



DISTRICT IMPROVEMENT PLAN 2025-2026



VISION STATEMENT

Our vision is to work in partnership with families to prepare children and young people to fulfill productive leadership roles in society.

MISSION STATEMENT

Cityscape Schools, Inc. exists to work in an educational partnership with families. We desire to provide a distinctive environment of educational opportunity for all children and young people in our community. Cityscape students will have the opportunity to become well prepared, life-long learners possessing the character, knowledge, and wisdom necessary to succeed, lead, and contribute to their community and to society, as a whole.

PHILOSOPHY OF EDUCATION

The philosophy of education at Cityscape Schools, Inc. is grounded in the belief that every student can learn and that working together with parents, we can ensure success for each student.

INTRODUCTION

Under provisions of the Texas education code, every school district is required to develop a district plan to improve student performance. Cityscape Schools ISD utilizes a collaborative planning process including community and staff input to develop the district's education plan. District and campus plans are developed annually to be mutually supportive of the state goals and objectives under Education Code, Chapter 4.

In Cityscape Schools, the planning team is known as the **District Educational Improvement Committee (DEIC)** and the plan is known as the **District Improvement Plan (DIP)**. The Chief

Officer of Culture and Climate for the district oversees the meeting procedures of the district-level planning and decision-making committee, and the Board of Directors annually approves the plan's recommendations.

Ultimately, the district's goal for each Cityscape campus is to provide students with the opportunity to be well-prepared for success in college and other post-secondary opportunities. Set forth below are the core values stated or implied by the district's mission, vision, and philosophy:

- Families are charged with the primary responsibility for the comprehensive well-being of their children and the district must, therefore, work in partnership with the family.
- The greatest need of the students is to know that they are loved and respected by all staff in all circumstances.
- The primary assumption of the district is that all students are college bound.
- The district will provide students with developmentally appropriate opportunities to acquire the knowledge and values necessary for success throughout their school years up to and including college.
- The district will provide students with developmentally appropriate instruction that addresses the spiritual, academic, intellectual, social, emotional, physical and creative needs of its students.
- All students have the potential to serve their community and their fellow man as leaders and role models.
- All students deserve a high-quality college bound education regardless of their zip code.

The expected student outcomes stated or implied by the district's vision, mission and philosophy is that students will:

- Model their lives after adults exhibiting wisdom, character and a love of learning.
- Acquire basic academic skills.
- Take advantage, when appropriate, of advanced academic opportunities.
- Develop a strong work ethic.
- Be motivated.
- Develop thinking skills.
- Develop self-discipline.
- Develop the skills to acquire knowledge independently.
- Develop a love of learning.
- Learn to use the full range of their intellectual abilities: knowledge, comprehension, application, analysis, synthesis and evaluation.
- Develop healthy relationships.
- Know that they are loved and respected in all circumstances and by all faculty and staff.
- Recognize the human body as a temple with the implications this brings regarding health, fitness and lifestyle choices.
- Cultivate and develop their creative talents while guiding them to use and apply those creative gifts and abilities in service to their community and their fellow man.

- Remain faithful to the values learned through district campuses in the face of pressure to compromise.

Cityscape uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing schoolwide programs as authorized under the provisions of Public Law 107-110, Section 1114. The district conducted comprehensive needs assessment surveys at the end of last year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations.

DISTRICT COMPREHENSIVE NEEDS ASSESSMENT

If a district has a campus that operates as a Title I, Part A schoolwide program, the comprehensive needs assessment (CNA) is the first step of a required, year-long planning process. Both East Grand Preparatory and Buckner Preparatory currently operate as Title I, Part A schoolwide campuses. A district with a campus that already operates a schoolwide program can use this planning process to update or revise its existing district improvement plan. An updated CNA, in particular, can help the district identify how its needs have changed over time.

The CNA is critical to planning and implementing a successful district-wide program. The purpose of the CNA is to identify your district's educational strengths and the areas that need improvement. This will help prioritize the areas that most affect student achievement and guide the development of your district improvement plan.

During the spring and summer of 2025, 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 2025-2026 academic school year. These district-wide planning teams organized data in four identified areas of focus. **The four committees were separated into the following categories: 1) Demographics** (chaired by Dr. Billy Ferrell, Climate & Culture) 2) **Student Learning** (chaired by Ms. Elda Rojas, Superintendent); 3) **District Processes and Programs** (chaired by Ms. Elda Rojas, Superintendent); and 4) **Perceptions** (chaired by Dr. Billy Ferrell, Climate & Culture). Each committee was comprised of district staff, campus staff, teachers, paraprofessionals, 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 2025-2026 DEIC's names and specific role are outlined below (signed attestation of meeting attendance is kept in district office of Climate, Culture and Student Services:

Demographics Committee: (meeting held on May 20, 2025)

Backus, Deborah - Student Services
 Cole, Iyanna – Middle School Student (BP)
 Ferrell, Dr. Billy – District Administrator
 Gomez-Fuentes, Norma - Special Populations
 Gonzalez, Marina – Parent
 Gonzalez-Amador, Jesus – Middle School Student (BP)
 Griffin-Howard, DeAnna - Teacher
 Huerta, Hector – Middle School Student (BP)
 Ibarra, Iker – Middle School Student (EGP)
 Lira, Dominga – Campus Administrator
 Miller, Norma – Community Member
 Pajavetovich, Maria – Special Populations
 Silva, Naida - Paraprofessional
 Smith, Danielle - Teacher
 Tims, Shelby - Executive Director of Human Resources
 Treviño, Dr. Emmanuel – Campus Administrator
 Wells, Chestiny – Middle School Student (EGP)

Perceptions Committee: (meeting held on May 13, 2025)

Betancourt, Keyla – Special Populations
 Dominguez, Erica – Human Resources
 Ferrell, Dr. Billy – District Administrator
 Gonzalez, Martin – Middle School Student (EGP)
 Kelsey, Anthony – Middle School Student (BP)
 Lara, Estelle – Community Member

