

Trinity Basin Preparatory
10th Street Campus
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Attendance rate was 95% or lower all last school year.

Demographics Strengths

Parents are very involved in their child's education and overall well being. They contact the school often.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance has been at 95% or lower last school year. **Root Cause:** COVID 19 and the number of students having to quarantine without access at home to systems that enable effective virtual learning to occur

Student Learning

Student Learning Summary

STAAR scores and on-grade level student performance was low.

District Lever Focus

Our end goal is growth for EVERY student. We have the following goals for our campus and district.

- 75% Approached on the STAAAR Exam.
- 45% Meet and/or Master the STAAR Exam.
- 20% Master the STAAR Exam.
- 60% AT or above grade level on the NWEA by EOY.
- 65% Meeting Expected Growth on the NEW by EOY.

In order to do this, we are going to laser focus on data practices and small group instruction in order to ensure **Student Progress** and that we are **Meeting the Needs of All Learners**.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. **Root Cause:** Student attendance due to Covid Return To School Protocols and shortage of certified teachers.

School Processes & Programs

School Processes & Programs Summary

We align our actions to the district mission, vision, and expectations. This school year we will focus on our instructional processes: unit/lesson planning, PLCs, data analysis, observation and feedback cycles.

COVID 19 has been addressed to ensure student safety.

- Sanitizers available in classrooms.
- Students bring their own water to drink throughout the day.
- Return to School Protocols are provided by the district to address the steps with student/staff who have Covid.

The following drill occurs throughout the year to ensure student / staff safety:

- Fire (monthly)
- Tornado (Each Semester)
- Lock Down (Each Semester)
- Parents must present an ID when they enter the receptionist office to visit the campus or pick up students.
- Parents must present a color coded placard (provided by the campus) when they pick up students at dismissal to ensure the correct student goes home with the correct parent. If a parent does not have the color coded sign, they must go to the receptionist office and provide their ID before the student is released.

Student Behavior Management:

- PBIS is utilized to address student behavior and set expectations while on campus.
- Teachers display classroom rules.

School Processes & Programs Strengths

Teachers were tiered and a coaching plan was created for campus administration to observe classrooms once a week, twice a week, or every other week based on how the teacher was tiered.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers did not make significant growth of instructional practices from BOY to EOY. **Root Cause:** Lack of teacher internalization and

implementation of TNTP 4 Resources and High Impact Rubric.

Perceptions

Perceptions Summary

At Trinity Basin Preparatory, we believe that every child can succeed, and our teachers, staff, and administrators are all dedicated to that success. We strive to provide a well-rounded and rigorous education to our students focusing on core academic areas and holding our students to high expectations. Due to the COVID-19 Pandemic, most parent perceptions were gathered mainly through online parent surveys.

TBP 10th Street conducted a parent needs assessment survey to find out parent needs and if they needed support. This helped the campus determine how to best support the TBP 10th Street families. These actions helped to foster positive rapport and trust with families.

Students that were virtual last year struggled to comply with behavior and academic expectations during the 2021-2022 school year.

Perceptions Strengths

Students who were not able to attend school due to Covid-19 were able to keep up with their academics by attending virtual school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Low parent expectations for academics and behavior **Root Cause:** COVID 19 disruption and disconnect from school expectations due to virtual learning.

Priority Problem Statements

Problem Statement 6: Attendance has been at 95% or lower last school year.

Root Cause 6: COVID 19 and the number of students having to quarantine without access at home to systems that enable effective virtual learning to occur

Problem Statement 6 Areas: Demographics

Problem Statement 4: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math.

Root Cause 4: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.

Problem Statement 4 Areas: Student Learning

Problem Statement 3: Teachers did not make significant growth of instructional practices from BOY to EOY.

Root Cause 3: Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 7: Low parent expectations for academics and behavior

Root Cause 7: COVID 19 disruption and disconnect from school expectations due to virtual learning.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- RDA data

Student Data: Assessments

- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals





Goal 1: High Quality Curriculum- All students will receive high quality curriculum that provided aligned grade level content and meaningful practice opportunities.

Performance Objective 1: By May of 2023, 85% of classroom teachers will score "mid-impact" or higher on the High Impact Observation Rubric.

High Priority

Evaluation Data Sources: Observations using High Quality Rubric.

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Lesson Plan Protocol/ Internalization Planning: Teachers will plan grade appropriate content (know the standards, identify the depth of the standard, and determine coherent context) prior to the weekly CBPL.</p> <p>Strategy's Expected Result/Impact: High quality lessons that lead to student's mastering objectives and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title II - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Amplify Lesson Internalization- Use the lesson internalization process during weekly CBPL's to refine instructional strategies and learning activities, ensuring students success in meeting the primary focus objectives of the lesson.</p> <p>Strategy's Expected Result/Impact: High quality lessons that lead to student's mastering objectives and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title II - \$0</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Euerka Lesson Internalization- Use the lesson internalization process during weekly CBPL's to refine instructional strategies and learning activities, ensuring students success in meeting the primary focus objectives of the lesson.</p> <p>Strategy's Expected Result/Impact: High quality lessons that lead to student's mastering objectives and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: - Title II - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. Root Cause: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.</p>

School Processes & Programs

Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. **Root Cause:** Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.





