 8, Percent: 16%; Masters Count: 4, Percent: 5%. **Plans moving forward:** One-on-One coaching, guided data analysis to target instruction and small groups, manipulatives in every classroom, guided math and station supports, ongoing professional development through weekly PLCs and after-school PD, ongoing Eureka training, grade level specific supports through make-and-takes, relevant student friendly teaching (Learning and the Brain strategies), SEL- 7 Mindsets.

Campus Goal Evaluation:
Off Track (16% vs. 41%)



Mathematics Campus Plans

Yearly Target Goals													
2020	2021	2022	2023	2024									
13%	15%	17%	19%	21%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Turner Hero Reser	Special Ed (Former)	Eco. Diradv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	10%	13%	-	-	-	-	-	5%	13%	-	13%	13%	N/A
2021	12%	15%	-	-	-	-	-	7%	15%	-	15%	15%	N/A
2022	14%	17%	-	-	-	-	-	9%	17%	-	17%	17%	N/A
2023	16%	19%	-	-	-	-	-	11%	19%	-	19%	19%	N/A
2024	18%	21%	-	-	-	-	-	13%	21%	-	21%	21%	N/A

EC Math Targeted Professional Development Plan

In a continued effort to close the achievement gap, Cityscape schools has set targeted SMART goals. To accelerate the learning High Quality Instructional Materias (HQIM) were provided for all grade levels starting with PK. The HQIM implementation plan was designed to help teachers strategize on implementation of Research Based Instructional Strategies (RBIS) during Professional Learning Community (PLC) time. By utilizing this format, teachers were able to focus on the internalization and rehearsal of the lessons as well as conduct data analysis for differentiated instruction planning. Teachers received lesson plans that were aligned across grade levels with targeted standards, while principals focused on action steps for planning, leading, and monitoring effective implementation. PreK has been trained by Region 10 on Teaching Strategies, curricular tools for all content areas. Teaching Strategies was selected because it is a comprehensive, research-based curriculum that includes inquiry, exploration, and discovery as the foundation for learning through seven thematic units. This curriculum targets academic, social emotional, and cognitive development. For Kinder through 8th grades Eureka was selected for HQIM. Eureka is aligned to research based instructional strategies, supports all students accessing grade-level content, and includes embedded assessments/progress monitoring aligned to lesson plans and scopes. Professional development on both curricular tools was given at the beginning of the 2022-2023 school year as well as on an ongoing basis throughout the school year. Cityscape specialized instructional coaches were able to provide one-on-one support and conducted targeted planning sessions with teachers. To have more impact, the Teaching and Learning division, in collaboration with administrators and coaches, tiered teachers for targeted support. As additional support, staff and teachers continued to engage in ongoing professional learning that is specific to their content area and instructional materials. Topics : Google Classroom, Eureka, STMath, and Kahoot. Moreover, Cityscape teachers and instructional aides have been provided at least yearly formal, full-group professional development on the use of curricular and instructional resources for Math (TEKS Resource System, Eureka, STMath, Education Galaxy, Achieve 3000, Zearn, and i-Ready). Throughout the school year, PLC planning time was conducted every week for staff to connect with their grade level peers and to build staff capacity in lesson delivery and data analysis. Teachers worked with horizontal and vertical teams to individualize lessons and assignments from adopted materials. Cityscape instructional coaches, as well as grade-level leaders, served as trainer-of-trainers for various learning opportunities such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.

PROFESSIONAL DEVELOPMENT IMPLEMENTED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years (including Math teachers). Since 2017, Cityscape Schools has used the CLI Engage comprehensive professional development and assessment platform to train teachers and administer the CIRCLE for PK4 and Texas-KEA to assess Kindergarten readiness. Cityscape started the implementation of the TPRI and Texas Lee assessments for 1st and 2nd grade during the 2020-2021 school year.

During the 2021-2022 school year, Cityscape Schools began a partnership with Southern

Yearly Target Goals													
2020	2021	2022	2023	2024									
13%	15%	17%	19%	21%									
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Turner Hero Reser	Special Ed (Former)	Eco. Diradv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	10%	13%	-	-	-	-	-	5%	13%	-	13%	13%	N/A
2021	12%	15%	-	-	-	-	-	7%	15%	-	15%	15%	N/A
2022	14%	17%	-	-	-	-	-	9%	17%	-	17%	17%	N/A
2023	16%	19%	-	-	-	-	-	11%	19%	-	19%	19%	N/A
2024	18%	21%	-	-	-	-	-	13%	21%	-	21%	21%	N/A

EC Math Targeted Professional Development Plan

In a continued effort to close the achievement gap, Buckner Preparatory was selected to participate in the Effective Schools Framework (ESF) Targeted Improvement Plan. As part of the action plan, Buckner Preparatory created SMART goals that included data analysis, observation protocols, feedback and coaching, and lesson delivery follow-ups. In addition, High Quality Instructional Materias (HQIM) were provided for all grade levels starting with PK. The HQIM implementation plan was designed to help teachers strategize on implementation of Research Based Instructional Strategies (RBIS) during Professional Learning Community (PLC) time. By utilizing this format, teachers were able to focus on the internalization and rehearsal of the lessons as well as conduct data analysis for differentiated instruction planning. Teachers received lesson plans that were aligned across grade levels with targeted standards, while principals focused on action steps for planning, leading, and monitoring effective implementation. PreK has been trained by Region 10 on Teaching Strategies, curricular tools for all content areas. Teaching Strategies was selected because it is a comprehensive, research-based curriculum that includes inquiry, exploration, and discovery as the foundation for learning through seven thematic units. This curriculum targets academic, social emotional, and cognitive development. For Kinder through 8th grades Eureka was selected for HQIM. Eureka is aligned to research based instructional strategies, supports all students accessing grade-level content, and includes embedded assessments/progress monitoring aligned to lesson plans and scopes. Professional development on both curricular tools was given at the beginning of the 2022-2023 school year as well as on an ongoing basis throughout the school year. Cityscape specialized instructional coaches were able to provide one-on-one support and conducted targeted planning sessions with teachers. To have more impact, the Teaching and Learning division, in collaboration with administrators and coaches, tiered teachers for targeted support. As additional support, staff and teachers continued to engage in ongoing professional learning that is specific to their content area and instructional materials. Topics : Google Classroom, Eureka, STMath, and Kahoot. Moreover, Cityscape teachers and instructional aides have been provided at least yearly formal, full-group professional development on the use of curricular and instructional resources for Math (TEKS Resource System, Eureka, STMath, Education Galaxy, Achieve 3000, i-Ready, Zearn). Throughout the school year, PLC planning time was conducted every week for staff to connect with their grade level peers and to build staff capacity in lesson delivery and data analysis. Teachers worked with horizontal and vertical teams to individualize lessons and assignments from adopted materials. Cityscape instructional coaches, as well as grade-level leaders, served as trainer-of-trainers for various learning opportunities such as Integrating Technology in the Classroom, How to Create Common Assessments, Video Recordings, Collaborative Learning via discussion boards in Google Classroom, Uploading Assignments, and Flipgrid.

PROFESSIONAL DEVELOPMENT IMPLEMENTED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years (including Math teachers). Since 2017, Cityscape Schools has used the CLI Engage comprehensive professional development and assessment platform to train teachers and administer the CIRCLE for PK4 and Texas-KEA to assess Kindergarten readiness. Cityscape started the



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