Lujan, Gisselle - Middle School Student (EGP)
Miles, Lindsey - Teacher
Rodas, Astrid - Counselor
Rodriguez, Angel – Teacher
Rollins, Estefania - Parent
Sanchez, Celia – Campus Principal (EGP)
Seturino, Miguel – Middle School Student (BP)
Wade, Clarenica – Campus Principal (BP)
Wade, Da’Vonte - Teacher

District Processes and Programs Committee: (meeting held on June 25, 2025)

Alarcon, Lina - Director of Operations
Austin, Kimberly - Asst. Principal (EGP)
Boggs, Brock - Director of Information Technology
Brannon, Leonard – CEO and Co-founder
Camacho, Gabriela – Director of Curriculum, Instruction, and Assessment
Duran, Jessica – Business Manager
Ferrell, Billy – District Administrator
Garcia, Farren - Teacher
Gonzalez, Izel – Middle School Student (EGP)
Hernandez, Irene - Paraprofessional
Howard, Naima – Teacher
Guardado, Junior - Middle School Student (BP)
Martinez, Mona – Parent
Phillips, Seth – Ex Director of Communications and Enrollment
Reed, James – Community Member
Rojas, Elda, Superintendent
Ruiz, Luis – Middle School Student (EGP)
Vasquez, McKayla – Middle School Student (BP)

Student Achievement Committee: (meeting held on June 25, 2025)

Acevedo, Salvador – Teacher
Angel, Melissa - Paraprofessional
Basio Cruz, Gustavo – Middle School Student (EGP)
Brannon, Glenda – Community Member
Brown, London – Middle School Student (EGP)
Cabra, Diana - Teacher
Camacho, Gabriela – Director of Curriculum, Instruction, and Assessment
Ferrell, Billy – District Administrator
Gainus, La’Zyria - Middle School Student (BP)
Garcia, Maria - Teacher
Lujan, Landy - Parent
Nugent, Colin – IT Professional
Pajavetovich, Maria – Special Populations

Rojas, Elda, Superintendent
 Sanchez, Celia – Campus Principal (EGP)
 Vasquez, Javier - Middle School Student (BP)
 Wade, Clarencia – Campus Principal (BP)
 Walker, Alva – District SPED Director
 Winn, Yvonne – Counselor

For the seventh straight year, the DEIC was also tasked with reviewing last year’s DIP (2024-2025) and assigning a grade (A through F) for six specifically designed and strategic goals, in order to gauge the plan’s effectiveness and determine which, if any, goals, objectives, and key strategies were completed during the last academic year and which should be reviewed, revised, and/or continued into the current year. The six goals, their respective grades, and an explanation of the grade assignment are as follows:

Goal	Grade	Explanation/Justification
<p>Goal 1: Academic Achievement Compared to state standards, both Cityscape campuses will meet or exceed state averages for each exam, grade level, and each demographic group.</p>	<p>C</p>	<p>After two years of growth and earning a B (letter grade) on the state report card, the district fell to a C for the 2024-2025 academic school year. While many positive strides were made (e.g., EGP earned a B for their campus grade; 17 teachers earned TIA designations), the district fell short of our goal to be an A district for TEA’s accountability score.</p> <p>During the past school year, it is important to note that 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.</p> <p>In reviewing our MAP data from this past year, there was a decrease in the mean for individual teacher growth percentages (for the district) from 68 percent for the 2024-2025 academic school year to 61 percent for the 2024-2025 school year. Further, 13 teachers scored above the 70th percentile in student growth average as compared to 26 teachers last year. Finally, approximately 60 percent of our faculty scored 55 percent or higher in student growth average as compared to 83 percent last year. Thus,</p>

		<p>while these scores and percentiles still show promise, student growth is on a downward trend and must be corrected quickly and efficiently.</p> <p>As previously stated, our current projections point to a 74 (C) average for the 2024-2025 school year. The district averaged (in all subjects) 65 percent in Approaches, 38 percent in Meets, and 16 percent in Masters. This represents very little change from last year's percentages of 65/32/12. Since the district's goal in these categories is 90/60/30 (respectively), there is still room for academic improvement. The district saw poor performance in the student growth percentages of our African American, White, and SPED students, as compared with their classmates.</p> <p>With respect to the Pre-K program's CIRCLE data, the Prekindergarten CIRCLE data for the 2024-2025 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 fourth year in a row), which is not uncommon due to the developmental progress of skills in young children. For the coming school year, district and campus administrators plan to focus on those developmentally appropriate practices and activities to ensure that 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, Cityscape 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. Administrators will also provide professional development that focuses on blended learning and small group differentiation for math and reading during early August.</p>
Goal 2: Staff High Quality The district will attract and retain highly qualified, talented employees	B	The district had a successful year with respect to recruiting high quality staff, from hosting our own district job fairs throughout the spring

who demonstrate the willingness and ability to advance the academic achievement of all Cityscape students.		<p>and summer to our first CERT participant becoming fully certified to teach in the state of Texas.</p> <p>The district's TIA program grew from two designees in 2021-22 to 17 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.</p> <p>Teacher and staff retention has been steady, but there is room for improvement.</p>
<p>Goal 3: Family and Community Involvement</p> <p>Members of both district and campus leadership team will maintain a positive image with all stakeholder groups throughout the community.</p>	A-	<p>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. Student attendance remained constant at 93 percent 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.</p>
<p>Goal 4: Social/Emotional</p> <p>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</p>	B-	<p>The district purchased the social/emotional curriculum for 7 Mindsets (Teaching Mindsets. Changing Lives.) three years ago. During the past school year, it became evident that the curriculum was not being utilized with fidelity for every grade level in all three district buildings. Social emotional learning is critical to teach children the skills needed to manage emotions and build positive relationships.</p>