Goal 2: Teachers will deliver strong instruction delivering high impact learning strategies and practice.

Performance Objective 1: For the 2022-2023 school year, at least 80% of observed teachers will achieve "proficient" or higher on their T-TESS evaluation.

High Priority

Evaluation Data Sources: Classroom Observations utilizing TTESS Rubric in Eduphoria.

Strategy 1 Details	Reviews			
<p>Strategy 1: High Impact Learning Strategies: Train, inspect, coach and evaluate the implementation of "Must Haves" for each content area. Capture exemplar videos.</p> <p>Strategy's Expected Result/Impact: Teachers score mid or higher on observations using high quality rubric</p> <p>Staff Responsible for Monitoring: Instructional coaches and Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Aggressive monitoring - Monitor and evaluate student progress during the lesson to make decisions that will allow real time and immediate intervention based on student evidence.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate mastery of the content.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Each classroom will implement and show evidence of habits of discussion. Students will use academic language and text evidence to justify their thinking.</p> <p>Strategy's Expected Result/Impact: Improved student success on assessment and master of content. Closing student gaps.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coaches</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Observation and feedback: Campus administration will tier teachers every grading cycle to provide instructional coaching and monitor teacher growth.</p> <p>Strategy's Expected Result/Impact: Improved student success on assessment and master of content. Closing student learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct regular informal and formal classroom observation utilizing T-TESS rubric while giving teachers immediate and meaningful feedback.</p> <p>Strategy's Expected Result/Impact: Improved instruction. Students being more successful on assessments. Closing learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. Root Cause: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.
School Processes & Programs
Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. Root Cause: Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.

Goal 3: Strong systems will be developed to increase student progress.





Performance Objective 1: Student Progress-In May of 2023, at least 80% of the 10th Street students will achieve "Approaches", 50% in "Meets", and 25% in "Masters" on their Reading and Math STAAR examinations.

High Priority

HB3 Goal

Evaluation Data Sources: MAP, Amplify Reading, District Assessments, STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Exit Ticket Tracker- Teachers (grades 2nd-4th) will track students daily exit tickets on a shared exit ticket tracker. Coaches and administration will train, inspect, coach, and evaluate the implementation and daily intervention using the exit ticket data.</p> <p>Strategy's Expected Result/Impact: Reteaching will be immediate and teachers response to students needs will close student learning gaps earlier.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student Data Folders- 3rd and 4th grade will implement student data folders. Students will track exit tickets, summative data, and set goals with teacher monitoring the goals.</p> <p>Strategy's Expected Result/Impact: Students will track their progression of learning.</p> <p>Staff Responsible for Monitoring: 3rd and 4th grade teachers, Campus Administration, Instructional coaches</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Data Review-Data Digs will occur after district assessments to review summative data (Kinder-4th grade). Special programs will collaborate with teachers regarding data for students in special programs.</p> <p>Strategy's Expected Result/Impact: Each teacher will progress monitor by student and class each six week's. Teacher will set goals and work toward improving goals and closing learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Student Work Analysis Protocol - Implement weekly data meetings (2nd-4th grades) to analyze student work samples.</p> <p>Strategy's Expected Result/Impact: Students will perform higher on daily exit tickets that will result on high passing percentage on CBAS and close learning gaps.</p> <p>Staff Responsible for Monitoring: Campus Admin and Instructional Coaches</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Saturday School will be available in the Spring for 3rd and 4th grade students who are needing extra support prior to the STAAR examinations.</p> <p>Strategy's Expected Result/Impact: Improved student mastery for each student regardless of Tier.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. **Root Cause:** Student attendance due to Covid Return To School Protocols and shortage of certified teachers.

School Processes & Programs

Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. **Root Cause:** Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.

Goal 4: Systems and services will meet the needs of all learners.

Performance Objective 1: Meeting the Needs of All Learnings-By May of 2023, the number of RTI students who are in tier 3 will be reduced by 33%.

High Priority

HB3 Goal

Evaluation Data Sources: RTI and ESL tracker

STAAR





Maps

Exit Ticket Trackers

Imagine Learning

Strategy 1 Details	Reviews			
<p>Strategy 1: Special Programs (SPED, RTI, ESL, Dyslexia) will create a data tracker to monitor student progress and guide small group instruction.</p> <p>Strategy's Expected Result/Impact: Increased performance of students participating in special programs. Closing student gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: High Impact Tutoring/AI- Train, inspect, coach and evaluate the implementation of targeted small group instruction in all classrooms.</p> <p>Strategy's Expected Result/Impact: Increased performance of students participating in special programs. Closing student gaps.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Any student who failed either the 2022 STAAR Reading or 2022 STAAR Math will be placed in Accelerated Instruction where they will receive 30 hours of targeted instruction for each subject they failed. These interventions will occur during specific times of the school day and after school.</p> <p>Strategy's Expected Result/Impact: Close academic gaps. Allow these students to pass the next STAAR test in Reading and Math.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. Root Cause: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. Root Cause: Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.</p>





Goal 5: Provide a positive and inspiring culture of high expectations for all students and staff.

Performance Objective 1: At end of May 2022, the 10th Street campus will reduce the employee turnover rate including administration, aides, security, and other paraprofessionals by 25%.

High Priority

Evaluation Data Sources: Campus Surveys
Observations using High Impact Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Create ongoing opportunities to recognize and appreciate staff for their never-ending efforts to meet the needs of our students.</p> <p>Strategy's Expected Result/Impact: Create an environment where teachers feel supported and appreciated.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide leadership opportunities for staff including but not limited to the following: mentor teachers, TIL leadership team, and 10th Street Committee.</p> <p>Strategy's Expected Result/Impact: Create an environment where developing teachers feel supported and appreciated. Experienced teachers have an opportunity to help in the professional development of their colleagues.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide campus level PLC's and training that will support teachers throughout the year while developing and enhancing their instructional skills.</p> <p>Strategy's Expected Result/Impact: Teachers will feel supported by campus administration in their professional growth. Student achievement on assessments will improve.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Coaches</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. Root Cause: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. Root Cause: Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.</p>

Goal 5: Provide a positive and inspiring culture of high expectations for all students and staff.

Performance Objective 2: During the 2022-2023 school year, the 10th Street campus will provide multiple activities and events for parents and community members to promote teamwork and unity in the educational of students.

Evaluation Data Sources: Parent Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: A PTO Event will be hosted by a different grade level each month (Movie Night, Father/Daughter Dance, Trunk or Treat, Talent Show, etc.).</p> <p>Strategy's Expected Result/Impact: Opportunity to build a stronger relationship between school and home.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: An Open House will be scheduled once per semester.</p> <p>Strategy's Expected Result/Impact: Opportunity to build a stronger relationship between school and home.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A Parent Conference will be scheduled oncer per semester.</p> <p>Strategy's Expected Result/Impact: Opportunity to build a stronger relationship between school and home. Improved student success by informing parent of student progress.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Attendance has been at 95% or lower last school year. **Root Cause:** COVID 19 and the number of students having to quarantine without access at home to systems that enable effective virtual learning to occur

Student Learning

Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. **Root Cause:** Student attendance due to Covid Return To School Protocols and shortage of certified teachers.

School Processes & Programs

Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. **Root Cause:** Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.

Perceptions





Problem Statement 1: Low parent expectations for academics and behavior **Root Cause:** COVID 19 disruption and disconnect from school expectations due to virtual learning.

Goal 5: Provide a positive and inspiring culture of high expectations for all students and staff.

Performance Objective 3: During the 2022-2023 school year, the 10th Street campus will implement a minimum of 4 school wide practices to maintain a positive learning environment with high emotional and behavioral expectations.

Evaluation Data Sources: Referrals
Counselor Documentation
Parent Education / Training

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will provide character development education in all grade levels and consult students individually as needed.</p> <p>Strategy's Expected Result/Impact: Less referrals to principal or counselor. Students will not escalate issues when they encounter a negative situation. Students will be able to communicate verbally with peers and teachers rather than use physical force.</p> <p>Staff Responsible for Monitoring: Counselor Principal Teachers</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize PBIS (Positive Behavior Intervention Support) to reward desired behaviors not only in the classroom but anytime students are on campus.</p> <p>Strategy's Expected Result/Impact: Less referrals to principal or counselor. Students will not escalate issues when they encounter a negative situation. Students will be able to communicate verbally with peers and teachers rather than use physical force.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will post their classroom rules and use behavior charts to monitor student behavior throughout the day while communicating to parents any issues that may arise.</p> <p>Strategy's Expected Result/Impact: Less referrals to principal or counselor. Students will not escalate issues when they encounter a negative situation. Students will be able to communicate verbally with peers and teachers rather than use physical force.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will contact parents twice per grading cycle regarding the progress of their child's educational developments including positive contacts as parents are generally notified by the school only when there is a problem.</p> <p>Strategy's Expected Result/Impact: Improved student success and the opportunity to build a stronger relationship between school and home.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Third and fourth grade students did not achieve appropriate levels of mastery in the categories of Approaches, Meets, and Masters for all 2022 STAAR assessments in Reading and Math. Root Cause: Student attendance due to Covid Return To School Protocols and shortage of certified teachers.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers did not make significant growth of instructional practices from BOY to EOY. Root Cause: Lack of teacher internalization and implementation of TNTP 4 Resources and High Impact Rubric.</p>
Perceptions
<p>Problem Statement 1: Low parent expectations for academics and behavior Root Cause: COVID 19 disruption and disconnect from school expectations due to virtual learning.</p>

Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
Sub-Total					\$0.00