<p>a decrease in student discipline referrals.</p>		<p>There are many studies showing a positive correlation between social emotional learning and improved academic results.</p> <p>While district counselors performed admirably this past year, there are areas of improvement needed, such as implementing important policies and procedures, such as anti-bullying, self-harm, TCHAT partnership with Children’s Hospital, and truancy prevention.</p> <p>Even though the number of disciplinary concerns at both campuses is quite good, many teachers have expressed a desire to learn more about the district’s PBIS program and stronger classroom management skills. Thus, for the current year, the district will partner with Region 10 to have monthly meetings and trainings on PBIS and create a school in which all students succeed, both academically and behaviorally.</p> <p>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.</p>
<p>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.</p>	<p>A/A</p>	<p>Each year, the DEIC divides this goal into two separate grades. For 2024-2025, the grade of an A was given to the CEO, superintendent, and finance department, who were responsible for exercising financial responsibility and compliance with state, federal and local laws, and supported the district with both reasonable and necessary expenditures to support the learning processes. This past year’s financial audit had no material weaknesses of any type.</p>

		<p>At both campuses, fire, lockdown, and inclement weather drills were conducted at regular intervals all school year and a majority of key stakeholders surveyed stated they now know what to do in the case of an emergency. The district ensured the presence of full-time on-site security on our campuses, and 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.</p> <p>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.</p>
<p>Goal 6: Technology Integrated technology will be implemented and used to increase the effectiveness of student learning, instructional strategies, and staff development.</p>	A	<p>Year after year, the IT department has the daunting task of ensuring that all students and staff have appropriate equipment in order to carry out all academic activities for the entire year. And year after year, the IT department does all of this with positive attitudes and a smile. This is no small feat. Last year, the department had personnel changes, which were seamless with no noticeable interruptions or awkwardness. The department ensures that 100 percent of all Cityscape students have their own Chromebook or tablet to use for all classes in grades K through 8, and every Pre-K classroom was outfitted with a class set. Further, the majority of all formal assessments were offered 100 percent online with no errors or complaints. Finally, the department greatly assisted with implementation of a new TIA-related student survey, which was administered perfectly! From cybersecurity training to setting up sound systems for Student Council</p>

		elections, this team takes great care of the Cityscape family and is much appreciated.
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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 816 students in grades Pre-K through eight. 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 eighth grade. It has approximately 443 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.

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 Language Arts, Physical Education, Art, and Technology). The instructional programs include academic core subjects at various levels, such as 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 2024-2025 school year was approximately 80 percent Hispanic, 16 percent African American, 2 percent White, and 2 percent American Indian, Hawaiian/Native Pacific, and Asian. Approximately 95 percent of our students were economically disadvantaged, 14 percent of our students received special education services, and approximately 64 percent of our students comprised of Emergent Bilingual (EB) learners. The student gender distribution was divided between 49.9 percent females and 50.1 percent males. The 2024-2025 average daily student attendance (ADA) rate for the district remained steady at 93.3 (from 93.8 in 23-24), 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.

While teacher attendance was one of the district's priority problem statements for the 2024-2025 district improvement plan, there was marked improvement last year in this area. While nearly 40 percent of district teachers missed more than 8 days (two years ago), that percentage improved to only 27 percent of teachers missing the same amount of days for the most recently completed school year. continues to be a concern in all three school buildings. (Teachers are allotted 8 days they can utilize during the year for absences.) 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. District officials are pleased with this trend of teachers missing fewer days and serving their students to the best of their abilities.

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. This past year, four of the district's five athletic teams made the play-offs. Our boys' soccer team went all the way to the City Championship game and earned second place for the entire city for our league: TCSAAL. 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 the goal of 97 percent ADA. 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 2024-2025 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. The district's most recent STAAR data for all subjects (2024-2025) is 65 percent Approaches, 37.5 percent Meets, and 15.5 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 3: According to data provided by Skyward and Cityscape's PEIMS Director, the daily student attendance average for the 2024-2025 school year was 93.28 percent. The district average daily attendance (ADA) goal is 97 percent. Thus, 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 continue to create a culture in which strong attendance is the "norm," as well as minimize any and all obstacles to strong student attendance.

Problem Statement 5: Current classroom behavior management systems are not consistent throughout the district. Variability in enforcement across classrooms contributes to student confusion and presents the possibility of a disruptive learning environment. Thus, Cityscape Schools will ensure implementation of a unified, district-wide Positive Behavioral Interventions & Support (PBIS) framework with clear expectations and consistent staff training and accountability, with support from our local education center, Region 10.

Root Cause 5: Data taken from the 7Cs Components of Effective Teaching Student Survey showed the lowest scores related to classroom management and student behavior. While some teachers are employing strategies from the district's PBIS model, a majority still do not understand the program's premise and, therefore, have not adopted a change in their classroom management skills.

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.

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 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 Language Arts, 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 decrease in the mean for individual teacher growth percentages (for the district) from 68 percent for the 2024-2025 academic school year to 61 percent for the 2024-2025 school year. Further, 13 teachers scored above the 70th percentile in student growth average as compared to 26 teachers last year. Finally, approximately 60 percent of our faculty scored 55 percent or higher in student growth average as compared to 83 percent last year. Thus, while these scores and percentiles still show promise, student growth is on a downward trend and must be corrected quickly and efficiently.

Further, while the district averaged a B rating from the state education agency for the past two consecutive years (up from a D rating three years ago), our current projections point to a 74 (C) average for the 2024-2025 school year. The district averaged (in all subjects) 65 percent in Approaches, 38 percent in Meets, and 16 percent in Masters. This represents very little change from last year's percentages of 65/32/12. Since the district's goal in these categories is 90/60/30 (respectively), there is still room for academic improvement. The district saw poor performance

in the student growth percentages of our African American, White, and SPED students, as compared with their classmates.

STAAR data reflected negative percentile growth in students meeting Approaches performance targets, 6 percent growth in meeting Meets performance targets and 5 percent growth in meeting Masters performance targets. In ELAR Reading at East Grand Preparatory, fifth, sixth, 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 three, five, six, and eight. Buckner Preparatory saw slight increases in fourth grade Reading and grades three and six for Math performance. For Spanish Language Arts, the district saw little to no growth in both campuses except for fifth grade at East Grand Prep, which noted significant growth. East Grand Preparatory double-digit gains in both fifth and eighth grade Science and US History. While Buckner Preparatory performed admirably in eighth grade Science, they scored dismally in fifth grade Science and eighth grade Social Studies. For overall student achievement, Buckner Preparatory fell from a 62 to a 54, while East Grand Preparatory grew from a 70 to a 74.

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, the district must ensure that students are receiving rigorous instruction that is aligned to end-of-year assessments. It is also important that Cityscape continues to prepare students to test online and expose them to the online question types of the STAAR assessment, which the district has been doing for the past three years.

With respect to the Pre-K program's CIRCLE data, the Prekindergarten CIRCLE data for the 2024-2025 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 fourth year in a row), which is not uncommon due to the developmental progress of skills in young children. For the coming school year, district and campus administrators plan to focus on those developmentally appropriate practices and activities to ensure that 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, Cityscape 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. Administrators will also provide professional development that focuses on blended learning and 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 Ms. Elda Rojas, Superintendent, who oversees a chief of

schools officer, 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 providing the best possible academic environment for Cityscape's teachers and students. 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 2024, keynote speaker, Dr. Marie Moreno, spoke to the entire instructional staff on "Bridging Language Within Content," which focused on the importance of biliteracy; the cognitive benefits of bilingualism; and the overarching concept of bilingual education. 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 2024-2025 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. The district's most recent STAAR data for all subjects (2024-2025) is 65 percent Approaches, 37.5 percent Meets, and 15.5 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: Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). When reviewing Reading and Math scores for both campuses (and for all grades) for the 2024-2025 STAAR assessment, 35 percent of students did not meet standards; 65 percent of students earned the category of "approaches;" 37.5 percent met the requisite score; and 15.5 percent earned mastery level. The district has set a goal of 90 percent "approaches, 60 percent "meets," and 30 percent masters.

Root Cause 2: The district's two campuses were not consistent in their academic strategies and data-driven instruction, which played a significant role in the small growth in assessment percentages for the 2024-2025 school year.

Problem Statement 3: According to data provided by Skyward and Cityscape's PEIMS Director, the daily student attendance average for the 2024-2025 school year was 93.28 percent. The district average daily attendance (ADA) goal is 97 percent. Thus, 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 continue to 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: Cityscape Schools is committed to creating a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. We believe that social and emotional learning (SEL) is essential for student success and well-being. The district will ensure that the 7 Mindsets SEL curriculum (focusing on developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making) will be integrated on all campuses with fidelity. This will be achieved through professional development for staff, curriculum integration, family engagement, and data-driven evaluation. Through this investment, Cityscape’s goal is to improve student engagement, reduce behavioral issues, and enhance academic achievement.

Root Cause 4: The 7 Mindsets curriculum is not being followed with fidelity in all district campuses. Data from student surveys showed evidence that students desire to know that their teachers care about them beyond academics; that their feelings matter.

Problem Statement 5: Current classroom behavior management systems are not consistent throughout the district. Variability in enforcement across classrooms contributes to student confusion and presents the possibility of a disruptive learning environment. Thus, Cityscape Schools will ensure implementation of a unified, district-wide Positive Behavioral Interventions & Support (PBIS) framework with clear expectations and consistent staff training and accountability, with support from our local education center, Region 10.

Root Cause 5: Data taken from the 7Cs Components of Effective Teaching Student Survey showed the lowest scores related to classroom management and student behavior. While some teachers are employing strategies from the district’s PBIS model, a majority still do not understand the program’s premise and, therefore, have not adopted a change in their classroom management skills.

Problem Statement 6: Research consistently shows that active parental involvement positively impacts student achievement and well-being. Although district and campus extracurricular 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. Thus, the district pledges to build capacity for parents by providing resources and training to enhance their ability to support student learning and engagement. Cityscape will also create opportunities for parents to become more involved in volunteer opportunities, school events, and a more cohesive partnership with their child’s teacher(s). The overriding goal is to include and engage parents from all backgrounds, offering resources and communication in multiple languages and formats as needed.

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, all employees have adopted the motto, “One Cityscape Family” to express a belief that everyone comes together as a family (administrators, teachers, staff, parents, community) for the salient reason of helping students grow intellectually, socially, physically, and ethically. Cityscape believes that excellence is a purposeful act and not just a habit. The district insists on high standards of excellence and expects nothing less from students and staff. With a focus on servant leadership, the staff humbly serves students, the students serve one another, and everyone pulls together to serve the community.

It is through the contribution and active role of parents and community partners that Cityscape Schools becomes an exceptional learning community. District officials encourage a collaborative, family atmosphere among teachers and staff. The first priority is instruction, and total effort is always put into the well-being and care of Cityscape’s students. Cityscape Schools believes in valuing and acknowledging students, teachers, and staff for their hard work and efforts by recognizing those with perfect attendance, academic achievements, and meritorious efforts with tangible tokens of appreciation.

Discipline policies and practices are proactive because Cityscape believes 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 district-wide PBIS and Restorative Practices model, and there was a decrease in Tier 2 and Tier 3 incidents with middle school students at both campuses during the past year. However, not all teachers are practicing the PBIS model with fidelity, which leads to confusion from both students and parents. Thus, during the 2025-2026 academic school year, the district is partnering with the local education service center, Region 10, to ensure that all teachers in every district building are putting restorative discipline policies into practice and disciplinary procedures are followed in a uniform and fair manner.

During the 2021-2022 academic school year, the district adopted the 7 Mindsets curriculum at every campus for every grade level (Pre-K through 8). Each 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, yet only one performed at an admirable level of fidelity to the curriculum. Social-emotional learning (SEL) is a process where individuals develop the knowledge, skills, and attitudes to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. It's not just about academics; SEL is about developing well-rounded individuals ready for life's challenges. During the 2024-2025 school year, the district utilized a student survey from the 7C’s Frameworks for students in grades 5 through 8. Data from these surveys showed evidence that Cityscape students desire to know that their teachers care about them beyond the classroom; that their feelings matter to their teachers and their administrators. Thus, this important SEL curriculum must be offered in every classroom for every grade level at all district buildings with fidelity and care.

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, four of the five athletic teams made district play-off games with the boys soccer team going all the way to the City Championship game. More eighth grade students were accepted into magnet and early college programs than in the past and both eighth grade graduation ceremonies in May were 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 4: Cityscape Schools is committed to creating a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. We believe that social and emotional learning (SEL) is essential for student success and well-being. The district will ensure that the 7 Mindsets SEL curriculum (focusing on developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making) will be integrated on all campuses with fidelity. This will be achieved through

professional development for staff, curriculum integration, family engagement, and data-driven evaluation. Through this investment, Cityscape's goal is to improve student engagement, reduce behavioral issues, and enhance academic achievement.

Root Cause 4: The 7 Mindsets curriculum is not being followed with fidelity in all district campuses. Data from student surveys showed evidence that students desire to know that their teachers care about them beyond academics; that their feelings matter.

Problem Statement 5: Current classroom behavior management systems are not consistent throughout the district. Variability in enforcement across classrooms contributes to student confusion and presents the possibility of a disruptive learning environment. Thus, Cityscape Schools will ensure implementation of a unified, district-wide Positive Behavioral Interventions & Support (PBIS) framework with clear expectations and consistent staff training and accountability, with support from our local education center, Region 10.

Root Cause 5: Data taken from the 7Cs Components of Effective Teaching Student Survey showed the lowest scores related to classroom management and student behavior. While some teachers are employing strategies from the district's PBIS model, a majority still do not understand the program's premise and, therefore, have not adopted a change in their classroom management skills.

Problem Statement 6: Research consistently shows that active parental involvement positively impacts student achievement and well-being. Although district and campus extracurricular 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. Thus, the district pledges to build capacity for parents by providing resources and training to enhance their ability to support student learning and engagement. Cityscape will also create opportunities for parents to become more involved in volunteer opportunities, school events, and a more cohesive partnership with their child's teacher(s). The overriding goal is to include and engage parents from all backgrounds, offering resources and communication in multiple languages and formats as needed.

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 North Texas at Denton, Texas Woman's University at Denton, Region 10's Career Fair, 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 safety plan, led by Ms. Lina Alarcon. 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 Language Arts, Physical Education, Art, and Technology). The instructional programs include academic core subjects at various levels, such as 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 are 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. Further, district administrators offer five college-level courses each academic school year for the benefit of any teacher who would like to sharpen or hone their skills in such areas as Classroom Management; Lesson Design; Teaching Special Populations; or Instructional Strategies – at no cost to the teacher.

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 has existed since the COVID pandemic and address the needs of the students, after-school tutoring is offered at every grade level throughout the year. 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 helps answer critical needs as our district works to rebound from the disruptions of previous pandemics and other unprecedented socioeconomic stressors. These solutions present our teachers and administrators with the actionable data needed to make informed decisions and drive student success.

In the summer of 2020, the district was accepted into the Teacher Incentive Allotment (TIA) program because of its positive impact on both *recruitment* and *retention* of high-performing teachers. Two goals of the TIA are to provide incentive pay to highly effective teachers and to attract and retain effective teachers especially in rural and high-poverty level schools. 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 17 TIA designees on staff and for the 2025-2026 school year, will submit four additional 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.

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

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, the majority of athletic teams made district play-off games with the boys soccer team making it to the city championship game. 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. Family support for extracurricular activities is strong and most students express positive feelings about their school and their teachers.

The district's TIA program continued to garner much success during the 2024-2025 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 17 designees and expects to add several new pending designees by the submission date of October 2025.

Problem Statements Identifying District Processes and Procedures Needs

Problem Statement 3: According to data provided by Skyward and Cityscape's PEIMS Director, the daily student attendance average for the 2024-2025 school year was 93.28 percent. The district average daily attendance (ADA) goal is 97 percent. Thus, 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 continue to 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: Cityscape Schools is committed to creating a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. We

believe that social and emotional learning (SEL) is essential for student success and well-being. The district will ensure that the 7 Mindsets SEL curriculum (focusing on developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making) will be integrated on all campuses with fidelity. This will be achieved through professional development for staff, curriculum integration, family engagement, and data-driven evaluation. Through this investment, Cityscape's goal is to improve student engagement, reduce behavioral issues, and enhance academic achievement.

Root Cause 4: The 7 Mindsets curriculum is not being followed with fidelity in all district campuses. Data from student surveys showed evidence that students desire to know that their teachers care about them beyond academics; that their feelings matter.

Problem Statement 5: Current classroom behavior management systems are not consistent throughout the district. Variability in enforcement across classrooms contributes to student confusion and presents the possibility of a disruptive learning environment. Thus, Cityscape Schools will ensure implementation of a unified, district-wide Positive Behavioral Interventions & Support (PBIS) framework with clear expectations and consistent staff training and accountability, with support from our local education center, Region 10.

Root Cause 5: Data taken from the 7Cs Components of Effective Teaching Student Survey showed the lowest scores related to classroom management and student behavior. While some teachers are employing strategies from the district's PBIS model, a majority still do not understand the program's premise and, therefore, have not adopted a change in their classroom management skills.

Problem Statement 6: Research consistently shows that active parental involvement positively impacts student achievement and well-being. Although district and campus extracurricular 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. Thus, the district pledges to build capacity for parents by providing resources and training to enhance their ability to support student learning and engagement. Cityscape will also create opportunities for parents to become more involved in volunteer opportunities, school events, and a more cohesive partnership with their child's teacher(s). The overriding goal is to include and engage parents from all backgrounds, offering resources and communication in multiple languages and formats as needed.

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 2024-2025 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. The district's most recent STAAR data for all subjects (2024-2025) is 65 percent Approaches, 37.5 percent Meets, and 15.5 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: Cityscape students are not meeting grade level standards as defined by the Texas Education Agency (TEA). When reviewing Reading and Math scores for both campuses (and for all grades) for the 2024-2025 STAAR assessment, 35 percent of students did not meet standards; 65 percent of students earned the category of "approaches;" 37.5 percent met the requisite score; and 15.5 percent earned mastery level. The district has set a goal of 90 percent "approaches, 60 percent "meets," and 30 percent masters.

Root Cause 2: The district's two campuses were not consistent in their academic strategies and data-driven instruction, which played a significant role in the small growth in assessment percentages for the 2024-2025 school year.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: According to data provided by Skyward and Cityscape's PEIMS Director, the daily student attendance average for the 2024-2025 school year was 93.28 percent. The district average daily attendance (ADA) goal is 97 percent. Thus, 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 continue to 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; and District Processes and Programs

Problem Statement 4: Cityscape Schools is committed to creating a positive and supportive learning environment where all students can thrive academically, socially, and emotionally. We believe that social and emotional learning (SEL) is essential for student success and well-being. The district will ensure that the 7 Mindsets SEL curriculum (focusing on developing self-awareness, self-regulation, social awareness, relationship skills, and responsible decision-making) will be integrated on all campuses with fidelity. This will be achieved through professional development for staff, curriculum integration, family engagement, and data-driven evaluation. Through this investment, Cityscape's goal is to improve student engagement, reduce behavioral issues, and enhance academic achievement.

Root Cause 4: The 7 Mindsets curriculum is not being followed with fidelity in all district campuses. Data from student surveys showed evidence that students desire to know that their teachers care about them beyond academics; that their feelings matter.

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

Problem Statement 5: Current classroom behavior management systems are not consistent throughout the district. Variability in enforcement across classrooms contributes to student confusion and presents the possibility of a disruptive learning environment. Thus, Cityscape Schools will ensure implementation of a unified, district-wide Positive Behavioral Interventions & Support (PBIS) framework with clear expectations and consistent staff training and accountability, with support from our local education center, Region 10.

Root Cause 5: Data taken from the 7Cs Components of Effective Teaching Student Survey showed the lowest scores related to classroom management and student behavior. While some teachers are employing strategies from the district's PBIS model, a majority still do not understand the program's premise and, therefore, have not adopted a change in their classroom management skills.

Problem Statement 5 Areas: Demographics; Student Achievement; Perceptions; and District Processes and Programs

Problem Statement 6: Research consistently shows that active parental involvement positively impacts student achievement and well-being. Although district and campus extracurricular 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. Thus, the district pledges to build capacity for parents by providing resources and training to enhance their ability to support student learning and engagement. Cityscape will also create opportunities for parents to become more involved in volunteer opportunities, school events, and a more cohesive partnership with their child's teacher(s). The overriding goal is to include and engage parents from all backgrounds, offering resources and communication in multiple languages and formats as needed.

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: 2025 EOY iStation reading/math results; 2025 STAAR and TELPAS results; 2025 campus benchmark assessments; 2025 MAP assessment results; 2025 Achieve 3000 results; 2025 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.	Superintendent, 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.	CSO, 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	C&I Team, Instructional Coaches, CSO, Campus	Improved student performance on state and local assessments.	199			

identify and track students' strengths, weaknesses, and progress toward mastery.	Administrators, and Teachers.					
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.	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.	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.	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.	Principals, AP's, Instructional Coaches, Reading Intervention, Classroom Teachers, CSO	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	CSO, Principals, AP's, Instructional Coaches, Director of Human Resources	Providing additional, targeted support for teachers of all grade levels will increase instructional quality; thus, increase student progress and achievement.				
Critical Success Factor 9 Continue with (ADSY) Foresight Summer Camp	CSO, Principals, Instructional Coaches, AP's, Teachers, Director of Curriculum	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	Superintendent, 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			

instruction be implemented for students for the 2025–2026 year.						
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.	CSO, C & I Team, Curriculum Director, Instructional Coaches, SPED Coordinator, Campus Administrators	Improved student performance and engagement, improved teacher capacity	199 – General Fund			
Critical Success Factor 12 Utilize data to monitor and student growth towards meeting or mastering grade level performance standards	CSO, C & I Team, Curriculum Director, Instructional Coaches, SPED Coordinator, Campus Administrators	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.	CSO, C & I Team, Curriculum Director, Instructional Coaches, SPED Coordinator, Campus Administrators	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.	CSO, C & I Team, Curriculum Director, Instructional Coaches, SPED Coordinator, Campus Administrators	Increase teacher utilization of quality projects	199			
Critical Success Factor 15 Design a comprehensive lesson planning template to be implemented district-wide.	CSO, C & I Team, Curriculum Director, Instructional Coaches	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, Achieve 3000, Mathia, Benchmark for Phonics, Exploros, Haggerty, Brain Pop, Reading Academy and Math Academy)	CSO, Director of Curriculum/ and Instruction, 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 <i>All in Learning</i> software to easily identify learning gaps and more fully engage students to ensure students meet their annual growth measures	CSO, Director of Curriculum, 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 Director., SPEI 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 group and develop intervention strategies to address deficits noted in the data review.	SPED Dir, 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.	CSO, C&I Team, Instructional Coaches, Campus Administrators, Classroom Teachers, Early Child Dir.	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, CSO	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, CSO	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	Superintendent, CAO, Principals, AP's, Instructional Coaches, Teachers,	Master scheduling and staffing patterns must be amended to ensure students receiving who meet the requirements for remote conferencing are provided the	ESSER II &			

SPED	Teaching and Learning Paraprofessionals, Outside Consultants, SPED dept., Instructional Aides, Teaching Aides, IT Dept.	same instructional opportunities 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.				
Critical Success Factor 7 Project Education for SPED, EBs, Truancy, and MTSS	COCC, CSO, Early Childhood Director, SPED Coordinator, Principal 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	CSO, SPED Director, 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.	C & I Team, SPED Director, Campus Administrators, COCC, CSO	Ensure students are scheduled to take the appropriate assessment for their academic achievement and functional performance.	224 - IDEA			
Critical Success Factor 2 Special education staff will receive on-going training regarding writing appropriate Present Levels of Academic Achievement and Functional Performance (PLAAFP) statements to drive the creation of standard-based measurable goals and objectives.	SPED Director, Special Education Staff, COCC	Improved alignment of goals and objectives to the PLAAFP statements	224 - IDEA			

Critical Success Factor 3 Conduct regularly scheduled meetings between district and campus personnel to review upcoming curriculum units and data.	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.	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, CSO, COO, Director of IT, CFO, Campus Administrators, Director of IT	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	C & I Team, Curriculum Director, Instructional Coaches, SPED Dir., 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; CSO, CFO, Principals, 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, CSO, 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, CSO, 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.	C & I Team, Curriculum Director, Instructional Coaches, Campus Administrators, COCC, CSO	Improvement in instructional strategies				
Critical Success Factor 11 Design and implement a	CSO,	High-impact tutoring is offered to students in grades	ESSER II & III			

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.	Principals, AP's, Instructional Coaches, Teachers, Teaching and Learning dept., Paraprofessionals, Outside Consultants, SPED dept., Instructional Aides, Teaching Aides, IT Dept.	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.				
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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: 2025 EOY iStation reading/math results; 2025 STAAR and TELPAS results (3-8); 2025 campus benchmark assessments (3-8); 2025 MAP assessment results (3-8); 2025 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 targets based on student performance on local assessments	C & I Team, SPED Director, Campus Administrators, CSO	Student growth and improved student performance on state assessments.	199 – General 211 - Title I			
Critical Success Factor 2 Assess reading and math by tracking student performance at various times throughout school year and incorporate interventions based upon those assessment results	C & I Team, SPED Director, Campus Administrators, CSO	A decrease in percentage of students needing urgent interventions in reading and math.				
Critical Success Factor 3 Both campuses will have 70 percent or greater of third grade students reading on grade level by 2024-2025.	C & I Team, SPED Director, Campus Administrators, CSO	An increase in 3rd grade student 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: 2025 EOY iStation reading/math results; 2025 STAAR and TELPAS results (3-8); 2025 campus benchmark assessments (3-8); 2025 MAP assessment results (3-8); 2025 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 programs.	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.	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.	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	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	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 2025-2026 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, 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			
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Performance Objective 6: Improve student academic and socio-emotional resilience, build parental capacity, and increase professional learning opportunities for staff in language and literacy across all content areas, by implementing a comprehensive dual language program, while ensuring the program is run with fidelity and integrity.

Evaluation Data Sources 6: Comprehensive Dual Language Plan; Language Action Plans;

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Continue the district's Dual Language Immersion Program plan with fidelity for all program component for students, parents, teachers, administrators, and community members	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 high 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	Superintendent, instructional coaches,	Instructional staff selected by principals and district admin will learn from experts in the dual				

leadership, will attend various workshops, seminars, and professional development activities	curriculum director, dual language faculty	language field on the latest research, information, and <i>instructional</i> best practices, as they relate to emerging bilingual and biliteracy programs				
Critical Success Factor 4 Create a strong biliteracy vertical and horizontal curricular alignment	Superintendent, 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, collaborative biweekly learning opportunities and team meetings, focusing on effective dual language teaching strategies and practices.	Superintendent, 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 2025-2026 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	Superintendent, 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	C & I Team, Director of Biliteracy Early Childhood Director, Campus Admin, Classroom Teachers, CSO, COCC	Improved student performance and teacher capacity	199			

-small group instruction -dual language (one-way and two-way) -TEKS analysis & implementation -T-TESS -sheltered instruction -TIA						
Critical Success Factor 3 Investigate multiple avenues of delivering staff development including online course work, with peer-based and trainer led instruction for all district staff.	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.	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.	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, CSO, Principals, AP's Teachers, aides	More support for principals from an experienced administrator will aide in improved climate, culture, instruction, personnel management and a more secure school environment.	ESSER II & III			
Critical Success Factor 7 District will recruit, hire, and train a counselor for <i>each</i> campus. The counselors will assist with student counseling needs, MTSS, 504's, and social-emotional educational activities	COCC, CSO, Principals	School counselors play an important role in ensuring that students have excellent educational experiences. They are part of our school support 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 positions will be divided by primary grades and middle school grades.	Superintendent, CSO, Principals, AP's, Teachers, Aides, Para's	Dividing the leadership duties with 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 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, 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%			
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Performance Objective 2: Attract and retain highly qualified, experienced, and effective teachers.

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

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Funding Source	Formative Reviews		
				Nov	Feb	May
Critical Success Factor 1 Recruit highly qualified staff from local university job fairs and/or TJN (and other local media).	Superintendent; CSO, Ex. Dir. 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, Ex. Dir. 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, Ex. Dir. of HR, CSO, 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	CSO, COCC, C & I Team, New classroom teachers, Campus Administration	Equity in instructional programs offered to students and the development of efficacy to ensure success	199			
Critical Success Factor 5 Reward staff with for their faithful service with an annual stipend	Superintendent, CFO, HR Ex. 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, Ex. Dir. of HR, 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-	Superintendent, CFO, Ex. Dir. of HR, COCC	Improved staff/teacher retention	TIA funding provided by TEA			

performing teachers in grades Pre-K through 8 in ELAR, Math, and Science.						
Critical Success Factor 8 Provide TIA designees with stipend upon confirmation of TEA designation.	Superintendent, CFO	Superintendent implemented this to retain high-performing teachers very difficult job market	TIA funding provided by TEA			
Critical Success Factor 9 Maintain <i>Cityscape Empower Rising Teachers</i> (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, CSO, 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 procedures and introduce new school-wide systems to parents and guardians.	Superintendent, COCC Principals, 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; CSO, Ex. Director of Communications,, IT Department, Principal, IT Director,	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,	Superintendent, Ex. Dir. Of Communication COCC,	Improved student performance	199			

and involvement focusing on improving student performance.	Campus Admin, CSO					
Critical Success Factor 4 Provide community resources can assist teachers to engage and motivate students	Principals, AP's, Counselors; 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.	Campus Admin, COCC, Classroom Teachers, Ex. Dir. of Communications, 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	Superintendent, COCC IT Department, Communications Department, CSO	Continued partnership with community members	199			
Critical Success Factor 7 Promote National Charter Schools Week in May 2026	Superintendent, COCC, CSO	Increased parent participation	199			
Critical Success Factor 8 Increase positive news stories in the local newspaper	Superintendent, COCC, CSO, Ex. Dir. Of Communications	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, CSO, Campus Admin, Communications Dept	Improved relationships with district officials and new families to the district	199			
Critical Success Factor 10 Increase communication with of special education and 504 students through a parent newsletter, parent workshops, and district web page.	CSO, SPED Director, Counselors, 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 Education, a customized 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	Superintendent, COCC,	School nurses influence student health and wellness by				

aides to lead health services for both district campuses	Clinic Aides	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.				
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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, bullying and violence prevention, and other trainings, such as Texas Behavior Support Initiative, etc., to address safety needs	COCC, CSO, Counselors, 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, CSO, Counselors, 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, CSO, Counselors, 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	Superintendent, 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	Superintendent 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, Counselors, teachers	Students will learn to recognize bullying is, to take corrective action if they see or hear it, and 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, Counselors, teachers, Dir of IT, principals	To provide yet another established 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, CSO, principals, AP's, teachers counselors	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, CSO, COCC, Principals, AP's, teachers, parents, counselors	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	COCC, CSO, Principals, Ex. Dir of Human Resources	School counselors play an important role in ensuring that	ESSER II & III			

<i>each</i> campus. The counselors will assist with student counseling needs, MTSS, 504's, and social-emotional educational activities		students have excellent educational experiences. They are part of our school support team who provide essential social-emotional support in addition to academic support.				
Critical Success Factor 8 District will purchase and train district and campus staff to implement the 7 Mindsets SEL curriculum for all grade levels at both campuses.	Superintendent, CSO, Counselors, Principals, Teachers, COCC	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 (TCHAT) program for outside counseling and therapy services (telephonic management and four therapy sessions)	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,s COCC, Campus Admin, Classroom Teachers	Improved level of confidence and future expectations by students in creation of four-year utilizing interest and career inventory surveys	199			
Critical Success Factor 2 Implement the Congressional student leadership program	Superintendent, 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 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, 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, 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, PEIMS Dir, 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 approach truancy levels that warrant court action.	COCC, PEIMS Dir, Campus Admin, Attendance Clerks, CSO	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, incentives.	COCC, PEIMS Dir, 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, PEIMS Dir, Campus Admin, Attendance Clerks, CSO, Communication	Improvement in student attendance				
Critical Success Factor 5 Continue to monitor student attendance each 6 weeks through student data management software, targeting students with habitual absences. File truancy charges when deemed appropriate.	COCC, PEIMS Dir, Campus Admin, Attendance Clerks, IT Department, CSO	Improvement in student attendance				
Critical Success Factor 6 The district will contract with	Superintendent, COCC,	The ultimate goal of this truancy program is to build relationships	Title I			

Project Education, 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	Principals, AP's, Teachers, PEIMS Director, Attendance Clerks	and change campus culture to benefit both students and families.				
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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.

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 2025-2026 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 student communication	COCC, Counselors, Campus Administrators,	Increased student communication related to safety and security.	Special fund for anti-bully (See CFO)			

related to bullying, self-harm, suicide, and school threats.	Classroom Teachers					
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, DOO, 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, DOO, 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, DOO, 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, CFO, COCC, Principals, Finance Dept, 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; 2024-2025 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 HVAC units are running effectively, air vents are properly cleaned and maintained, and facilities are cooled/heated in an efficient and healthy manner.	Superintendent, DOO, 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, DOO, 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 on improvement maintenance for better maintainability and energy efficiency.	Superintendent, DOO, 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; CSO, 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 teachers, students, and staff.	CSO, 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	CSO, DOO, Campus	Teachers and staff will use technology tools effectively to				

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)	Administrators, IT Department, Classroom Teachers	carry out professional tasks.				
Critical Success Factor 4 Provide adaptive technology software and equipment for student utilization	Superintendent; Campus Admin, DOO, Instructional Coaches, Curriculum Director, Classroom teacher	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.	CSO, COCC, Director of Curriculum, Principals, AP's, Teachers, SPED Director	Online testing allows for teachers 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 25-26 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 2026). 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: Parent-Square. Information will be provided in an understandable and uniform format, as often as possible, in a language parents understand. Campus staff are mandated to monitor student progress, as well as discuss any concerns or problems. Adequate documentation will be maintained through the use of the school-to-home school communicator (Tuesday Folders) and email/text message blast.

3.2: Offer flexible number of parent involvement meetings

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

General Parent Training/ Building Capacity

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

SUMMARY

This plan is in direct alignment with Texas Commissioner of Education Mike Morath's four priorities that were established through the Texas Education Agency's strategic plan: 1) recruiting, supporting, and retaining teachers and principals; 2) building a foundation of reading and math; 3) connecting high school to career and college; and 4) improving low-performing schools. Cityscape administrators believe that fidelity to Commissioner Morath's four priorities, as well as our own strategic improvement plan, will increase transparency, fairness, and rigor in both our academic and financial performance; ensure compliance with local, state, and federal legislation, policies, and procedures; and strengthen our organizational foundations, such as climate and culture, community partnerships, and resource efficiency.

Within the context of its mission, Cityscape Schools, Inc. is committed to provide a challenging and supportive environment, at the highest standards, for all faculty, staff, and students to realize their potential and develop the skills and flexibility to contribute to a rapidly changing world.

Strategic planning is recognized as a significant institutional process for enhancing the knowledge, understanding and skills of all key players. It is our fervent hope that this plan will play an important role in contributing to an optimal environment for effective teaching, administration, and technical activities. In this way, such development is an integral form of organizational learning throughout the entire spectrum of what is Cityscape Schools.

IMPORTANT NOTES:

- 1) Element 3.1 of the Texas Education Agency’s Title I, Part A Schoolwide Program Elements Validation Guidance Document (2018-2019) states that “...parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.”

Thus, a copy of this plan in its current and most updated status will be placed in the Chief Officer of Culture and Climate’s office at all times and readily made available to parents and family members of any Cityscape student.

- 2) Element 2.3 of the Texas Education Agency’s Title I, Part A Schoolwide Program Elements Validation Guidance Document (2018-2019) states that “...the campus must indicate languages in which the DIP is provided.”

While the DIP is written and published in English, Spanish translators will be provided to parents and family members of any Cityscape student upon request.

Este documento está disponible en español.